

Queen of Apostles School, Riverton

School Performance

Information



Report for the 2020 Academic Year

School Vision Statement

Queen of Apostles School is a vibrant and inclusive Catholic community. The school follows the example of our founders, the Schoenstatt Sisters and our Patron, Mary, the mother of Jesus and their call to be agents of love, unity and peace. Assisting parents as the first educators of their children, our vision is:

'To inspire a passion for life-long learning in an environment of faith, love and care for others.'

School Mission Statement

Queen of Apostles is a K-6 co-educational school. Our mission is to empower our students to:

- BE** passionate and curious learners
- BE** confident and creative individuals
- BE** faith-filled and active in their care for others

Introduction

This report provides the Queen of Apostles school community with information about the school's activities and performance for the 2020 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2021.

The report should be read alongside other school documentation including the Principal's Annual Report to the School Community. The school's website contains many relevant documents that will provide information for parents.

SCHOOL PERFORMANCE INFORMATION

1. CONTEXTUAL INFORMATION

Queen of Apostles School is a single stream school with approximately 240 students. We offer classes from Kindergarten to Year 6, providing a learning environment that promotes a sense of self-worth within each child.

Queen of Apostles is a well-resourced school offering a nurturing, inclusive and safe environment which celebrates each individual's unique talents and qualities. Our school encourages a passion for lifelong learning and prepares today's children for their place in tomorrow's society.

In addition to core curriculum, there is explicit and successful teaching of literacy and numeracy in all classes. We work in partnership with Lee Watanabe- Crockett (a world renowned educationalist – <https://leewatanabecrockett.com>) to develop higher order thinking skills and problem-solving with our students through the Future-Focused Learning program.

Future-Focused Learning prepares our students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world. It connects our students and engages their sense of curiosity, helping them to make meaning of our world. Students collaborate and use critical and creative thinking to solve problems, growing as active and informed global citizens.

Our Catholic faith is taught in every class according to the Religious Educational Guidelines for Western Australia Catholic Schools. Underpinning all we do at Queen of Apostles are our values of ***Respect, Resilience, Faith, Excellence and Compassion***.

Queen of Apostles offers specialist teachers in Mandarin, Science, Physical Education and Music. Enrichment is offered to our more capable students and a comprehensive Learning Support Program is effective across all classes. An active extra-curricular program is in place across the areas of performing arts, community giving, sports and sustainability.

Facilities include playgrounds, oval, courts, a well-resourced library, Makerspace, a dedicated Science and Mandarin Room and well-equipped classrooms that are brought to life through the work of the children and by using the latest Apple technology to help facilitate effective learning from our Kindy through to Year 6 classes.

Our Parents' and Friends' Association is an active element of our school culture, supporting the school in its endeavours by funding resources, building community and empowering parents.

2. TEACHER STANDARDS & QUALIFICATIONS

QUALIFICATIONS OF TEACHING STAFF AT QUEEN OF APOSTLES SCHOOL	
Qualifications	Number of Staff
Master of Education	1
Master of R.E.	2
Master of Teaching	1
Diploma of Teaching	5
Bachelor of Education	7
Bachelor of Science	2
Graduate Diploma of Education	3
Graduate Diploma Teach Library	1
Certificate Instructional Leadership	1

3. WORKFORCE COMPOSITION 2020

Principal	Shaun O'Neill
Assistant Principal	Jennifer Anderson
Assistant Principal	Julie Galbraith
Bursar	Caroline Hunneybun
Administration Officer	Terri Healey
Kindergarten	Ann Fanto
Pre-Primary	Chelsea Moore & Shareen Minchinton
Year 1	Deborah Hogg & Sheryl Perry
Year 2	Marika Beacher & Simone Gordon
Year 3	Gabrielle Lesque
Year 4	Michelle Colley
Year 4/5	Robyn Salvia
Year 5	Emily Boronovskis
Year 6	Valencia Maloney
Learning Support	Zoey Jensen
Sport & Science	Ross Bridgeman
Mandarin	Ivy Wang
Music	Sheryl Perry
Early Childhood EA's	Mara McGinty
	Pam Johansen
	Tracie Spadaro
	Liz Kingston
Special Educational EA's	Roberta Yaxley
	Tracy Watkins
	Dawn O'Brien
	Deborah Radice
	Lee-Ann Oliver

Library Officer
 Social Worker
 Uniform Shop Manager
 Canteen Manager
 Cleaners
 Grounds

Lee-Ann Wolstenholme
 Maria Lindsay
 Susan Peach
 Tracy Small
 Liz Kingston
 Sharon Fernandez e Soares
 Jacqueline Enriquez & Wendy Timmins
 John Boley

Staff	Female		Male	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full Time Teaching	0	7	0	2
Part Time Teaching	0	8	0	0
Full Time Non-Teaching	0	2	0	0
Part Time Non-Teaching	0	17	0	1

4. STUDENT ATTENDANCE

The average attendance rate for the 2020 gazetted school year for students in Pre-Primary to Year 6 was: 95.16%. This was broken down into the following class groupings:

Year Group	Attendance Rate
Pre-Primary	94.33%
1	96.45%
2	93.98%
3	94.94%
4	95.81%
5	95%
6	95.65%

Parents of children who are absent from school are asked to clarify the reason for non-attendance. An absentee slip is required to be completed upon the child's return. For lengthier absences during term time, which are not health related, an approval of extended leave form needs to be completed.

5. NAPLAN INFORMATION

Due to the COVID-19 pandemic, NAPLAN assessments were not administered in 2020, therefore no data is presented for 2020.

6. SATISFACTION SURVEYS

Parent Satisfaction

There is a high level of parent satisfaction based on the following:

- Welcoming staff and atmosphere
- Transparent Communication Channels
- Strong level of involvement and support of the education program
- Strong attendance levels for information evenings and open nights
- High level of volunteers for sporting carnivals and excursions
- High level of pastoral care is demonstrated within the community
- Prospective parents are seeking places based on recommendations of members of the school community

Student Satisfaction

Student satisfaction levels are strong based on the following:

- Rule Clarity
- Support for Learning
- Level of cooperation with the staff
- The inclusive nature of the school
- Connectedness to School
- Teacher Support

Staff Satisfaction

Staff satisfaction levels are strong based on the following

- There is a high expectation of success
- Collegiality
- Retention rate of staff
- The inclusive nature of the school
- Minimal behaviour incidents among students
- Providing individual support
- Encouragement of improvement of practice

The staff Queen of Apostles are very professional and support the school in all its endeavours.

SCHOOL INCOME

At the Annual School Community Meeting in November 2020, the School Advisory Council Treasurer (Rob Wynne) presented the School Fee Schedule and Initial Budget (Recurrent and Capital) for the forthcoming year.

The My School website can be accessed to view the school's breakdown of income. The link to the website is:

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

7. SENIOR SECONDARY OUTCOMES

N/A

8. POST SCHOOL DESTINATIONS

In 2020 Year Six graduating student school destinations were as follows:

School	Number of Students
St Norbert College	4
Corpus Christi College	5
Rossmoyne Senior High	4
Willetton Senior High	1
Santa Maria College	1
Mercedes College	3
John Curtin College of the Arts	1
Perth Modern	1
Applecross Senior High	1
Trinity College	1
Mt Lawley Senior High	1
Ursula Frayne	1
CBC College	1
Harrisdale Senior High	1
Penrhos College	1

9. ANNUAL SCHOOL IMPROVEMENT

2020 Focus Areas	Success Indicators
Increased awareness of revised School Values.	<ul style="list-style-type: none">• 100% of classrooms have posters on display 1• 100% display of banners at school assemblies• 80% of students in Years 4-6 are able to name and explain values

<p>Aboriginal perspectives integrated into all learning areas</p>	<ul style="list-style-type: none"> • 100% of staff using Aboriginal perspectives in their planning and activities
<p>Embedding learning intentions and success criteria and developing integrated units of work</p>	<ul style="list-style-type: none"> • Feedback post PD events 80% positive rating by staff • Solution Fluency language evident in classroom displays 100% participation by teachers • Students surveyed about their learning at the conclusion of one unit. (75% positive response rate – Success criteria)
<p>Re-location of Year 1 and 2 into the ELC to facilitate enhanced opportunities to align with the NQS standards</p>	<ul style="list-style-type: none"> • 100% of teachers in ELC engaging in inquiry-based practice evidenced through units of work
<p>Increasing speed and accuracy of basic facts and other mental maths</p>	<ul style="list-style-type: none"> • 85% of students pass rate of a Basic Fact/Mental Maths test that is time controlled and was delivered at end of Term 2 and end of Term 4