

Our Lady of Lourdes, Nollamara

# School Performance Information



**Report for the 2018 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 2018 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2019.

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
Diploma of Teaching	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	Mrs. Jessica Giorgio
Kindergarten	Mrs. Joanne Quesnel
Pre-Primary	Miss Alison Casey
Year One	Mrs. Sonia Jenaway
	Mrs. Jo Davis
Year Two	Miss Liana Ottobriano
Year Three	Mrs. Jessica Giorgio
	Mrs. Maria Gaudoin
Year Four	Mrs. Elise Cruttenden
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. Grace Valli
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

In 2018 there were no indigenous staff employed at the school.

#### 4. STUDENT ATTENDANCE

The average attendance rate for the 2018 gazetted school year for students in Pre-Primary to Year 6 was: **94.20%**. This was broken down into the following class groupings:

Year Group	Attendance Rate
Pre-Primary	92.90%
1	93.10%
2	95.14%
3	94.38%
4	93.79%
5	95.72%
6	94.40%

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 2018 were:

##### PERCENTAGES OF STUDENTS AT OR ABOVE THE MINIMUM STANDARD (NAPLAN 2018)

##### Year Three

	OUR LADY OF LOURDES					STATE					NATIONAL				
	2018	2017	2016	2015	2014	2018	2017	2016	2015	2014	2018	2017	2016	2015	2014
READING	96%	100%	100%	100%	100%	94.8%	95.3%	93.8%	92.9%	91.8%	95.6%	95.1%	95%	94.6%	93.6%
WRITING	100%	100%	100%	100%	96%	93.2%	96.4%	95.8%	94.6%	93.2%	94.4%	96.4%	96%	95.5%	93.8%
LANGUAGE CONVENTIONS- SPELLING	100%	95.9%	100%	100%	100%	93.2%	94.1%	93.29%	91.9%	91.5%	94.1%	94.3%	93%	93.1%	92.8%
LANGUAGE CONVENTIONS- GRAMMAR & PUNCTUATION	96%	91.7%	96%	100%	100%	93.4%	94.2%	94.3%	93.1%	91.5%	94.5%	94.5%	94%	94.5%	93.5%
NUMERACY	96%	91.7%	100%	100%	96%	95.7%	96.5%	95.1%	93.6%	93.8%	95.8%	95.7%	95%	94.4%	94.7%

## Comparisons – Year 3

	OUR LADY OF LOURDES MEAN	CEWA LIKE SCHOOLS MEAN	ALL AUSTRALIAN SCHOOLS MEAN
READING	471.1	417.4	433.8
WRITING	416.5	406.5	407.2
SPELLING	457.2	410.4	417.8
GRAMMAR & PUNCTUATION	459.8	405	431.7
NUMERACY	396.2	395	407.7

## Year Five

	OUR LADY OF LOURDES					STATE					NATIONAL				
	2018	2017	2016	2015	2014	2018	2017	2016	2015	2014	2018	2017	2016	2015	2014
READING	100%	100%	100%	100%	100%	94.2%	94.2%	91.3%	92%	91.4%	94.8%	94%	93.1%	93.1%	92.9%
WRITING	96%	100%	100%	95.2%	100%	88.6%	92.6%	92.8%	91%	89.8%	89.9%	92%	93.3%	92.3%	90.3%
LANGUAGE CONVENTIONS - SPELLING	96%	100%	95.5%	100%	100%	93.4%	94.6%	92.2%	92.6%	91.7%	94.4%	94%	92.9%	93.4%	92.8%
LANGUAGE CONVENTIONS - GRAMMAR & PUNCTUATION	100%	100%	90.9%	95.2%	100%	91.9%	91.9%	92.7%	91.5%	91.2%	93.5%	92%	93.8%	93.1%	92.9%
NUMERACY	100%	100%	90.9%	100%	95.5%	95.3%	96.1%	93.4%	94.5%	92.1%	95.6%	95%	94.6%	95.1%	93.3%

## Comparisons – Year 5

	OUR LADY OF LOURDES MEAN	CEWA LIKE SCHOOLS MEAN	ALL AUSTRALIAN SCHOOLS MEAN
READING	540.6	500	509
WRITING	480.6	462.3	464.6
SPELLING	532	505	502.5
GRAMMAR & PUNCTUATION	545.5	496	503.6
NUMERACY	513	482.1	494.2

## 6. SATISFACTION SURVEYS

In 2018 Our Lady of Lourdes took part in the National School Improvement Partnerships school climate surveys.

### Parent Satisfaction

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

- Diversity Affirmed
- Welcoming Atmosphere
- Transparent Communication Channels
- 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:

- Rule Clarity
- Support for Learning
- The inclusive nature of the school
- Minimal behaviour incidents among students
- Connectedness to School
- Teacher Support

#### Staff Satisfaction

Survey results indicate the staff satisfaction levels are strong based on the following

- There is a high expectation of success
- Collegiality
- The inclusive nature of the school
- Minimal behaviour incidents among students
- Providing Individual Support
- Encouragement of improvement of practice

The staff at Our Lady of Lourdes are very professional and support the school in all its endeavours.

#### **SCHOOL INCOME**

At the Annual School Community Meeting in November 2018, 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>

## 7. SENIOR SECONDARY OUTCOMES

N/A

## 8. POST SCHOOL DESTINATIONS

In 2018 Year Six graduating student school destinations were as follows:

School	Number of Students
Servite Catholic College	11
Aranmore Secondary College	1
Sacred Heart College	1
Balcatta Senior High	1
Mercedes College	1
Perth Modern	1
Chisholm Catholic College	2

## 9. ANNUAL SCHOOL IMPROVEMENT

2018 Focus Areas	Success Indicators
<b>Improving Teacher Pedagogy</b> Increase in teacher pedagogy/ practices, evidenced by teaching practice & student individualised performance. Teachers using data and reflections to inform planning for teaching, learning and assessment tasks.	<ul style="list-style-type: none"><li>• Increased number of students moving from the middle band to top band and progress of students in the lower bands.</li><li>• End of Term Diana Rigg, MAI &amp; SA Data reflected an upward trend.</li><li>• Teacher planning, assessment and reflection documents cater for student diversity.</li><li>• Self-Reflection using growth tools evident.</li><li>• Coordination of PD and PLC focus on embedding of PLD Programme, Literacy, Numeracy, IT and STEM integration.</li><li>• Evidence of effective differentiation particularly in numeracy, spelling and G&amp;P accompanied by reflections.</li><li>• Sharing of &amp; viewing of good practices.</li></ul>

<p><b>Promotion of Student Agency</b>  Students undertake units of study/ personal learning in areas of interest. Specific criteria based on student needs and curriculum e.g. choice boards, matrixes using multi-intelligence and rubrics to demonstrate learning.</p>	<ul style="list-style-type: none"> <li>• Student engagement and tracking of progress evident. Planning documents contain individualised learning, reflections &amp; assessments.</li> <li>• Work samples displayed in classrooms, class blog/school website. Student sharing of learning: peers, class assemblies and open night.</li> <li>• Setting up of interested based learning environments which are meaningful, purposeful and engaging.</li> <li>• Coordination of in-school PD and PLC's focusing on teacher's knowledge of agency &amp; integration: planning, implementing and assessing.</li> <li>• Learning Conversations with Leadership Team.</li> </ul>
<p><b>Use of Microsoft Office 365 Tools</b>  Staff will be able to use Office 365 as tools to support teaching and learning pedagogy in the classroom and share that knowledge with staff.</p>	<ul style="list-style-type: none"> <li>• All staff are working towards being proficient in using Office 365 tools: teams, one note, one drive and sway by way of professional development.</li> <li>• Embedded means of communication across aspects of school life: Teams and One Note.</li> </ul>
<p><b>Marketing of School</b>  Increase % of enrolments</p>	<ul style="list-style-type: none"> <li>• Aligning of school uniform.</li> <li>• Increased profile through performing arts, community service, community awareness &amp; sustainability practices.</li> <li>• Structure in place to support the marginalised.</li> </ul>