



ASSUMPTION
CATHOLIC PRIMARY SCHOOL
MANDURAH

Assumption Catholic Primary School Annual Reporting 2023

Introduction

This report is a government requirement and provides information about the school's activities and performance for the 2023 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2024. The school's website contains many relevant documents that will provide additional information for parents.

Contextual Information

Established in Mandurah in 1982, Assumption is a co-educational Catholic primary school founded by the Presentation Sisters, with approximately 420 students enrolled from Pre-Kindergarten to Year Six. We share a strong connection and work together with Our Lady's Assumption Parish Mandurah.

Assumption Catholic Primary School is committed to implementing innovative and contemporary, evidence-based learning programs to ensure students are well equipped to become effective learners, can 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. We pride ourselves on our strong relationships and collaboration between staff and parents.

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. Staff ensure that all students' educational needs are met academically through quality differentiation practices. At-risk students from Pre-Primary to Year 6 are supported through the MultiLit suite of programs. Specialist classes are offered in Science, Art, Music, Physical Education and Auslan across the school, and a one-to-one iPad program is in place 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 digital technologies, 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



Teacher Standards & Qualifications

Bachelor of Education (Primary): 15
Bachelor of Education (Early Childhood): 8
Bachelor of Science: 2
Bachelor of Arts: 3
Bachelor of Arts in Psychology: 1
Bachelor of Educational Studies: 1
Bachelor of Commerce: 1
Bachelor of Education & Creative Arts: 1
Master of Education: 3
Graduate Diploma in Psychology: 1
Graduate Diploma in Education: 1
Graduate Diploma in Religious Education: 1
Graduate Diploma in Education: 2
Post Grad Diploma in Education & Diploma in Mechatronic Engineering: 1
Diploma of Business: 1
Diploma of Art and Design: 1

Workforce Composition

	Male	Female
Teaching staff	5	19
Non teaching staff	2	23
Indigenous staff	2	
Principal		1

Student Attendance at School

Year Level	Attendance Rate
Kindergarten	89%
Pre-Primary	89%
Year 1	91%
Year 2	90%
Year 3	91%
Year 4	91%
Year 5	90%
Year 6	90%
Total percentage of student attendance	90%



NAPLAN Annual Attainment

Year 3	Assumption Catholic Primary School Mean	All Australian Schools (National) Mean
Reading	375	405
Writing	389	416
Spelling	393	404
Grammar	378	411
Numeracy	371	407

Year 5	Assumption Catholic Primary School Mean	All Australian Schools (National) Mean
Reading	487	496
Writing	477	483
Spelling	485	489
Grammar	476	497
Numeracy	466	488

Parent, Student & 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 attendance at school events. Based on the data sources in the 2022 QCSEER School and Principal Review, and discussions with current parents attending enrolment interviews for younger siblings to enter Kindergarten classes, P&F meetings, staff meetings; the overall opinion is that of high satisfaction with both the current and future directions of the school. The school generally does not experience difficulty recruiting suitably qualified staff.

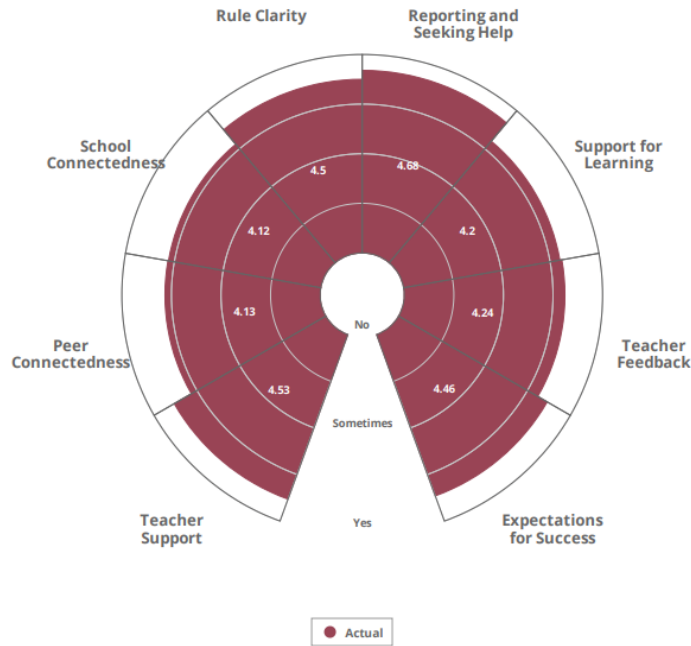
Our students completed a "Student Voice: What's Happening in This School?" survey in 2022. Results from the survey show:

- Our students have a strong sense of Catholic Identity and have opportunities to help people in need.
- Our students strongly believe that the school practices fairness, supports students when they have a problem and need to seek help, and have high levels of teacher support.
- Our students strongly believe that they are well supported in their learning and that the school staff and themselves have high expectations for their success.
- The survey shows that peer connectedness is strong amongst the students.
- Our students strongly believe that the staff at school listen to them, like them and care about them.



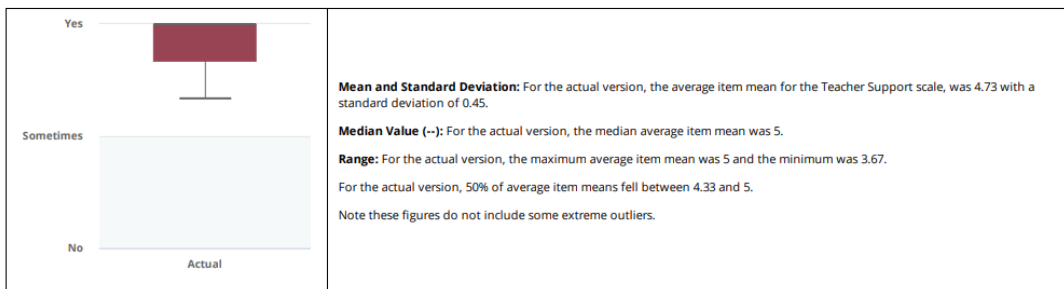
School Climate

Means for each construct.



Teacher Support

The TEACHER SUPPORT construct assesses the extent to which students perceive that teachers at the school are caring and respectful.



Percentage of each response	Items included in the scale	Average response for each item
	Actual: The teachers at this school listen to me.	Actual: 4.25
	Actual: The teachers at this school like me.	Actual: 4.67
	Actual: The teachers at this school care about me.	Actual: 4.66



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>

Post-school

- Mandurah Catholic College
- Mandurah Baptist College
- Austin Cove Baptist College
- Coastal Lakes College
- Kolbe Catholic College
- Coodanup College
- John Tonkin College
- Mercedes College
- Foundation Christian College
- Tranby College
- Frederick Irwin Anglican School

School Improvement Planning

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, Albin and 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.

Enriching and promoting the rich history, charism and Catholic Identity of our school has been a focus for the last three years. We continue to work hard to develop a shared understanding of our story and give prominence to the Charism of Nano Nagle.

Our Evangelisation Plan identified the need to further develop Liturgy across the school; with each year level now planning a mass or liturgy once a term. Mr Loh has worked with staff this semester to streamline the planning of liturgy for our staff; providing a bank of shared resources and templates, as well as providing professional development in this area. This ongoing



professional development will allow our students to continue to deepen their understanding and experience of liturgy. In 2024, our staff will undertake a professional development faith experience to explore their personal connection with liturgy. We look forward to this experience.

Reaching out to those in our community teaches students about 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 Miss Bailey and Mr Doulton, 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 2024 includes:

- Introduction of service learning for students
- A continued focus on wellbeing and resilience as a foundation for learning readiness
- Development of further liturgy support resources for staff
- Introduction of a teaching mass for staff and students
- Continuing to embed the Nagle Charism within the school community; extending to writing units of work for each year level as part of our students' Faith, Story & Witness

EDUCATION

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

Our focus again this year has been to provide a consistent, school-wide approach to the explicit teaching of literacy and lift each child's performance through quality teaching. In 2023, we have continued with specific focus on reading, spelling, morphology and synthetic based phonics instruction; principally on more fully utilizing individual student data to improve academic achievement and on ensuring that practices in classrooms are evidence based and consistent across the school.

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 literacy instruction, as well as undertaking instructional coaching as a method to improve instructional practice. This important work will continue in 2024.

The research literature unequivocally shows that high-impact 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 practices in reading and I look forward to the continued implementation of high impact instruction in 2024 and beyond.

Based on extensive research, at the end of 2021, staff collaborated in small groups to establish staff-agreed evidenced-based practices for whole school implementation. Our work in 2023 has focused on embedding it consistently; through the implementation of explicit teaching practices, learning intentions, success criteria, daily review and full participation tactics. Our staff were supported by Mrs Sly and Mrs Hubert who presented weekly professional development that focused on the planning and delivery of these elements. Agreed daily review templates, whole school expectations for literacy and full participation tactics are now implemented in all classrooms across the school.

The implementation of evidence-based teaching requires evidenced-based methods of assessing student growth and development. This year we continued to embed agreed evidence-based assessments that have a high impact on teaching and learning and accurately measured growth to inform future teaching practices. Assessment practices including DIBELS, York Assessment of Reading Comprehension (YARC) AGAT; PAT Reading and Maths assessments, Mathematics Assessment Interview, On Entry and Letters and Sounds are embedded into our practice. Results across the year show most children in our school have shown growth of at least 0.4 effect size (a year's growth in learning between February and November.) Many of our children have shown growth in excess of two years over the ten months of education; and we are very proud of this.

In 2022, our school was accepted into the Teach Well Instructional Lead Fellowship due to our commitment to actively participating in and leading high impact instruction within our school. This process has allowed us to improve our delivery of content during PLC's, as we have focused on the mechanisms of effective professional development in all our sessions. We have also had the opportunity to develop relationships with other like schools and share our successes and reflections with them. In 2023, our school again participated in the Teach Well Instructional Masterclass; with three staff being trained as models of practice. Teach Well have personally contacted me to congratulate our staff on the quality of their instructional practices; with their videos of practice being shown to teachers around Western Australia who are undertaking the program. Congratulations to Miss Blacow, Mrs Sly and Mr Valsan.

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 Religious Education Assessments. 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.

As outlined in our Evangelisation Plan, our teachers continue to embark on a whole school approach to the teaching of Religious Education. In 2024, we will implement a rigorous and explicit approach to the teaching of Religious Education; closely tracking assessment data through pre and post testing.

Assumption runs very successful specialist programs; Science, Art, Music and Physical Education. From 2024, our school will introduce AUSLAN as our language going forward. This is an extraordinary opportunity for our students who will gain skills to be able to communicate with the deaf community. We are incredibly excited about this initiative.

In 2024, we will continue the implementation of the Positive Behaviour Support (PBS) Framework. PBS is a framework aimed at promoting and supporting positive behaviour choices in schools. It is an evidence-based approach which uses preventative, teaching and reinforcement-based strategies to achieve meaningful and durable behaviour. We recognise the work of our PBS Committee in leading us through this very important implementation.

In conjunction with PBS, the school will participate in a regional initiative supported by CEWA, Berry Street. The Berry Street Educational Model equips schools with practical, classroom based strategies to increase the engagement of all students, including those with complex needs. It supports all students to self-regulate, form relationships and increase their wellbeing; resulting in a greater level of student engagement and academic improvement. We will join with Saint Joseph's Waroona and Pinjarra to implement these very important trauma-informed practices.

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 we maintain the consistent, explicit, evidence-based pedagogical teaching practices, learning structures and curriculum processes we currently use; and that these have a measurable impact on student achievement. We will:

- Consolidate and grow our school-wide explicit instruction model across the literacy and numeracy blocks in all year levels in 2024 and beyond.
- Develop and implement fine-grain curriculum in literacy and numeracy.
- Develop the use of high-impact instruction and evidence-based practices in numeracy.
- Ensure all students achieve at least one year of growth for each year of learning.
- Consolidate the very successful and highly effective PreLit, MiniLit, MaqLit and Reading Tutor Programs. Students participating in these programmes have made incredible growth in their reading.



- Improve teacher productivity and effective use of technology (iPad Pro)

COMMUNITY

Our school is committed to developing Christ like relationships, inclusive practices, a focus on the marginalised and a commitment to child safety practices. Our Educational Psychologist, Mrs Cassidy Davis, in conjunction with our teachers and staff, play a key role in supporting our Catholic pastoral community.

In her role of Educational Psychologist, Mrs Davis supports and promotes positive mental health and emotional wellbeing of students, staff and parents within the school environment. In 2023, this has also included conducting educational assessments and providing professional counselling and referrals; when required.

Child safety and social and emotional learning to support student wellbeing and personal safety continues to be a focus; through the implementation of whole school programs, such as Keeping Safe: Child Protection Curriculum and trauma informed practices.

Staff training in 2023 has included Positive Behaviour Support, High Impact Instruction, High Performing Team sessions with Brendan Spillane, Spelling Mastery, Essential Maths, functional behaviour analysis training, differentiation and moderation.

Assumption proudly hosts the Aboriginal Families as First Educators (AFaFE) 'Little Kwilena' Playgroup twice a week; with the goal to support our families and improve children's early development, and their future school achievement by creating a strong foundation. The service provides moral and informative support for families and information about local services. It also assists disadvantaged families to give their children the best start to life and helps them reach their full educational potential. Little Kwilena Playgroup is always receiving excellent feedback from parents. I would like to acknowledge the work of Ms Tahnee Cusack and Mrs Terri-Anne Logan for their efforts and commitment.

The P&F is an incredibly supportive and active group who work with the community to directly support the students and their needs. They work proactively with the School Advisory Council and the Principal to direct their funds to support student learning; based on the School Improvement Plan and school needs. Examples of purchases funded by the P&F in 2023 include the purchase of two sets of new classroom furniture, the installation of the art gallery in the Presentation Centre, and many books, amongst other items. An important function of the P&F is to engage the community and this is a highlight of their work. Examples of these include the Colour Run, Easter raffles, Mother & Fathers' Day stalls, discos, Baker's Delight lunches (one per , car park raffle and the Assumption Feast Day sausage sizzle.

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. 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-Gibbins for her



outstanding leadership and love of all things Assumption, the assistance and support of Belinda Black, Samantha Jeanes, Megan Reynolds the committee and class coordinators for their efforts and support.

Assumption continues to engage the community with community spirit alive and well, as evidenced by the following events/initiatives;

- Great support at the P&F Family Movie Night in Term One.
- Dozens of families joined us to watch the recent Colour Run; with a large number of parent volunteers.
- Excellent attendance at the Mothers' Day Breakfast; with our staff volunteering their time to serve the mothers.
- Overwhelming turnout of children and fathers for the recent Fathers' Day Breakfast and Mass.
- Excellent parent support at the recent Assumption school Athletics Carnival, with the P&F providing fruit for the rest station.
- Excellent level of positive engagement of parents with Facebook and Seesaw (Teacher/parent communication).

To our parents who actively contribute to our school on a daily basis, a huge thank you. Whether it is helping at home, in the classroom, listening to students read, covering books, training school sports teams 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. 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 Kim Capes for her work and passion in this area; her leadership of this area has positively impacted many.

SERVICE

With the endorsement of the Catholic School Advisory Council, the school focuses its expenditure on building the capacity of staff to improve teaching and learning, on purchasing resources that support learning and on updating and maintaining our facilities.



In 2023, the school has continued to work with CEWA Consultants to plan for the upkeep and refurbishment of facilities in the short, medium and long term; specifically the Year 3-6 learning block.

In 2023, the school worked with Matthew Ferrinda and Ben Beaton from CEWA to move from purchasing devices to a leasing agreement for ICT infrastructure and equipment. Last month we implemented phase one of our plan; replacing the two staff devices (MacBook and iPad) with an iPad Pro; and moving the BYOD (Bring Your Own Device Program) from a parent program to a leasing arrangement for students entering Year Four in 2024. This will be extended into Year Five in 2025 and Year Six in 2026. Phase two of the replacement programme includes the replacement of banks of student iPads in Kindy to Year Three.

This year, we were proud to unveil our new school website and use this to streamline some of our communication. We have received excellent feedback from the water school community regarding our website; particularly the ease of the online application process and clarity of information. In 2024, we will continue to focus on developing our communication systems, introducing SEQTA direct messaging directly to parents.

The school is extremely well resourced and as a community we are very deliberate and focused in maximising funds for resource selection. In order to support the teaching of literacy, a large number of resources were again purchased and developed in 2023. These included reading books for school, home readers, online digital resources and Spelling Mastery texts.

In 2022 our community overwhelmingly supported the introduction of further uniform options for girls; Including long pants in winter and shorts in summer. It has been very heartwarming to see our young ladies embrace these options in 2023.

Our school undertook our annual five year School Compliance Audit and passed with flying colours. I acknowledge the hard work of our entire staff for their continued diligence in this governance area.

- Planned iPad replacements for teachers and EAs
- Classroom furniture upgrade Year Four classrooms
- Readers
- Tree Plan
- Softfall in playgrounds
- Repaired the tiered seating outside of the Presentation Centre
- Replacement of tables in the Presentation Centre
- Sanitising of playground sand
- Playground repairs
- Employment of a Maintenance Officer for two days a week, on top of a full- time Grounds Officer.
- Cleaning of all air conditioner coils and filters in the Year 3-6 block.
- Extensive lighting replacements to LED in various areas of the school



- Work, Health and Safety Training for grounds, maintenance and WHS Officer
- Testing and tagging of all electrical equipment
- Replacement of school vehicle
- Upgrade of Year Six Blue classroom (Painting and new pin up boards)

Our focus for 2024 includes:

- Extension of the Kindy program from three to four days a week
- Introduction of a community playgroup
- Continue to work with CEWA on the plan for the redevelopment of the Year 3 - 6 primary block (Capital Development Plan).
- Consolidate the implementation of the Five-Year Maintenance Plan, Performance Management & Growth Process and Instructional Coaching Model.
- Employ a Marketing Consultant
- Upgrade to switches
- Upgrade network cabling to industry-standard CAT 6
- Classroom furniture upgrade Year Four classrooms
- New pin up boards
- Begin the replacement of doors and windows in the Year 3-6 block
- Roof repairs
- Air conditioner replacements