



PRINCIPAL'S 2021 ANNUAL COMMUNITY MEETING ADDRESS

Good evening everyone,

In my address this evening, I will speak about the school's achievements in 2021 and outline our intentions and school improvement plan foci for 2022, with much our future business being a continuation of the plan put together by staff in 2019 for 2020 and beyond. I will do this based around our school core values of Faith, Education, Community and Service.

EDUCATION

Educating the whole child and improving student outcomes for each individual child, is our core business at Assumption Catholic Primary School.

Our focus this year has been to provide a consistent school wide approach to the teaching of literacy and lift each child's performance through quality teaching. We have focused particularly on reading and phonics in 2021; principally on more fully utilising individual student data to improve academic achievement and on ensuring that practises in classrooms are evidence based.

Michael Fullan says, "learning is the work", and this year has been no exception for our staff. We have spent considerable time this year reviewing evidence-based practises that are proven to make a difference to children's teaching and learning. Research clearly outlines that the way to improve student outcomes is to build the collective capacity of staff through evidence based whole school professional development. As such, all teachers and education assistants have participated in professional development days as part of our continued focus on reading and phonics instruction, as well as being opened to coaching as a method to improve instructional practice. This will continue in 2022.

The research literature unequivocally shows that explicit instruction methods are the most effective way of teaching reading, especially for novice readers and children at-risk of reading failure. Our staff have certainly embraced the opportunity to develop a shared and consistent understanding of research-based practises in reading, and I look forward to the full implementation of explicit instruction in 2022.

Through the unapologetic and consistent focus on evidence-based practises in our Letters and Sounds programme in 2021 and in the MultiLit suite of intervention programmes, our children have achieved incredible success in Reading, particularly in the junior primary areas. The work in this area is tireless and will continue into 2022.

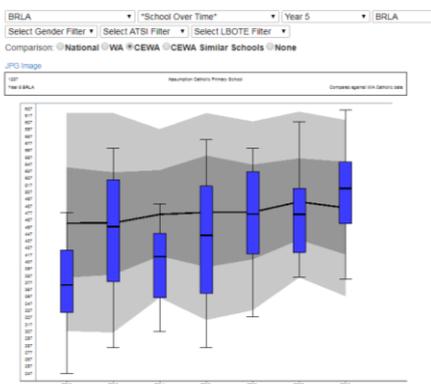
We collect much data to inform our teaching and learning practice every year. Our children again participated in NAPLAN in Years 3-5. Whilst the usefulness of this data collection



technique is consistently debated, one very important piece of data we gain from NAPLAN assessments is data over time. This shows the rate of improvement for each individual student, and their cohorts as they progress through primary school. It also clearly outlines improvement trends over time and can be an important piece of data to assist us to determine foci in coming years.

I would like to take a moment to review some of this data.

Religious Education: Bishops' Religious Literacy Assessment



Our data from 2021 has not yet been released; however, we have data we can review from 2019. In Year Five, the BRLA overtime indicates an upward trend from 2015 to 2018, and then a dip in 2019.

Year Three School and CEWA Mean Overtime

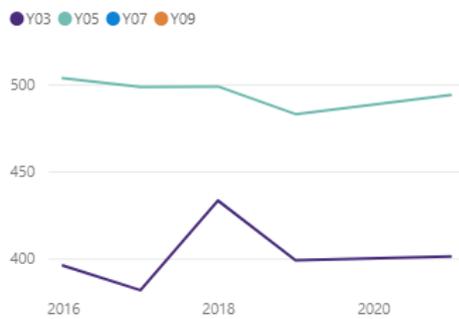
ASSESSMENT DOMAIN		2015	2016	2017	2018	2019
BRLA	School			354.1	376.4	395.8
	CEWA			416.6	408.4	409.5
	State					
	National					

In terms of the CEWA mean, the school falls below the Year Five CEWA mean in all years except in 2018. The school Year Three mean data overtime is on an upward trend from 2017 to 2019, which shows excellent progression over the last three years. However, we remain below the Year Three CEWA mean. This is an area of focus for our school.



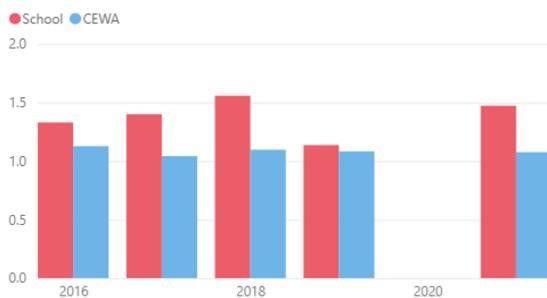
Reading

School Achievement over Time for se...



This graph shows the school's achievement over time for Year Three & Year Five students in Reading. The Year Five data depicts a downward trend from 2016 to 2019. Our Year Three data is inconsistent overtime with no trend evident. 2021 data in Reading shows a slight increase in Year Three and a greater increase in Year Five.

Cohort Effect Size at a Point in Time



When analysing improvement over time, (The same cohort of children sitting NAPLAN in Year Three and then in Year Five) the school is consistently making a greater improvement from Year 3-5 than the average when compared to CEWA schools. This is an excellent result.

Writing

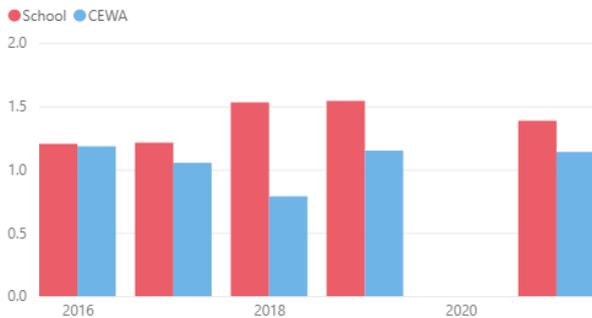
School Achievement over Time for se...



In Year Five the Writing school achievement over time indicates an upward trend for three years until a decline in 2019. There is an increase between 2019 and 2021. In Year Three the data overtime shows an upward trend from 2017 to 2021.



Cohort Effect Size at a Point in Time



Again, when measuring improvement from Year Three to Year Five, the school is consistently making a greater improvement from Year 3-5 than the average when compared to CEWA schools.

Spelling

School Achievement over Time for se...



The school's achievement over time for Year Three & Year Five students in Spelling depicts a very pleasing upward trend for four years until a decline in 2019 in Year Five. In Year Three the data overtime shows inconsistency from year to year.

Grammar

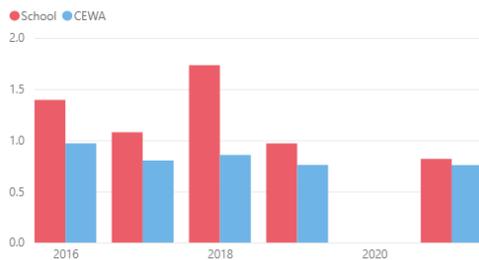
School Achievement over Time for se...



In Year Five the Grammar school achievement over time is inconsistent with no visible trend. In Year Three the data overtime shows an upward trend from 2017 to 2019; then downward in 2021. (No NAPLAN data 2020)



Cohort Effect Size at a Point in Time

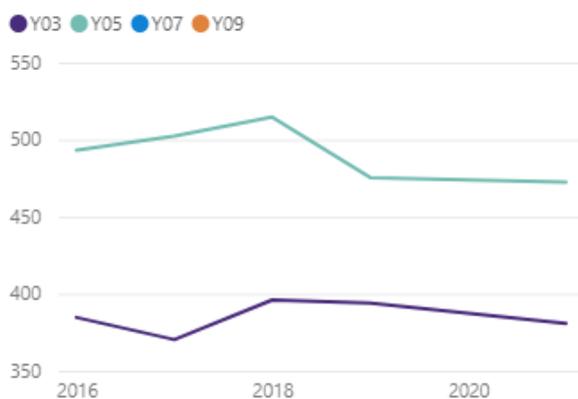


Despite the inconsistent trend, the school is consistently making a greater improvement from Year 3-5 than the average when compared to CEWA schools.

Numeracy

In Year Five the Numeracy school achievement over time indicates an upward trend for three years until a decline in 2018 to 2021. In Year Three the data overtime shows an inconsistent trend from 2016 to 2018; with a decline from 2018 to 2021 (No NAPLAN data 2020)

School Achievement over Time for se...



Key Learnings and Future Foci

Over the next few years, our focus will continue to be implementing a consistent, evidence based and school wide approach to the teaching of literacy and numeracy. This will involve ensuring consistent explicit evidence based pedagogical teaching practices, learning structures and curriculum processes are put into place and that these have a measurable impact on student achievement.

In moving forward, we recognise that we must continue to do less better, continue to use data more effectively to improve teaching and learning and continue to strategically consolidate and fully embed the many wonderful initiatives commenced over the last few years.



We will:

- Adopt a school wide explicit instruction model across the literacy and numeracy blocks in all year levels in 2022.
- Introduce a clear and explicit scope and sequence in each year level across the school, for all aspects of Literacy and Numeracy. In 2021, this included an explicit scope and sequence (pacing guide) in Letters and Sounds from Kindy to Year Two. This will be consolidated in 2022; with all staff trained in Letters and Sounds.
- We will continue to use data to monitor individual student improvement and strengthen accountability procedures. This will include the introduction of the case conference model, instructional coaching and feedback; including how to address the needs of our lower and higher achieving students, the emotional wellbeing of students and those who require extension.
- Informed by explicit instruction research, continue to re-evaluate the Assessment Schedule in conjunction with the construction of Literacy and Numeracy blocks.
- Ensure all students achieves at least one year of growth for each year of learning.
- Build staff capacity, evidence and accountability of differentiated teaching. The Student Learning Support Leader will assist as an instructional coach in the classrooms across the week.
- Ensure the consistent delivery of evidence-based teaching practices. Coaching, Instructional Coaching, Observation Chairs, Shoulder to Shoulder peer evaluation and classroom observations will be integral to this.
- The introduction of an evidence-based extension program for children from Year One in 2022. This is in conjunction with Edith Cowan University.
- Explore attributes which ensure we have a culture that expects every student to learn and make progress above the norm. This included maximizing the number of children reaching the school set "high target" for reading.

I thank Mrs Bartley for her continued work in this area.

In Religious Education, we continue to give particular focus to the teaching and knowledge about our Catholic faith and traditions. This focus is coupled with the faith development experiences we provide for our children throughout the year. Our Year Three and Year Five students annually sit the Bishops' Religious Literacy tests. It is clearly evident from these



assessments that children who are active in the practice of their faith and have good literacy skills are the students who perform well on these tests. The tests reflect the progressive nature of the K-12 Religious Education curriculum and is comprised of multiple choice, short answer and extended response questions. From the previous graph, it is clear that our students fall below the CEWA mean in all years, so our efforts will be more focused in this area.

COMMUNITY

Our school reflects the unity of family and school where students, parents and staff come together in harmony for a common purpose. In 2021, and with the lifting of COVID phase restrictions, we have had many more opportunities to hold community events that have given our families many opportunities to build connections with each other. The Welcome Back to School Breakfast, Fathers' Day breakfast and Assumption Feast Day fete were all very well attended initiatives that filled my heart with joy and were wonderful reminders of how blessed I am to lead such a wonderful community.

To our many parents who actively contribute to our school on a daily basis, a huge thank you. Whether it is helping at home, in the classroom (and it has been so wonderful to see you back!) or supporting the P&F or School Advisory Council endeavours, this demonstrates to your children the importance you place on their learning. The energy and common focus that exists within these service groups to the school ensures that our sense of community will continue to grow and prosper into the future.

I would like to acknowledge the incredible work of the P&F this year. They have worked hard to develop opportunities for our students, enhance community spirit and engage with families in our school. The P&F have had an incredible year providing both Year six classes and one Year Five class with new furniture, reading books to the tune of \$15,000, \$3,000 to the upkeep of the sensory garden, musical instruments and various other initiatives. This is in addition to the Mother and Fathers' day stalls, World Teacher Day, Easter raffles, the Colour Run, Car park raffles, Flip Out Fundraisers, discos, Baker's Delight lunches, our first Walk to School Wednesday and many, many other initiatives.

I would like to take this opportunity to thank the P&F committee for their outstanding efforts this year. It has been an absolute delight to work with a dedicated and fun filled group of people. I would especially like to mention and thank Natarsha James for her outstanding leadership and love of all things Assumption, the assistance and support of Danielle Carroll as Vice President, and Kelly Wilding, our very competent Secretary. I would also like to thank our Class Coordinators for their efforts and support.

I have worked with many P&Fs during my time as principal and I can say with my hand on my heart that the Assumption P&F is certainly one of the best. We have incredible fun every meeting and their dedication to our school, students and families is second to none.



I would also like to thank our wider community for their efforts and support in the many wonderful initiatives this year; the Gardening Club, the creation of the Green Team vegetable gardens and our parents and wider community members from Alcoa for their recent work outside junior primary classrooms, as part of the Alcoa Community Grant. Each of these initiatives and every person who contributes makes an incredible difference to the lives of our children every day. We could certainly not do this job without you.

Our Year Six students have embraced every opportunity to enhance and build their leadership skills and have contributed enthusiastically to all aspects of school life. I am especially proud of these children as they have worked hard to demonstrate the significance of being an Assumption student. I wish them well as they move on to high school. I also thank and acknowledge our Student Council and all of our student leaders; for the immense pride in which they lead our school. I also thank Mrs Natasha Young for her continued work and passion in this area.

Mental health and well-being is a continued focus at Assumption, as is the trauma based practices embedded on a daily basis. In 2022, the school is in the third of a three year chaplaincy grant, with Ms Robyn Dixon providing outstanding support for our students and families. I thank Robyn for her incredible work in this area.

Finally, in this area, in 2021 Assumption housed the Aboriginal Families as First Educators Playgroup on site; a wonderful initiative. I thank Ms Tahnee Cusack and Mrs Terri-Anne Logan, our Transforming Lives Engagement Officer for their efforts in this area. I look forward to growing the program in 2022.

SERVICE

Our focus area of accountability and service area has been dominated by a number of projects this year including:

- Many new reading books
- The introduction of the MultiLit suite intervention programs; MiniLit, Reading Tutor and MacqLit
- IT Expenditure: new iPad, Apple TVs, screens for classrooms, TV for the library
- New Wi-Fi
- Purchase of new furniture for the staffroom
- Washing machine
- Classroom furniture upgrade to Year Six
- Shelves for the Music Room
- School Trailer
- Tree plan
- External painting



- Softfall in playgrounds
- Drink fountain replacement before the end of the year.
- Relocation of the Uniform Shop to Permapleat

Expenditure in this area for 2022 includes:

- TVs and Apple TVs
- iPad replacements for teachers and EAs
- Classroom furniture upgrade Year Five
- Readers
- Introduction of Papercut to control printing and paper use
- Wrap around services in the Uniform Shop
- Tree Plan
- Verti mowing on the oval
- Internal painting contract
- Rekeying of school
- Drink Fountains
- Maintenance Audit
- Car park line marking
- Electric gate in staff carpark
- Softfall in playgrounds

I would like to thank all the members of the School Advisory Council for their dedicated commitment to the financial management of our school. I would particularly like to thank Mrs Marie Sikora for her excellent chairpersonship and unwavering support, and Mr Brad Durtanovich for his watchful scrutiny of our financial reports. It has been an absolute pleasure working with such a dedicated group of people this year. Thank you for your commitment to Assumption.

I would like to take this opportunity to thank Mr Brad Durtanovich for his work and efforts as our Treasurer as he completes his time at Assumption. Your dedication and commitment is very much appreciated.

Mrs Melissa Tasila resigned from the School Advisory Council earlier in the year due to other commitments. I would like to take this opportunity to acknowledge Melissa for her support and wise contributions on a monthly basis. Thank you, Melissa.

I would like to thank and acknowledge the work of our Finance Officer Mrs Genni McCormack, for her incredible work in 2021. Genni has a great passion for her job, is fully supportive of the school, its direction and of myself. Thank you for your efforts in bringing increased accountability, transparency, and outstanding procedures to our school.



This year we appointed Sarah Walters as our Groundsperson. Sarah has transformed the grounds of a school. She works tirelessly, with a smile and I often see her heart bloom when a child or parent comments on how beautiful the grounds are looking. Your efforts are appreciated by all. Thank you, Sarah.

FAITH

We are blessed with a strong connection to the parish and work closely with catechists in the delivery of parish based, school supported and family focused sacraments of Reconciliation, First Eucharist and Confirmation. I thank Father Johnny, and Father Anson for their strong support within the school and in the lives of the students. We are blessed to have an incredibly thriving Catholic community and parish, and it is a delight to work in a school and community where faith is truly alive and nourished.

This year our staff undertook a staff pilgrimage at the beginning of the year. This was an incredible experience that allowed our staff to truly appreciate our history, unique story of our school and the role of the Presentation sisters and wider Mandurah community in its development. I thank Mrs Dicker for her tireless work in bringing this idea to fruition. As part of our 40th birthday celebrations in 2022, we will be incorporating elements of this pilgrimage into our school grounds; for all to participate.

Reaching out to those in our community teaches students about the Social Justice issues that exist in today's world, and giving to those who are less fortunate is part of that to which we are called as Catholic people. This year, our Mini Vinnie's leadership group, led by Mrs Ferraro and Mr Valsan, have provided real and grounded opportunities for our children to give and raise money for those less fortunate in our community. I congratulate them on their efforts.

Our continued work in this area for 2022 includes foci from our strategic plan and school improvement plan, including:

- 40th Birthday celebrations
- Implementation of the new Evangelization Plan
- Introduction of Religious Education scope and sequence
- Consolidating the MJR program to ensure a disciplined, safe and supportive environment for all
- Embedding the Nagle Charism within the school community
- A continued focus on wellbeing and resilience as a foundation for learning readiness
- Introduction of service learning

I thank Mrs Vanessa Dicker in her role as Assistant Principal RE for keeping faith at the forefront of our school and ensuring reverence, respect and Christian Service remain paramount.



Staffing

A few of our staff are leaving Assumption at the end of the year and spreading their wings.

Mrs Di Partridge will be retiring at the end of the year after 25 years of service to Catholic Education; 19 at Assumption. Her friendly demeanour, welcoming nature, great sense of humour and obvious love of the children has been an asset to our school. We wish you all the best for your impending retirement; but also know we will still get to see you regularly as you visit us for relief.

Emily Ferraro joined our staff in 2020 and has taught in Pre Primary for the last two years. We sincerely thank you for your contribution to Assumption and in particular your efforts and passion with the Mini Vinnies group. We wish you all the best for the future Emily.

As you are aware, Mr Tim Lees has been part of the Kimberley Calling program in 2021. Tim has elected to remain in the Kimberley for the foreseeable future with Nat and the children to continue their exciting journey together. I know you will join me in thanking Tim for the contribution he has made to our school over the last 4 years, and wish him all the best in his future.

Donna Knight took leave in 2021 to teach in the Goldfields; where she will remain in 2022. I know you will join me in thanking Donna for the contribution she has made to our school over the last 10 years and join me in wishing Donna all the best for her future.

Carolyn Buckley has recently qualified as a teacher after working at Assumption as an Education Assistant for the last 11 years. Carolyn, your commitment, passion, love of life and our children will be sorely missed. We wish you God's blessings as you begin your teaching career.

Mrs Sue McMillan agreed to take on the role of teacher in our Pre Kindy program this year; which has been a great success under her watch. I would like to thank Sue for her contribution to Assumption; her enthusiasm and efforts are greatly appreciated.

Ebony Hewitt worked as an Education Assistant in Year Two this year and our children took to her immediately. Ebony, we thank you for your endless positivity and the dedication you have shown to our students on a daily basis. We wish you all the best for your impending birth.

Sarah Hicks came to us this year from Goomalling and has been a great addition to our school. Sarah, thank you for expecting the best from our students each and every day. We wish you all the best, and a much shorter drive to work, at Mater Christi next year.



Mrs Rhiannon Sly begins her maternity leave at the end of the year. Rhiannon, we wish you all the best as you begin your most important role, that of parent. We look forward to welcoming you back in Semester Two.

Thank you and acknowledgements

It has been my absolute pleasure to work with a team of wonderful people at Assumption this year. I would like to take this opportunity to thank our staff for their dedication, unwavering commitment and support. Each one of them works tirelessly to improve the outcomes of each student in our school. The love of their job, loyalty to the students in their care and positive attitude is to be commended.

I would like to acknowledge our hard-working office staff, Marion Langdon, Denise Teasdale, Maddison Rimmer and Genni McCormack, who are the face of our school. Your warmth, sense of humour and dedication to your work is admired by many. I thank you for your incredible support this year.

As principal, I've had the privilege of working with a number of wonderfully dedicated members of staff this year. I thank and acknowledge Vanessa Dicker and Andie Bartley for their continued support as assistant principals and the members of the Extended Leadership Team; Deb Black, Rhiannon Sly, Robyn Dixon, Natasha Young for their leadership, feedback and support.

In conclusion, I thank the children of the school for the wonderful life they bring to our workplace. Assumption is a wonderful school. It is a place of hard work, much growth and development, great fun and energy. It is also a privilege to be able to work in a Catholic community where one's own faith in God is nurtured and fuelled every day. On behalf of the staff I ask that you pass on our very sincere thanks to your children for making our lives more complete by way of what they bring to us on a daily basis.

Thank you and God bless.
Miranda Swann