



OUR LADY'S ASSUMPTION
SCHOOL

School Performance Data 2023



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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 2023

YEAR LEVEL	Pre-Primary	1	2	3	4	5	6	Whole School Avg
ATTENDANCE %	93.29	92.45	92.86	93.63	92.26	91.58	92.56	92.66

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

Workforce Composition	
Male Teachers	6
Male Non-Teachers	1
Female Teachers	21
Female Non-Teachers	24
Indigenous Staff	0
Total	52

4. Teacher Standards & Qualifications

Teacher Standards & Qualifications	
Bachelor of Education	25
Bachelor of Science	1
Bachelor of Arts	5
Diploma of Education	2
Diploma of Teaching	5
Graduate Diploma of Education	4
Bachelor of Social Science	1
Diploma of Religious Education	1
Bachelor of Arts in Education	1
Masters of Education	3
Masters of Teaching	1
Bachelor of Physical and Health Education	1
Bachelor of Engineering	1
Graduate Certificate in Early Childhood Education	2
Graduate Certificate in Religious Education	1
Graduate Diploma in Theology and Catholic Leadership	1
Graduate Certificate in Education	1

5. 2023 NAPLAN and BRLA Results

Data analysis is a key to informing the teaching and learning in the school. When teaching subjective and abstract concepts such as reading and writing it can often be difficult to obtain quantifiable data to represent learning. At OLA, we regularly interrogate data across all learning areas to inform the pedagogy of staff and to track the learning and performance of our students. The ongoing application of data driven teaching and learning is a key to our students learning to their full potential.

- Data analysis for NAPLAN has been coordinated by the Leadership Team and facilitated by our OLA school support consultant. Extremely pleasing results for both our Year 3 and Year 5 cohorts have been noted across all domains.
- At a classroom level, teachers still continued to analyse data as per the assessment schedule (see appendix)
- Power BI is used to analyse NAPLAN, BRLA and NAPLAN data while the ACER suite is analysed within the ACER platform.

NAPLAN DATA 2023

Year 3 Data – Compared to CEWA, State and National NAPLAN Data



	Reading	Writing	Spelling	Grammar	Numeracy
Year 3 OLA	448	439	435	460	458
Year 3 CEWA	400	413	401	400	401
Year 3 WA	394	411	399	400	401
Year 3 Australia	404	417	404	409	407
Plus / Minus over WA	+ 54	+28	+36	+60	+57

Year 3 Summary – As can be seen across all domains of the Year 3 NAPLAN data our Year 3 students not only exceeded CEWA, State and National averages, but exceeded them by exceptional margins. To see our students exceed norms by as much as 50+ across three areas is a rarity, especially considering the social, emotional, academic and learning difficulties that several of our students face within this cohort.

We can attribute this to the solid foundation laid by not only the current class teachers, but all staff who have had contact with this cohort as a class teacher, intervention teacher or extension teacher. Additional staffing to this cohort through additional in class support, as well as the efforts of intervention team staff has targeted the needs of students learning. This foundation is given consistency through our whole school approach and commitment to the village raising each child together, as Mr Martin so often refers to.

Further evidence of the impact of our early intervention effectiveness lies in the data showing that across the bands our percentages of students classed as 'Needs additional support' (based solely on NAPLAN data) is generally low, even though we within the school know that at the individual level we have many students in this cohort who have required support and intervention during their journey. As can be seen below our school has done a great job of supporting our 'at risk' students through our intervention structures, represented by the lack of 'Needs additional support' percentages, while our future goal across the board is to place more impetus into moving students from developing to strong, and strong to exceeding.



It is also reassuring to find correlation between this data and our own in school data collection, giving us validation in our efforts with the students, however, we must acknowledge and celebrate that this cohort have seen continual growth and performed extremely well, 'the village' should all be thanked and congratulated for their efforts.

Year 5 Data – Compared to CEWA, State and National NAPLAN Data



	Reading	Writing	Spelling	Grammar	Numeracy
Year 5 OLA	501	508	510	499	492
Year 5 CEWA	495	484	491	490	483
Year 5 WA	490	478	488	491	484
Year 5 Australia	496	483	490	496	488
Plus / Minus over WA	+11	+30	+22	+8	+8

Year 5 Summary – As can be seen across all domains of the Year 5 NAPLAN data our Year 5 students continue to exceed CEWA, State and National averages. To see our students exceed these norms is testament to the commitment of the OLA village in developing each child to their full potential. This is pertinent, especially considering the social, emotional, academic and learning difficulties that numerous students face within this cohort.

We can attribute this to the solid foundation laid by not only the current class teachers, but all staff who have had contact with this cohort as a class teacher, intervention teacher or extension teacher. This data is affirmation that the foundation laid through whole school approaches to teaching and learning have given consistency and commitment to the village raising each child together.

Further evidence of the impact of our early intervention effectiveness lies in the data showing that across the bands our percentages of students classed as 'Needs additional support' (based solely on NAPLAN data) is generally low, even though

we within the school know that at the individual level we have many students in this cohort who have required support and intervention during their journey. As can be seen below our school has done a great job of supporting our 'at risk' students through our intervention structures, represented by the lack of 'Needs additional support' percentages, however this data also reinforced an already known fact in that we have a larger than normal percentage of students in the lower third of the range whom we ensure we are constantly monitoring and supporting. Our future goal across the board is to place more impetus into moving students from developing to strong, and strong to exceeding, in particular with this cohort as we have an inflated number of 'Developing' students. (tables over page)

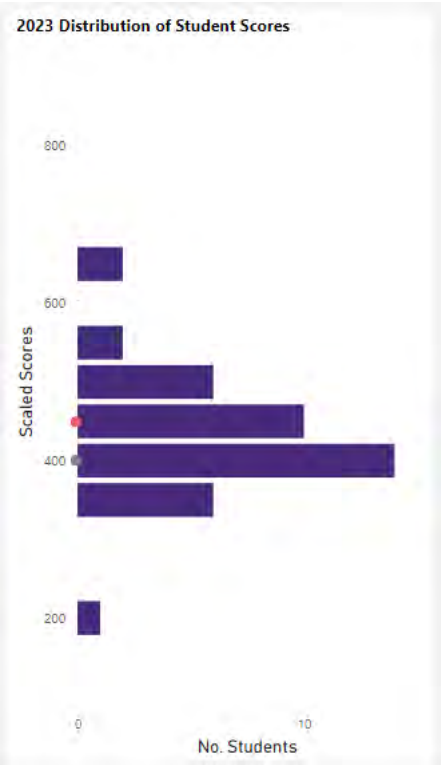
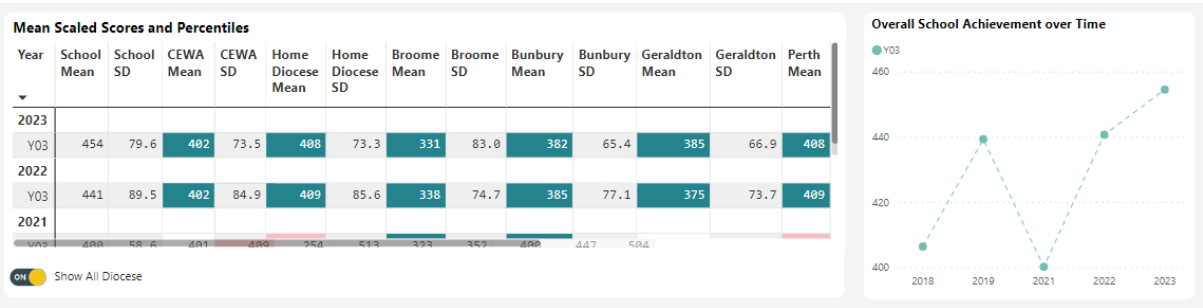
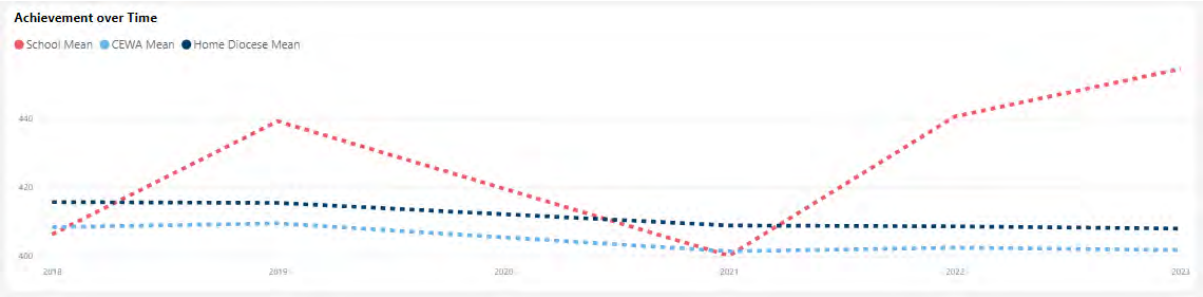


In its entirety, this data for the Year 5 cohort has acted as a validation point in that we were not given any nasty surprises, it highlighted what we already knew about the cohort and reaffirmed our points of focus, such as moving students from 'Developing' into the 'Strong' band. As a cohort the Year 5 group have performed better than our CEWA, State and National schools showing once again that 'The OLA Way' of consistent whole school approaches supported by the intervention team have seen improvement over time. Although this years data is not comparable to previous years data as testing has moved to adaptive testing it is pleasing to see a significant reduction in students considered 'At risk'.

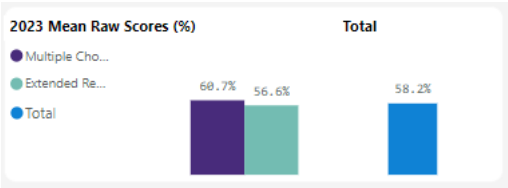
Religious Education Assessment

YEAR 3

Our year 3 cohort performed very well in the BRLA, their average score was well above all comparable Diocese in Western Australia and is to be celebrated. As can be seen the Year 3 scores were 50 to 120 points above our comparators.



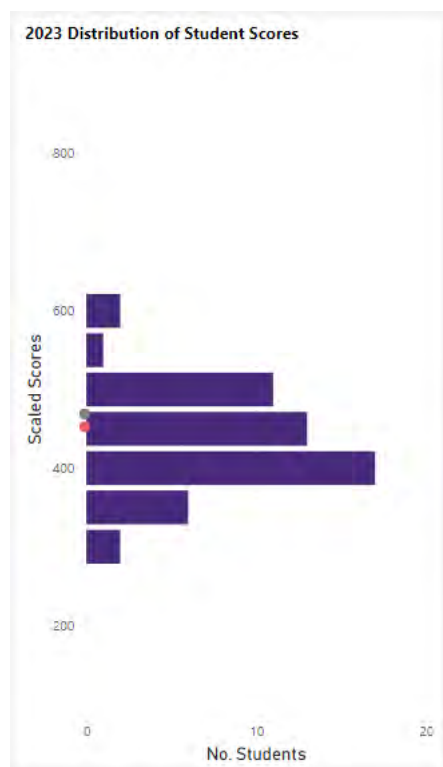
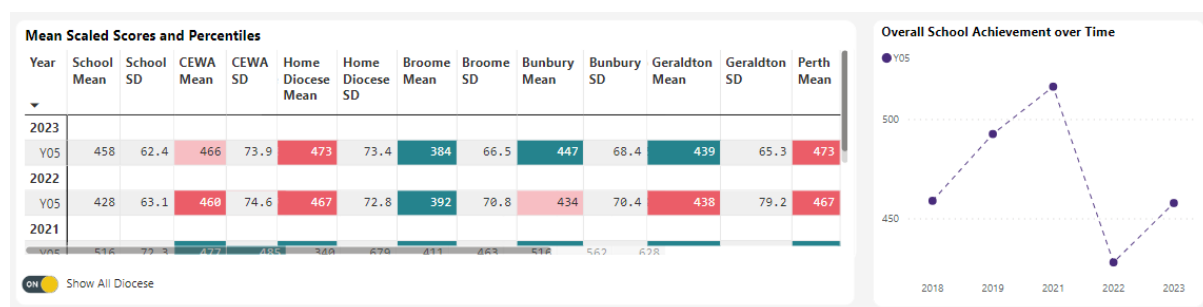
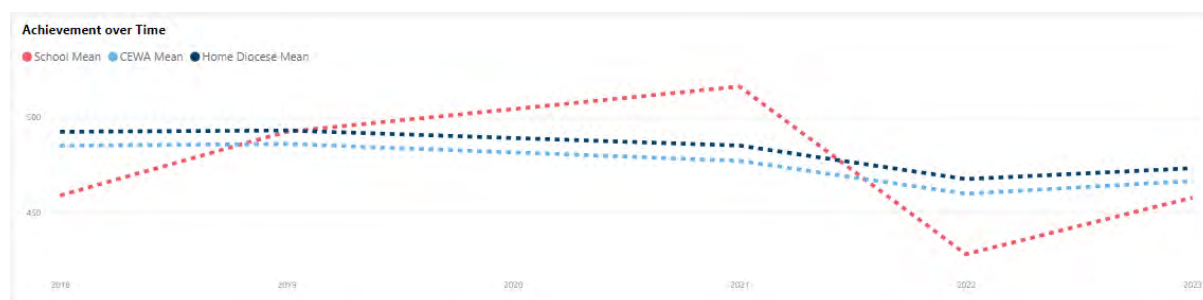
This years data concurs with previous years data we find that we have a wide distribution of scores in the testing, however the distribution of scores has moved into a higher range compared to previous years, giving us a higher average score and hence better performance as a cohort.



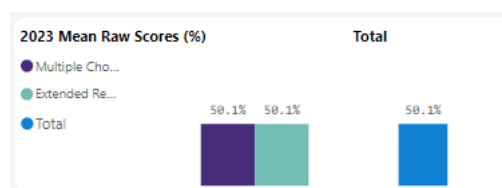
Religious Education Assessment

YEAR 5

Our Year 5 cohort performed at the benchmark, this is reflected in their comparative scores compared to other CEWA schools and Diocese. Our school outperformed three comparator It was pleasing to see that this cohorts performance rebounded back well compared to the previous cohort. In addition to the delivery of the Religious Education program another variable to consider in the current Year 5 cohort is that we believe that there is a higher percentage of practising Catholics which also impacts data.



As can be seen in the distribution of the Year 5 cohorts scores the most prominent grouping is in the 400s, however the Year 5 cohort has fewer students above this mark than the Year 3s, which is reflected in their lower average score of 50.1%.



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 yet we still outperformed our other Western Australian Diocese.

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. Search for **Our Lady's Assumption School**, Dianella, WA.

8. Post School Destinations

School	Number
Chisholm College	34
Mercedes College	7
John Septimus Rowe	2
Servite College	3
Trinity College	2
Mercy College	1
Guilford Grammar	1
St George's College	1
Perth College	2

9. 2023 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 2023 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 21st 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 2023 was to continue implementation of the Strategic Plan 2019 – 2021 and develop an updated Annual School Improvement Plan.

Our focus for 2024 includes:

- Fundraising and developing the contemporary learning spaces – Curiosity Lab and Veritas Hub;
- Continue our furniture replacement program – Year 2 (2024)
- 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.