



Our Lady's Assumption School

1. Contextual Information

Our Lady's Assumption School, Dianella, is a Catholic double stream co-educational primary school for students from Pre- Kindergarten to Year Six.

The school vision is to foster a living faith, based on truth, where the potential and dignity of the individual is respected and nurtured in an environment of trust. The school seeks to foster faith formation through word and example and to provide an atmosphere which promotes dignity and respect for all, a supportive environment which encourages each child to develop as a confident, independent learner and to nurture their spiritual, social, physical, intellectual and emotional needs.

The core values of the school are: 'Respect, Excellence, Compassion, Honesty, Courage, and Cooperation'. These are explicitly taught and are integrated into the everyday life of the school. We pride ourselves in raising awareness of social justice issues with our school community.

The school offers specialist classes in Italian, Music, Library, Health and Physical Education. There is a strong emphasis on Literacy and Numeracy which incorporates intervention and support for children who require extra assistance. The dedicated teaching team and support staff work collaboratively to ensure each child receives a rich learning experience through both the educational and specialist programs. The school actively participates in the Catholic Schools' Performing Arts Festival through individual and group performances.

The school enjoys a close relationship with our parents and parish community. We are committed to forming strong partnerships with our families and encourage their active participation and involvement in the life of our school.

2. Student Attendance 2016

YEAR LEVEL	ENROLMENT	POSSIBLE ATTENDANCE	ATTENDANCE %
Pre-Primary	59	187	88.5%
1	60	187	92.1%
2	56	187	92.3%
3	60	187	93.3%
4	52	187	95.1%
5	53	187	94.4%
6	56	187	94.9%
TOTAL	396		93.8%

When a child is unable to attend, parents ring or email in the morning to notify the school and provide a written note on the child's return to school. The school sends an SMS message to parents if there is an unexplained absence.

3. Workforce Composition

	Full-time	Part-time
Male Teachers:	4	
Male Non Teachers:		2
Female Teachers:	13	8
Female Non Teachers:	2	13
Total Staff:	42	

4. Teacher Standards & Qualifications

20	Bachelor of Education Primary
5	Masters of Education (1 Special Needs and 1 Early Childhood)

5. 2016 NAPLAN Results

OLA School Means compared to All Australian School Means

	<i>OLA School Means</i>	<i>All Australian School Means</i>
Year 3		
Reading	433	425
Writing	434	420
Spelling	430	420
Grammar & Punctuation	426	436
Numeracy	394	402

Year 5		
Reading	513	501
Writing	487	475
Spelling	502	492
Grammar & Punctuation	527	505
Numeracy	498	493

6. Parent, student and teacher satisfaction

Parent feedback collected post the 2015 School Climate survey, has been through parent teacher interviews, social events and other events held within the school community. Parents indicated satisfaction with pastoral care, educational programs, and extra curricula activities offered to students. Discussions at School Board and Parent and Friends meetings reinforced this.

Parents continue to volunteer their time as part of the VIOLA programme and attend a range of meetings and school events. These include events but are not limited to: the Mothers' Day Liturgy and morning tea, Fathers' Day breakfast, Award Assemblies, Class Assemblies, school Lap-a-thon. Parents

also indicated strong support for the connectedness to the school, the positive social justice outreach of the community and the learning focus.

The students indicated a high level of student morale and a strong connection to the school. Students talk of feeling motivated to learn and, more importantly, that they feel safe and secure at school.

The staff indicated a satisfaction with the level of opportunity to be involved in the life of the school. They were positive about the way students behave, both in the classroom and the school in general. Staff also felt there was a high level of social justice within the school community.

7. School Income

A full detail of the School Income is available on the MySchool Website:

<http://www.myschool.edu.au>

8. Post School Destinations

Chisholm Catholic College	41
Trinity College	5
Mercedes College	4
Servite College	2
Iona	1
Perth College	1
Islamic School	1
John Forrest SHS	1

7. 2016 Annual School Improvement

LEARNING

Focus for 2016 has been on the establishment of a consistent school-wide approach to the teaching of Literacy (Reading Comprehension)

Strategies to achieve these goals have been:

- Professional development for teaching and non-teaching staff
- Appointment of two Curriculum leaders
- PLC meetings focussing on explicit teaching of Reading comprehension strategies
- Ongoing digital learning project with Ms Gabriella Trinca
- Implementing a standardised Reading assessment program across all year levels
- Creation of a Reading comprehension 'Scope and Sequence' document (expose, teach , maintain)

ENGAGEMENT

Focus for 2016 has been the engagement of Staff in a team based approach to managing student behaviour

Strategies implemented have included:

- Professional development provided by the School Psychologist on our Behaviour Expectation Policy (Restorative Practice)
- Discussions on implementing a Social Emotional Learning (SEL) program to underpin the Behaviour Expectations Policy

In our focus on Engagement with the wider community we have developed partnerships to enhance our school's learning program through:

- Continuing and expanding our partnership with the Blueearth program
- P & F events such as Grandparents' Day, Mothers' and Fathers' Day, children's disco
- Sacramental program – Parish formation sessions for parents, Faith and Retreat days
- Involvement in broader community – Dianella Family Fun Day and singing Christmas Carols at the Dianella Plaza
- Bunnings Sausage sizzle

ACCOUNTABILITY

The main focus area for 2016 for the School Board was to allocate resources equitably in order to meet school priorities through:

- good governance and resource allocation – maintaining a balanced recurrent budget
- providing funds for the purchase of resources aligned to supporting the focus on Reading comprehension
- funding Professional Learning for all staff
- Redevelopment of the school's website for 2017

DISCIPLESHIP

Our 2016 priorities have been:

- *Continuing to strengthen relationships with families in our community &*
- *Promoting a strong understanding of our Vision and Core Values*

Strategies to achieve these priorities have included:

- Seeking input from the Board and P & F
- Developing a Vision, Values and Code of Conduct document for implementation in 2017
- Continuing our focus on 'Compassion' through involvement in supporting the Archbishop's LifeLink agencies