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**OUR LADY OF THE CAPE PRIMARY SCHOOL
DUNSBOROUGH**

REPORT FOR THE 2017 ACADEMIC YEAR

PUBLISHED JUNE 2018

MANY HEARTS, ONE VOICE



Our Lady of the Cape Primary School, Dunsborough School Performance Data Report 2017

This report provides the Our Lady of the Cape school community with information about the school's activities and performance over the 2017 school year. It highlights our school results and outcomes and helps set targets for improvement during 2018.

Professional Engagement:

1. Contextual Information. (2017 School Year)

Our Lady of the Cape is a Catholic co-educational primary school that was established in 1996. The school now has well developed educational facilities and opportunities catering for students from kindergarten to year six. To cater for a growing enrolment, a second stream of students commenced in 2013 with two classes of kindergarten students. In 2015, the year seven students moved to a high school setting, with the class structures now being double stream in kindy to year 3, with single stream classes from years four to six.

As a result of recent growth, a new classroom was put in place during 2016 for the 2017 school year. Another two classrooms were built in 2017, along with an extension and refurbishment of the library, together with extra car parking spaces being developed.

The school is managed on a local level by the Our Lady of the Cape, Dunsborough Catholic School Board. The Board planned future buildings and resources in 2015 ready to accommodate the extra classes required to grow to double stream status. An integral part of this planning is the development of strategies to maintain and build upon the strong community ethos of the school.

The school is committed to providing excellence in educational curriculum. The implementation of the Western Australian School Curriculum is a school priority and involves instruction in Religion and all other key learning areas. A strong emphasis is placed on the acquisition of Literacy and Numeracy skills in all grades. Specialist education is currently offered in Music, Library, Indonesian and Physical Education. A strong emphasis on the performing arts exists at Our Lady of the Cape. Indonesian is taught from Pre-Primary to Year 6. Students from Year 3 to Year 6 are taught the recorder and involvement in the Bunbury Eisteddfod provides an opportunity for choirs and soloists to participate at an elite level. All students in Year 6 participate in guitar lessons. A Literacy Support Programme is provided for students identified as at risk. An Extension and Learning Enrichment Programme is available for students who show academic excellence.



The school has a commitment to differentiated learning for all students and recent PAT and NAPLAN results indicate that the vast majority of students are making more than a year's growth in a year of learning.

The school has a strong Educational Technology Programme in place, with ipads and digital learning employed as an educational tool to complement the comprehensive and balanced learning programme employed at all grade levels to support all students in realising their educational potential.

In 2015 a Comprehensive Values Programme was introduced and developed to build on the well established Catholic ethos of the school, and to encourage positive interactions from the students, and all at Our Lady of the Cape. The core school values identified are Compassion, Appreciation, Respect and Excellence (CARE). The school has also integrated the "Making Jesus Real" program to link our values and faith to reflecting Jesus in all aspects of school life.

During 2016, positive psychology programs were successfully introduced. Friendology (for students in from Y1 – Y6) and the Kimochi Doll program (for students from K – PP) are now an integrated part of the educational program. These programs assist children with managing feelings and friendships in a positive manner.

More comprehensive information on what is offered at our Lady of the Cape can be accessed from the school website at www.ladyofcape.wa.edu.au.

2. Teacher Qualifications.

Qualifications	Number
Diploma of Teaching	5
Diploma of Education	2
Higher Diploma of Primary Teaching	1
Bachelor of Education	7
Bachelor of Education (Primary)	5
Bachelor of Arts (Education)	5
Bachelor of Arts (Psychology)	1
Bachelor of Environmental Science	1
Graduate Diploma of Education (Primary)	1
Master of Teaching (Primary)	1

Master of Education (Religious Education)	1
Graduate Certificate of Education (Early Childhood)	2
Bachelor of Education in Early Childhood	1
Master of Education (Early Childhood)	1

3. Work Force Composition:

Name	Gender	Indigenous	Role
Lisa Annert	F	N	Education Assistant
Julie Birch	F	N	Teacher
Brigid Bradley	F	N	Teacher / Special Education
Ben Danaher	M	N	Teacher
Caitlin Delane	F	N	Teacher
Chris Derickx	F	N	Education Assistant / Special Education
John Hogan	M	N	Grounds person
Katie Horrocks	F	N	Teacher
Maureen Horrocks	F	N	Teacher / Music Specialist
Kathy Holt	F	N	Teacher
Kristy Hunt	F	N	Teacher
Letitia Jackson	F	N	Education Assistant
Nicole Jasper	F	N	Education Assistant
Janine Johnson	F	N	ICT Technician
Nick Jones	M	N	Teacher
Melinda Kartana	F	N	LOTE Teacher / Teacher
Annette Keast	F	N	Education Assistant
Melissa Kent	F	N	Education Assistant
Mary-Lee Kemp	F	N	Library Technician
Penny King	F	N	Teacher
Sara Drmota	F	N	Canteen Manager
Kristie Leahy	F	N	Teacher
Frances Marrell	F	N	Administrative Officer
Alison Martin	F	N	Teacher
Amie Meyer	F	N	Teacher Librarian / RE Coordinator

Sean McSevich	M	N	Teacher
Linde Millett-Beatty	F	N	Teacher Assistant / Special Education
Paula Murphy	F	N	Teacher
Sandra O'Leary	F	N	Administrative Officer
Lynn Peacock	F	N	Teacher Assistant
Monique Prowse	F	N	Teacher
Kylie Rann	F	N	Teacher Assistant
Amy Rundle	F	N	Teacher
Mandy Sinclair	F	N	Teacher/ Sport /Health
Gemma Sorgiovanni	F	N	Teacher
Rachel Sweeny	F	N	Teacher Assistant
Adrian Torrese	M	N	Assistant Principal
Des Wilkie	M	N	Principal
Debra Young	F	N	Teacher Assistant

4. Student Attendance at School.

The average attendance rate for the 2017 gazetted school year for students in Years 1 to Year 6 at Our Lady of the Cape Primary School, Dunsborough was 89.52%.

Year Group	Attendance Rate
1	90.44%
2	88.58%
3	92.87%
4	86.96%
5	88.82%
6	90.38%

Student non-attendance is followed up by the classroom teacher. In the case of a student's sustained absence an interview with the Principal is organised to review the absenteeism. If a student is absent from the school without prior notification, the parents are required to contact the school prior to 9.30am each morning the student is absent. If the parents do not contact the school an email and a SMS text message will be sent to the parents seeking an explanation about the students unexplained absence. If the parent does not respond to the text, a follow up phone call is made.



6. The National Assessment Program – Literacy and Numeracy 2017 Results.

National Assessment Program - Literacy and Numeracy (NAPLAN) commenced in Australian schools. Every year, all students in Years 3, 5, 7 and 9 are assessed in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

Percentages of Students 'At or Above' the minimum standard

	Year 3, 2017			Year 5, 2017		
	OLC	State	National	OLC	State	National
READING	96.6	95.3	96.9	96.2	94.2	95.8
WRITING	100	96.4	97.5	100	92.6	93.6
SPELLING	100	94.1	95.4	96.3	94.6	95.6
GRAMMAR & PUNCTUATION	92.9	94.2	96.3	100	92.6	94.1
NUMERACY	100	96.5	97.3	100	96.1	97.2

Excerpt from letter received from Robert Randall, Chief Executive Officer of ACARA. I quote directly from his letter:

"I am pleased to advise that ACARA has identified **your school as having demonstrated substantially above average gain in Reading and Numeracy achievement**, as measured by NAPLAN.

On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. **Improvement in student literacy and numeracy of this magnitude, as measured by NAPLAN, is significant and worthy of highlighting and acknowledging**".

Our whole team of educators have been thrilled to be recognised for this level of improvement for the second consecutive year. It is a recognition and reward for all the hard work of the Teachers, Education Assistants and the students as we work together to ensure growth for all students. The whole school and intervention strategies, together with the focus on differentiation, have really helped.

It is also pleasing to see that the NAPLAN results are in keeping with the results of the PAT (Progressive Achievement Tests) we do twice a year. The PAT tests results allow us to differentiate the learning for each student.



7. Parent, student and teacher satisfaction.

Early in 2017 the Leadership Team of our Lady of the Cape designed school based surveys of parent, student and teacher satisfaction.

High levels of satisfaction were evident in all three surveys with the Parent Satisfaction Survey results shown below:

105
Responses

03:02
Average time to complete

Active
Status

1. I am comfortable approaching staff at the school for information, help and support regarding my child's learning and well-being.

Strongly Agree	75
Agree	27
Disagree	1
Strongly Disagree	2



2. I believe that the school and staff respond to parental concerns in a professional and proactive manner.

Strongly Agree	61
Agree	37
Disagree	6
Strongly Disagree	1



3. I feel that my child's academic needs are being met.

Strongly Agree	45
Agree	55
Disagree	4
Strongly Disagree	1



4. I am aware of the programs and initiatives that drive school improvement at OLC.

● Strongly agree	42
● Agree	57
● Disagree	5
● Strongly Agree	0



5. My child feels safe coming to school each day.

● Strongly Agree	75
● Agree	25
● Disagree	4
● Strongly Disagree	1



6. I feel the school is empowering my child in developing an enthusiastic and confident approach to their learning and well-being.

● Strongly Agree	53
● Agree	47
● Disagree	2
● Strongly Disagree	2



7. I feel my child is taught to reflect and regularly displays the school values of Compassion, Appreciation, Respect and Excellence.

● Strongly Agree	67
● Agree	37
● Disagree	0
● Strongly Disagree	1



8. Through workbooks coming home, parent interviews, semester reports and general teacher feedback, I feel I know how my child is progressing and how I can assist them at home.

Strongly Agree	48
Agree	49
Disagree	6
Strongly Disagree	1



9. I feel confident in approaching the Leadership Team (Principal, Assistant Principal and other leadership team members) with any difficulties I may be experiencing relating to my child.

Strongly Agree	62
Agree	37
Disagree	4
Strongly Disagree	2



10. I am aware of school events, changes and issues through weekly newsletters and other communications, as well as the school website.

Strongly Agree	69
Agree	33
Disagree	2
Strongly Disagree	1

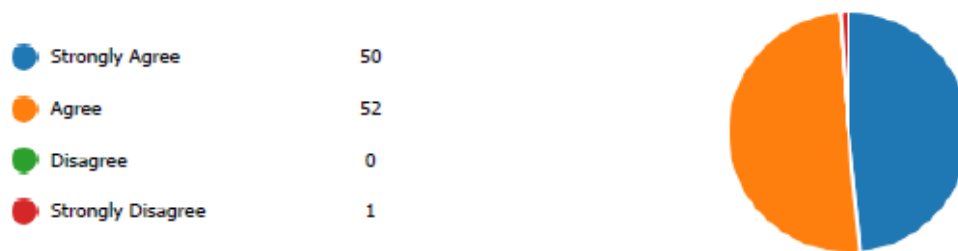


11. I feel Our Lady of the Cape and the Parish work well together.

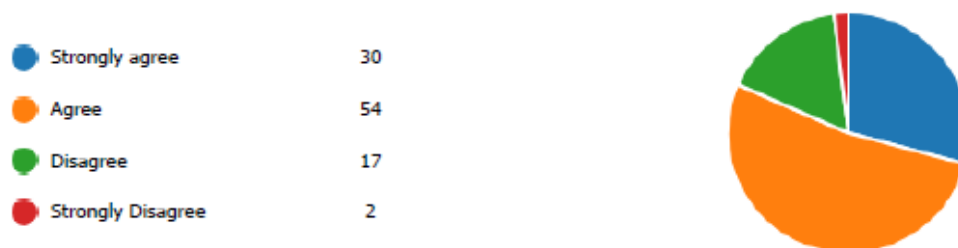
Strongly Agree	50
Agree	54
Disagree	0
Strongly Disagree	1



12. I feel that the school reflects Gospel values by responding consistently and fairly to families with pastoral, financial or other concerns.



13. I feel my child receives the appropriate amount and relevant homework each week.



In the staff section, survey results also indicated a high level of satisfaction with stronger areas identified being:

- All staff are willing to take responsibility for all student's learning.
- All staff take responsibility for improving school performance.
- The learning environment in the school is orderly and focussed.
- Staff can rely on parents to support student learning.
- Staff in the school have faith in the integrity of their colleagues.
- Staff in the school believe that every child can learn.
- Staff seek advice from colleagues and participate in collaborative discussions to improve teaching and learning.
- The Principal/Leadership Team provide staff with timely and specific feedback about their teaching based on evidence drawn from classroom observations.
- Staff know and understand the school's current educational goals.
- School administrators promote the success of all students.
- The school is a good place for staff to work and learn.

Areas of opportunity for future development included:

- Continued development of communication between School Leaders and staff.
- Greater involvement of teachers and staff in school decision making and problem solving.
- Provision of increased time and opportunities made available for professional learning.



Students identified areas of strength as being:

- OLC has a caring feel about it.
- Teachers and other staff help students to do their best.
- Students at OLC feel they are being challenged in their learning.
- Teachers give regular feedback on learning.
- Students who need extra help can get this help.
- The school operates in a fair, respectful, caring and calm way.
- Having learning intentions and success criteria on the board really help me with my learning.

Areas of opportunity for future development included:

- The friendship and positive psychology programs introduced to the school need to remain a priority.
- Differentiation of learning needs to continue as a focus, as approximately 20% of the students felt they weren't challenged.
- Specific feedback on learning with goal setting and support for future learning needs to continue as 13% of students felt a need for this.

8. Progress on 2017 Annual School Improvement Goals

Learning

Analysis and Discussion of Data

1. School leaders are aware of and analyse student data thoroughly in leadership meetings and with teachers.
2. Leadership team member to coordinate the management of the assessment schedule and other standardised testing.
3. PLC and pupil free days will have data discussion as a priority.

Differentiated Teaching and Learning

1. School leaders regularly model, discuss and support teachers with ideas and tools for differentiation.
2. Through the regular use of a variety of data collection and differentiation tools and strategies used in the classroom.

Effective Pedagogical Practices

1. School leaders model, lead, discuss and give feedback on teaching through the "walk-through" model and teacher meetings with an explicit intention shared.
2. A learning framework is given to staff that outlines expectations and key elements including displaying learning intentions and success criteria.



Engagement

School leaders developed and implemented a scheduled plan and procedures that identifies and supports students and cohorts with developing positive relationships and interactions. This included staff training and collaboration as well as the implementation of specific programs, "Friendology and "Making Jesus Real".

Continue to use the school values as a basis of promoting positive behaviour and relationships, with regular communication with students about expectations and appropriate behaviours.

Continue the established procedures of:

- Class Blogs
- English and Maths work books sent home each semester.
- Consistent template across grades for parent interview session in Term 1.

Continue the established procedures of:

Use SEQTA for parent communication of administrative details.

Continued focus from 2016 in engaging the parent body in student learning so that parents know; what is happening in their child's class, **how their child is progressing and how they can help.**

Continued focus from 2016 in engaging the parent body in what is happening at the school and parent support.

Further enhance the wide use of SEQTA software across the school to enable teachers to input relevant student information and pastoral care details. Also develop termly structures to allow staff time to update student information in SEQTA. Further establish digital recording of student pastoral and academic information and data.

Utilising Professional Learning Community Meetings in Term 1 2017 for the EC staff to develop EC policy.

Accountability

Maintain the termly focus of one school value, it's expectations and actions. Promoted through the newsletter, in classrooms and at assemblies. Further establishing classroom routines around the school values.

Staff training and development of the implementation of the OLC Code of Conduct.

Professional development and establishment of the Child Protection program - "Safe Schools".



Discipleship

Interaction with St Vincent de Paul's

Development of a new OLC school prayer.

Professional development in the "Making Jesus Real" program

Year 6 Catholic ministry to assist in promotion.

Great focus on NAIDOC week and Aboriginal studies.

Integrate the school values into the Christian service program.

9. Post School Destinations.

In 2017 twenty six Year Six students graduated from Our Lady of the Cape Catholic Primary School. Their high school destinations were as follows:

High School	Number of Students
St Mary MacKillop Catholic College, Busselton	21
Bunbury Cathedral Grammar School	1
Cape Naturaliste College	2
Cornerstone Christian College	1
Georgiana Molloy Anglican School	1

10. School Income.

For information concerning School Income please select the following link and it will direct you to Our Lady of the Cape Primary School 'My School' website:

<https://www.myschool.edu.au/Finance/Index/112206/OurLadyoftheCapePrimarySchool/49007/2016>

