

Our Lady of Lourdes, Nollamara

School Performance Information



Report for the 2017 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 2017 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2018.

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 Pre-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, Art, Italian and Digital Technologies 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	1
Bachelor of Education	16

3. WORKFORCE COMPOSITION

Principal	Mr. Mr Mark Ryan
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. 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
	Miss Sandra Murgia
Year Five	Miss Kate Burns
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
Digital Technologies & Gifted & Talented Program	Mrs. Louise Baldock
Early Childhood TA's	Mrs. Anne Fusco
	Ms. Josie Reitano
	Mrs. Cyril Narra
	Mrs. Marie Ferrone
	Mrs. Teresa Erceg
Special Educational TA's	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 2017 gazetted school year for students in Pre-Primary to Year 6 was: **94.82%**. This was broken down into the following class groupings:

Year Group	Attendance Rate
Pre-Primary	94.07%
1	93.32%
2	94.02%
3	95.84%
4	95.76%
5	94.85%
6	95.91%

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 2017 were:

PERCENTAGES OF STUDENTS AT OR ABOVE THE MINIMUM STANDARD (NAPLAN 2017)

Year Three

	OUR LADY OF LOURDES					STATE					NATIONAL				
	2017	2016	2015	2014	2013	2017	2016	2015	2014	2013	2017	2016	2015	2014	2013
READING	100%	100%	100%	100%	100%	95.3%	93.8%	92.9%	91.8%	94.1%	95.1%	95%	94.6%	93.6%	95.3%
WRITING	100%	100%	100%	96%	100%	96.4%	95.8%	94.6%	93.2%	94.5%	96.4%	96%	95.5%	93.8%	95%
LANGUAGE CONVENTIONS- SPELLING	95.9%	100%	100%	100%	100%	94.1%	93.29%	91.9%	91.5%	92.6%	94.3%	93%	93.1%	92.8%	93.9%
LANGUAGE CONVENTIONS- GRAMMAR & PUNCTUATION	91.7%	96.2%	100%	100%	100%	94.2%	94.3%	93.1%	91.5%	93.6%	95.4%	94%	94.5%	93.5%	95.3%
NUMERACY	91.7%	100%	100%	96%	100%	96.5%	95.1%	93.6%	93.8%	95.4%	95.7%	95%	94.4%	94.7%	95.8%

Comparisons – Year 3

	OUR LADY OF LOURDES MEAN	ALL WA SCHOOLS MEAN	ALL AUSTRALIAN SCHOOLS MEAN
READING	407	419.8	431
WRITING	403	409.4	414
SPELLING	404	408.4	416
GRAMMAR & PUNCTUATION	389	423.3	439
NUMERACY	373	402.3	409

Year Five

	OUR LADY OF LOURDES					STATE					NATIONAL				
	2017	2016	2015	2014	2013	2017	2016	2015	2014	2013	2017	2016	2015	2014	2013
READING	100%	100%	100%	100%	100%	94.2%	91.3%	92%	91.4%	96%	94%	93.1%	93.1%	92.9%	96.2%
WRITING	100%	100%	95.2%	100%	92.3%	92.6%	92.8%	91%	89.8%	90.8%	92%	93.3%	92.3%	90.3%	91.7%
LANGUAGE CONVENTIONS - SPELLING	100%	95.5%	100%	100%	96.2%	94.6%	92.2%	92.6%	91.7%	92.5%	94%	92.9%	93.4%	92.8%	93.1%
LANGUAGE CONVENTIONS - GRAMMAR & PUNCTUATION	100%	90.9%	95.2%	100%	96.2%	91.9%	92.7%	91.5%	91.2%	94.1%	92%	93.8%	93.1%	92.9%	94.8%
NUMERACY	100%	90.9%	100%	95.5%	92.3%	96.1%	93.4%	94.5%	92.1%	92.8%	95%	94.6%	95.1%	93.3%	93.4%

Comparisons – Year 5

	OUR LADY OF LOURDES MEAN	ALL WA SCHOOLS MEAN	ALL AUSTRALIAN SCHOOLS MEAN
READING	508	498.9	506
WRITING	498	468.6	473
SPELLING	522	498.2	501
GRAMMAR & PUNCTUATION	497	492.5	499
NUMERACY	509	488.6	494

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 and open nights
- 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 and out of school 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 2017, 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/school/48930/finances>

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
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Servite Catholic College	12
Churchlands High School	2
Rossmoyne High School	2
Balcatta Senior High	1
St Andrew's Grammar	1
Chisholm Catholic College	2

10. ANNUAL SCHOOL IMPROVEMENT

2017 ASIP Goals	Success Indicators
Implement a sustainable Numeracy intervention programme across the school which has a real focus on the proficiency strands to develop the students' skills of problem solving, reasoning, understanding and fluency in the Numeracy learning area.	Students are confident, proficient and resilient risk takers in their Numeracy learning. Agreed program for numeracy is in place highlighting core teaching and learning, and showing evidence of the enhancement and transference of problem solving skills. Lessons cater for modelled, shared and independent learning experiences. Students are immersed in and utilizing mathematical vocabulary.
Refine our system to track/support/ extend student in order to provide a more consistent, comprehensive assessment and reporting cycle fully in line with the WA Curriculum.	A portfolio of A-E work samples is established aligning with SCSA and ACARA samples which provides meaningful data for each child's future learning goals. A list of strategies is documented to ensure learning is not repeated from year to year.
Evaluate the effectiveness of IEP and CAP documentation, their implementation in classroom learning and their review.	IEP and Cap foci are an integral tool in the provision of effective and relevant student learning goals. Reflected in Daily Work Pad's.
Review of the teaching, learning and resources of numeracy, spelling, grammar & punctuation in order to: - introduce a systematic and sustainable spelling, grammar and punctuation programme across the school.	Spelling and Grammar & Punctuation is in place from Kindy to Year 6 that is developmentally appropriate and relates to EYLF and the Australian Curriculum. There is consistent approach and use of resources in Mathematics, Spelling and Grammar & Punctuation. Textbooks assist in the consolidation of curriculum content rather than driving explicit teaching and engaged learning experiences for students. Meaning, structure, spelling, grammar and punctuation in children's writing improves.

<p>Investigate the Science Program through STEM with a real focus on a means of provision for a Gifted & Talented Program</p>	<p>The teaching of Science in all classrooms includes opportunities for investigative learning. A sustainable and data informed program for extending students' learning in core curriculum areas is established. Effective programming & delivery of the Australian Curriculum.</p>
<p>To develop a Strategic Plan for 2018-2020</p>	<p>An authentic and manageable Strategic Plan is developed. It provides a guide of expected 'Outcomes' which are in line with the System Strategic Direction of LEAD. All staff are involved in, have ownership of and are actively committed to the implementation of the outcomes. Is uploaded to CEWA portal and our school website.</p>
<p>Continue to enhance the role of Cluster Leaders, Numeracy Coordinator and ICT Coordinator providing time, training and resources to implement school improvement processes.</p>	<p>Distributed leadership occurs which empowers individuals to lead teaching and learning in line with strategic directions. Teachers positively embrace improvement processes.</p>
<p>Environmental and Learning Enhancements: Update classroom furniture in Year 5 in readiness for 2017 and Year 2 for 2018. To utilize the outdoor physical environment especially outside especially on Marda Way for learning opportunities.</p>	<p>New desks, chairs and required storage is purchased for Year Five classroom by the end of Term 1 and furniture for Year 2's classroom will be sourced and ordered in readiness for 2018 .</p>
<p>Review and enhance student leadership roles within the school.</p>	<p>Classroom chart stating jobs and delegation of jobs. Students undertaking roles with pride, efficiency and successfully. Feedback by staff & students. Review at end of term or as required (mini audit).</p>
<p>To continue to keep EA's informed through access to DWP, attending appropriate PLC's & PD.</p>	<p>Professional learning within the school context occurs for educational assistants, which is in line with strategic goals. Additional relevant PD is sourced if required.</p>
<p>Full evaluation of the National Quality Standards (NQS) to be completed and appropriate Quality Improvement</p>	<p>A full audit of Early Years' practice is considered in relation to the NQS standards. Appropriate Quality</p>

Plans. Reviews, updates and prioritisation are established.	Improvement Plans are established, reviewed termly and are updated as required.
Continue Review of the Capital Development Plan (CDP) and structured Maintenance Programme for the school with the guidance of the sub-committee.	A review of the CDP and Maintenance Programme is undertaken and areas of maintenance are flagged and prioritised in terms of time and budget including new iPads, computers, perimeter fencing, new water fountains, pin-up display boards to classrooms, re-roofing of buildings and revise/new painting contract including maintenance schedule for both indoors & outdoors.
Update the school's Reconciliation Plan/ Aboriginal Education Policy.	A Reconciliation Plan/ Aboriginal Education Policy is in place.
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 and is understood by all stakeholders.
Continue to provide a Social Justice Committee of staff members & students to coordinate support for communities in need.	A Social Justice Team plans and coordinates school's support for communities in need. Dates are placed on the calendar.