

# Queen of Apostles School, Riverton

# School Performance

# Information



## Report for the 2024 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 2024 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2025.

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	3
Master of Teaching	1
Diploma of Teaching	4
Bachelor of Education	10
Bachelor of Science	2
Bachelor of Arts	2
Graduate Diploma of Education	1
Graduate Diploma of Teaching	1
Bachelor of Health Science	1
Certificate Instructional Leadership	1
Postgraduate in Early Childhood	1

## 3. WORKFORCE COMPOSITION 2024

Principal	Mark Ryan
Assistant Principal	Jennifer Anderson
Finance Officer	Caroline Hunneybun
Administration Officers	Kathy Duncanson
Pre-Kindy	Julie Sharpe
Kindergarten	Ann Fanto
Pre-Primary	Emma Ashworth
Year 1	Robyn Salvia & Marika Beacher
Year 2	Simone Gordon & Courtney Mahoney
Year 3	Lauren Moro
Year 4	Gabrielle Lesque
Year 5	Jessica Jenzen
Year 6	Valencia Maloney
Learning Support	Marika Beacher
Sport & Science	Ross Bridgeman
Mandarin	Ivy Wang
Music & Visual Art	Sheryl Perry
Education Assistants	Mara McGinty
	Pam Johansen
	Tracie Spadaro
	Liz Kingston
	Tracy Watkins
	Dawn O'Brien
	Deborah Radice
	Lee-Ann Oliver

Library Officer  
Social Worker  
Canteen Manager  
Grounds

Farah Gul  
Mel Reid  
Dawn O'Brien  
Tracy Small  
Sharon Fernandez e Soares  
Rob Van Oosten

Staff	Female		Male	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
<b>Full Time Teaching</b>	0	7	0	2
<b>Part Time Teaching</b>	0	6	0	0
<b>Full Time Non-Teaching</b>	0	0	0	0
<b>Part Time Non-Teaching</b>	0	15	0	1

#### 4. STUDENT ATTENDANCE

The average attendance rate for the 2024 gazetted school year was: 92.45%. This was broken down into the following class groupings:

Year Group	Attendance Rate
Pre Kindy	94.14%
Kindy	91.96%
Pre-Primary	93.04%
1	91.45%
2	93.03%
3	92.68%
4	88.97%
5	94.08%
6	92.73%

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 March of 2024, 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 the

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>CEWA</u></b>	<b><u>All Australian Schools Mean</u></b>
Reading	398	403	404
Writing	389	419	416
Spelling	394	401	401
Grammar & Punctuation	394	404	409
Numeracy	395	400	404

<b><u>YEAR 5</u></b>	<b><u>QOA Mean</u></b>	<b><u>CEWA</u></b>	<b><u>All Australian Schools Mean</u></b>
Reading	549	492	492
Writing	543	484	485
Spelling	521	489	486
Grammar & Punctuation	535	493	498
Numeracy	536	486	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 2024, the School Advisory Council Treasurer (Marnie Selten) 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 2024 Year Six graduating student school destinations were as follows:

School	Number of Students
Corpus Christi College	15
Willetton Senior High School	3
Kennedy Baptist College	2
Canning Vale College	2
Lumen Christi College	1
Leeming Senior High School	1
John Wallaston Community College	1
Ridgeview Secondary College	1
Perth Modern School	1
Ursula Frayne College	1
Aquinas College	1
Applecross Senior High School	1

## 10. ANNUAL SCHOOL IMPROVEMENT

2024 Focus Areas	Success Indicators
<b>Catholic Identity Focus: Embed the school motto and values within all aspects of the school community and its life.</b>	<ul style="list-style-type: none"><li>• Termly focus on values and promotion through school community</li><li>• Time spent at the commencement of each year to set classroom expectations which are underpinned by our school values</li></ul>
<b>Education Focus: 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>• Implementation of an Early Childhood Co-ordinator (Robyn Salvia)</li><li>• Knowledge of the framework through regular cluster meetings of Early Learning staff</li><li>• Engaging the CEWA Early Childhood Consultant to regularly meet and guide staff</li></ul>
<b>Community Focus: Engage in ongoing wellbeing education to support a holistic approach to student and staff wellbeing.</b>	<ul style="list-style-type: none"><li>• Implementation of a Wellness Co-ordinator within the school- one day a week given to the role (Ross Bridgeman)</li></ul>

	<ul style="list-style-type: none"> <li>• Engagement with Berry Street and URSTRONG programs for all staff</li> </ul>
<b>Stewardship Focus: Continued development and enhancement of Internal and external learning environments that promotes student safety and learning.</b>	<ul style="list-style-type: none"> <li>• Creation of a workroom/ tutor room in the library</li> <li>• New walkway from hall to basketball courts</li> <li>• New classroom furniture (Yrs 5&amp; 6)</li> </ul>