



**OUR LADY OF FATIMA SCHOOL**

**ANNUAL REPORT**

**2019**

## Our Lady of Fatima School

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## **2019 Annual Report to the School Community: Key Points**

### **School Improvement**

Our **Curriculum** focus in Literacy; We have continued our focus on Grammar & Punctuation and Spelling and noticed some continued improvement in our standardised tests, including NAPLAN results. Our explicit focus in the Mathematics learning area has increased the emphasis on this important learning area and enhanced the repertoire of strategies used in mathematics lessons throughout the school which is resulting in improved results. We are also continuing to refine our “creative thinking” programme inclusive of Robotics and the Opti-Minds programme which extends the children’s lateral thinking skills.

Our **Religious Education** focus, the school is continuing the transition to the new RE curriculum. Teachers are utilising these new documents in their planning and teaching as they become available. The school is also engaging both students and staff with the broader community, developing relationships with members of our community and parish as well as agencies to provide support and share their time and talents.

Our **Early Years** focus area, looks at ways we can further develop and maintain our strong NQS audit results. Staff engage in critical reflection on children’s learning and development, both as individuals and in groups. Early Years students will also engage in the whole school curriculum focus of Literacy and Numeracy to ensure continuity through all year groups.

Our **Aboriginal Education Plan** focus, is to continue our development of cultural awareness and understanding of Aboriginal Perspectives within the school community. Through the engagement of guest speakers and members of the community, students will broaden their understanding of Aboriginal culture and form relationships with members of the community.

Our **Social and Emotional Wellbeing** focus, looks at how we can support students and staff to minimize anxiety and develop stronger social and emotional intelligence. We are continuing the very successful mindfulness programme that runs over 10 weeks overlapping each semester in the middle of the year. We are also utilising two counselling students (one per semester) to work within classrooms, with small groups and one-on-one sessions to help support student needs. The implementation of the Little Highway Heroes programme in Kindergarten to Year 3 is designed to enhance student resilience and develop their social and emotional intelligence.

#### **Annual School Improvement Plan - Success Measures**

- *Enhanced student problem solving skills through Mathematics and creative thinking programmes*
- *Developed a junior primary plan for the teaching of Spelling.*
- *Teachers developed curriculum and content that catered for students of all abilities.*
- *Principal and leadership team meet with classroom teachers and observe lessons to help enhance whole school clarity.*
- *Parent education evenings with guest speakers were held to inform and educate parents on matters relevant to their children’s education and growth.*

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- *Principal and class teachers met with respective support teacher looking at the data to design the support (remediation and extension) for their cohort. Support teachers and class teachers had regular conversations about the children they are supporting.*
- *Promoted the Making Jesus Real and Highway Heroes programmes within our school through dedicated assemblies and HERO awards.*
- *Sacramental Programme successfully implemented in classroom teaching and parish community.*
- *Promotion of Social Justice through staff completing community service within local community.*

### **Annual School Improvement Plan - Key Goals for 2019**

- *Focus on student growth in Mathematics Learning Area.*
- *Develop a whole school approach to teaching Grammar & Punctuation (Year 3 – 6) and Spelling (Pre Primary – Year 2) aligned with the WA Curriculum.*
- *Staff development and support on Teacher Clarity through feedback and classroom observations.*
- *Increase social justice service and awareness amongst students and staff*
- *Develop Religious Education teaching strategies and plans in line with the new CEWA RE Curriculum.*
- *Develop a positive psychology focus in our school community.*
- *Develop a greater cultural awareness and understanding of Aboriginal perspectives.*

## Financial and Infrastructure Report

### OVERVIEW

Our Lady of Fatima has operated and functioned in 2019 in accordance with the Catholic Education Office (CEWA) guidelines.

School Board monitored the monthly financial position and reserves against the budget.

An Audit of the 2019 financial accounts by Deloitte commenced and an Interim Audit was conducted on the 27<sup>th</sup> November (no findings), with Auditors scheduled to be onsite again from the 3<sup>rd</sup> – 5<sup>th</sup> February 2020, audited statements will be made available by 1 May 2020.

**The Finance Sub-Committee for 2019** consisted of the Bursar, Principal, Assistant Principal, current Board Treasurer and incoming Board Treasurer.

This year, it's primary functions were to:

- Monitor the Monthly Board Reports and present findings to the Board each month
- Review & ratify the Mid Year Budget review
- Work with the finance officer on the 2020 Budget
- Work with the Capital Development Committee to monitor progress of the Capital Development Project

### FINAL FINANCIAL POSITION

Bank Balances		
As at 4 Dec 2019	Operating account	\$210640.08
	Direct debit	\$462.97
	BPAY accounts	\$1.30
	Cash on hand	\$0.00
	Cash Management Account	\$200401.35
	<b>CLOSING BANK BALANCE</b>	<b>\$411505.70</b>
	Predicted expenses to year end (including salaries)	-\$175594.00
	Predicted additional income	\$10000.00
<b>Estimated Cash situation at 31 December 2019</b>		<b>\$245911.70</b>
	Less January salaries	-\$154724.00
<b>Estimate Closing Bank Balances 31 January 2020</b>		<b>\$91187.00</b>

### 2019 Result

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Our Lady of Fatima is looking at an expected Cash deficit in 2019 as we invest our savings in the Capital Development Project.

The project was approved early in 2019, with our obligation being \$150000 coming from funds the school had set aside over the past several years.

We look forward to officially opening the new buildings at the beginning of the 2020 school year.

Staff have once again been wonderful in committing to their allocated budget amounts.

### **School Fees Overview**

School fees will incur a small increase in 2020 (less than 4%) in line with the recommendation from CEWA for our school.

Swimming lessons have been removed for year 5 & 6 students to allow them a less intensive schedule during Term 4 given their extra obligations with Camp, Graduation etc.

3YO KG fee structure will change from an annual flat fee in 2019 to a weekly charge of \$75 from the time they turn 3 years of age.

HCC and sibling discounts will remain the same as 2019 in line with CEWA Policy.

### **2020 Budget Overview**

#### **Budget Forecast Position:**

Forecasting a tight budget with a small profit if we are able to maintain projected student numbers. Most of the schools savings will be utilized in the finalisation of the Capital Development Project.

#### **Impacting Factors:**

- Stagnant student numbers have resulted in income being less than we would like as the per student government funding amount has reduced by approximately 2%. Lower year levels are full and we continue to work towards filling spaces in Years 4 – 6.
- 3 Year Old KG programme is still expected to run at a loss however, it is integral in interesting new families to Our Lady of Fatima.

### **Conclusion**

#### **Board considerations for 2020 and beyond:**

Over the past several years the school has invested in upgraded air conditioning, LED lighting, upgraded wiring, upgraded toilets and now the refurbishment of the administration and multipurpose hall. These improvements are both necessary and serve to attract more students into our school community and these achievements should be celebrated!

Upon completion of the CDP the school moves into a new phase of needing less upgrades, and a lower scale maintenance phase.

The school must maintain its focus on increasing student numbers to around 250 students in order to service our loan debt and maintain a responsible financial position.

## Principal's Annual General Meeting Report

### 2019 School Community AGM – Principal's Report

The 2019 school year saw a number of teacher movements between classrooms and year groups. Paul and I feel it is important to make sure we are utilising our teacher's strengths but also see that there is value in movement and teaching new curriculum and students. With the departure of Justin Miller, and both Skye Cannon and Stephanie Lioni going on parental leave late last year and early this year, this allowed us to move some teachers to new roles with Di Law moving to Year 3 and Sabrina Reardon moving into Year 1. We also welcomed Rachel Walsh and Katrina Abreu to our staff in Pre Kindy and Year 6 respectively. We have seen the fruits of these decisions in the strong student performance and teacher enthusiasm for their classes and teaching.

Heading into 2020 our staff dynamic is and has continued to evolve:

- the resignation of Tracy Fic at the end of Term 3 was a big occasion for the community. Her 14 years of service to the school were encapsulated in the emotion and support she received at her farewell. We have welcomed Gaynor Cook as our admin officer and she has done a fantastic job stepping into the office and assisting all the staff in the admin and day to day running of the school.
- Last term it was announced that Brooke Fraser-Dewar has accepted a role as Early Years Coordinator at Aquinas College. Brooke has been at Our Lady of Fatima for 19 years being both a teacher and parent in that time. Brooke is an exceptional teacher whose care and nurture of her students is evident every day. She has taken on a number of roles during her time and most recently I have had the privilege of working with Brooke in the office as our Early Years Curriculum Coordinator. Brooke, you are a beautiful person and exceptional at what you do. Aquinas are lucky to have you and I know you will be extremely successful in the future.
- Finally, Pauline Burwood has been working on the 4 and 1 scheme, which has allowed her to work for 4 years at 80% pay and take the 5 year as leave with pay. Pauline has some exciting plans for her 12 months off doing some travelling and spending time with grandchildren. We wish her and her husband, Steve a relaxing and enjoyable 12 months and can't wait to have her back in 2021.

For 2020 we will be making some changes to staffing and classroom arrangements to both cater for these departures and also ensure the optimal learning environment and opportunities for the children.

Since Sharon Law-Davis was seconded to Notre Dame in 2017, we have run the school with a single assistant principal structure. With the departure of Brooke in the early years curriculum coordinator, and to ensure we are best servicing the community, we will be reverting back to the more traditional two assistant principal structure next year, welcoming Renae King as our Assistant Principal responsible for junior primary. Renae will also be teaching the Kindergarten class.

We also:

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- Welcome back Skye Cannon from parental leave. She will be taking on the role our Pre Kindy teacher 2 mornings a week. Skye is an early learning qualified teacher with 2 young boys of her own and we know she will do a fantastic job with our 3 year olds.
- We also have Stephanie Lioni returning from parental leave after the birth of her first little boy. She will be teaching 3 days a week in Year 2 along with Rachel Walsh for the other days. Rachel had previously been the pre kindy teacher. Both teachers have previous experience teaching Year 2 and are extremely professional.
- Stepping into Brooke's role as the Pre Primary teacher will be Sandra Leavy, previously our Year 2 teacher. Sandra is well suited to the position as an early learning qualified teacher and she is currently completing her Masters of Early Childhood Studies.
- Lisa McCarthy will be taking over from Pauline Burwood as mathematics and literacy support for Pre Primary to Year 3. Lisa is a qualified Sounds Write teacher and her nurturing nature will be a perfect fit for this role.
- All other roles will remain the same. We have made a conscious effort to not move teachers in back to back years. This allows them to both consolidate the new curriculum they are teaching but also maintains stability in those year groups.

As 2019 draws to a close and we head into 2020, it is important for us to continue to ensure that we, as a school, are striving to achieve and attain the best results possible. We continually strive to refine and enhance what we do to increase the knowledge and skills of the students. These values and philosophy need to be transferred and carried through the entire community to ensure that our students, and all of us, are working towards bettering ourselves in everything we do. All the results we have to judge our performance demonstrate strong growth in all learning areas and it is important that we acknowledge and celebrate this. It is a testament to the hard work of all the staff of Our Lady of Fatima and I thank them for their dedication and effort this year.

### **MATHEMATICS**

This year the school joined a new Catholic Education programme called the Literacy & Numeracy Pilot. This programme explores the school's strengths and weaknesses in both learning areas. This pilot was led by Paul Hansen, Brooke Fraser-Dewar and myself. For the first time, we conducted a survey of the entire school community, inclusive of all teaching staff, every child from Pre Primary to Year 6 and parents. It was no small feat, but we had a strong reply and it provided us with some really tangible feedback and data which we were then able to compare with our results from inclass assessments and observations, standardised testing and NAPLAN to formulate some focuses and goals. The end result of this in Mathematics is we identified the need for there to be a greater focus on the basic operations and ensuring continuity in language and teaching methods between years. We have had a problem solving focus for a number of years which we feel has had a positive impact on children's ability to apply their understanding to varied and more complex problems.

We also identified the need for all lessons to have a clear, articulated learning intention for the students to understand the goal or outcome of what they are learning. Teachers have been implementing this throughout the year and have found, with greater understanding of the end goal, the students are able to process and follow their learning in a more logical manner.

This year we continued mathematics extension programmes in Year 3 and 4 run by Paul Hansen. This has been an opportunity for Paul to work with the eight of the more mathematically minded children in each class for 2 X 50 minute sessions each week. They have taken many of the concepts taught in the classroom to a higher level with a real problem solving nature to them as well as look at a few other topics to broaden the experiences for these very capable children. While this has really extended their opportunities, it has also reduced the numbers in the classrooms for two maths

sessions each week and enabled the teachers to concentrate their energy on the smaller number in the class.

This year, a more significant part of Mr Celenza's support role in the first half of the week was devoted to mathematics, as an extra teacher in the classrooms, from Year 3-6 designed to increase the level of differentiation to the lessons presented to the classes. This two teacher approach allows for small group focuses whether it be for extension or support. We believe that these strategies will continue to enhance the improved maths results we are currently achieving.

### **LITERACY**

As part of the Literacy and Numeracy Pilot programme we identified the need to focus additional attention on the Literacy Learning area. Whilst our class and national results are strong and show pleasing growth in all Literacy areas, the one area that we feel we could have the greatest impact on improving is grammar and punctuation. This year we introduced the Literacy Planet online programme to classes from Year 3 to 6. This programme is inclusive of a whole range of literacy skills. We have also carried on the important focus on clarity of learning intentions for students and this helped students to understand the role of grammar and punctuation in their writing.

Our major focus of Literacy in our support programmes have continued to be successful, the investment we made in the Sounds Write programme really has taken our support programmes to a new level. This programme will be continuing in our junior years with Mrs Lisa McCarthy who is trained in its execution. This is the number one programme recommended by the Dyslexia Speld Association for supporting children who are not reaching their literacy milestones as we would expect.

Our Sound Waves programme in the top half of our school is having the desired effect, enhancing our children's ability to extend their spelling skills as they move towards the end of their primary school years, all our success indicators illustrate this.

We will be introducing a new Literacy support programme in the middle and upper classes next year. Earlier this term, Osvaldo Celenza spent two days completing professional development on the implementation of the programme MacqLit. This is a more rounded support programme that will complement our focus on grammar and punctuation as well as spelling, writing and comprehension. The programme consists of intensive small group sessions multiple times a week for the duration of a semester. The programme involved weekly assessment of student progress so that we are tracking their growth and development. This programme comes strongly recommended by our CEWA literacy consultant and by a number of Catholic Ed schools who have implemented it with great success.

### **SCIENCE**

Our school Science programme continues to go from strength to strength. The opportunity for primary school aged children across our school to work through very hands-on investigations is a great opportunity for them and sets up a fantastic foundation for our children embarking on the next stage of their schooling, in relation to Science. I would like to extend my thanks to Lara Gleeson for continuing to develop this programme and provide these opportunities for our children.

### **SPORT**

Sport continues to be a very popular part of our curriculum, both with the children and their families. Our children continue to perform particularly well at interschool level allowing us to make a clean sweep this year, winning the Swimming, cross country and Athletics carnivals. A definite factor in this reflects the way the children are prepared. So whether that be:

- Before school swimming training in T1
- Before school running training for the cross country in T2 or
- Before school running/field event training in T3

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These extra sessions coordinated by Mr Celenza, with the support of other staff throughout the year provide our children with the opportunity to perform to a level that reflects their potential, so thanks Mr Celenza for enabling that to happen.

### **SPIRITUAL DEVELOPMENT**

We continue to be very proud of our relationship with our parish, as we continue to provide opportunities for our children and their families to development their relationship with our God and their own sense of spirituality to ensure well-rounded individuals coming out of our community. Enormous thanks to Lorraine Scefczyk and Pauline Burwood whose contributions towards this relationship between the school and the parish for the development of the children is very much appreciated.

### **POSITIVE PSYCHOLOGY**

There is a growing need in primary school today to support the children and the parents to support their children around the area of social and emotional development. This comes under an umbrella of Positive Psychology for us and we have a number of new and ongoing initiatives we will be using in 2020;

- Continuing the work initiated in the last couple of years through the P&F. The school and P&F look at the needs of parents in our community and how we can best assist them and coordinate a number of parent information sessions to provide education and information on a number of relevant and pertinent topics. Next year, parents and the students in the upper grades will have separate presentations from Paul Litherland regarding cyber safety and healthy digital lifestyles.
- This year we introduced the Highway Heroes programme in the lower part of our school with great success. After further research we have decided to extend this programme through to the rest of the school up to Year 6. This will replace the Making Jesus Real workbooks; however, our Making Jesus Real teachings and messages will still be incorporated into our Religious Education programme. This is a more contemporary approach to proactively enhancing the children's social and emotional skills.
- Last year Clory Carrello, put us in touch with a group of mature age students completing a diploma of counselling programme specialising in school age children and we had a student here for each semester. They were a great support for both our students and teachers and provided a valuable resource to tap into. We are continuing this relationship with Notre Dame University and will again be having a student in first semester next year to assist in the Highway Heroes programme and student support.
- Our Pre Primary have also formed a relationship with the residents at Ageis Age Care on the top of the hill on Stock Road. They have visited the residents a number of times to share their talents and learning. This interaction has been hugely beneficial to both parties and is a relationship we will continue to develop in coming years.

This is an area that we are very conscious of, and keen to enhance for the children at our school.

### **CREATIVE THINKING/PROBLEM SOLVING**

This is an area that we have really developed, particularly in the top half of our school. These are skills that we believe our children must possess to ensure that they will thrive as young adults in an ever-changing world they are growing up in. Our children, in 2019, have had a number of opportunities to develop these skills, largely because we have had staff who have been prepared to go well beyond school hours to provide these opportunities for the children. Examples of these include:

- Continued involvement in the Opti-minds programme for students in Year 5 and 6. The programme provides students with the opportunity to problem solve and think laterally

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around the areas of Literacy, Social Sciences and Engineering. Two teams of seven, participated in Opti-Minds (creative thinking) experience over two terms culminating in a Saturday competition at Curtin University. This is a fantastic experience for the children involved and one of the teams came away with Honours. Thank you to Mrs Di Law for her organisation and support of the students.

- Extending our Robotics programme to a new level with all Year 4s, 5s and 6s having an extended programme developing their skills with class teachers and Mr Celenza supporting the children in this area. The programme culminated in a number of groups of children representing our school at the Robo-Cup competition, again on a Saturday. Thank you to Mr Celenza making themselves available for that weekend competition.
- Our Ukulele ensemble continues to grow, we have the largest group of children lined up for next year. These Year 5 children have been tutored by four of our Year 6s and there is a significant element of problem solving going into developing the skills of the 15 year 5s who are really keen to follow on the tradition.
- This year we reintroduced our school choir. Lead by Katrina Abreu and our Arts Leader, Amelia Taylor, a group of students from Year 4 to 6 meet each week to practice and learn new songs. We look forward to their performance at our Carols Night next Monday. Thank you to Katrina Abreu for lending her vocal coaching skills to the group.
- The development of the school orchestra, for want of a better term, a very keen group of musicians who enjoy working with Pauline Burwood to provide the music for our liturgical celebrations. Their practise sessions often take place at lunch time and I would like to thank Pauline for providing these opportunities to the children and the beautiful music in the church.

Teaching a Catholic school is a unique environment. A teacher's role goes beyond transferral of information but encompasses everything they do. Teachers role model the actions and attitudes we hope to instil in our students and share the messages and values taught in the gospel. Our teaching staff are extremely dedicated to their profession, whether that be being here at 7:15am or finishing at 5pm. Attending hour long fortnightly Professional Learning or giving time up in their holidays to attend professional development opportunities they feel will benefit their students. I am extremely proud of their dedication and work they do.

We also have a wonderful group of Educational Assistants at Our Lady of Fatima. They are assets to our classes and do a huge amount of work to both support the teacher and your children's learning. They truly go above and beyond and we are extremely grateful for all that they do.

Outside of the classroom, there are a number of important people that keep the school running. A big thank you to all of the ladies who have worked in our front office this year, Tracy Fic, Amy Sheridan and Gaynor Cook. They are the face of the school and first contact for both new and old parents. They do an amazing job of wearing many different hats, be that secretary, banker, nurse, councillor and many others on a daily basis.

To Megan Anderson, our school finance officer, she does an amazing job of keeping track of the school finances which has been a particularly difficult job during our school build and our current transition to a new administration and financing platform. Like our office staff, Megan constantly completes jobs that fall outside of her job description and we are very grateful to have you. Megan is currently midway through her pregnancy of her 4<sup>th</sup> child. We will formally farewell her next year.

I am very proud of our school and that is made all the more easier by its appearance and up keep. Ray Walters is an amazing human being. He keeps the school running and the grounds immaculate. He does anything and everything with a smile and the relationship he has with the students is priceless. We sometimes forget Ray is getting on in age but nothing is too big or difficult for him.

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I would like to thank Sabrina Reardon and Brooke Fraser-Dewar for all of their hard work stepping into the assistant principal role both this term and in my absence last term. Both ladies have done a fantastic job supporting and assisting me and have demonstrated strong leadership. Good luck at Aquinas Brooke and I know you will do great things there. Thank you Sabrina and I encourage you to continue to look for leadership opportunities, you have fitted in to the role naturally. We will be formally farewelling Brooke at our end of year mass next week.

In his absence, I would also like to thank Paul. He is the captain of the ship and makes all decisions based on the best interests of the children and school community. His strong relationship with the community comes from his openness and willingness to contribute and be involved in all aspects of the school. We look forward to having him back leading in 2020.

### **Parents & Friends**

I would like to extend my thanks to the enormous contribution our P&F continue to make in our community, driven by our executive and well supported by committee members, class reps and other parents in our community.

Huge thanks to Leanne Williams for continuing your role as President of the P&F, you have the children and communities best interests at heart and your no fuss approach to meetings and organisation make the job a lot easier for everyone. You have been a great support of both Paul and myself and we thank you for your time as leader of the P&F. Emma Spackman has been our secretary and kept us all on track with discussions had and deadlines approaching. Her wisdom from many years association with our P&F has been invaluable. Also to Clare Gendron, our treasurer, thanks for keeping a close eye on the books and providing the detailed information you have about how the P&F is tracking financially. With Leanne stepping down, we have 2 members remaining and the positions of President and Vice President vacant.

From my point of view, it has been fantastic to see the P&F evolving with parents of younger children in the community becoming more engaged and bringing new ideas to the table. Again the Mulch Drive and Mango Drive were huge successes. It is a great opportunity for parents to get a better understanding of things happening at the school and to contribute to the community.

### **Uniform Shop ladies**

Our uniform shop continues to be a very efficiently run enterprise in our school community. Melissa Oliveri-Brown, Sharon Grubb and Jodi Barkla do an outstanding job servicing the uniform needs of the families in our community. This is a volunteer position and they just continue to make a wonderful contribution to our community. It has been a difficult 6 months for the ladies as they dealt with being shuffled around due to the build but they have made it work and we are very appreciative of their flexibility. With Jodi's final child, Riley, graduating next week she will no longer be involved with the uniform shop but we are extremely grateful for all of your contributions to the Fatima community over such a long time.

### **School Banking**

School banking continues to be popular in our school, it is a wonderful way for our children to learn about the value of money and the benefits of saving money and Maria Robinson and Emma Spackman have continued to provide a service to our children beyond what our school has the resources to provide and their commitment to the school banking programme has been very much appreciated.

### **Bookclub**

Our Bookclub programme fits into the same category, Clare Gendron has coordinated Bookclub this year and that focus is part of enhancing the children's love for literature and another great opportunity for the children that a parent in the community is willing to assist the school and provide – thanks Clare.

### School Board

As you have already heard, we have had a busy year at a school board level, with the Capital Development process we hope to be completed in late January. It has been a long road to get to this point, where we are able to see our vision taking shape. A big thank you to Lyndelle Stingemore, Chris Johnston and John McNally for all of their support, guidance and contributions to getting the build off the ground. It has been invaluable to myself to have people around me who have a better understanding of the process and industry. We look forward to being able to utilise our new entrance, admin building and school hall next year.

Thank you to all of the Board for your contributions this year. Paul and I both really appreciated the robust conversation and collegial spirit that occur under Clory's leadership throughout the year and really appreciate their support.

I would like to thank Clory as the outgoing Chair of the Board for all of his support and work during his two terms. You have always provided strong guidance to the Board and your interests have always lied with how to best support the school and the community. As your youngest, Luke, graduates next week we are extremely grateful for all of the work and effort the Carrello family have provided over their time here.

Also to Rob Barkla, our Board treasurer, I briefly touched on all of the hard work your wife has done but I would also like to thank you for your strong contributions during your time on the board. Another family we are losing this year, both Jodi and yourself have been enormous contributors to the community and we are greatly appreciative of all you have done.

Thank you for your attention during this long address. We have some definite plans in place to continue to move forward in our community and look forward to bringing our plans and hopes to fruition as 2020 unfolds.

## *School Performance Information*

### **Contextual Information**

Our Lady of Fatima is a single stream Catholic school situated close to Fremantle with an enrolment of 224 students in eight classrooms ranging from Kindergarten to Year Six and also an onsite Three Year old Pre-Kindergarten class. With an emphasis on academics as well as spiritual, physical, social and emotion development, the school strives to provide a holistic learning environment for our students to flourish.

The school draws its students mainly from the areas of Palmyra, Bicton, Willagee and Melville, with the bulk of students coming from middle class backgrounds. The school has a tightknit community with a strong involvement in the school P&F and high classroom participation. The school's close relationship with the Our Lady of Fatima parish includes involvement in community masses and school-based fundraising to support the broader community.

The school was founded by the Sisters of Our Lady of the Missions in 1925. Our Lady of Fatima strives to uphold the teachings and values of the Sisters, through our Religious Education Programmes and faith formation. Students are nurtured in their religious beliefs through the school's Religious Education as well as the Making Jesus Real programme that looks at embodying the values of the Catholic faith and living them in our day to day lives. In conjunction with the parish, the school prepares students in Years Three, Four and Six to receive the Sacraments and the school also offers an alter service training programme.

Our Lady of Fatima employs a dedicated and professional staff who provide strong pedagogy and learning experiences for their students. The classroom teaching structure includes five full time classroom teachers and six tandem classroom teachers (Year 2, 4 and 5). In addition to the core classroom learning areas, the school also employs specialists in the fields of Learning Technology, Music, Sport and Science. A Japanese/ Mindfulness teacher is employed to enhance the programmes in the school. The school offers educational support for students from Pre Primary to Year Six with programmes such as MacqLit and Sounds Write. The Letters & Sounds programme is the synthetic phonics programme which is introduced in Kindergarten and is implemented through to Year Two.

The school ensures that students are given a wide array of learning experiences and opportunities to engage and enhance their learning. Extra learning opportunities include inter and intra school sporting competitions, a Robotics programme, academic competitions, OptiMinds Competition, Speak Up Awards, musical instrument tuition and ukulele ensemble.

## Teacher Standards and qualifications

All staff hold the necessary qualifications required by the Catholic Education Commission of Western Australia.

Master's Degree	3
Bachelor of Education	10
Diploma of Teaching	2

## Workforce Composition

Staff	Female		Male	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full time Teaching	0	5	0	3
Part Time Teaching	0	10	0	0
Full Time Non-Teaching	0	0	0	0
Part Time Non-teaching	0	9	0	1

## Student Attendance at School

Attendance is monitored using the attendance system within the Seqta suite. Reports are generated daily to confirm attendance. Parents may phone, email or send a note to report student absences.

Year Level	% of Attendance
PP	92%
1	92%
2	94%
3	94%
4	94%
5	96%
6	96%
<b>Total School Attendance</b>	<b>94%</b>

## NAPLAN Information

The 2018 NAPLAN results for our school are similar to those of previous years with a continuing upward trend in results in both Year Three and Five.

The detailed breakdown of the results are shown below.

YEAR THREE	YEAR FIVE
% at or above the minimum standard	% at or above the minimum standard

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Grammar and Punctuation	100%	100%
Numeracy	100%	100%
Reading	100%	100%
Spelling	100%	100%
Writing	100%	100%

### YEAR THREE AVERAGE

	School	National
Grammar and Punctuation	487.3	440.0
Numeracy	440.6	408.1
Reading	494.2	432.2
Spelling	440.4	418.9
Writing	442.1	422.5

### YEAR FIVE AVERAGE

	School	National
Grammar and Punctuation	502.9	499.1
Numeracy	494.0	495.9
Reading	530.5	506.1
Spelling	511.2	500.7
Writing	498.0	474.1

## Parent, Student and Teacher Satisfaction

Meetings were held at various times during the year to ensure that parents were fully informed of the activities and expectations of the school. Parents were encouraged to speak directly to teachers or a member of the leadership team with any matters of concern. Students actively participated in all curriculum events. Family and Sacramental Masses were well attended by students, staff and parents. Through the activities of the P&F and School Board, parents were offered many opportunities to engage with each other and be a part of the school community. Parental attendance and support of various school events both within and outside school hours, as well as active participation within various P&F events and School Board meetings was of a

## Our Lady of Fatima School

consistently good standard, throughout this period. Parents regularly participated within literacy and numeracy activities, excursions, incursions, sporting activities as well volunteering in extra-curricula activities, eg whole school lunches.

### Post-school Destinations

Christian Brothers College Fremantle	5
Santa Maria College	5
John XXIII College	3
IONA Presentation College	2
Aquinas College	2
Seton College	1
Christchurch College	1
Willeton SHS	1

### School Income

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