

Queen of Apostles School, Riverton  
**School Performance  
Information**



## Report for the 2022 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 Pre-Kindergarten to Year 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 2022 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2023.

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 260 students. We offer classes from Pre-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 also 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, Visual Art 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, 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 Pre-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	2
Master of Teaching	1
Diploma of Teaching	4
Bachelor of Education	8
Bachelor of Science	2
Bachelor of Arts	1
Graduate Diploma of Education	2
Graduate Diploma Teach Library	1
Certificate Instructional Leadership	1

## 3. WORKFORCE COMPOSITION 2022

Principal	Mark Ryan
Assistant Principal	Jennifer Anderson
Bursar	Caroline Hunneybun
Administration Officer	Terri Healy/ Liz Kingston
Pre-Kindy	Ann Fanto
Kindergarten	Ann Fanto
Pre-Primary	Georgia Mola
Year 1	Robyn Salvia
Year 2	Marika Beacher & Simone Gordon
Year 3	Gabrielle Lesque
Year 4	Emily Boronovskis (Semester 1) Brianna Joiner (Semester 2)
Year 5	Emily Barton
Year 6	Valencia Maloney
Learning Support	Yvette Mistry
Sport & Science	Ross Bridgeman
Mandarin	Ivy Wang
Music & Visual Art	Sheryl Perry
Education Assistants	Mara McGinty
	Pam Johansen
	Tracie Spardaro
	Liz Kingston
	Tracy Watkins
	Dawn O'Brien
	Deborah Radice
	Lee-Ann Oliver
	Amy Lumsden

Library Officer  
Social Worker  
Canteen Manager  
Grounds

Susan Peach  
Tracy Small  
Sharon Fernandez e Soares  
John Boley

Staff	Female		Male	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
<b>Full Time Teaching</b>	0	8	0	2
<b>Part Time Teaching</b>	0	5	0	0
<b>Full Time Non-Teaching</b>	0	0	0	0
<b>Part Time Non-Teaching</b>	0	13	0	1

#### 4. STUDENT ATTENDANCE

The average attendance rate for the 2022 gazetted school year was: 90.01%. This was broken down into the following class groupings:

Year Group	Attendance Rate
Pre Kindy	90.00%
Kindy	89.10%
Pre-Primary	87.59%
1	87.80%
2	91.42%
3	91.31%
4	89.75%
5	90.98%
6	92.13%

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

In May of 2022, National Literacy and Numeracy Assessments were administered to students in Years 3, 5, 7 and 9. The assessments in Literacy covered: Reading, Writing, Language Conventions, Spelling and Grammar & Punctuation. This year all assessments except for Year 3 writing were done online.

Individual and detailed reports are provided to the parents of children who undertook the national assessments. Furthermore, school receives detailed evaluation of the whole school and class cohorts, which allows for ongoing school improvement. The data provided to school also allows teachers to examine individual and class performance on each of the questions. It is important to remember that the national assessments are only one source of

evidence of student achievement, gained on one particular day. Similarly, comparisons from one cohort to another can be remarkably different. The summary data for Year Three and Year Five for our school is as follows:

<b><u>YEAR 3</u></b>	<b><u>QOA Mean</u></b>	<b><u>All Australian Schools Mean</u></b>
<b><u>Reading</u></b>	466	439
<b><u>Writing</u></b>	455	423
<b><u>Spelling</u></b>	470	418
<b><u>Grammar &amp; Punctuation</u></b>	488	433
<b><u>Numeracy</u></b>	442	400

<b><u>YEAR 5</u></b>	<b><u>QOA Mean</u></b>	<b><u>All Australian Schools Mean</u></b>
<b><u>Reading</u></b>	510	510
<b><u>Writing</u></b>	486	485
<b><u>Spelling</u></b>	511	505
<b><u>Grammar &amp; Punctuation</u></b>	497	496
<b><u>Numeracy</u></b>	502	489

## **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
- 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.

## **7. SCHOOL INCOME**

At the Annual School Community Meeting in November 2022, the School Advisory Council Treasurer (Paul Martin) 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>

## **8. SENIOR SECONDARY OUTCOMES**

N/A

## **9. POST SCHOOL DESTINATIONS**

In 2022 Year Six graduating student school destinations were as follows:

School	Number of Students
St Norbert College	8
Aquinas College	2
Rossmoyne Senior High	6
Bob Hawke College	1
Santa Maria College	1
John Curtin College of the Arts	1
Bunbury Senior High School	1
Carine Senior High School	1
Iona Presentation College	1
Kennedy Baptist College	1
Ursula Frayne Catholic College	3
Lumen Christi College	1
Mercedes College	1
St Brigid's College	1

## 10. ANNUAL SCHOOL IMPROVEMENT

2022 Focus Areas	Success Indicators
<b>Growing all students by developing teacher skills and understanding in differentiation in the Maths Learning Area.</b>	<ul style="list-style-type: none"> <li>• After Professional Development by CEWA consultant, implementation of differentiated maths lessons catering for a range of needs.</li> <li>• Improvement in maths results and outcomes across all year levels.</li> </ul>
<b>Bring students and families into a deep and authentic relationship with Jesus where a culture of grateful happiness is engendered.</b>	<ul style="list-style-type: none"> <li>• Making Jesus Real (MJR) introduced into all classes.</li> <li>• Common language used throughout the school.</li> <li>• MJR articles in newsletter.</li> </ul>
<b>Forming and developing cohesive and collaborative approaches to Early Years philosophies through the <i>Being, Belonging, Becoming</i> framework from Pre-Kindy to Year 2.</b>	<ul style="list-style-type: none"> <li>• Regular Early Years cluster meetings.</li> <li>• Reference to <i>Being, Belonging, Becoming</i> in teaching &amp; learning programs.</li> </ul>
<b>Engage in ongoing wellbeing education to support a holistic approach to student and staff wellbeing.</b>	<ul style="list-style-type: none"> <li>• Wellness Week honoured by staff, students and parents.</li> <li>• Student Code of Conduct prominently displayed in all classes</li> </ul>

**Plan for the consistent maintenance of classroom, playground and staff facilities ensuring spaces are contemporary, attractive and conducive to flexible learning opportunities.**

- Staffroom re-located to allow for all Year 3 to 6 classrooms to be in the main building.
- Music Room relocated from demountables to main building.
- Glass panels placed on doors in the office and demountables to allow line of sight allowing allied health services and music tutors to work with students.