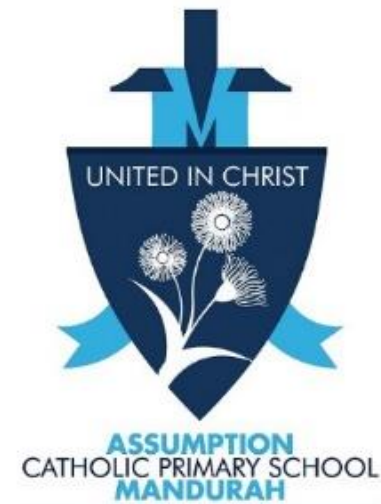


2021 Annual Performance Information



Assumption Catholic Primary School – United in Christ

Contextual Information

Publication of the following information is an Australian Government requirement and pertains to the 2021 calendar year. It highlights our school results and outcomes and helps sets targets for improvement during 2022. The school website contains many relevant documents that will provide additional information for parents:

Established in Mandurah in 1982, Assumption is a co-educational Catholic parish primary school founded by the Presentation Sisters, with approximately 470 students enrolled from Pre-Kindergarten to Year Six.

Our staff and parents collaborate to provide a welcoming and enriching learning environment for a diverse student population. Our current families have come from 22 nations and all continents. We embrace our cultural differences knowing that here at Assumption we can all grow in our understanding of each other and our shared human yearnings to be accepted, understood and respected for who we each are as persons.

Assumption Catholic Primary School is committed to implementing innovative and contemporary learning programs to ensure students are well equipped to become effective learners, able to work co-operatively with others and to live effectively in a changing world. The school understands the importance of providing students with a supportive learning environment that has up to date resources and facilities.

In a faith-filled environment, Assumption children are encouraged to grow in integrating their faith and lives as Catholic Christians. Our children can strive to reach their potential through the integration of spiritual, academic, sporting and cultural learning experiences. An Enrichment Program operates for gifted and talented students in Years One to Six, and students with learning needs are supported through the MulitLit suite of programs. Specialist classes are offered in Science, Art, Music, Physical Education and Italian across the school, and a one-to-one iPad program is in place in from Year Four to Year Six. Tuition in a range of musical instruments is available and staff facilitate optional lunchtime clubs for children interested in a range of activities such as chess, sustainability, gardening and art. We are committed to improving achievement in learning for all students.

Please feel free to browse our website and gain a sense of the pride and joy we have in our vibrant and flourishing learning community here at Assumption, where children, parents and staff together aspire daily to our school motto "United in Christ".

www.assumption.wa.edu.au



Professional Engagement

All teaching staff members are registered with the WA Teacher's Registration Board and all staff members hold a current Working With Children's Card.

Teacher Standards & Qualifications

- Bachelor of Education: 15 staff
- Masters of Education: 3 staff
- Bachelor of Creative Arts: staff
- Graduate Diploma of Education: 1 staff
- Bachelor of Commerce: 1 staff
- Bachelor of Media: 1 staff
- Masters of Teaching: 1 staff
- Diploma in Mechatronic Engineering: 1 staff
- Bachelor of Arts
Psychology/Anthropology
- Graduate Certificate ECE: 1 staff

Workforce Composition

	Female	Male
Teaching	19	5
Education Assistants	16	
Administration	3	
Non-Teaching Staff	1	2
Indigenous	2	
Principal	1	

Key Student Outcomes

Student Attendance

Average of all classes percentage over the school year.

Year Level	Rates of Attendance for 2021
Kindergarten	90.0%
Pre-Primary	91%
Year 1	91%
Year 2	91%
Year 3	91%
Year 4	93%
Year 5	92%
Year 6	92%
Average of all classes percentage over the school year	91.37 %

Student Non-Attendance

Class teachers record student attendance twice each day. A note signed by parent/carer is required to explain student absences. If such notification is not received within a reasonable time of the student's return to school, an absentee form is sent to the parent requesting reason for the student's absence from school. Parents are frequently requested through newsletters and parent meetings not to remove their children unnecessarily from classes during school terms. Parents who take their children away on extended holidays during school terms are required to write a letter to the principal.

2021 NAPLAN Information

Year 3	School Mean	Australian Mean
Reading	493	511
Writing	482	480
Spelling	391	421
Grammar and Punctuation	506	505
Numeracy	475	496

Year 5	School Mean	Australian Mean
Reading	401	438
Writing	420	425
Spelling	493	504
Grammar and Punctuation	416	436
Numeracy	395	408

Post-school Destinations

- Mandurah Catholic College
- Fairbridge College
- Frederick Irwin Anglican School
- Coastal Lakes College
- Mandurah Baptist College
- Trinity College
- John Tonkin College

School Income

The School income for the previous year is available in the Finance Section on the My School website at

<https://www.myschool.edu.au/school/48977/finances>



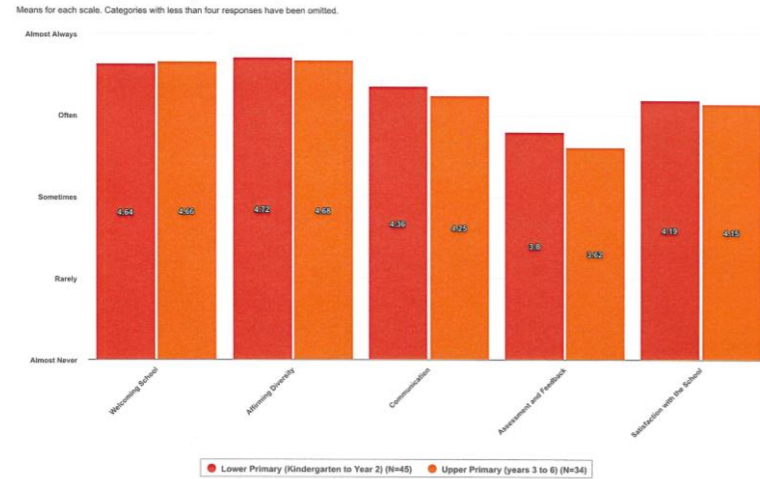
Satisfaction

Parent, Student and Teacher Satisfaction

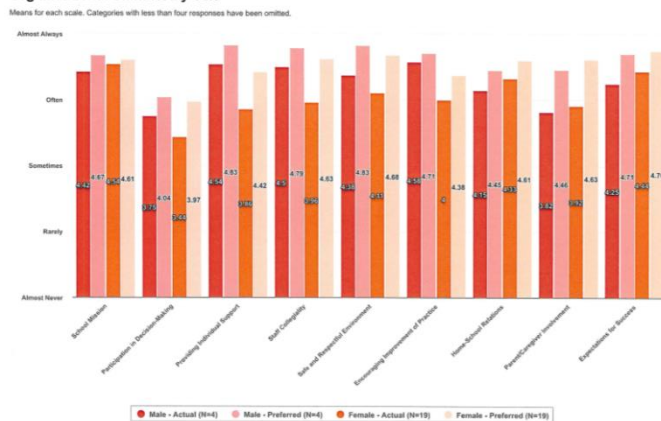
Assumption Catholic Primary School enjoys great support from the parent body as evidenced by the involvement of parents in classroom help, fundraising and social events. Based on the data sources in the 2019 School Climate Survey and discussions with current parents attending enrolment interviews for younger siblings to enter Kindergarten classes, P&F meetings, staff meetings; Learning Journey evenings and other school based events, the overall opinion is that of high satisfaction with both the current and future directions of the school. Assumption continues to maintain a high level of enrolment. The school generally does not experience difficulty recruiting suitably qualified staff.

Parent Survey

Parents/Caregivers' Experience: By School Level

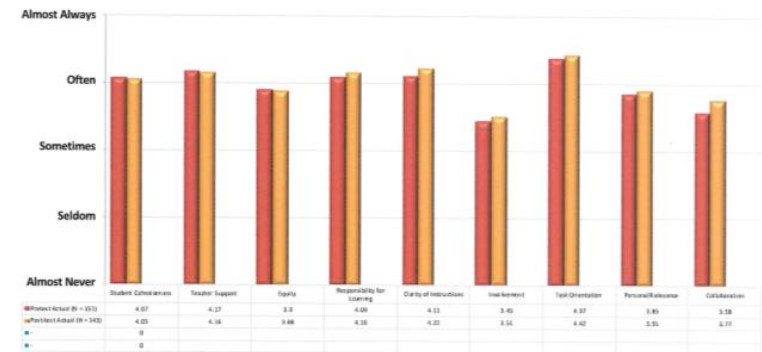


Organisational Climate: By Sex



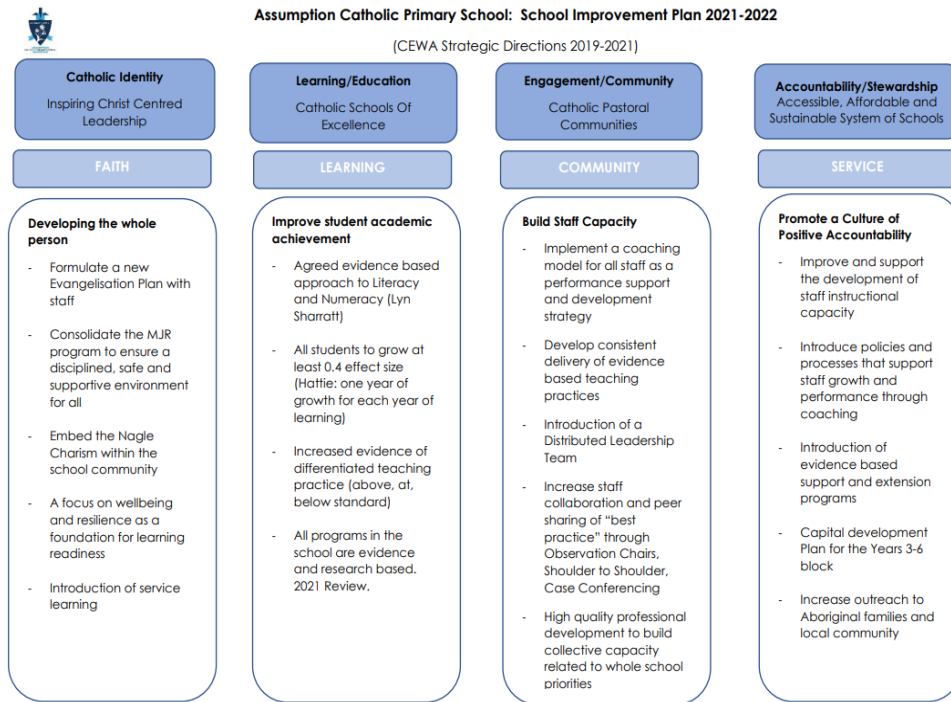
Teacher Survey

Classroom Climate: Pre-Post Overview



Student Survey

School Improvement



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 Communion 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

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 provided real and grounded opportunities for our children to give and raise money for those less fortunate in our community.

In 2021 we implemented a new Evangelisation Plan that determined our foci for the next three years. The focus in 2021 was on embedding the charism of Nano Nagle overtly throughout our community. Our staff pilgrimage and a reformed Faith, Story and Witness was a focus in 2021.

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

- 40th Birthday celebrations
- 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
- Creation a whole school prayer scope and sequence
- Consistent use of the prayer table in each classroom and office space

- Providing staff with comprehensive professional development in regards to liturgy and music in the mass
- Implementing a school pilgrimage on site with corresponding Nano nagle modules for each year level.

Learning: 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.

In 2022 and beyond 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.
- 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.

Community. In 2021 we have:

- Introduced a coaching model for all staff
- Introduced an Extended Leadership team
- Introduced Observation chairs as strategy to build collegial capacity

We will continue to consolidate these in 2022.

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.

The P&F continues to grow in membership and support. 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.

Our AFaFe Playgroup has grown in strength this year and we look forward to the continued growth and engagement of the wider community.

Service: We continue to support the improvement of educational outcomes through the purchase of the educational resources and the upgrading of facilities. 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
- Sofffall 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

MS. Miranda Swann

Principal

