

Queen of Apostles School

Riverton

School Performance Information



Report for the 2025 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 2025 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2026.

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 250 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 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	3
Bachelor of Education	9
Bachelor of Science	2
Bachelor of Arts	3
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 2025

Principal	Mark Ryan
Assistant Principal	Jennifer Anderson
Finance Officer	Reshma Fernandes
Administration Officers	Kathy Duncanson
Pre-Kindy	Julie Sharpe
Kindergarten	Ann Fanto
Pre-Primary	Breanne Buck
Year 1	Robyn Salvia/Marika Beacher
Year 2	Simone Gordon/Courtney Mahoney
Year 3	Valencia Maloney
Year 4	Gabrielle Lesque
Year 5	Jess Jenzen
Year 6	Lauren Moro
Learning Support	Marika Beacher
Sport & Science	Ross Bridgeman
Mandarin	Ivy Wang
Music & Visual Art	Sheryl Perry
Education Assistants	Mara McGinty
	Pam Johansen
	Tracie Spadaro
	Alisha Sachdeva
	Tracy Watkins
	Dawn O'Brien
	Deborah Radice
	Farah Gul
	Mel Reid

Library Officer
Social Worker
Canteen Manager
Grounds

Dawn O'Brien
Tracy Small
Sharon Fernandes e Soares
Rob Van Oosten

Staff	Female		Male	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full Time Teaching	0	7	0	2
Part Time Teaching	0	6	0	0
Full Time Non-Teaching	0	0	0	0
Part Time Non-Teaching	0	13	0	1

4. STUDENT ATTENDANCE

The average attendance rate for the 2025 gazetted school year was: 92.45%. This was broken down into the following class groupings:

Year Group	Attendance Rate
Pre Kindy	91.37%
Kindy	93.30%
Pre-Primary	93.14%
1	91.55%
2	93.02%
3	93.77%
4	90.61%
5	93.74%
6	91.63%

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. Unresolved absences are followed up by the Principal.

5. NAPLAN INFORMATION

In March of 2025, 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:

<u>YEAR 3</u>	<u>QOA Mean</u>	<u>CEWA</u>	<u>All Australian Schools Mean</u>
Reading	446	403	402
Writing	424	419	414
Spelling	432	401	405
Grammar & Punctuation	442	404	408
Numeracy	440	400	405

<u>YEAR 5</u>	<u>QOA Mean</u>	<u>CEWA</u>	<u>All Australian Schools Mean</u>
Reading	534	492	492
Writing	489	484	480
Spelling	508	489	487
Grammar & Punctuation	509	493	497
Numeracy	530	486	492

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 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 2025, the School Advisory Council Treasurer (Joe Pang) 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 2025 Year Six graduating student school destinations were as follows:

School	Number of Students
Corpus Christi College	4
Rossmoyne SHS	9
Kennedy Baptist College	1
St Norbert College	6
John Curtin SHS	1
Santa Maria College	1
All Saints College	1
Perth Modern School	3
Ursula Frayne College	1
Applecross Senior High School	1
Darling Range Sports College	1
Rehoboth Christian College	1
Melville SHS	1

10. ANNUAL SCHOOL IMPROVEMENT

2025 Focus Areas	Success Indicators
CATHOLIC IDENTITY Build staff and student understanding of a 'world envisaged by Jesus' through the integration of faith, life and culture.	• Christian Service and Social Justice by both students and staff prioritised • Celebration of special liturgies extended into classrooms. • MJR recipients given special recognition for the values they display (newsletter and pizza lunch)
EDUCATION Develop a collective approach to student thinking, learning and teaching which includes critical and creative thinking skills and processes Support educators to implement an inquiry-based learning through more deliberate, intentional and purposeful planning and application.	• The ongoing focus on Inquiry Units of work undertaken by all teachers K-6. All teachers undertook at least one Inquiry in the year. • Planning, assessment and classrooms displays reflect intentional inquiries

Create and foster a collaborative, engaging, interactive and play-based learning environment that encourages curiosity and exploration among children.	• Resources and provocation boxes set up in the ELC • Shared space in the ELC used as an extension of the classroom for Inquiry and play-based learning • Indoor/outdoor play used during play-based activities • NQS continual improvement mapped
COMMUNITY CEWA Audit in the Community Pillar There were no actions from the review, with all compliance areas passing the audit.	• Critical and Emergency Incidents • Complaints • Preventing and Responding to Child Abuse • Management of Student Behaviour
STEWARDSHIP Continued development and enhancement of internal and external learning environments that promotes student safety and learning.	• Trees removed from the carpark and annexe that were in danger of dropping branches • Plumbing sorted – including a very large leak that took weeks to find. • EduMarking – games marked around the playground • Garden beds around the schools developed and planted, including vegetable gardens in the Kindy and Pre-Primary areas • Functional desks and seating in the Year 4 classroom