

Our Lady of Lourdes School
Performance Information for 2020

Annual Reporting: Schools must publish information on their website which includes contextual information, key student outcomes, levels of satisfaction and other requirements (this is the information that schools have previously completed on an annual basis). Schools must publish the following information on their website by 30th June, for the previous school year.

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.

Teacher Standards & Qualifications

Master of Education - 1

Bachelor of Education - 18

Early Childhood Trained - 7

Workforce Composition

Full-Time - 9

Part-time - 21

Permanent Staff - 22

Temporary Staff - 8

Male Staff - 3 Female Staff - 27

Teaching Staff - 19 Non-Teaching Staff - 11

Indigenous Staff - 0 Non-Indigenous Staff – 30

Student Attendance at School

Average student attendance rate for 2020 school year was 95.13% of the total school days.

Average student attendance rate for 2020 for each class was as follows;

Kindy – 97.53

Pre-Primary – 92.58

Year 1 – 95.67

Year 2 – 96.93

Year 3 – 95.55

Year 4 – 95.20

Year 5 – 91.97

Year 6 – 95.57

Non-Attendance is managed in a variety of ways:

- Collection of absentee notes
- Upon trends occurring parents are contacted
- Parents phone/email in or are messaged through Seqta if child is absent

NAPLAN Information

Due to NAPLAN being cancelled in 2020 due to COVID 19, there is no data pertaining to this test.

Parent, Teacher & Student Satisfaction

Parent Satisfaction

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

- Welcoming staff and 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
- Level of cooperation with the staff
- 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
- Retention rate of staff
- 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

All school financial information can be found on the My School website: www.myschool.edu.au

Post School Destinations

Graduating Year 6 students attended the following secondary schools:

Servite Catholic College – 17

Ashdale Secondary College – 1

Mount Lawley Senior High School – 1

Mercedes College - 1

School Improvement Plan Evaluation 2020

Focus Area	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Evaluation
Evangelisation Plan Focus <i>To nourish staff's personal relationship with the Risen Jesus through prayerful communion with God.</i>	Periods of short silence are observed to help staff and students call to mind the presence of God. A deeper relationship with Jesus is entered.	Sister Kerry Willison lead the staff in professional development on the Lectio Divina model and guided meditation strategies. Staff learnt practical methods to be used in class. Staff obtained accreditation hours from this professional development.

<p>Aboriginal Education Plan Focus <i>Integration of aboriginal perspectives across all learning areas and year levels.</i></p>	<p>Increase in teacher pedagogy and practices, evidenced by teaching.</p>	<p>Not achieved</p>
<p>Early Years Focus <i>Promotion of Student Agency</i> <i>Use of outdoor space</i></p>	<p>Students undertake units of study/ personal learning in areas of interest. Outdoor space is effectively utilised for learning purposes.</p>	<p>After the OLOL Early Year Learning Philosophy was created by staff with assistance from CEWA consultant, Fran Italiano, it was re-visited in 2020. Planning meetings with teachers and the Principal identified use of outdoor space and personal learning opportunities.</p>
<p>Curriculum Plan Focus <i>Improving teacher Pedagogy and provision of differentiation in the area of numeracy to enhance student performance.</i></p>	<p>To consolidate the provision of differentiation to all students through planning & support. All teachers to implement a dedicated numeracy block at least 4 times a week.</p>	<p>Building on from work with CEWA consultant, Blair Saunders' teachers evidenced differentiation in planning documents. Individual meetings were held with Principal and teachers to ensure differentiation of curriculum. Developing a bank of rich problem solving activities was started but ceased due to Covid 19.</p>
<p>Wellbeing Focus <i>To nurture the wellbeing of all staff and students</i></p>	<p>To effectively monitor and support the wellbeing of all staff and students.</p>	<p>Pastoral care notes were continuously entered via SEQTA. Wellness week was implemented each term and adhered to by staff and students. Staff wellbeing day was organised and run by the leadership team.</p>

