MEL MARIA
CATHOLIC PRIMARY SCHOOL

Mel Maria Catholic Primary School School Performance Data 2022

Mel Maria Catholic Primary School Annual Compliance Data 2022.

The Annual Report provides the school community with fair, reliable and objective information about the school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about the initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School's Annual School Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Western Australia.

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1. Contextual Information

Mel Maria is a two campus, co-educational catholic primary school catering, for approximately 800 children from Pre-Kindergarten to Year Six. Providing an environment based on Gospel values we aim to develop the full potential of every child, promoting a spirit of inquiry and a thirst for knowledge.

The school has a history of academic excellence and is at the forefront of implementing a dynamic curriculum. The ongoing development of numeracy and literacy skills is of a high priority whilst enrichment programmes are conducted on both sites for the gifted and talented children and those needing remediation. A broad range of academic competitions enhance the pastoral and educational programmes offered.

The curriculum also includes Japanese for all children from year three upward and a comprehensive music and instrumental programme, encompassing the performing arts is offered throughout the entire school. Our physical education programme has expanded to include an out of school hours sports programme.

The use of learning technology is fully integrated within the curriculum. Students in Years Three to Six students enjoy the benefits of a one to one iPad program. The school library is a focal point for the children providing them with a wide variety of rich resources to stimulate their creativity. Each campus has its own library both of which are networked together. Although physically separated our community endeavours to fulfil the motto of the school. "Unity is Strength".

School Improvement

Annual School Improvement Plan 2022 - Success Measures

- Review and implementation of improved transition data documents to inform practices
- Regular professional development and cluster meetings assessing and moderating students writing
- Year 6 student & Parent survey feedback outlining success 80%

Annual School Improvement Plan Key Goals for 2022

Catholic Identity

- Providing abundant and meaningful opportunities for catechesis through the Word, Worship, prayer, retreats, service and community. Revisit the Evangelisation Pan
- Our decisions are Christ- centred transparent, evidence -based and place the child as the focus
- Staff, parents and students participate in formation opportunities within Parish context.

Education

- Continue whole school focus on personalized learning and links with student achievement – key focus on developing strong literacy and numeracy skills
- Continue to integrate Aboriginal culture into all curriculum areas with a primary connection our our common home connection to Laudato Si.
- Empower each student to achieve his/her God -given potential through the provision of quality learning experiences
- Utilise a wide instructional range that reflects contemporary pedagogies that engage, challenge and progress student learning.

Community

- Host future focused imageseven sessions to map out and find solutions to parent concerns
- Communicate outcomes of discover sessions and minor works on each campus.

Stewardship

- Faith development for staff. Professional learning day/sessions set aside for all to further develop their knowledge, faith and understanding of Catholicism.

Student Profile

2022

School facts

School sector	Non-government
School type	Primary
Year range	PP-6
Location	Major Cities

School staff

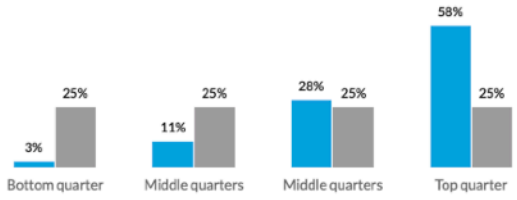
Teaching staff	49
Full-time equivalent teaching staff	44.3
Non-teaching staff	40
Full-time equivalent non-teaching staff	27.8

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1143
Average ICSEA value	1000
School ICSEA percentile	94

Distribution of Socio-Educational Advantage (SEA)



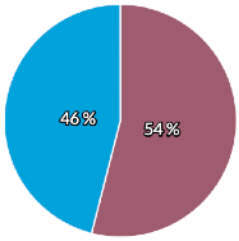
Percentages are rounded and may not add to 100

Students

Total enrolments: 650

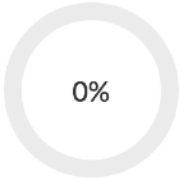
Boys 298

Girls 352



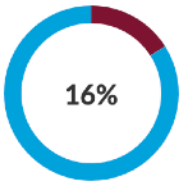
Full-time equivalent enrolments: 650.0

Indigenous students



Language background other than English

Yes	(16%)	
No	(84%)	
Not stated	(0%)	



2. Teacher standards and qualifications

Teacher standards and qualifications

The school employs a total of 87 staff (53 teaching and 34 non-teaching) staff. Collectively the qualifications held by teachers and the number who hold these qualifications:

Number	Degree
10	Masters of Education
39	Bachelor of Education
8	Graduate Diploma of Education
4	Diploma of Teaching
1	Bachelor of Science
1	Diploma of Religious Education
1	Micrsoft Certified System Engineer
1	Microsoft Certfied System Professional
2	Bachelor of Applied Science (Psychology)
1	Bachelor of Asian Studies
2	Bachelor of Applied Science (Biological Sciences)

3. Workforce composition

A total of 87non-indigenous staff members are employed at Mel Maria Catholic Primary School. The table below represents the number of teaching /non Teaching, gender and full time /part time staff

Teaching			
Male	Male	Female	Female
F/T	P/T	F/T	P/T
10	0	25	18

Non Teaching			
Male	Male	Female	Female
F/T	P/T	F/T	P/T
0	2	9	20

4. Student attendance at school

Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.33	90.55	92.48	91.33	91.97	92.73	92.66

Average school attendance for 2022 is 91.86%

When a child is unable to attend, parents email or contact the Administration Office in the morning to notify the school. If a phone call has been made, parents must provide a written note on the child's return to school. The school sends an SMS message to parents if there is an unexplained absence. This attendance data is recorded in SEQTA and records kept on file for the required time.

Attendance and Non-attendance procedures

- It is the parent's responsibility to notify the school prior to the commencement of the school day if their child will be absent from school.
- Classroom teachers are required to mark morning and afternoon rolls on SEQTA.
- Once all class morning rolls have been marked, administrative staff send out an absentee SMS to relevant parents/ guardians and adjust the child's attendance status accordingly when parents phone the school (e.g. change status from absent to "unresolved" absence), usually by about 9:00 am.
- Parents of students who arrive or depart outside normal school hours, sign students in or out electronically on the iPad at reception.
- If the student is absent from school and an acceptable written explanation has been provided by the parent, teachers are to adjust the child's attendance status on the SEQTA roll and no further action is required.

Attendance procedure

To ensure the safety of children parents are asked to notify the school by 9.00am if a child will be absent on a particular day. The Department of Education has confirmed that while a phone message is not a substitute for a signed note when reporting absences, an email meeting the following criteria is accepted;

- The name of the student,
- The class/roll group of the student,
- The reason for the absence, and
- The full name of the parent/guardian at the end of the message (the 'from' email address is not sufficient as it does not necessarily have the full name of the person sending it).

These details must be included in the email as it is a legal document. Parents must provide the teacher with a written explanation as to the cause of a child's absence or a doctor's certificate.

For extended periods of absences (e.g. holiday) a written note needs to be provided to the principal and class teacher notifying them of them of the reason for the extended absence ahead of time. Upon receiving this communication, the principal will respond with a written response or email.

If a child's attendance falls below 95% without a valid reason, parents will be notified by the classroom teacher. If a child's attendance falls below 90%, a letter will be sent by the principal requesting details about the child's lack of attendance, and organise support in increasing attendance. This support may include, meeting with teacher, child and parents, or consultation with outside support.

5. NAPLAN annual attendance

YEAR THREE NAPLAN RESULTS

YEAR 3 READING

Year	Australian Mean	School Mean
2018	427	438
2019	425	450
2021	424	462
2022	439	467

YEAR 3 WRITING

Year	Australian Mean	School Mean
2018	395	424
2019	412	437
2021	415	448
2022	423	444

YEAR 3 SPELLING

Year	Australian Mean	School Mean
2018	411	421
2019	414	424
2021	417	448
2022	418	440

YEAR 3 GRAMMAR AND PUNCTUATION

Year	Australian Mean	School Mean
2018	424	409
2019	431	459
2021	425	463
2022	433	455

YEAR 3 NUMERACY

Year	Australian Mean	School Mean
2018	412	440
2019	413	433
2021	409	444
2022	400	412

YEAR FIVE NAPLAN RESULTS

YEAR 5 READING

Year	Australian Mean	School Mean
2018	505	530
2019	500	528
2021	505	528
2022	510	543

YEAR 5 WRITING

Year	Australian Mean	School Mean
2018	452	488
2019	463	494
2021	470	498
2022	485	506

YEAR 5 SPELLING

Year	Australian Mean	School Mean
2018	497	518
2019	495	526
2021	500	508
2022	505	518

YEAR 5 GRAMMAR AND PUNCTUATION

Year	Australian Mean	School Mean
2018	496	527
2019	490	521
2021	495	520
2022	499	527

YEAR 5 NUMERACY

Year	Australian Mean	School Mean
2018	499	518
2019	502	540
2021	502	516
2022	489	534

6. Parent, student and teacher satisfaction

Recent school surveys in 2022 indicate that:

- Parents report a high degree of satisfaction with the level of staff interaction and engagement with students.
- Parents indicate their appreciation for the high level of Pastoral care provided for students.
- Students feel safe and recognised as members of the school community and report finding staff approachable.
- Students report a high level of support from teachers in classrooms and in the wider school context.
- Teachers report high levels of commitment to the school as indicated by high staff retention rates.
- Teachers are motivated to acquire specialised qualifications across the curriculum with many holding Masters of Education in various fields
- Students report a warm and safe community feel within the school environment.
- Students value being acknowledged and valued by all school staff.
- Mel Maria articulates the values that align with values families want for their children

7. School Income

Income	Initial Budget	% of income	
Tuition Fee / Private income	2,277,952	26%	
State Government Grants	1,681,392	19%	
Commonwealth Grants	4,470,648	51%	
Capital income/Building Levy	571,571	7%	
Trading IncomeTotal	296,621	3%	
Expenses	**Initial Budget**	**% of income**	**What is included in this expenditure**
Tuition Expenditure	424,655	5%	classroom amenities, books and resources, excursions
Administration/General Expenditure	486,370	6%	ICT expenses, CEWA levies, insurances
Capital Expenses	25,000	0%	Furniture and fittings, IT equipment
Trading Expenditure	97,869	1%	Canteen, Uniform shop and 3 year old Kindy operational expenses and wages
Total	1,033,893	12%	

8. Post School Destinations

School	Number of Students
All Saints College	1
Applecross Senior High	4
Aquinas College	9
Bob Hawke College	1
Christ Church Collge	1
Christian Brothers' College	20
Corpus Christi College	3
Iona Presentation College	2
John XXIII	1
Melville SHS	1
Santa Maria College	30
Seton College	1
Penhros	1

9. School improvement planning

Please refer to the Mel Maria Catholic Primary School website for more detailed information and read the 2022 Principal's Report which contains comprehensive information on the school's improvement plan.

http://www.melmaria.wa.edu.au/assets/Uploads/General/Principals-Report-2022.pdf

School Advisory Council Chairperson 2022 Report
http://www.melmaria.wa.edu.au/assets/2022/SAC-Chair-Report-2022.pdf