

Assumption Catholic Primary School Annual Reporting 2024

Introduction

This report is a government requirement and provides information about the school's activities and performance for the 2024 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2025. 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 400 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".

Teacher Standards & Qualifications

Bachelor of Education (Primary): 18
 Bachelor of Education (Early Childhood): 6
 Bachelor of Science: 2
 Bachelor of Arts: 2
 Bachelor of Educational Studies: 1
 Bachelor of Commerce: 1
 Bachelor of Education & Creative Arts: 1
 Master of Education: 2
 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 Art and Design: 1

Workforce Composition

	Male	Female
Teaching staff	5	21
Non teaching staff	2	27
Indigenous staff		2
Principal		1

Student Attendance at School

Year Level	Attendance Rate
Kindergarten	88%
Pre-Primary	90%
Year 1	90%
Year 2	91%
Year 3	90%
Year 4	91%
Year 5	93%
Year 6	89%
Average student attendance	90%



NAPLAN Annual Attainment

Year 3	Assumption Catholic Primary School Mean	All Australian Schools (National) Mean
Reading	402	404
Writing	433	416
Spelling	414	401
Grammar	403	409
Numeracy	409	404

Year 5	Assumption Catholic Primary School Mean	All Australian Schools (National) Mean
Reading	474	492
Writing	467	485
Spelling	488	486
Grammar	496	498
Numeracy	473	489

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 data sources, new family interviews, current family Kindy interviews, P&F and School Advisory Council meetings, feedback outlines a very high level of satisfaction with the current and future directions of the school. Direct feedback from new families are very positive, as outlined in the examples below.

My children were enrolled at Assumption Catholic Primary School after our relocation from Melbourne.

What attracted us to the school was that it was Catholic and also the size of the school. The interview process was very supportive, accommodating, culturally diverse and accepting of children with learning delays who require extra support with their learning.

My children's first day of school was very supported and welcoming such that they could not stop talking about all the friends they had made and how they couldn't wait to go back to school. My children are now well settled into their new school very happy to be there. It has been a very smooth transition for my family and it was all made possible by the supportive staff at Assumption Catholic Primary School. (Family One)



From the moment we walked in, the entire team, the Principal, Assistant Principal, Teachers, Teaching Assistants, and Education Assistants, were all so welcoming, understanding, and passionate about what they do.

As a parent of a child with a spectrum diagnosis, it was such a relief to feel like we weren't alone on this journey.

I want to take this opportunity to express our heartfelt gratitude to the entire team at Assumption, particularly to Lauren's teachers and teaching assistants. From the moment she joined the pre-primary class, we've witnessed not only her academic and personal growth but also the nurturing and positive environment that has helped shape her into the confident, curious, and enthusiastic learner she is today.

Their dedication, patience, and commitment to the well-being of every child have made a lasting impression on (our child) and our family. We are incredibly grateful for their support in guiding (our child) through her early years of schooling, and we can see the positive impact they've had on her development. Their genuine care and passion for teaching have made Assumption feel like a second home. The collaborative effort among all staff members has been nothing short of outstanding, and we've seen firsthand how their combined efforts have contributed to the school's welcoming and enriching atmosphere.

Every member of the staff has been committed to my daughter's development, providing not only the support she needs but also fostering an environment where she feels seen, valued, and encouraged.

I highly recommend this school to anyone looking for a nurturing, inclusive, and supportive learning environment. Assumption is also committed [to] fostering the values, integrity and character of Catholic Religion with their students and respective families.

From our very first visit, the team made us feel incredibly welcome.

They took the time to give us a thorough tour of the school, patiently answering all our questions and ensuring we felt at ease.

One of the highlights of our visit was how welcoming the students were towards our daughter. It was heartwarming to see them enthusiastically trying to find her a spot to sit with them in class-what a lovely glimpse into the community spirit at Assumption!

Moving from Sydney has been a stressful experience for us, but the support we've received from the school has truly alleviated much of that stress. The staff have been incredibly helpful throughout the enrolment process, making it smooth and straightforward.

We believe Assumption fosters a wonderful Catholic community that aligns perfectly with our values. After considering several schools, it was clear that Assumption stood out as the most welcoming choice. We are looking forward to becoming part of this fantastic community and are excited for what lies ahead! We highly recommend Assumption Catholic Primary School!

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 Destinations

- Mandurah Catholic College
- Mandurah Baptist College
- Austin Cove Baptist College
- Tranby College
- Frederick Irwin Anglican School

School Improvement Planning

FAITH

At our school, our Catholic faith is at the forefront of everything we do. Our educational philosophy is deeply rooted in the teachings of Jesus Christ, guiding our mission to nurture the spiritual, academic, and personal growth of each student. We integrate faith into our daily activities, from morning prayers and religious education classes to community service projects and liturgical celebrations.

In 2024, we continued to strengthen our relationship with the Parish and, under the guidance of Father Johny, Albin and Anson, have worked in harmony with the parish sacramental coordinators and catechists to support the parish based sacramental program for Reconciliation, First Eucharist and Confirmation. This year, the Sacrament of Reconciliation was conferred through the Second Rite of Reconciliation, marking a change from 2023. It was a beautiful celebration of our shared Catholic faith and it was wonderful to see the support of parents, carers, family and friends. We were blessed to have our parish associate priests, Fr Albin and Fr Anson assisted by two other local parish priests. Fr Christian (St Damien's, Dawesville) and Fr Marcelo (St Augustine's, Pinjarra) very generously gave up their time to contribute to our celebration.

We have continued to promote our rich Presentation history and Catholic identity of our school. Reclaimed jarrah slats from the original wooden benches outside classrooms were used to create beautiful custom crosses to mark a school based pilgrimage for our staff and students. These Stations of the Cross, located in various outdoor areas of our school grounds

provide a series of reflection areas where students can sit and be present in God's creation while connecting with our Catholic faith on a different level. Planning and preparation has also taken place this year in preparation for the Staff Pilgrimage in 2025 as we look to further connect with our school history and the history of the Presentation Sisters in the Peel region.

This year, a key strategic goal in the Catholic Identity pillar has been to improve staff and students' knowledge and understanding of Mass protocols, signs and symbols. Mr Loh worked closely with Father Albin to plan an instructional prayer service for our Pre-Primary to Year 3 students in Term 2. Our students participated in a beautiful liturgy led by Father Albin, who paused and explained a number of key parts. It was a great learning opportunity for our students and staff and we look forward to continuing this next year, focusing on our senior students having an in-depth look into the Liturgy of the Eucharist.

Staff formation is an integral part of developing our own knowledge and understanding of the Catholic faith. In August, staff participated in a professional learning day focused on Prayer in the Life of a Catholic School. Facilitated by an RE consultant from CEWA, staff explored how to use the colours of the liturgical year, sacred symbols and simple ritual to lead students to slow down and enter into prayer.

We worked collaboratively to create Godly Play resource kits for use in our classrooms and learnt how to implement the "Gather, Listen, Reflect, Respond" model using Godly Play style storytelling to lead students to pray using scripture. Staff and students will use prayer as a platform to deepen their relationship with God.

Our Year 6 student ministries have flourished this year under the guidance of Mrs Capes, the Year Six teachers and other staff who have supported the students to develop their own leadership qualities in service initiatives across the school. In Term 3, Mr Doultton and the Mini Vinnies team visited Mandurah Food Bank as part of their service learning to learn about the invaluable service Food Bank provides to our local community. In Term 4, the whole school community rallied to donate Christmas toys for WestAus Crisis & Welfare Services in Mandurah to replace gifts that were stolen from their centre. We are grateful to our staff, students and families for their generous donations in support of such a meaningful cause.

In Religious Education, Mr Loh led the staff in reviewing student data from the 2024 Religious Education Assessment for Years 3 and 5. Our Year 3 cohort performed particularly well, exceeding the CEWA All Schools Mean. From our review of the student assessment data, we have identified several focus areas to target in 2025 across all year levels. These focus areas aim to broaden the knowledge and understanding of our Catholic faith through the CEWA Religious Education units of work. In 2025, our teachers will develop and implement a daily review for Religious Education lessons and continue our explicit approach to teaching Religious Education.

Our continued work in this area for 2025 includes:



- Introduction of service learning for students in Year 3-6
- Working with the parish priests to continue to develop instructional liturgies and masses for staff and students
- Continuation of a Staff Pilgrimage and Student Pilgrimage (on-site)
- The staff at Assumption would like to extend our heartfelt gratitude and appreciation to Father Johny for his leadership, guidance and support as parish priest of Our Lady's Assumption Catholic Parish. We wish him all the very best for the future for his retirement in India.

I thank Mr Colin Loh for his role as Assistant Principal Religious Education, and for keeping faith at the forefront of our school and ensuring reverence, respect and Christian Service remain paramount.

EDUCATION

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

Our key focus this year has been to maintain a consistent, school-wide approach to high-impact instruction, and we have worked to extend this practice from literacy to numeracy to lift each child's performance through quality teaching. We have continued to focus particularly on reading, spelling, morphology, and synthetic-based phonics instruction, as we know these skills are the key to unlocking access to all other learning areas. We have implemented daily reviews in numeracy and specialist subjects and are continuing to utilize individual student data to improve academic achievement and ensure that practices in classrooms are evidence-based and consistent across the school.

Michael Fullan says, "learning is the work," and this year, again, has been no exception for our staff. This year, we have continued to review our evidence-based practices to ensure that all our educators' knowledge is up to date, and they can provide the most effective instruction to our students. Research clearly outlines that the way to improve student outcomes is to build the collective capacity of educators through evidence-based, whole-school professional development. This year, we have participated in professional development on data interpretation, supporting students with additional needs, students with a language background other than English, high-impact instruction, Berry Street, as well as undertaking instructional coaching as a method to improve instructional practice. We are excited to extend our instructional coaching program to include education assistants in 2025, based on trials in 2024. Through instructional coaching teachers have increased their skills in their ability to reflect and improve on their instructional practices, which in turn improves the quality of education for our students.

In 2024, our efforts in implementing high impact instruction, early intervention and quality teaching with consistency over the last few years has resulted in improvements in our Year 3

NAPLAN results in the areas of Reading, Writing, Spelling and Numeracy; with our students surpassing State, National, and CEWA averages. These results, along with school wide data, show the effectiveness of the work that our educators are doing in the areas of high-impact instruction and use of evidence-based practices.

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 continue to embrace the opportunity to develop a shared and consistent understanding of research-based practices in literacy and numeracy, and I look forward to the continued implementation of high-impact instruction in 2025 and beyond.

Throughout 2024, educators have continued to build on our whole-school agreed practices, which were originally established in 2021. Educators developing and maintaining agreed practices across our school ensures that we have 'collective teacher efficacy,' a key finding of John Hattie's research around achieving student success. Our agreed practices now include high-impact instruction, full participation, the use of learning intentions and success criteria, daily reviews, differentiation above and below the expected level, and ongoing data analysis. Our educators have also been supported by Mrs Rhiannon Sly and Miss Charlotte Blacow to ensure that these practices remain at the forefront of our teaching through instructional coaching.

The implementation of evidence-based teaching requires evidence-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 measure 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). We are also continuing to look at state and national norms as part of our NAPLAN and PAT data analysis to assist us in identifying areas of strength and weakness.

To further build our educators' capacity and knowledge, in 2024, we again participated in the Teach Well Instructional Masterclass. Mrs. Sheree Ingham was fortunate to be selected as our school participant this year, and it has been delightful to hear from Mrs. Ingham how the program has added value to her teaching practice and her eagerness to share this wonderful knowledge with our other educators. Congratulations to Mrs. Ingham. In 2025, we look forward to offering this opportunity to two more of our educators.

Assumption runs very successful specialist programs in Science, Art, Music, and Physical Education. In 2024, we introduced AUSLAN as our language. The decision to introduce AUSLAN not only reflects our commitment to fostering a diverse and accessible community

but also opens new avenues for communication and connection. This has been an extraordinary opportunity for our students to gain skills to communicate with the deaf community. It has been a pleasure to see the students' enjoyment and eagerness to learn new signs and share them with their families and the community. The students' skills in signing our school prayer, greetings, and songs have surpassed our expectations. We are incredibly excited to see the students' continued growth in the coming years.

Over the next few years, our focus will continue to be implementing a consistent, evidence based and school wide approach to all teaching. 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 2025.
- Implement a whole school evidence approach to writing.
- Develop our explicit instructional model across specialist lessons.
- Implement fine grain curriculum in literacy and numeracy.
- Consolidate the use of high impact instruction and evidence-based practises in numeracy.
- Ensure all students achieve at least one year of growth for each year of learning in all learning areas.
- Maintain the very successful and highly effective Pre Lit, Mini Lit, MaqLit and Reading Tutor Programs. Students participating in these programmes have made remarkable growth in their reading.

I thank our Assistant Principal Teaching and Learning, Lauren Hubert; and Instructional Coaches Mrs Rhiannon Sly and Miss Charlotte Blacow for their incredible leadership and efforts. I thank our teachers and education assistants for their commitment and dedication to high impact instruction and in ensuring all children reach their potential through the implementation of evidence-based practices.

COMMUNITY

Our faith-centered approach in our school fosters a strong sense of community, compassion, and moral integrity among our students and staff. By prioritizing our Catholic values, we aim to develop well-rounded individuals who are not only academically proficient but also spiritually enriched and socially responsible. Our school continues to be committed to developing Christ like relationships, inclusive practices, a focus on the marginalised and a commitment to child safety practices.

Our School Chaplains, Mrs Nerissa Angwin and Mrs Anne-Marie Blacow, alongside our CEWA Psychology Service, continue to play a key role in supporting our Catholic Pastoral Community.

Both Mrs Angwin and Mrs Blacow have supported and promoted positive mental health and emotional wellbeing of our students within the school environment; and we thank them for their efforts.

Child safety, 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 Protective Behaviours Program and the newly introduced Berry Street Education Model and PBS.

Assumption hosted five schools over two days throughout the year to complete the first two of four professional development days on the Berry Street Education Model (BSEM). This model has proven to be highly effective in schools particularly in supporting students' readiness to learn and supporting students who have experienced trauma. The model will continue to support our educators with practical strategies to create safer, more engaging classrooms, which enhances students' self-regulation, relationships, and wellbeing. We will complete the further two days of training in semester one 2025.

The introduction of Positive Behaviour Support (PBS) in our school has been successful. By fostering a proactive and positive approach to student behaviour, PBS has assisted to create a more orderly learning environment and high expectations for all. Our four agreed PBS values of kindness, respect, responsibility and perseverance have assisted to create clear expectations and consistent reinforcement of positive behaviours both inside and outside the classroom. The supportive framework of PBS has also contributed to a stronger sense of community and cooperation among students, leading to a more respectful and inclusive school culture. We will continue the journey of PBS implementation in 2025.

The successful implementation of the free community playgroup, Little Lanterns, has been a remarkable achievement. With over 60 enrolments, the playgroup has become a vibrant hub of community engagement, offering hands-on activities that delight and educate young children. Families have found a welcoming space to connect with each other and the school, fostering a sense of belonging and support. The playgroup not only provides a fun and educational environment for children but also strengthens the ties between families and the school community, creating lasting relationships and a strong foundation for future educational success. I thank Mrs Lisa Johnston for her dedication and effort in building and fostering an incredible program. We look forward to the continuation of playgroup in 2025.

The P&F is an incredibly supportive and active group that collaborates with the community to directly address the needs of our students. They work proactively with the School Advisory Council and the Principal to allocate their funds effectively, ensuring that student learning is



prioritized according to the School Improvement Plan and the specific needs of the school. Examples of purchases funded by the P&F in 2024 include the purchase of a classroom set of furniture for Year Three, four House tents and an Assumption tent, equipment to support our early childhood fundamental movement skills and the construction of a mosaic of Our Lady with a designer; a work in progress and due for completion in 2025. 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, Carpark 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 and enhance community spirit. I would especially like to mention and thank Natarsha James-Gibbins for her leadership and love of all things Assumption, the assistance and support 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.
- Fantastic turn out of children and fathers for the recent Fathers' Day breakfast and Mass.
- Outstanding parent support at the school Athletics Carnival
- Excellent level of positive engagement of parents with Playgroup, Facebook and Seesaw (Teacher/parent communication).

To our parents who actively contribute to our school every day, a heartfelt thank you. Whether you're 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, your involvement shows your children the value you place on their education. The dedication and shared focus within these service groups ensure that our sense of community continues to grow and thrive. Each initiative and every person who contributes makes an incredible difference in the lives of our children daily. We couldn't do this without you.

Our Year Six students have seized every opportunity to develop their leadership skills and have enthusiastically contributed to all aspects of school life. I am particularly proud of these children for their hard work in exemplifying what it means to be an Assumption student. As they transition to high school, I wish them all the best. I also want to thank and acknowledge our Student Council and all our student leaders for the immense pride they take in leading our

school. Special thanks to Mrs. Kim Capes for her dedication and passion in this area; her leadership has positively impacted many.

SERVICE

With the endorsement of the Catholic School Advisory Council, the school prioritizes its spending on enhancing staff capabilities to improve teaching and learning, acquiring resources that support education, and updating and maintaining our facilities.

This year, the school has worked extensively with CEWA Capital Development Consultants, Pedagogical Consultants, IT Consultants and Architects to plan for the full refurbishment of the Year 3-6 learning and teaching block. In September, the school submitted a comprehensive Capital Development Plan to CEWA. We await the outcome of our proposal in early December.

In 2024, the school moved from purchasing IT devices to a leasing agreement for ICT infrastructure and equipment. We also entered the first year of our transition from a BYOD parent provided iPad program to a leasing program for our students in Year Four. This will be extended into Year Five in 2025 and Year Six in 2026. Phase two of the replacement programme, scheduled for 2025, has begun early. This phase includes the replacement of banks of student iPads in Kindy to Year Three, along with their charging stations. The school has already taken delivery of these devices and they are currently being distributed to classrooms; ready for access by students from the first day of 2025. We thank Miss Charlotte Blacow and Mr Colin Loh for their efforts in coordinating and driving this large project.

We were proud to unveil our new school online newsletter and Happenings to streamline some of our communication; of which we have received excellent feedback. We also introduced SEQTA direct messaging for contact between parents and teachers; and will continue to consolidate its use in 2025.

In 2024 we successfully extended our Kindy Program from three to four days. To further support our families, our Pre Kindy Program was discounted to \$40 a day and quickly gained in popularity. We are delighted to announce that Pre Kindy is already full on both days for 2025; with positions being offered already for our 2026 program.

The school is extremely well resourced and as a community we are very deliberate and focused in maximising funds for resource selection. As well as our usual expenditure to support the teaching and learning programs, other expenditure in this area included:

- Classroom furniture upgrade in the Year Three classrooms
- Tree Plan
- Playground repairs
- Employment of a Marketing Consultant
- Extensive lighting replacements to LED in various areas of the school
- Installation of additional external CCTV cameras



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- Installation of external lighting to the staff carpark, school oval, Presentation Centre and western side of the upper primary block
- Installation of new carpet in the OSHC Service classroom
- Testing and tagging of all electrical equipment
- Replacement of the PA system and installation of LEDs in the Presentation Centre
- Painting and new pin up boards in Year Two Blue; beginning the refreshment of the junior primary block