

OUR LADY OF FATIMA SCHOOL

SCHOOL PERFORMANCE DATA 2021

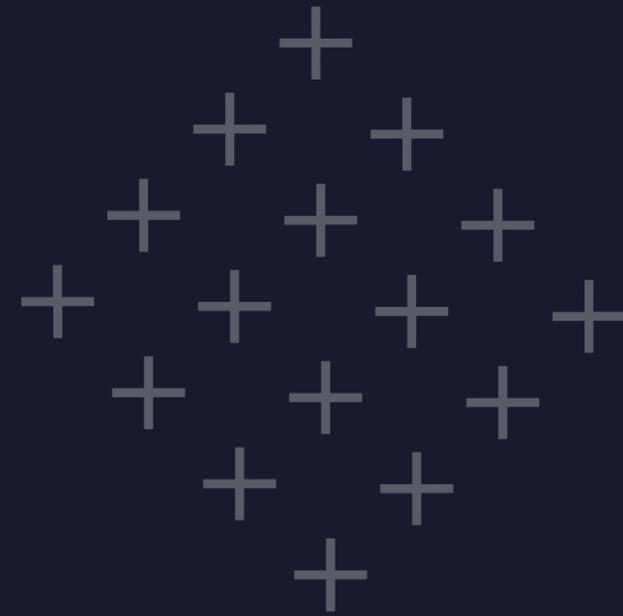


Dear Members of the Our Lady of Fatima
School community,

The Australian Government's accountability
regulations require schools to report
information on certain aspects of
performance to their community.

This is an annual report for the previous year,
2021, and it is made available to all members
of our school community.

Sincerely,
Jacinta Petersen
Principal

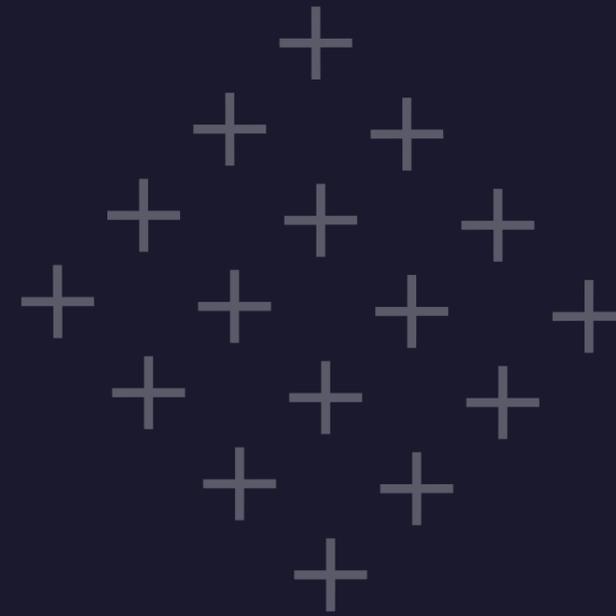


VISION

Nurturing lifelong learners
who live out Jesus'
message of love and
peace



MISSION



At Our Lady of Fatima School, we:

- Provide a holistic Catholic education where the teachings of Christ are lived, valued and promoted.
- Strive for excellence and through contemporary pedagogies, support the resilience, curiosity, creativity and social and emotional wellbeing of each child.
- Foster a sense of community through meaningful relationships with students, staff, parents, parish and wider community.
- Maintain an innovative learning environment, embracing sustainable practices.



CONTEXTUAL INFORMATION



Our Lady of Fatima School is a single stream Catholic co-educational primary school in Palmyra for students from Pre-Kindergarten to Year Six. The school has an enrolment of 220 students from Pre-Kindergarten to Year 6. The school, as part of Catholic Education Western Australia, aims to be Christ-centred and child-focused through the provision of a holistic approach to education, fostering spiritual, religious, academic, physical and creative development.

The school was founded by the Sisters of Our Lady of the Missions in 1923. As part of the Catholic Church, Our Lady of Fatima School has a strong Catholic identity, which has been forged throughout the history of the school. As a community, we come together for prayer, liturgies, the celebration of sacraments and in our support for those in need through our charity approach. Our Catholic identity helps to guide all members of the community in how we interact with one another.

Our Lady of Fatima School works in partnership with the Parish of Our Lady of Fatima, Palmyra and has been an integral part of the local community for almost 100 years. Our Parish Priest is Father Francis Ughanze and he plays a vital role in the spiritual life of our school. Families and children are encouraged to participate in the parish in a variety of ways.



CONTEXTUAL INFORMATION

The school offers a wide curriculum for students. Learning in the early years is articulated through the early years philosophy, which emphasises intentional teaching and a play-based approach.

Students in Pre-Primary to Year 6 are engaged in the following specialist learning areas: STEM (Science, Technology, Engineering and Mathematics), Italian, Physical Education, Science, Performing Arts and Visual Arts. Literacy support is provided for students with literacy difficulties through the Sounds Write program. An enrichment program is offered for students in Years 1 to 6.

Extra learning opportunities include inter and intra school sporting competitions, Creative Edge, Speak Up public speaking completion, Catholic Education Performing Arts and musical instrument tuition.

Our Lady of Fatima School has a strong parent community. The P&F is highly active within the school, fostering positive partnerships between school and families. The School Advisory Council is dedicated to working with the school to support good governance and strategic planning with the aim of ensuring positive student outcomes.

TEACHER STANDARDS AND QUALIFICATIONS 2021

Doctoral Degree

1 staff member has completed a Doctor of Philosophy degree

Masters Degree

4 staff members have completed a Master in Education degree

Graduate Certificate in Education

1 staff member has completed a Graduate Certificate in Education

Graduate Diploma in Education

1 staff member has completed a Graduate Diploma in Education

Bachelor of Education/ Arts

8 staff members have completed either a Bachelor of Arts or Education degree

Diploma of Teaching

2 staff members have completed a Diploma of Teaching degree

WORKFORCE COMPOSITION 2021

STAFF	FEMALE INDIGENOUS	FEMALE NON-INDIGENOUS	MALE INDIGENOUS	MALE NON-INDIGENOUS
Full-time teaching	0	5	0	2
Full-time non-teaching	0	1	0	1
Part-time teaching	0	10	0	0
Part-time non-teaching	0	6	0	0



STUDENT ATTENDANCE AT SCHOOL 2021

2021 Average Attendance Rate: 93.9

MANAGING STUDENT NON-ATTENDANCE

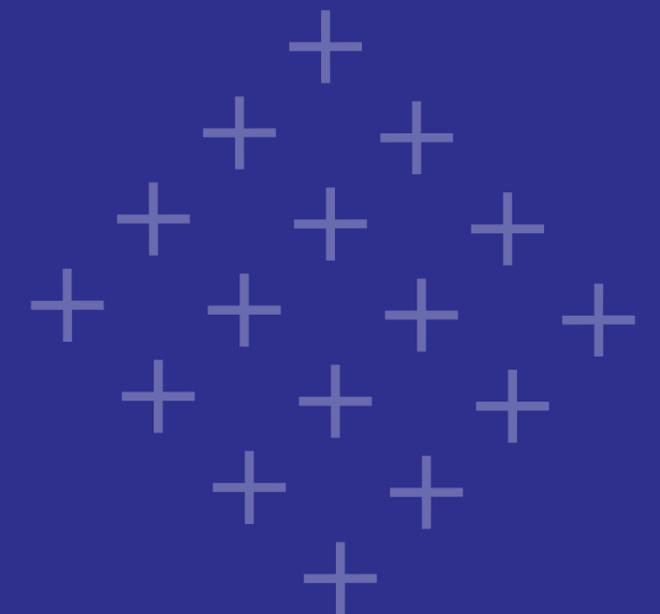
If a child arrives at school after 9.00am, the child is taken to administration by the parent/carer and signed in via the SEQTA app on the iPad before going to class. This is also required if a child is collected during the day and then returned to school. If a child does not attend school, parents/carers contact the school prior to 9.00am on the day of the absence by emailing admin@olof.wa.edu.au or calling 9333 7900 and speaking with the Administration Officer.

If the school has not been contacted by parents/carers, a text message is generated to parents/caregivers when there is an unexplained absence by 10am on the day of the absence. If parents/caregivers do not contact the school, a SEQTA attendance follow up note is sent home for signing. At least twice a term, the Administration Officer reviews attendance records and re-contacts parents/carers if required. At least once per term, the Administration Officer informs the Principal of students whose attendance has fallen below 90%. The Principal uses the Catholic Education Western Australia *Student Attendance Guidelines* and *Student Attendance Resources* to respond to all attendance concerns.

YEAR LEVEL	CLASS NUMBERS	ATTENDANCE RATE
Pre-Primary	30	93.85
Year 1	24	93.86
Year 2	29	93.36
Year 3	30	93.97
Year 4	32	93.85
Year 5	19	94.22
Year 6	27	94.19

NAPLAN INFORMATION 2021

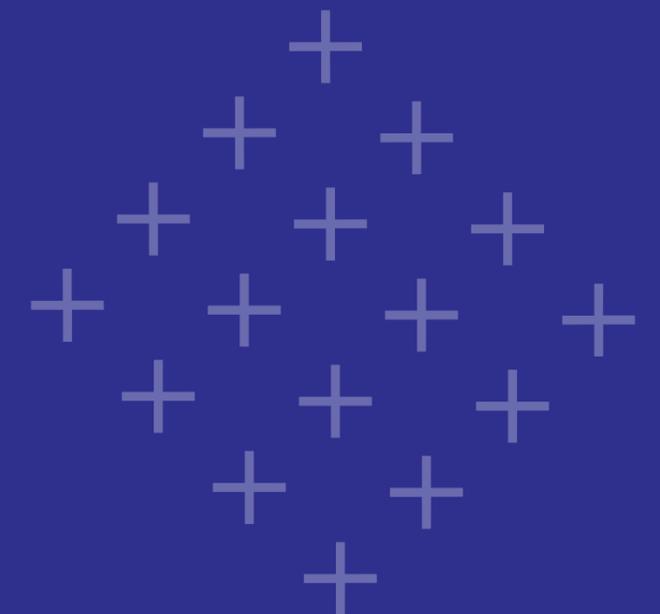
Year 3



	Our Lady of Fatima School mean	Australian mean
Reading	451	438
Writing	438	425
Spelling	424	421
Grammar and Punctuation	462	433
Numeracy	434	403

NAPLAN INFORMATION 2021

Year 5



	Our Lady of Fatima School mean	Australian mean
Reading	513	511
Writing	522	480
Spelling	550	504
Grammar and Punctuation	559	503
Numeracy	535	495

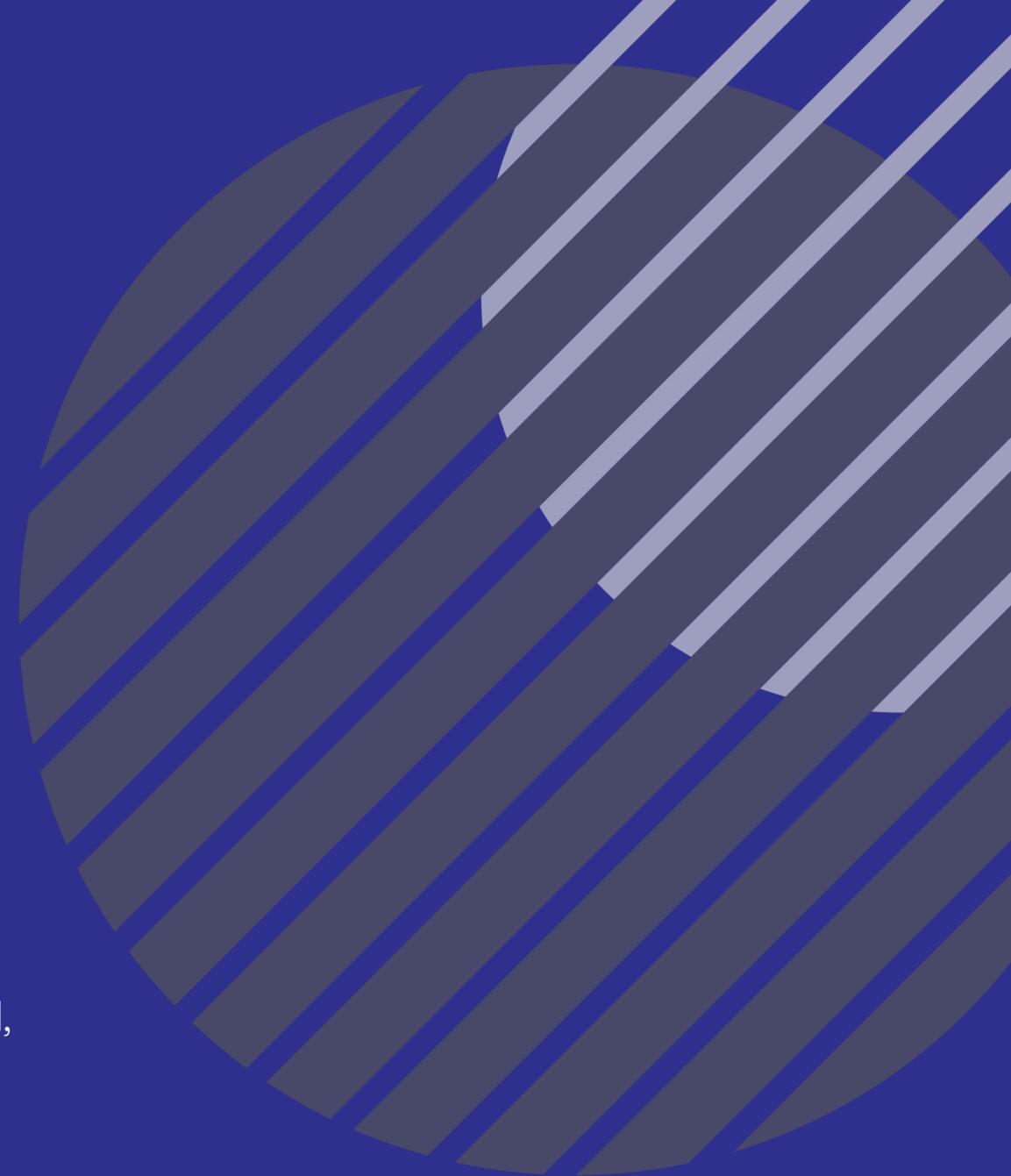


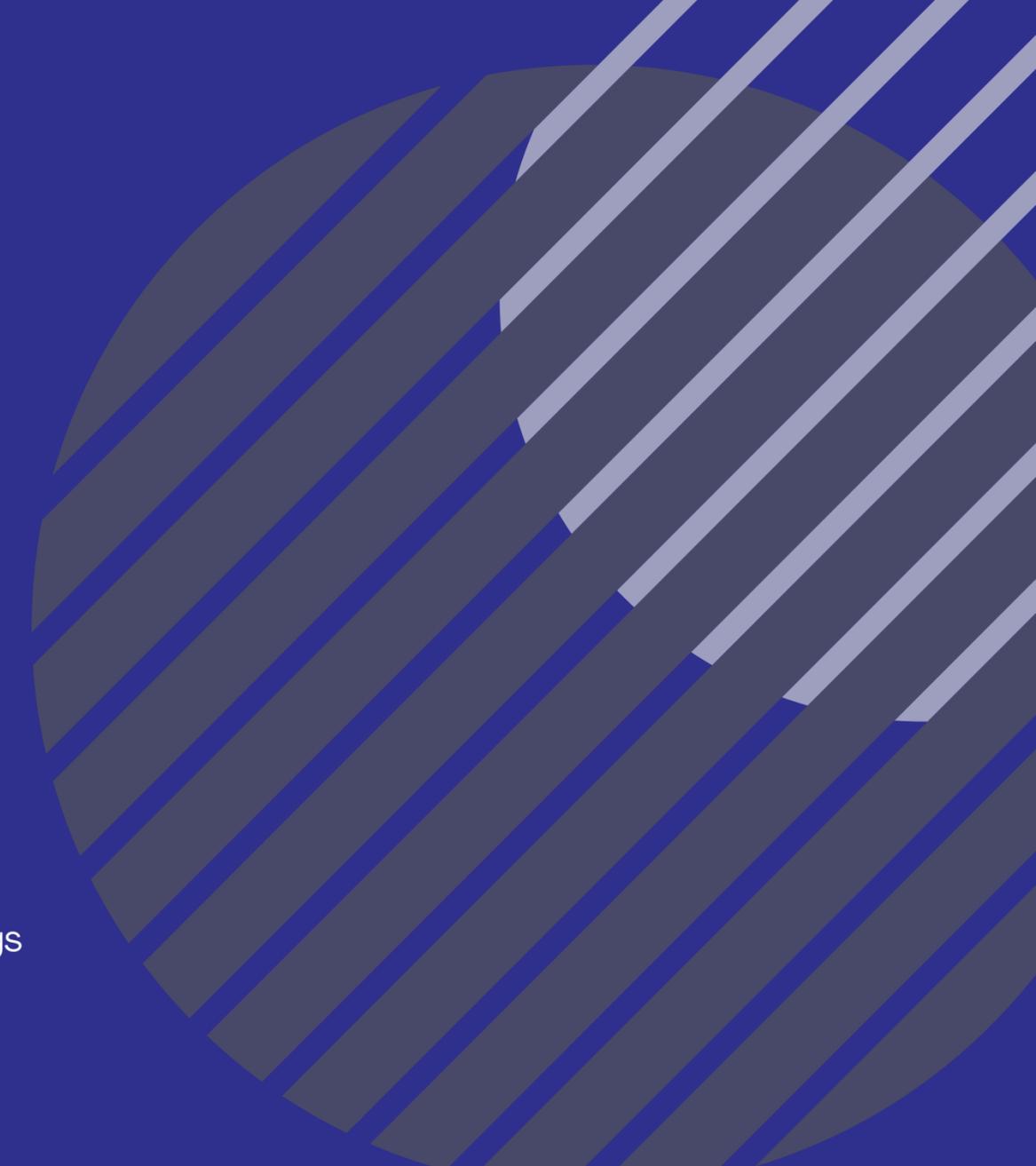
PARENT SATISFACTION 2021

In 2021, feedback from parents was sought through enrolment interviews, parent meetings, a parent survey developed by the school leadership team and through the *Parent and Caregiver Voice* school climate survey.

Through the enrolment interviews, parent meetings and parent survey developed by the school leadership team, parents have expressed strong satisfaction with the following aspects of the school: community spirit, support, kind and helpful staff, communication, the ability to get involved, pastoral care, approachable leadership team, values and providing a range of experiences for students. Areas of improvement identified including enhancing support and enrichment opportunities for students, considering a different approach to school technology and improving how student progress is shared with parents.

In the *Parent and Caregiver Voice* school climate survey, parents and caregivers were asked to rate various aspects of the school on a Likert scale (1 to 5) and results were reported as a mean score out of 5. Areas of strength identified included staff support (4.17), satisfaction with child's progress (4.17) and welcoming school (4.11). Areas of improvement identified were stimulating and challenging environment (3.58) and assessment and feedback (3.58).





STUDENT SATISFACTION 2021

In 2021, feedback from students was sought through class discussions, an initiative called Picnic with the Principal (where groups of students join with the Principal for a lunchtime meeting) and through the completion of *Student Voice: What's Happening in this School?* school climate survey.

Through class discussions and Picnic with the Principal, students expressed strong satisfaction with the school. Aspects that were positively commented on included support from staff, good friends and fun things to do. Students have provided feedback about upgrading the play facilities in the school, improving the uniform and ideas for increasing the opportunities they have at school.

In the *Student Voice: What's Happening in the School?* school climate survey, students were asked to rate various aspects of the school on a Likert scale (1 to 5) and results were reported as a mean score out of 5. In early childhood (Pre-Primary to Year 2), key strengths were teacher support (4.75), reporting and seeking help (4.79) and school/peer connectedness (4.57). A mean score of 2.84 shows that students in these year levels identified that sometimes students distract others from their work, sometimes students didn't listen to the teacher and sometimes students misbehaved. In middle primary (Years 3 and 4), key strengths were teacher support (4.31), rule clarity (4.35) and expectations for success (4.4). Areas of ongoing development in these year levels was raising school connectedness (3.84) and wellbeing (3.8). In upper primary (Years 5 and 6), key strengths were rule clarity (4.6), expectations for success (4.53) and teacher support (4.43). Areas of ongoing development in these years were affirming diversity (3.82) and sometimes being distracted from their work (2.88).

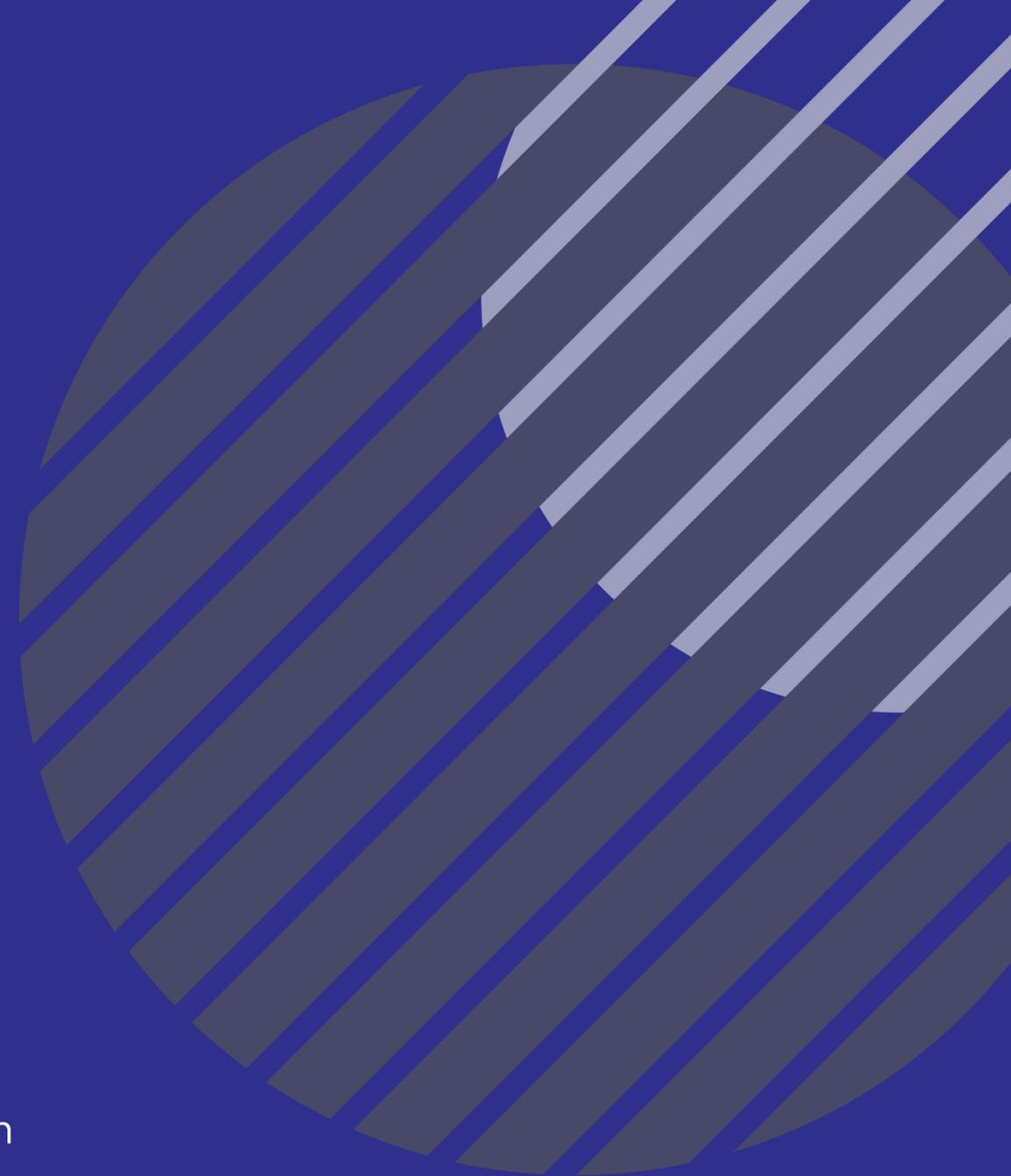


STAFF SATISFACTION 2021

In 2021, feedback from staff was sought through Professional Learning Community (PLC) meetings, individual staff meetings with the Principal and through the *Staff Voice* school climate survey.

Through the PLC meetings and individual meetings with the Principal, key areas of satisfaction with the school included care provided to students and families, relationship with the parish and educational programs offered to students.

In the *Staff Voice* school climate survey, staff were asked to rate various aspects of the school on a Likert scale (1 to 5) and results were reported as a mean score out of 5. Areas of strength identified included job satisfaction (4.17), teacher efficacy (4.49) and teacher collective efficacy (4.53). Areas to continue to develop include encouraging improvement of practice (3.33) and participation in decision-making (3.22).

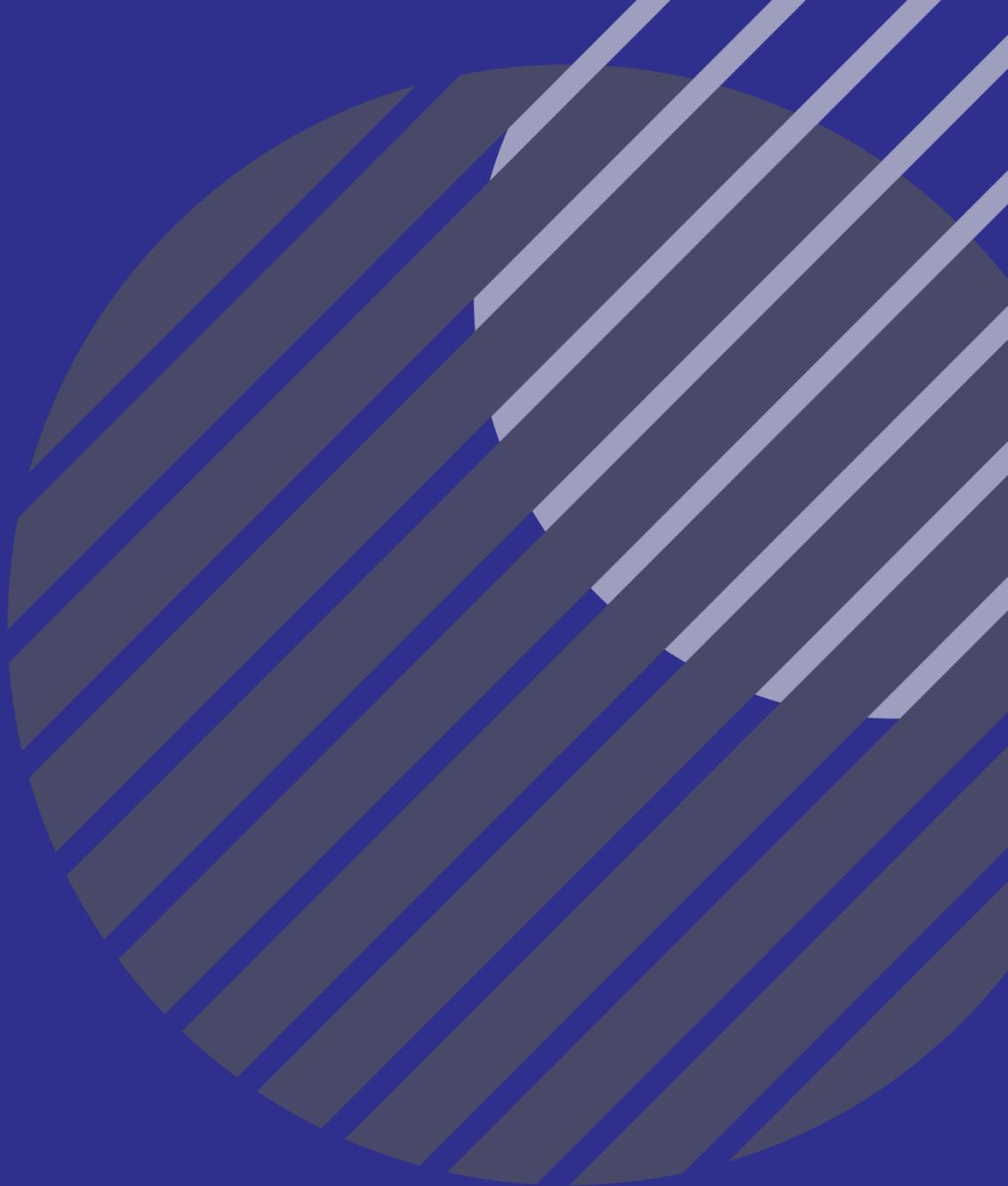




SCHOOL INCOME 2021

Please visit the MySchool website link below for more information:

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



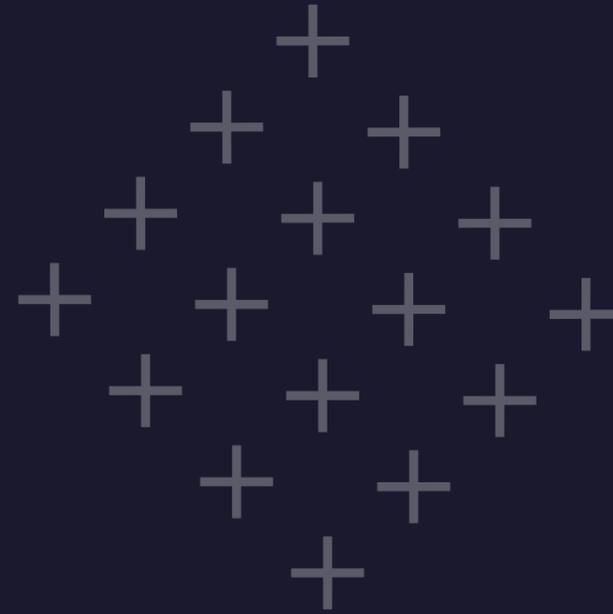
School	Number of Students
Applecross Senior High School	1
Aquinas College	1
Christian Brothers' College	8
Corpus Christi College	2
Fremantle College	1
Iona Presentation College	1
John Curtin College of the Arts	2
John XX111 College	2
Kennedy Baptist College	1
Santa Maria College	5
Seton Catholic College	3

POST SCHOOL DESTINATION 2021

Students from Our Lady of Fatima School from 2021 progressed to schools shown on the table.



ANNUAL SCHOOL IMPROVEMENT 2021



In 2021, the Evangelisation goal was for educators to learn the practice of Christian Meditation. Students are involved in regular prayer experiences throughout the day and each morning our Year 6 students lead our school in saying the school prayer, which was developed in 2021. While there have been some disruption due to the pandemic, opportunities for students to engage in liturgies and masses occurred in 2021.

The Aboriginal education plan focus for 2021 was to develop a greater cultural awareness and understanding of Aboriginal perspectives within staff and students. This was exemplified in a whole-school NAIDOC week incursion and through the planning and implementation of authentic learning experiences for students.

In 2021, the early years focus was for staff to reflect on children's learning and interests when planning. Staff in the early years have engaged in these self-reflections, working towards the National Quality Standards.



ANNUAL SCHOOL IMPROVEMENT 2021



The curriculum focus for 2021 was for educators to construct a shared vision, common language and common purpose toward teaching and learning in Literacy. The teaching staff worked with Carma de Groot from Catholic Education WA to begin to create a shared Fatima vision for learning. This will continue to be a priority area in 2022. Also in 2022, all staff will be continuing to focus on constructing a shared approach to literacy teaching and learning, with specific emphasis on the area of spelling.

A final key emphasis in 2021 was on the importance of finding age-appropriate ways to engage student voice. There are several ways that this has been explored, including through a student suggestion box, our Year 6 leaders and through Picnic with the Principal, which involves groups of six to eight students meeting with the Principal once a week to share their thoughts about the school.

In Semester 2, 2021, using data from students, staff and parents, the school vision and mission were updated. Strategic intents were created to foster ongoing improvement for 2022-2024.



STRATEGIC INTENTS 2022-2024

QUALITY CATHOLIC EDUCATION PILLAR	STRATEGIC INTENT	SUCCESS INDICATOR
Catholic Identity	Promote the lived expression of the Catholic faith tradition at Our Lady of Fatima School. (Connection to QCE elements 1.1, 1.2)	Opportunities for authentic and meaningful prayer, eucharistic celebrations and support of Catholic charities are maintained.
	Enhance the school community's knowledge and understanding of the school's religious charism and history. (Connection to QCE element 1.1)	The religious charism and history is clearly documented, visible in the school community and celebrated through the feast day.
Education	Adopt contemporary whole-school educational approaches that cater for learner diversity and fosters creativity and engagement. (Connection to QCE elements 2.1, 2.2, 2.3)	Evidence-based whole school approaches have been implemented in all learning areas. Data is systemically and effectively used to identify and support the individual needs of students as well as to inform our teaching and learning.
	Provide diverse and relevant extra-curricular activities to meet the needs of a wide range of students (Connection to QCE element 2.3)	The number and variety of quality extra-curricular activities has increased.
Community	Enhance student and staff wellbeing and support the pastoral and cultural needs of the school community (Connection to QCE elements 3.1, 3.2 and 3.3)	A whole-school wellbeing approach has been implemented. Data shows improvement in student and staff wellbeing. The school has developed strong partnerships with the local community and the curriculum and school events are culturally responsive.
Stewardship	Support all staff in their professional growth through the implementation of evidence-based performance management (Connection to QCE element 4.1)	Staff development and professional learning procedures have been implemented and data shows improvement in practice.
	Resource indoor and outdoor spaces to reflect contemporary pedagogy and purposefully meet the needs of all learners (Connection to QCE element 4.3)	Indoor and outdoor spaces have been updated. The school is financially stable and well resourced, with clear maintenance procedures implemented.

STRATEGIC INTENTS 2022-2024

