



2019 SCHOOL PERFORMANCE DATA REPORT

June 2020

Dear Parents and Carers,

The Australian Government accountability regulations require schools to report information on school performance to their community. In the past this has occurred at the Annual Community Meeting of the School Board and P & F, in the newsletter and at monthly meetings of these groups throughout the year. As the scope of this reporting has now increased the following report is provided for school community members. Information pertains to the 2019 school year.

Contextual Information:

Queen of Apostles School is a co-educational Catholic primary school catering for children from Kindergarten to Year 6 with an enrolment of approximately 230 students. The school was founded in 1956 by the Schoenstatt Sisters and although no longer actively involved in the school, their links and traditions are maintained through their presence within the Parish.

Queen of Apostles School is a faith community committed to the development of each person's human potential, incorporating the domains of religious, spiritual, academic, physical, emotional and social development. The school offers an academic program which focuses on developing high standards of literacy and numeracy. To support the needs of individual students, the school offers a Talented and Gifted Program to provide extension activities for those students more academically able. Staff also offer learning support programs across all year levels to support those students requiring specific assistance in class. The school has specialist teachers in Music, Physical Education, Library Studies and Mandarin.

The school enjoys tremendous support from both the School Board and the Parents and Friends Association. The hard work and support of these two bodies has allowed for the widespread integration of Information and Communication Technology, as well as the development of a new STEM Makerspace within the school and across the curriculum.

Teacher Standards and Qualifications

All teaching staff are registered with the Teacher's Registration Board of WA. In 2019 there were 15 Teaching Staff.

Master of Education	1
Master of R.E.	2
Master of Teaching	1
Bachelor of Education	8
Bachelor of Science	2
Bachelor of Arts in Education	3
Graduate Diploma of Education	3
Diploma of Teaching	5
Grad Diploma Teach Library	1
Certificate Instructional Leadership	1

Workforce Composition

	TEACHING	NON-TEACHING	INDIGENOUS TEACHING	INDIGENOUS NON-TEACHING
MALE	2	1	0	0
FEMALE	15	18	0	0
TOTAL	17	19	0	0

Student Attendance:

	PRE-PRIMARY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	WHOLE SCHOOL
ATTENDANCE %	93.5%	94.0%	93.5%	94.5%	94.7%	93.5%	94.7%	94.1%

Non-Attendance is monitored very carefully by the school. Parents are notified of their child being absent via SMS text message generated through SEQTA. All absences must be accompanied by an absentee note signed by a parent or guardian. Any unexplained absences are followed up by the class teacher with the parent concerned. If written satisfactory explanations are not provided to explain a child's absence from school, then the matter is referred to the Principal. The Principal will issue a formal written request for a written explanation of the absences and /or a request for an interview to discuss the matter. Repetitive or persistent absenteeism that is unexplained will be referred to the Principal, who will address the matter in consultation with Parents or guardians. Failure to resolve the matter will result in the Principal referring the issue to the School Welfare Section of the Education Department.

NAPLAN Information

The table below shows the percentage of students achieving at or above the national literacy and numeracy benchmarks for their year.

2018 DATA

Year 3	Numeracy	100%
Year 3	Reading	100%
Year 3	Spelling	100%
Year 3	Grammar/Punctuation	100%
Year 3	Writing	98%
Year 5	Numeracy	98%
Year 5	Reading	100%
Year 5	Spelling	100%
Year 5	Grammar/Punctuation	98%
Year 5	Writing	96%

2019 DATA

Year 3	Numeracy	97.5%
Year 3	Reading	97.5%
Year 3	Spelling	95.0%
Year 3	Grammar/Punctuation	95%
Year 3	Writing	97.5%
Year 5	Numeracy	100%
Year 5	Reading	100%
Year 5	Spelling	100%
Year 5	Grammar/Punctuation	96.7%
Year 5	Writing	96.7%

SATISFACTION

■ **Parents:**

Parents contributed to school endeavours through classroom programs, sporting activities and contributing to Strategic Planning through the P & F and School Board. The support for school functions, school and class Masses, P&F events, parent/teacher evenings, assemblies and celebrations indicates a very solid level of support and satisfaction amongst parents. The school enjoys great support from our parents with over 80 parents involved in voluntary activities at the school in 2019. Further evidence of parent satisfaction levels can be found in the Facebook likes and comments from parents, as well as in Google reviews posted by parents. These are overwhelmingly positive in nature.

■ **Students:**

Students have a strong sense of pride in their school. They actively promote the school ethos within their classrooms and wider community and contribute to school projects through the leadership program. Our senior students fulfill a variety of leadership roles within the school and execute their responsibilities with great enthusiasm and enjoyment. Students are able to feedback their level of satisfaction or dissatisfaction through their class Student Representative Councillors. The incidence of negative feedback is very low. Our SRC provides a very valuable voice for our students to have their issues, concerns and ideas heard and explored.

■ **Teachers:**

Teachers have a high level of commitment to the school and always endeavour to provide the best possible teaching and learning programmes for the students. There is a strong sense of collaboration amongst all staff which provides support, pastoral care and professional engagement for each member. There are very clear policies and processes in place to deal with any staff grievances or disputes, however, our Harassment Officers and Assistant Principals have reported zero incidents to deal with in 2019.

School Income

For the purposes of uniformity and consistency in reporting of school financial information, a hyperlink is provided to our My School webpage on the ACARA website. Please click on the link below to view this data.

<https://myschool.edu.au/school/48944/finances>

Annual School Improvement

This year I am very pleased to report that we have achieved 5 out of the 5 goals we set for ourselves in our Annual School Improvement Plan (ASIP). Our staff have worked together extremely well to focus our efforts, develop programs and solutions and successfully implement them to achieve our goals. A few of the highlights would include;

- A more focussed and engaging celebration of Harmony Day with a school Mass, National costume parade and multi-cultural cooking events celebrating different cultures.
- An increased focus and involvement in NAIDOC Week highlighted by a whole school Mass at the end of term 2. We are also scheduled for Staff PL at the end of this year to develop a new Aboriginal Education Plan, under the guidance of CEWA Aboriginal Education Consultants.
- From a curriculum perspective our focus was on commencing the 3 year implementation phase of FFL. We had a key focus on implementing Learning Intentions and Success Criteria into our teaching.
- We also focussed on using the FFL's Solution Fluency to provide an inquiry-based approach to problem solving. These aspects are now integrated into daily classroom learning and discussion and excellent examples were on display at our FFL Open Afternoon at the end of last term, as well as in the fantastic STEM Showcase displays which were all developed using Solution Fluency.
- Further development of professional growth plans for staff based on SMART Goals.

The full ASIP can be viewed via this link;

<http://www.qoa.wa.edu.au/compliance.html>