



**OUR LADY'S ASSUMPTION**  
SCHOOL

# School Performance Data 2022

## 1. Contextual Information

Our Lady's Assumption School, Dianella, is a Catholic double stream co-educational primary school for students from Pre- Kindergarten to Year Six.

The school's vision is to foster a living faith, based on truth, where the potential and dignity of the individual is respected and nurtured in an environment of trust. The school seeks to foster faith formation through word and example and to provide an atmosphere which promotes dignity and respect for all, a supportive environment which encourages each child to develop as a confident, independent learner and to nurture their spiritual, social, physical, intellectual and emotional needs.

The core values of the school are:

- Respect
- Integrity
- Compassion
- Excellence

These are explicitly taught and are integrated into the everyday life of the school.

The school offers specialist classes in Italian, Music, Science, HASS and Physical Education. There is a strong emphasis on English and Mathematics which incorporates intervention and support for children who require extra assistance. The dedicated teaching team and support staff work collaboratively to ensure each child receives a rich learning experience through both the educational and specialist programs. This includes the implementation of Agile School Learning Sprints across all areas of the curriculum.

The school actively participates in the Catholic Schools' Performing Arts Festival through individual and group performances. In addition to this, Keyed Up Music is available on-site at the school to offer private instrumental music tuition, if families choose for their child to participate.

The school enjoys a close relationship with our parents and parish community. We are committed to forming strong partnerships with our families and encourage their active participation and involvement in the life of our school.

## 2. Student Attendance 2022

<b>YEAR LEVEL</b>	<b>Pre-Primary</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>Whole School Avg</b>
<b>ATTENDANCE %</b>	91.00	90.76	88.75	92.00	92.32	91.13	90.99	91.08

When a child is unable to attend school, parents email class teachers, enter an absentee form via the school app or ring the Administration Office in the morning to notify the school. If a phone call has been made, parents must provide a written note or email on the child's return to school. The school sends an SMS message to parents if there is an unexplained absence, by 9.30am on the day of the absence.

## 3. Workforce Composition

<b>Workforce Composition</b>	
<b>Male Teachers</b>	5
<b>Male Non-Teachers</b>	2
<b>Female Teachers</b>	24
<b>Female Non-Teachers</b>	20
<b>Indigenous Staff</b>	0
<b>Total</b>	51

## 4. Teacher Standards & Qualifications

<b>Teacher Standards &amp; Qualifications</b>	
Bachelor of Education Early Childhood	4
Bachelor of Education Primary	26
Master of Education	4

## 5. 2022 NAPLAN and BRLA Results

Although we had an interrupted preparation in the lead up to NAPLAN, our students were confident and reassured during the testing window this year. This is due to the fact students were familiar with the format and appearance of the assessments and the varying styles of questions.

Our students in Year Three performed extremely well in all domains compared to other Catholic schools, other schools within the state and across the nation, with their data above all comparator group averages.

The data from Year Five showed above average performance in writing and spelling compared to all schools and comparator groups which has been pleasing, however this cohort have performed more in line with like schools in that they have achieved marginally below the comparators in grammar and numeracy. Our reading score was above the state but marginally below the CEWA average. It should be noted that several of these areas were by less than 5 data points, this is unusual for OLA but the overall picture is more representative of many other schools Year 5 cohorts. We will continue to monitor these areas and ensure that our teaching and learning program addresses these points of need.

The data also tells us that by having PLD implemented across the whole school we have achieved pleasing results in spelling which has a positive correlation our writing results. We look forward to the results of our cohorts who have received PLD instruction since beginning their schooling.

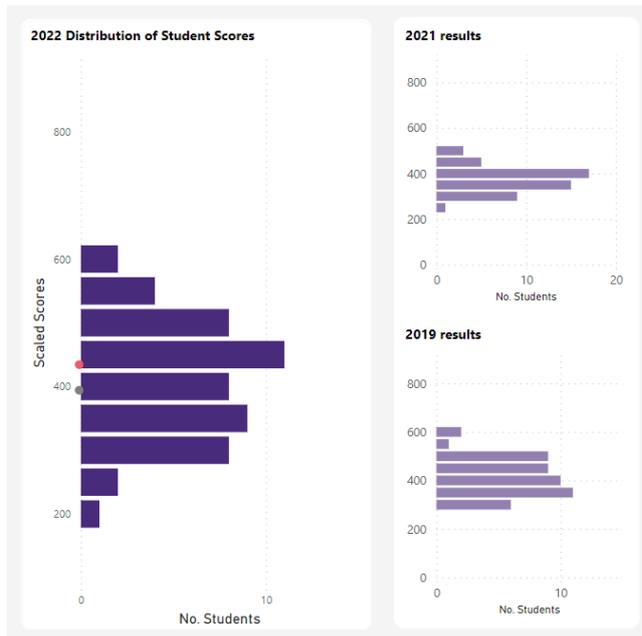
NAPLAN 2022									
Year Three					Year Five				
Mean Score Comparison for selected Year Level					Mean Score Comparison for selected Year Level				
Year	School	CEWA	State	National	Year	School	CEWA	State	National
2022					2022				
Reading	475	437	428	439	Reading	507	513	505	510
Writing	456	427	419	423	Writing	507	490	480	485
Spelling	450	419	414	418	Spelling	522	509	505	505
Grammar	462	431	424	433	Grammar	493	500	496	499
Numeracy	432	397	395	400	Numeracy	481	490	487	489

Moving forward, we need to look at how we address the needs of the 'middle range' of the cohort and bring Cs up to Bs and Bs up to As. This has been a topic of discussion at PLCs. As the Year Fives did not participate in NAPLAN in 2020, we are unable to determine or report on their academic growth by simply looking at their NAPLAN results. What we do have however, is an extensive suite of data that tracks not only the Year 5s but the whole school over time.

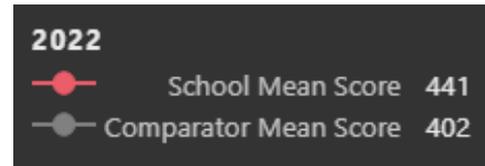
A point that has been reiterated numerous times throughout the year, ALL teachers are to be credited for their dedication, commitment and hard work as every teacher contributes to the education and development of the students.

# Bishops Religious Literacy Assessment

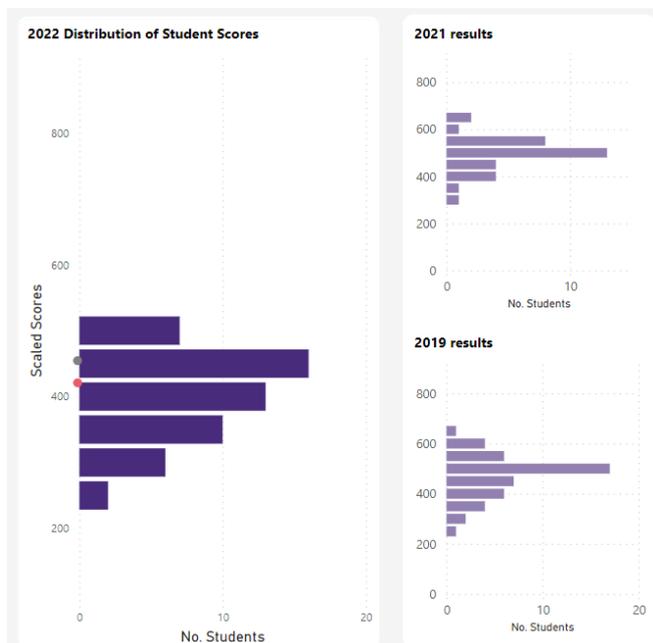
## YEAR 3



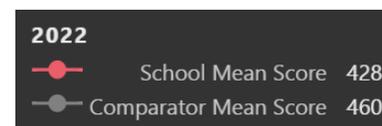
Our year 3 cohort performed very well in the BRLA, their average score was above the CEWA average and is to be celebrated. Compared to the previous two Year 3 cohorts the distribution of scores is quite wide.



## YEAR 5



For the first time in several years our Year 5 cohorts average score was marginally lower than the CEWA like schools comparator. The distribution of students was weighted towards the higher end of the distribution but lacking in the scores in the upper region which give a traditional bell curve. Further investigation showed that both the female and male cohorts were marginally lower than the CEWA average.



## 6. Parent, student and staff satisfaction

In September 2019, the National School Improvement Climate Survey was conducted by students, parents and staff members. With previous surveys being conducted at the end of 2017 and the beginning of 2018, the National School Improvement Climate Survey demonstrated immense growth in student, parent and staff satisfaction.

Areas of strength identified included:

- The visibility of Catholic identity within the school environment;
- Having clear expectation for student growth and development;
- Student progress;
- Strong communication from the school to families;
- Respectful and caring relationships with students, families and staff.

Focus points for the future included:

- Increasing the education to students about conflict resolution;
- Developing students' resilience;
- Greater use of the school app to disseminate information.

## 7. School Income

A summary of school income is presented on the Australian Government's My School website at [www.myschool.edu.au](http://www.myschool.edu.au). Search for Our Lady's Assumption School, Dianella, WA.

## 8. Post School Destinations

School	Number
Chisholm College	34
Mercedes College	2
John Septimus Rowe	1
Servite College	3
Trinity College	1
Balcatta Senior High	1
Dianella Secondary College	1
Helena River Steiner School	1
John Curtin College of Arts	1
Kingsway Christian College	1
Newman College	3
St Andrew's Grammar	1

## **9. 2022 Annual School Improvement**

### **Inspiring Christ-centred Leaders**

#### **FAITH**

*Our 2020 priorities have been to maintain our close relationship with the OLA Parish and build our students' connection to God.*

Opportunities to promote these priorities include:

- Working closely with Father Ken, meeting on a weekly basis;
- Embedding the RICE Values into everyday dialogue and interactions;
- Ash Wednesday Celebration;
- Sacramental Programs and Celebrations;
- School/Parish Weekend Masses;
- Holy Week Liturgy;
- Feast Day Masses;
- Bishops' Religious Literacy Assessment.

### **Catholic Schools of Excellence**

#### **EDUCATION**

*The focus for 2022 has been on identifying the strengths and areas for improvement based on the current teaching practices, with the emphasis on teaching pedagogy.*

Strategies to achieve these goals have been:

- In-depth data analysis;
- Data driven intervention programs;
- Implementation of Agile Schools Learning Sprints;
- Implementation of Gifted and Talented programs – REACH;
- Focus on 21<sup>st</sup> Century Learning, incorporating contemporary learning spaces;
- Using digital technology to enhance the teaching and learning programs;
- Differentiation of the curriculum.

### **Catholic Pastoral Communities**

#### **COMMUNITY**

*The focus for 2022 has been on nurturing the development of the school community and strengthening relationships.*

Strategies implemented have included:

- Daily Morning Fitness program;
- After School Clubs – reading, recorder, Scitech, Lego & Homework;
- Community events – Mother's Day, Father's Day, Grandparents' Day, Volunteers' Morning Tea;
- NAIDOC Celebrations;
- Supporting charities including; LifeLink, Caritas, Project Compassion and St Vincent de Paul;
- Participating in regional events such as; Sacred Saints, Interschool Sports, Athletics Carnival and Running and Swimming Clubs.

### **Accessible, Affordable and Sustainable System of Schools**

#### **STEWARDSHIP/GOVERNANCE**

*The main focus area for 2022 was to implement the new Strategic Plan 2019 – 2021 and develop an updated Annual School Improvement Plan.*

Our focus for 2022 includes:

- Fundraising and developing the contemporary learning spaces – Curiosity Lab and Veritas Hub;
- Begin a furniture replacement program – commencing in Year 6
- Strong academic performance and service of others;
- A community that is faith-filled, diverse, engaged and healthy;
- A place that is contemporary, inviting and sustainable.