

**Our Lady of Lourdes, Nollamara**

# **School Performance Information**



*Belief*

*Harmony*

*Responsibility*

**Report for the 2016 Academic Year**

### School Vision Statement

Our Lady of Lourdes Catholic Primary School seeks to offer excellence in education, enlivened by the life and teaching of Jesus Christ in a school community where the dignity of each person is valued.

### School Mission Statement

Our Lady of Lourdes School seeks to provide educational excellence through the integration of Faith, Life and Culture.

### Introduction

This report provides Our Lady of Lourdes school community with information about the school's activities and performance for the 2016 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2017.

The report should be read alongside other school documentation including the Principal's Annual Report to the School Community. The school's website contains many relevant documents that will provide information for parents.

## SCHOOL PERFORMANCE INFORMATION

### **1. CONTEXTUAL INFORMATION**

Our Lady of Lourdes School is a Catholic Primary School catering for children from Kindergarten to Year Six. Our motto, 'Honour is more precious than gold', underpins school life. Through our Religious Education Units of Work and Sacramental Programs, we promote, embrace and enhance the children's Faith, Life and Culture.

The school provides a holistic education that is developmentally appropriate. We promote excellence and support the children to reach their fullest potential. Due to a high percentage of children from Non-English speaking backgrounds, there is a major focus on Literacy and Numeracy, catering for the needs of all children.

A vibrant Professional Learning Community exists amongst staff which focuses on the delivery of the best teaching methodology. It involves ongoing assessment and data gathering to direct the teaching/learning experience within the context of the Western Australian Curriculum. Support and extension programs enrich the broad and balanced curriculum that is provided for all students. Specialist lessons in Music, Dance, Swimming, Physical Education & Sports, Art, Italian and Information Technology are currently offered.

Our Early Childhood Education program is vibrant and promotes play-based learning through the effective implementation of the Early Years' Learning Framework.

The school community works together to create an environment where diversity is valued and everyone is treated with dignity and respect.

## 2. TEACHER STANDARDS & QUALIFICATIONS

QUALIFICATIONS OF TEACHING STAFF AT OUR LADY OF LOURDES SCHOOL	
Qualifications	Number of Staff
Certificate of Teaching	1
Diploma of Education	4
Bachelor of Education	13
Masters of Education	1

## 3. WORKFORCE COMPOSITION

Principal	Mr. Dan Wood (T1 & 2) / Mr Matthew Gray (T3) / Mr Mark Ryan (T4)
Assistant Principal	Mrs. Gayle Connell
Assistant Principal	Mr. Matthew Gray
Bursar	Miss Margaret Reeler
Administration Officer	Mrs. Janet Harris
3 Yr. Old Program & Kindergarten	Mrs. Leonie Forrest/ Mrs. Jessica Giorgio
Pre-Primary	Mrs. Leonie Forrest
Year One	Miss Alison Casey
	Mrs. Sonia Jenaway
	Miss Sandra Murgia
Year Two	Mrs. Janet Callaghan
Year Three	Mrs. Jessica Giorgio
	Mrs. Maria Gaudoin
Year Four	Mrs. Elise Cruttenden
	Mrs. Judy Russo
Year Five	Mrs. Kerry Roberts
Year Six	Mr. Matthew Gray
	Mrs. Judy Russo
Learning Support	Mrs. Gayle Connell
Reading Recovery	Mrs. Grace Valli
Sport	Mr. Steven Mammoliti
Italian	Mrs. Maria Samsonova
Music	Mrs. Mary Happ
ICT & Gifted & Talented Program	Mrs. Louise Baldock
Early Childhood TAs	Mrs. Anne Fusco
	Ms. Josie Reitano / Mrs. Cyril Narra
	Mrs. Marie Ferrone
	Mrs. Teresa Erceg
Special Educational TA	Mrs. Mireinne Cumbo
	Mrs. Veronica Bayer
Primary/ Library/ Art TA	Mrs. Pina Versaci
Uniform Shop Manager	Mrs. Bernadette Dyblik
Canteen Manager	Mrs. Rosie Samuels

There are currently no indigenous staff employed at the school.

#### 4. STUDENT ATTENDANCE

The average attendance rate for the 2016 gazetted school year for students in Pre-Primary to Year 6 was: **93.8%**. This was broken down into the following class groupings:

Year Group	Attendance Rate
Pre-Primary	93.03%
1	91.88%
2	94%
3	92.44%
4	94.1%
5	95.56%
6	95.6%

Parents of children who are absent from school are asked to clarify the reason for non-attendance. An absentee slip is required to be completed upon the child's return. For lengthier absences during term time, which are not health related, an approval of extended leave form needs to be completed.

#### 5. NAPLAN INFORMATION

National Assessment Plan for Literacy and Numeracy (NAPLAN) results in 2016 were:

##### PERCENTAGES OF STUDENTS AT OR ABOVE THE MINIMUM STANDARD (NAPLAN 2016)

##### Year Three

	OUR LADY OF LOURDES					STATE					NATIONAL				
	2016	2015	2014	2013	2012	2016	2015	2014	2013	2012	2016	2015	2014	2013	2012
READING	100%	100%	100%	100%	97%	93.8%	92.9%	91.8%	94.1%	91.8%	95.1%	94.6%	93.6%	95.3%	93.6%
WRITING	100%	100%	96%	100%	100%	95.8%	94.6%	93.2%	94.5%	94.7%	96.4%	95.5%	93.8%	95%	95.3%
LANGUAGE CONVENTIONS- SPELLING	100%	100%	100%	100%	100%	93.29%	91.9%	91.5%	92.6%	92.3%	94.3%	93.1%	92.8%	93.9%	94.0%
LANGUAGE CONVENTIONS- GRAMMAR & PUNCTUATION	96.2%	100%	100%	100%	100%	94.3%	93.1%	91.5%	93.6%	89.8%	95.4%	94.5%	93.5%	95.3%	92.9%
NUMERACY	100%	100%	96%	100%	97%	95.1%	93.6%	93.8%	95.4%	92.5%	95.7%	94.4%	94.7%	95.8%	93.9%

## Comparisons – Year 3

	OUR LADY OF LOURDES MEAN	ALL WA SCHOOLS MEAN	ALL AUSTRALIAN SCHOOLS MEAN
READING	461.5	416.8	425.7
WRITING	442.5	414.2	420.5
SPELLING	471.4	412.4	420.1
GRAMMAR & PUNCTUATION	458.8	425.4	436.3
NUMERACY	418.8	395.1	402.2

## Year Five

	OUR LADY OF LOURDES					STATE					NATIONAL				
	2016	2015	2014	2013	2012	2016	2015	2014	2013	2012	2016	2015	2014	2013	2012
READING	100%	100%	100%	100%	100%	91.3%	92%	91.4%	96%	89.7%	93.1%	93.1%	92.9%	96.2%	91.6%
WRITING	100%	95.2%	100%	92.3%	100%	92.8%	91%	89.8%	90.8%	91%	93.3%	92.3%	90.3%	91.7%	92.1%
LANGUAGE CONVENTIONS - SPELLING	95.5%	100%	100%	96.2%	100%	92.2%	92.6%	91.7%	92.5%	91.3%	92.9%	93.4%	92.8%	93.1%	92.8%
LANGUAGE CONVENTIONS - GRAMMAR & PUNCTUATION	90.9%	95.2%	100%	96.2%	96%	92.7%	91.5%	91.2%	94.1%	87.6%	93.8%	93.1%	92.9%	94.8%	90.5%
NUMERACY	90.9%	100%	95.5%	92.3%	96%	93.4%	94.5%	92.1%	92.8%	91.7%	94.6%	95.1%	93.3%	93.4%	93.3%

## Comparisons – Year 5

	OUR LADY OF LOURDES MEAN	ALL WA SCHOOLS MEAN	ALL AUSTRALIAN SCHOOLS MEAN
READING	498.2	494.7	501.7
WRITING	485.9	469.9	475.4
SPELLING	504.5	488.1	492.9
GRAMMAR & PUNCTUATION	479.5	498.5	505.0
NUMERACY	464.8	485.5	492.9

## 6. SATISFACTION SURVEYS

### Parent Satisfaction

There is a high level of parent satisfaction based on the following:

- Strong community support for all function and events

- Positive parent interaction with staff
- Strong level of involvement and support of the education program
- Strong attendance levels for Information Evenings
- High level of volunteers for sporting carnivals and excursions
- High level of pastoral care is demonstrated within the community
- Prospective parents are seeking places based on recommendations of members of the school community

#### Student Satisfaction

Survey results indicate the student satisfaction levels are strong based on the following:

- High level of cooperation with staff
- Students are proud of their school. This is evident when attending interschool events
- The inclusive nature of the school
- Minimal behaviour incidents among students
- Willingness to learn and explore new opportunities
- Consistent progress from students

#### Teacher Satisfaction

The staff at Our Lady of Lourdes are very professional and support the school in all its endeavours. The high staff retention rate indicates that strong relationships and loyalty to the school are evident.

### **7. SCHOOL INCOME**

At the Annual School Community Meeting in November 2016, the Board Treasurer presented the School Fee Schedule and Initial Budget (Recurrent and Capital) for the forthcoming year.

The My School website can be accessed to view the school's breakdown of income. The link to the website is:

<https://www.myschool.edu.au/Finance/Index/101168/OurLadyofLourdesSchool/48930/2016>

### **8. SENIOR SECONDARY OUTCOMES**

N/A

### **9. POST SCHOOL DESTINATIONS**

In 2016 Year Six students graduated. Their school destinations were as follows:

School	Number of Students
Servite Catholic College	13

Mount Lawley High	1
Ellenbrook Secondary College	1
Greenwood College	1
Newman Catholic College	2
Balcatta Senior High	2
St Andrew's Grammar	1
Morley Senior High	1
Chisholm Catholic College	2

## 10. ANNUAL SCHOOL IMPROVEMENT

2016 ASIP Goals	Success Indicators
Effective integration of ICT in Numeracy Lessons including smarter /full implementation of Mathletics.	Integration of ICT (I-Pads, lap tops) & numeracy lessons within the classroom. Mathletics is utilised as a teaching and learning tool which is evidenced in teacher planning documents.
Implement a consistent, comprehensive assessment and reporting cycle that is linked to student tracking/ support/ extension.	Core principles of teaching and assessment are met in the Numeracy and Literacy learning areas.
Evaluate the effectiveness of IEP and CAP documentation, their implementation in classroom learning and their review.	Appropriate differentiated curriculum is in place meeting the needs of all students. Success criteria, goals & progress is shared with all parties for ongoing planning. Reports address objectives/ outcomes of IEPs or CAPs.
Enhancing of collaborative learning and use of graphic organisers to foster meaningful learning experiences.	Students are actively and positively involved in collaborative learning experiences. Teachers use meaningful graphic organisers
Review and introduce an appropriate and sustainable personal, social and emotional wellbeing programme which complements Maslow's Hierarchy of Needs.	A specific and age appropriate curriculum catering for health, personal, social and emotional themes is provided across the school.
Full utilisation of SEQTA for recording pastoral care notes.	Each class undertakes an age appropriate audit of data collection. SEQTA records reflect pastoral care notes, significant bullying, behavioural/ other concerns.
To improve transition and handover procedures that reflect the students learning journey and areas of curriculum focus.	Teachers willingly share both verbal and documented information; <ul style="list-style-type: none"> <li>• both informal and summative assessment of cohort and individuals.</li> <li>• Curriculum areas covered and areas which need attention.</li> </ul>

	SEQTA is utilised for transition and handover processes capturing accurate information
Prioritise and establish a plan for the professional learning of educational assistants.	Termly professional learning within the school context occurs for educational assistants, which is in line with strategic goals.
Review and enhance student leadership roles within the school.	Classroom chart stating jobs and delegation of jobs. Students undertaking roles with pride, efficiency and successfully. Feedback by staff, community & review at end of term or as required (mini audit).
Review and update the school's Reporting Policy making revisions to procedures from Kindergarten through to Year Six.	An updated Reporting Policy is in place.
Full evaluation of the National Quality Standards (NQS) to be completed and appropriate Quality Improvement Plans. Reviews, updates and prioritisation are established.	A full audit of Early Years' practice is considered in relation to the NQS standards. Appropriate Quality Improvement Plans are established, reviewed termly and are updated as required.
Participate in the Sustainable Schools' Initiative and actively respond to the Pope's Laudato Si.	The school is an active participant in the Sustainable Schools WA initiative and is undertaking specific initiatives.
Develop and deepen the staff's ability to design rich, relevant and challenging learning tasks in RE.	PLC time is allocated to reviewing the effective implementation of the RE Guidelines including creating meaningful learning tasks.
A Pastoral Care Policy is established that reflects our Catholic ethos, school values and associated policy documentation (e.g. Behaviour Management Policy, Bullying Policy etc.).	A Pastoral Care Policy is in place.
Promote links with Servite College, especially transition of Year Six.	Links between Servite College and school have been strengthened, particularly for transition of Year Six students. Open day and visits by Servite Staff.