

Our Lady of Lourdes School
Performance Information for 2021

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 - 2

Bachelor of Education - 16

Early Childhood Trained - 6

Workforce Composition

Full-Time - 10

Part-time - 17

Permanent Staff - 17

Temporary Staff - 10

Male Staff - 3 Female Staff - 24

Teaching Staff - 15 Non-Teaching Staff - 12

Indigenous Staff - 0 Non-Indigenous Staff – 27

Student Attendance at School

Average student attendance rate for 2021 school year was 95.76% of the total school days.

Average student attendance rate for 2021 for each class was as follows;

Kindy – 96.78

Pre-Primary – 96.06

Year 1 – 95.27

Year 2 – 94.37

Year 3 – 95.64

Year 4 – 95.64

Year 5 – 96.60

Year 6 – 95.72

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

Proportion of Year 3 and 5 students meeting national Reading, Writing, Spelling, Grammar & Punctuation and Numeracy benchmarks in 2021

Year 3

Writing – 100%

Reading – 100%

Numeracy – 100%

Spelling – 100%

Grammar & Punctuation - 100%

Year 5

Writing – 96%

Reading – 100%

Numeracy – 96%

Spelling – 96%

Grammar & Punctuation - 93%

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 – 24

Aranmore Catholic College – 2

Balcatta Senior High School – 1

Focus Area	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Evaluation
Evangelisation Plan Focus	<i>Creation of Sacred Spaces in line with the Liturgical Season & sacred gestures.</i>	All classrooms include a designated sacred space/prayer table. This space is a focus for class prayer and other Religious Education teaching. The use of liturgical season colours align with the liturgical calendar.
Aboriginal Education Plan Focus	<i>Increase in teacher pedagogy and practices, evidenced by teaching.</i>	Professional development is scheduled for all staff early in 2022 in utilising local resources to assist teaching pedagogy in this area.
Early Years Focus	<i>Students undertake units of study/ personal learning in areas of interest.</i> <i>Outdoor space is effectively utilised for learning purposes.</i>	Teachers continue to build upon Walker Learning aspects of child agency and indoor/outdoor learning opportunities. Further teacher professional development is scheduled for 2022.
Curriculum Plan Focus	<i>To consolidate the provision of differentiation to all students through the introduction of literature-based numeracy tasks.</i> <i>All teachers to implement a dedicated numeracy block at least 4 times a week.</i>	With a new Numeracy consultant being employed by CEWA, further professional development is scheduled in this curriculum area. Teachers have implemented a dedicated numeracy block into their weekly timetable.

