



**ASSUMPTION**  
CATHOLIC PRIMARY SCHOOL  
MANDURAH

## **Assumption Catholic Primary School Annual Reporting 2025**

### **Introduction**

This report is a government requirement and provides information about the school's activities and performance for the 2025 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2026. 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	85%
Pre-Primary	90%
Year 1	89%
Year 2	90%
Year 3	88%
Year 4	91%
Year 5	90%
Year 6	91%
<b>Average student attendance</b>	89%



### **NAPLAN Annual Attainment**

<b>Year 3</b>	<b>Assumption Catholic Primary School Mean</b>	<b>All Australian Schools (National) Mean</b>
Reading	391	402
Writing	399	414
Spelling	389	405
Grammar	386	408
Numeracy	389	405

<b>Year 5</b>	<b>Assumption Catholic Primary School Mean</b>	<b>All Australian Schools (National) Mean</b>
Reading	455	492
Writing	462	480
Spelling	477	487
Grammar	450	497
Numeracy	451	492

### **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.*



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*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 Assumption, our Catholic faith shapes everything we do. Guided by the teachings of Jesus Christ, our mission is to nurture the spiritual, academic, and personal growth of every student. Faith is woven into daily life through morning prayer, religious education, liturgical celebrations, and opportunities for service. These practices help our students grow as compassionate, resilient individuals who live out Gospel values in all aspects of their lives.

In 2025, our relationship with Our Lady's Assumption Catholic Parish has continued to develop, under the guidance of Father Shemil, Father Anson and Father Albin. This year, the school has continued its strong partnership with the parish sacramental coordinator and catechists to actively support the parish-based sacramental program, encompassing Penance, First Eucharist, and Confirmation. In October, Bishop George Kolodziej SDS visited the school to speak with our Year 6 students prior to Confirmation. Staff also had the opportunity to meet and speak with the Bishop during lunch time. We were blessed to have Bishop George confer the Sacrament of Confirmation for our students that weekend.

In March, representatives from all Diocesan schools were invited to attend the Episcopal Ordination of the new Bishop of the Bunbury Diocese. Assumption was proudly represented by our 2025 Head Boy and Head Girl, who accompanied Mr Loh and myself at this significant occasion. The ordination was a solemn and inspiring liturgy that reaffirmed hope and confidence in the future of our Diocese, under the leadership of Bishop George.



In Term 3, staff engaged in a dedicated faith formation day, which included a pilgrimage designed to deepen their understanding of the school's faith story and heritage. The experience explored the history of Assumption Catholic Primary School, the legacy of the Presentation Sisters, and the cultural significance of the Binjareb people; the Traditional Owners of the land on which our school stands. Beginning at the school and continuing along the coastline into the heart of Mandurah, the pilgrimage featured stops at key locations where staff participated in readings, shared prayer, and silent reflection. These moments provided meaningful opportunities to appreciate the unique contributions of each group to the Assumption story. The day concluded with a Mass celebrated by Father Albin in the parish church. Staff feedback affirmed the pilgrimage as a deeply meaningful formation experience, highlighting its role in strengthening their connection to the school's heritage. It reinforced the responsibility staff share in preserving and passing on the story, culture, and legacy of Assumption and the educators who have come before them.

Preparations are underway to design modified pilgrimage experiences, on school grounds, tailored to different year levels in 2026. Plans also include inviting parents to participate in a walking pilgrimage later in the year, which will be led by our Year Six student leaders. These will all form part of continued faith formation for staff, students and families. Our Year 6 student ministries have flourished this year under the guidance of Mr Doulton, 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, Miss Ritikis, Mr Doulton and the Mini Vinnies team visited Peel Food Bank for the second year, as part of their service learning and community engagement. It provided an invaluable, real-world experience for our students to put their faith into action, and helping to make a difference to their community. We hope to continue this partnership with Peel Food Bank and expand our service learning experiences for students in 2026.

Earlier this year, I visited Iona Presentation College in Mosman Park, for the launch of the Iona Presentation Foundation, established to continue the Western Australian Presentation Sisters' mission of empowering young people through Catholic education. The work of the Presentation Sisters has been rooted in the belief that a quality Catholic education for one young person, can empower a community, now and into the future. Leaders from primary and secondary Catholic schools, founded by the Sisters, were invited to join together to be an integral part of keeping the Presentation mission and legacy alive in Western Australia. One of the key priorities for the Foundation is to award scholarships and bursaries to students who wish to attend WA Presentation Schools. We look forward to continuing to strengthen the connection between Assumption and the Presentation schools throughout our state for the benefit of our students.

In 2025, we have continued the goal of increasing the number of overt Catholic signs and symbols within our school. Proudly displayed in the reception area of the Administration building, is a banner depicting the Nano Nagle Icon. The icon depicts Nano Nagle as a symbol of light and faith, reflecting our school's commitment to her mission of education and service. Surrounding panels feature detailed narratives of her life and the enduring values of the Presentation tradition.



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In late 2024, the school commissioned Perth artist Maria Russo to create a large-format mosaic of the Blessed Virgin Mary as a spiritual focal point outside the Presentation Centre. Completed in Term 2, 2025, after six months of meticulous work and an in-residence installation, the artwork now provides a striking and reverent welcome to all who enter our grounds. We extend our sincere gratitude to the P&F for their generous contribution towards this significant addition to our school. Future planned works include creating a dedicated seating area in front of the mosaic to provide a prayerful and reflective space.

Aligned with our School Improvement goals for Catholic Identity, we have invested in a number of beautiful portraits of Nano Nagle and the Blessed Virgin Mary, our school patrons. These images are intended to enhance the visibility of Catholic icons and symbols throughout our school. Through these symbols, we seek to create a shared experience of faith that connects and inspires all members of our school community, affirming that our Catholic identity remains central to who we are and the culture we seek to cultivate at Assumption.

In 2026, our teachers will continue to develop and implement a Daily Review for Religious Education lessons and continue our explicit approach to teaching Religious Education, incorporating areas of improvement across year levels, as identified through the results of the 2025 REA.

Our continued work in this area for 2026 includes:

- Introduction of service learning for students in Year 3-6.
- Working with the parish priests to continue to develop staff and student understanding of the Mass and the Sacraments.
- Implementation of a Family and Student Pilgrimage.

I extend my heartfelt thanks to Mr Colin Loh for his outstanding leadership as Assistant Principal Religious Education. His unwavering commitment to keeping faith at the heart of our school community has been invaluable in ensuring that our students, parents and staff experience a faith-filled environment each day.

## **EDUCATION**

Educating the whole child and improving student outcomes for each individual child is our core business at Assumption Catholic Primary School. Our key foci this year has been to maintain a consistent, school-wide approach to high-impact instruction, and we have worked to embed this practice in literacy and 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. In addition, we are targeting numeracy skills to ensure students develop strong foundations in mathematical understanding. We have implemented daily reviews in numeracy and specialist subjects, and are continuing to utilise individual student data to improve academic achievement and ensure that practices in classrooms are evidence-based and consistent across the school.

Alongside academic priorities, we have spent significant time collecting data on the social and emotional needs of our students. In 2026, we will introduce two targeted programs to



address these needs, ensuring that every child is supported holistically in their learning journey.

Michael Fullan says, "Learning is the work" and this year has been no exception for our staff. We have continued to review our evidence-based practices to ensure that all our educators' knowledge remains current and that they can provide the most effective instruction to our students. This year, we have participated in professional development focused on Prime Math and the Bar Model, supporting students with additional needs, particularly ADHD and neurodivergence, as well as completing the Berry Street Education Model. We have also continued to strengthen our understanding of high-impact instruction and undertaken instructional coaching as a method to improve instructional practice. Throughout the year we have worked to extend out instructional coaching program to include our Education Assistants and will continue to refine this practice so that all staff receive regular targeted feedback in order to reflect on and improve their instructional practices, and as a result further improve the quality of the education of our students.

This year, we have implemented a fine-grain curriculum for Literacy and Numeracy. This curriculum not only reduces workload for teachers but ensures consistency between year level classes and guarantees that all curriculum content is covered in the most effective sequence, allowing more complex concepts to receive the greatest teaching time. Research by John Hattie highlights that collective teacher efficacy, teachers working together with consistent approaches, has an effect size of 1.57, the single most powerful influence on student achievement. To put this in perspective, an effect size of 0.40 is considered the average impact of an educational intervention, so 1.57 represents an exceptionally strong positive effect on student learning.

Our staff continue to embrace the opportunity to develop a shared and consistent understanding of research-based practices in literacy and numeracy, through use of our fine grain curriculum, professional learning and collaborative planning time. I look forward to the continued implementation of high-impact instruction in 2026 and beyond. Educators have been supported by Mrs Rhiannon Sly, Mr Peter Valsan and Miss Charlotte Blacow through instructional coaching, ensuring these practices remain at the forefront of our teaching.

To further improve student outcomes in 2025, we have focused on differentiating learning tasks to five levels, ensuring that every student can make progress at their own level. Differentiation is a high-impact strategy that allows teachers to meet the diverse needs of learners, providing appropriate challenge and support for all students. We have also worked on enhancing the quality of student feedback by targeting specific feedback linked directly to success criteria. Research shows that timely, targeted feedback is one of the most effective ways to accelerate learning because it helps students understand what they have achieved and what they need to do next. In addition, we have implemented student rubrics so that learners can clearly see what is required to improve their work, empowering them to take ownership of their learning and strive for excellence. These strategies collectively build student confidence, engagement, and achievement.

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, Year One Phonics Check and Letters and Sounds Assessments 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.

In addition, we have introduced termly whole-school moderation tasks. During these sessions, teachers use the School Curriculum and Standards Authority Judging Standards to guide their assessment, ensuring consistency and alignment with curriculum expectations. This process allows teachers to collaboratively assess student work against common standards, improving accuracy in grading, fostering professional dialogue, and supporting equity and clarity for students across all year levels.

In 2026, Mrs Jackie Craig and Miss Bayli Ritikis have been selected to participate in the Teach Well Instructional Masterclass Series. This professional learning will provide them with advanced strategies in high-impact instruction, deepen their understanding of evidence-based practices, and equip them with practical tools to enhance student engagement and achievement. The program also fosters collaboration and reflective practice, which are essential for sustaining school-wide improvement. We are excited for Mrs Craig and Miss Ritikis to share their learning journey with our staff, bringing fresh insights and innovative approaches that will strengthen our collective capacity and benefit all students.

Assumption Catholic Primary School runs highly successful specialist programs in Science, Art, Music, and Physical Education. Due to staffing challenges in 2025, some classroom teachers have continued specialist programs this year, and we sincerely thank them for their eagerness to take on these roles. Our Physical Education program has been enriched through incursions such as Rugby WA, Cricket WA, AFL, soccer, and others; along with the introduction of Superkick to our wider community. I thank Mrs Kellie Denneman for her ongoing commitment to enriching our students learning and providing students with diverse sporting experiences. These opportunities not only enhance skill development but also foster teamwork, resilience, and a love of physical activity. We deeply appreciate the commitment of all staff who have ensured these programs remain vibrant and impactful for our students.

Over the next few years, our focus will continue to embed 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 refine our school wide explicit instruction model across the literacy and numeracy blocks in all year levels in 2026.
- Embed a whole school evidence approach to writing.
- Consolidate our explicit instructional model across all specialist lessons.



- Embed fine grain curriculum in literacy and 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.
- Implement evidence based Social and Emotional Learning programs from Pre Primary to Year 6.

I extend my gratitude to Mrs Lauren Hubert for her exceptional leadership in guiding teaching and learning across our school. Her commitment to continuous improvement has ensured that high-quality pedagogy remains at the core of our practice. Through her support, Lauren has empowered staff to continually refine their craft and deliver outstanding learning experiences for every student.

I also thank our Instructional Coaches Mrs Rhiannon Sly, Peter Valsan 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**

This year, our school community mourned the passing of our beloved Parish Priest, Father Johny, whose faith, kindness, and leadership touched the lives of so many. We also farewelled Father Shemil and Father Anson as they left the Parish to pursue their doctoral studies, and we wish them every success in their academic endeavours. Father Albin remained in the Parish, leading our Parish community, until the recent arrival of Father Jijo and Father Bony. We look forward to continuing to grow together in faith under their guidance and support.

Our school's faith-based foundation nurtures a strong sense of community, compassion, and moral integrity among students, staff and the school community. By embedding Catholic values into all aspects of learning, we strive to develop individuals who are not only academically capable but also spiritually enriched and socially responsible. We remain committed to fostering Christ-like relationships, promoting inclusive practices, prioritising support for the marginalised, and upholding rigorous child safety standards.

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 Child Protection Curriculum, Berry Street Education Model (BSEM) and Positive behaviour Support (PBS).

Assumption again hosted five schools over two days throughout the year to complete the final two professional development days on the Berry Street Education Model. 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.



Our PBS framework has continued to strengthen our school culture throughout 2025. Building on the success of previous years, PBS remains central to fostering a proactive and positive approach to student behaviour. This approach has helped maintain an orderly learning environment and uphold high expectations for all. Our four agreed PBS values, kindness, respect, responsibility, and perseverance, continue to guide clear expectations and consistent reinforcement of positive behaviours both inside and outside the classroom. The supportive structure of PBS has further enhanced community spirit and cooperation among students, contributing to a respectful and inclusive school culture. We remain committed to deepening PBS practices this year and beyond, and thank the PBS team for their work this year.

Our School Chaplain, Ms Danielle Dolan, alongside the CEWA Psychology Service, continue to play a key role in supporting our Catholic pastoral community. Ms Dolan has supported and promoted positive mental health and emotional wellbeing of our students within the school environment; and we thank her for her efforts. To address the growing needs in our community, Ms Dolan will increase her time to two full days in 2026.

Mrs Kellie Denneman was appointed to the position of Wellbeing Leader in 2025; continuing to build on the wonderful work of the PBS Team and Berry Street initiatives. Mrs Denneman has spent a considerable amount of time planning for the introduction of social and emotional learning programs for our students. In 2026, we are implementing two evidence-based wellbeing programs to support the social and emotional development of our students. For Pre Primary to Year Four students, we are introducing *Second Step*, a program designed to build foundational skills in empathy, emotional regulation, and problem-solving. For our Year Five and Six students, we are introducing *The Resilience Project*, which focuses on gratitude, empathy, and mindfulness to strengthen resilience and positive mental health. Together, these programs will equip students with practical strategies to manage emotions, develop healthy relationships, and navigate challenges confidently; skills that will benefit them both in school and throughout life.

The Little Lanterns community playgroup has continued to thrive in 2025, building on its outstanding success since its introduction. With over 60 enrolments, the playgroup remains a vibrant hub for families, offering engaging, hands-on activities that support early learning and create meaningful connections. This year, we were delighted to strengthen our community ties through a partnership with Brightwater, where nursing home residents visited the playgroup, interacted warmly with the children, and shared a morning tea together; a truly heartwarming experience for all involved. Little Lanterns not only provides a fun and educational environment for young children but also fosters a sense of belonging and strengthens relationships within our wider community. We sincerely thank Mrs Lisa Johnston for her incredible dedication and love of the program, and look forward to its continued success throughout 2026.

The Parents and Friends (P&F) Association continues to play an integral role in nurturing a strong sense of community and providing exceptional support to our school, staff, and students. Working collaboratively with the School Advisory Council and the Executive Leadership Team, the P&F ensures that funds are allocated effectively to enhance student learning in line with the School Improvement Plan. In 2025, their contributions



included purchasing a classroom set of furniture for Year Two, the purchase of new interschool sports jerseys, classroom resources and equipment to support early childhood students, and a further \$5,000 to complete the mosaic of the Blessed Virgin Mary.

Community engagement remains a cornerstone of the P&F's work, with events such as the Family Fun Night, Colour Run, Easter raffles, Mother's and Father's Day stalls, discos, the Carpark raffle, and the Assumption Feast Day sausage sizzle bringing families together and strengthening school spirit.

I extend my heartfelt thanks to the P&F for their incredible efforts this year. In particular, I acknowledge and thank our new P&F Chair, Brooke Bord, for her leadership and commitment to fostering a welcoming and supportive community. I also express my gratitude to, Megan Reynolds, Samantha Jeanes, Emily Gregson, the committee, and all class coordinators for their dedication and support. Together, they have created opportunities that enrich the lives of our students and strengthen the bonds within our school community.

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 Fun Night in term one.
- Dozens of families joined us to watch the recent Colour Run; with many parent volunteers.
- Excellent attendance at the Mothers' Day Breakfast and liturgy; with our staff volunteering their time to serve the mothers.
- Fantastic turn out of children, fathers and father figures at the Fathers' Day breakfast and liturgy.
- 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 and Mr Aaron Doulton for their dedication and passion in this area.

## **SERVICE**



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

At the end of last year, the school received a significant grant from CEWA to upgrade the senior block as part of the Stage 10 Capital Development Plan. This project entails removing the asbestos ceilings, installing CAT 6 cabling, upgrading switches, installation of new doors and windows, and carpeting and lighting throughout. AWB Builders and Santelli Chong Architects were awarded the project; with the first site meeting held in the October school holidays. Work is scheduled to commence on 15 December, with completion of the project earmarked by mid May 2026. This is a very exciting project for our community and we look forward to its completion. This year presented two unexpected challenges. The first was when additional asbestos was identified in the Senior Block, requiring the temporary relocation of our Year Five and Year Six classes students. I am deeply grateful for the outstanding support from our school community and the perseverance shown by our students, who adapted quickly and positively to new learning spaces. In early November, three transportable classrooms were installed outside the Presentation Centre, and students successfully moved into these new facilities on 19 November, ensuring continuity of learning. Thank you to our families, staff, and students for your trust, flexibility, and commitment during this transition.

The second challenge was the removal of the school nature plan area due to safety issues; including wood rot. The School Advisory Council will implement a staged approach to the reinstallation of the program; with the replacement costs in the vicinity of \$200,000 to \$300,000. We look forward to involving the students in the design in early 2026 and thank the P&F for their efforts in prioritising this project as their major fundraising focus from term four 2025.

In 2024, the school moved from purchasing IT devices to a leasing agreement for ICT infrastructure and equipment. We also entered the second year of our transition from a BYOD parent provided iPad program to a leasing program for our students in Year Four and Year Five. This will be extended into Year Six in 2026; completing the phasing out of this program. The school has already taken delivery of these devices, and they are currently being prepared for distribution. I thank Miss Charlotte Blacow and Mr Colin Loh for their efforts in coordinating and driving this project.

We continue to receive positive parent feedback on the school's efforts to streamline communication; specifically, regarding the school's online newsletter and Happenings and the consolidation of SEQTA direct messaging for contact between parents and teachers.

In 2026, we continue with our extended four day Kindy program. Feedback from this initiative has been very positively received from our community, especially our working families. To further support our families in 2026, our Pre Kindy Program remains at a subsidised cost of \$40 a day and continues to quickly gain in popularity. We are delighted to announce that Pre Kindy is almost full on both days for 2026; with positions being offered already for our 2027 program.



The school is extremely well resourced and as a community we are very deliberate and focused on 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 one Year Two classroom
- Installation of a retaining wall in the early childhood playground
- Airconditioner replacements in the Drama room
- Extensive lighting replacements to LED in the junior primary and early childhood areas of the school
- Installation of additional external CCTV cameras and upgrade to our security system
- Testing and tagging of all electrical equipment
- Painting and new pin up boards in Year Two Blue; beginning the refreshment of the junior primary block

I would like to express my gratitude to all members of the School Advisory Council for their dedicated commitment to the financial management of our school. A special thanks to Mrs Leah Dawson for her excellent leadership as chairperson and her unwavering support. It has been a pleasure working with such a dedicated group this year. Thank you for your commitment to Assumption.

I also want to acknowledge the outstanding work of our new Finance Officer, Mrs Fiona Power. Fiona's attention to details and efficiency has been invaluable. Thank you for your efforts.

Additionally, I would like to thank Mr Jason Borserio, our highly capable and efficient groundsman. Jason has had additional challenges on top of his role this year; moving all the furniture out of the senior block at very short notice, and then moving it again when the transportables were ready for occupancy; as well as liaising with the many contractors attending site in preparation for our upcoming building program. Jason has been ably assisted by Mr Colin Loh throughout. The efforts of both Colin and Jason are greatly appreciated by all. Thank you.

As part of our work in 2026, we will complete the following works:

- Capital Development Plan for Year 3-6 block
- Installation of new TVs in various classrooms
- Purchase of STEM equipment
- Installation of new Apple TVs
- Replacement of the school photocopiers
- Installation of additional cabinetry in the senior block
- Replacement of the hot water filter system in the staffroom
- Seating in the reflective garden in front of our Mary Mosaic
- School motor vehicle changeover