

# **OUR LADY OF LOURDES CATHOLIC PRIMARY SCHOOL DARDANUP - (Published 2016 for 2015 Year)**

Our Lady of Lourdes Catholic Primary School comprises of 205 students from Kindergarten to Year 6 serving the Parish Communities of Dardanup and Boyanup. The school also has significant enrolment numbers from the greater Bunbury area. The school provides enriched opportunities so that all children may develop to their full potential – Spiritually, Intellectually, Physically, Socially and Emotionally.

Our Lady of Lourdes School has undertaken continual initiatives, designed to provide teachers with greater Professional Learning opportunities ensuring all students reach their learning potential. The school also undertakes reviews through Quality Catholic Schooling and National Quality Standards. The Early Years Learning Framework is followed as is the integration of the Australian and Western Australian Curriculum. These initiatives ensure positive learning outcomes, and enhanced pastoral care for all students and staff. The school offers a comprehensive curriculum, with support and extension opportunities across all grades.

Our Lady of Lourdes School assists in preparing each child to contribute positively to their local communities, having a particular awareness of the needs of, and responsibility to, the wider church. The school enjoys outstanding support from the parents and wider community. It is widely recognised and appreciated as a community based school.

The school provides students with opportunities for participation in various extra-curricular activities such as the Leonardo Day Science Project, Interschool Athletics Carnivals, Winter Sports Carnivals, camps, incursions and excursions.

Our Lady of Lourdes prides itself as a place where Christ-Like values are the core of our learning, where each person is valued and where all are made welcome. The school’s motto is “Multae Mentes Cor Unum” which means, “Many Minds, One Heart”.

Website: [www.ololdard.wa.edu.au](http://www.ololdard.wa.edu.au)

## **PROFESSIONAL ENGAGEMENT**

<b>2.0</b>	<b>Teacher Qualifications</b>	<b>Master of Education (Religious Education)</b>	<b>1</b>
		<b>Master of Education (Early Childhood)</b>	<b>1</b>
		<b>Bachelor of Education</b>	<b>12</b>
		<b>Graduate Diploma of Applied Science</b>	<b>1</b>
		<b>Diploma of Teaching</b>	<b>6</b>
		<b>Bachelor of Arts</b>	<b>4</b>
		<b>Bachelor of Psychology</b>	<b>1</b>
		<b>Graduate Certificate in Religious Education</b>	<b>1</b>
		<b>Diploma of Music in Primary Education</b>	<b>1</b>

<b>3.0</b>	<b>Workforce Composition</b>	<b>Indigenous composition</b> <b>Gender - Male</b> <b>Female</b>	<b>Nil</b> <b>2</b> <b>28</b>
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#### KEY STUDENT OUTCOMES

<b>4.0</b>	<b>Student attendance (186 students)</b> <b>(Yr 1 – Yr 6)</b> <b>Girls – 95</b> <b>Boys - 91</b> <b>(Indigenous students – 1 )</b>	<b>Average attendance rate for 2015</b> <b>Year 1</b> <b>Year 2</b> <b>Year 3</b> <b>Year 4</b> <b>Year 5</b> <b>Year 6</b>	<b>93.6%</b> <b>94.0%</b> <b>94.0%</b> <b>94.3%</b> <b>94.3%</b> <b>92.2%</b> <b>92.9%</b>
		<b>School attendance is monitored regularly. Parents are required to explain all absences in writing. Parents are contacted if these written explanations are not received. If attendance is a problem, the school works with families and students to put plans and support in place to facilitate attendance.</b>	
<b>6.0</b>	<b>Proportions of Year 3, 5 and 7 students meeting national reading, writing, spelling and numeracy benchmarks</b>	<b>See attached</b>	
<b>6.1</b>	<b>Changes in benchmark results from the previous year</b>	<b>See attached</b>	
<b>6.2</b>	<b>Value added</b>	<b>See attached</b>	
<b>6.3</b>	<b>Proportions of Year 3, 5 and 7 students meeting national reading, writing, spelling and numeracy minimum standards.</b>		
<b>6.4</b>	<b>Changes in minimum standard results from the previous year</b>		

<b>7.0</b>	<b>Parent satisfaction</b>	<b>See attached</b>	
<b>7.1</b>	<b>Student satisfaction</b>	<b>See attached</b>	
<b>7.2</b>	<b>Teacher satisfaction</b>	<b>See attached</b>	
<b>8.0</b>		<b>Post School Destinations –</b> <b>Bunbury Catholic College</b> <b>Bunbury Senior High School</b> <b>Eaton Community College</b> <b>Newton Moore Senior High School</b>	<b>23</b> <b>1</b> <b>1</b> <b>1</b>

**Comparison of same grade results from 2014 and 2015. Proportion of students reaching benchmark.**

2014			2015	
Numeracy		Year Level	Numeracy	
28/29	97%	3	23/23	100%
24/24	100%	5	25/25	100%
26/26	100%	7		
Reading			Reading	
29/29	100%	3	23/23	100%
24/24	100%	5	24/25	96%
25/26	96%	7		
Spelling			Spelling	
29/29	100%	3	23/23	100%
24/24	100%	5	25/25	100%
26/26	100%	7		
Grammar/ Punctuation			Grammar/ Punctuation	
29/29	100%	3	22/23	96%
24/24	100%	5	25/25	100%
26/26	100%	7		
Writing			Writing	
29/29	100%	3	23/23	100%
24/24	100%	5	25/25	100%
25/25	100%	7		

**Value Adding**

Summary of performance. Intervention to add value to student's performance in the future.

**Year 3**

Students have performed well in all areas.

**Year 5**

Students have performed well in all areas.

Students who did not achieve the benchmark, or are at or just above the benchmark are continuing to receive education support time to support learning and target the areas of difficulty. In class, support is also a focus with a whole school plan in place to provide constructive and regular feedback to all learners and to focus on the Maths development of all students. MiniLit and MultiLit programmes have been continued to help students at risk in Literacy.

**9.0** To view our school income broken down by funding sources, please view the My School website.

[www.myschool.edu.au](http://www.myschool.edu.au)

## Parent Survey 2016

Area	Strongly Agree	Agree	Disagree	Strongly Disagree
<b><u>School Ethos</u></b>				
Our Lady of Lourdes Catholic Primary is a welcoming, friendly school.	84%	16%		
I am comfortable approaching staff at the school for information, help and support.	66%	34%		
I feel Our Lady of Lourdes School and the Parish work well together.	56%	44%		
The school offers opportunities for the personal spiritual growth of my child.	60%	40%		
I feel that the school reflects Gospel values by responding consistently and fairly to families with pastoral, financial or other concerns.	56%	44%		
<b><u>Student Performance</u></b>				
I am happy with behaviour management at Our Lady of Lourdes School.	50%	44%	1%	
I feel that my child's academic needs are being met.	54%	44%	1%	
<b><u>Personal Development</u></b>				
My child feels comfortable coming to school each day.	66%	34%		
I feel my child is developing confidence in his/her own ability.	56%	44%		
My child is aware of what to do if she/he feels threatened or bullied at school.	42%	54%		
<b><u>Parent/School Partnership</u></b>				
I feel supported by the school in my role as the prime educator of my child.	60%	38%	2%	
I, as a parent, know the process to follow if my child feels s/he has been bullied.	46%	50%	2%	
I am happy with the general level of communication concerning my child.	54%	44%	2%	
I feel confident in approaching the Leadership Team (Principal & Assistant Principals) with any difficulties I may be experiencing relating to my child.	68%	32%		
The school offers immediate feedback when my child is involved in a serious conflict situation or behavioural difficulty.	40%	52%		
I am aware of changes, important events and issues through weekly newsletters and regular, varied communications as well as the school website.	60%	38%	2%	

## Years 2-4 Student Survey 2016

Area	Agree √	Disagree x
<b><u>People at school</u></b> I have friends in my class.	97%	3%
I like coming to school.	87%	13%
My teacher explains things to me if I do not understand.	90%	10%
I feel that other students treat me well.	85%	15%
I can talk to any teacher at my school.	90%	10%
I can talk to the Principal.	98%	2%
I try to treat others as Jesus would.	98%	2%
<b><u>School Subjects</u></b> I enjoy most of my lessons.	90%	10%
I am proud of the work I do.	97%	3%
Doing homework is important.	87%	13%
I am encouraged to do my best.	94%	6%
<b><u>Safe, happy and Proud</u></b> I know the school rules and what will happen if I break them.	97%	3%
I feel safe in the classroom.	86%	14%
I feel safe at recess and lunch when I am playing.	90%	10%
I know what to do if I think that that I am being bullied.	89%	11%
I have friends to play with at recess and lunch.	94%	6%
I let other people play with me if they want to.	97%	3%
I am proud to go to school at Our Lady of Lourdes.	97%	3%

## Years 5 - 6 Student Survey 2016

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Area	Strongly Agree √√	Agree √	Disagree x	Strongly Disagree xx
<b><u>People at school</u></b>	76%	24%		
I have friends in my class.				
I like coming to school.	41%	45%	14%	
My teacher explains things to me if I do not understand.	58%	42%		
I feel that other students treat me well.	34%	58%	6%	
I can talk to any teacher at my school.	30%	66%	4%	
I can talk to the Principal.	77%	21%	2%	
I try to treat others as Jesus would.	68%	32%		
<b><u>School Subjects</u></b>	55%	41%	2%	2%
I enjoy most of my lessons.				
I am proud of the work I do.	51%	49%		
Doing homework is important.	36%	40%	20%	4%
I am encouraged to do my best.	75%	21%	4%	
<b><u>Safe, happy and Proud</u></b>	77%	23%		
I know the school rules and what will happen if I break them.				
I feel safe in the classroom.	74%	24%	2%	
I feel safe at recess and lunch when I am playing.	66%	30%	4%	
I know what to do if I think that that I am being bullied.	74%	22%	2%	2%
I have friends to play with at recess and lunch.	74%	24%	2%	
I let other people play with me if they want to.	75%	25%		
I am proud to go to school at Our Lady of Lourdes.	81%	15%	4%	

## Staff Satisfaction Survey

The staff satisfaction survey is linked with our system of Professional Goal setting for all staff. The goals are rated using the AITSL teaching standards and this helps form our forward plan for staff professional development and engagement.

1	2	3	4	5
<i>Requires Development</i>				<i>Well Development</i>

<b>SECTION 1: KNOW STUDENTS</b>	Scale 1 - 5
1.1 Physical, social and intellectual development and characteristics of students	4
1.2 Understand how students learn	4
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	3.5
1.4 Use effective classroom communication	4.2
1.5 Provide feedback to students on their learning	3.8
<b>SECTION 2: MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS</b>	
2.1 Support students participation	4.2
2.2 Manage classroom activities	4
2.3 Manage challenging behaviour	4
2.4 Maintain student safety	4
2.5 Use ICT safely, responsibly and ethically	4.2
<b>SECTION 3: ENGAGE IN PROFESSIONAL LEARNING</b>	
3.1 Identify and plan professional learning needs	3.8
3.2 Engage in professional learning and improve practice	4.2
3.3 Engage with colleagues and improved practice	4.2
<b>SECTION 4: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND COMMUNITY</b>	
4.1 Meet professional ethics and responsibilities	4.2
4.2 Comply with legislative, administrative and organisational requirements	4.3
4.3 Engage with the parents/carers	4.2
4.4 Engage with professional networks and broader communities	3.5
<b>SECTION 5: SUPPORT OF CATHOLIC ETHOS</b>	
5.1 Give witness to gospel values by a life on these	3.6
5.2 Aware of and promote the accepted philosophy and goals of a Catholic Schools	3.6
5.3 Nourish a Christian atmosphere within the school community	3.8
5.4 Demonstrate a pastoral concern for each individual student and staff member	4
5.5 Develop in students an appreciation of Catholic values and teaching	4