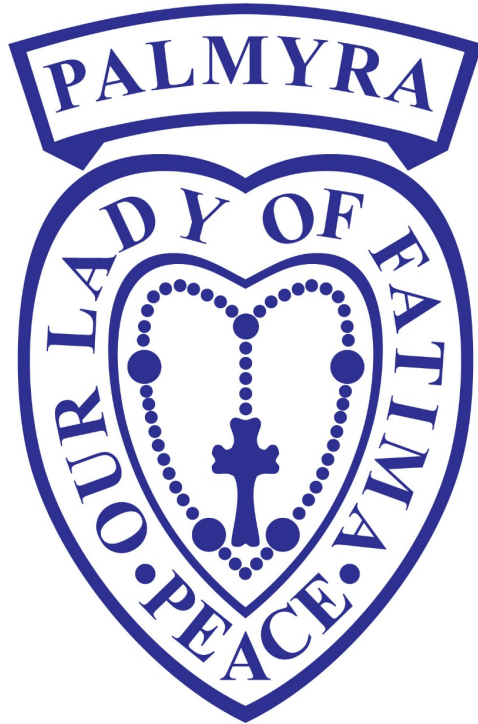


SCHOOL PERFORMANCE DATA

2020



OUR LADY OF FATIMA SCHOOL

ANNUAL REPORT

Dear members of 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, 2020, and it is made available to all members of our school community.

SCHOOL STATEMENT

Contextual Information

Our Lady of Fatima is a single stream Catholic school situated in Palmyra with an enrolment of 208 students. The school caters for students from Kindergarten to Year Six and 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 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 Programs and faith formation. Students are nurtured in their religious beliefs through the school's Religious Education program as well as the Making Jesus Real program that looks at embodying the values of the Catholic faith and living them in our day to day lives.

The school's close relationship with the Our Lady of Fatima Parish includes involvement in community masses, Christian Service and school-based fundraising to support the broader community.

Our Lady of Fatima School employs a dedicated and professional staff who provide strong pedagogy and learning experiences for their students. 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 programs in the school. The school offers educational support for students from Year One to Year Six with programs such as MacqLit and Sounds Write. The Letters & Sounds is the synthetic phonics program 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 program, academic competitions, the OptiMinds Competition, Speak Up Awards, choir and musical instrument tuition.

Teacher Standards and Qualifications

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

Master's Degree	5
Bachelor of Education	8
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	9	0	0
Full Time Non-Teaching	0	1		0
Part Time Non-teaching	0	8	0	1

Student Attendance at School

Attendance is monitored using the attendance system within the Seqta suite. Reports are generated daily to confirm attendance.

Year Level	% of Attendance 2020
PP	91%
1	93%
2	91%
3	93%
4	93%
5	90%
6	94%
Total School Attendance	92%

When students are absent from school, parents are required to inform the school of the absenteeism. This is done either by phone call, email or verbally. If this is not done teachers, inform the administration staff who will then follow-up with individual families, by phone call, email or text to confirm absenteeism. This is carried out every day that a child is absent from school without notification. Teachers then follow-up with individual families, on the child's return to school, requesting a signed note explaining the absenteeism.

NAPLAN INFORMATION 2020

The NAPLAN assessment for 2020 was not carried out due to COVID-19 pandemic.

SCHOOL INCOME

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

PARENT, STUDENT AND STAFF SATISFACTION

Throughout the 2020 school year, feedback from **parents** was generated via, enrolment interviews with sibling families and general discussions with parents.

Although Covid-19 restricted parents from coming into the school for most of the year, families felt warmly welcomed into the school at any time and that the school is a friendly and safe place for their children.

Parents felt that having their child attend a Catholic School was very important to them. Connectedness to peers and school were strong areas. Community engagement was also rated highly by parents.

It was felt that communication was an area that the parents were very satisfied with. Newsletters (school and class), SMS, phone calls, emails and Seesaw. Parents felt that they were kept well informed and truly updated with what was happening in the school. Parents saw the remote learning program for part of the year as a success.

The parents also commented that they feel the school has great parental involvement within the school through the P&F. The P&F do an outstanding job at maintaining our strong community culture. Even with the restrictions of COVID-19, our P&F were still active in smaller ways in 2020. Our parent body certainly support our P&F in many ways throughout the year. Parents also mentioned that their children looked forward to coming to school. Many parents recognised and acknowledged the hard work of our staff. A P&F Wellness Committee was established to support the community through the pandemic and difficult time.

It was also seen that the relationship between the school and parish was strong and the presence of Father Francis within the school enriched their children's lives. Sacramental programs were also highlighted as an exceptional form of parent education and faith development.

Parents felt that the educational program in the school met the needs of their children. With the normal curriculum being implemented in the school, parents reported that the academic enrichment program within the school and the learning support programs also catered for various students' needs. An area of growth that parents did mention was more resources in the school and an eye on maintenance issues in the grounds.

Staff gave feedback at PLCs, and at Teacher/Leadership team meetings.

Staff have shown that morale is at a good level in this school and that they enjoy working together as a team at Our Lady of Fatima School. It can be better, though. Most of the staff describe Our Lady of Fatima School as a supportive and happy work environment. Staff have also mentioned that they feel partnerships with the school's parent community was good. Partnerships with the Parish was at a great level and something to maintain. The Staff feel confident to approach the school Leadership Team and said that the leaders in the school show empathy and understand their needs.

Staff felt happy coming to work. They mentioned that they felt communal support and a good level of pastoral interaction amongst all colleagues. There was strong collaboration, respect and communication between staff members in general. Some said that it was encouraging to share their voice in meetings and PLCs.

A random number of students were interviewed from Years Four to Six on how they felt about the school and what recommendations they would have for us as a school. All students mentioned that they felt very safe at school and said that they trusted their teachers. They also mentioned that teachers were nice and respectful and kind.

Students feel that they have a strong connectedness to this school. They felt that the school offered them very good support in all areas spanning well-being and education. "There are

lots of support programs for the kids and we can talk to any adult if we need to". "All teachers are happy to listen to us if we have a problem".

Students mentioned that the teachers encouraged them with their work and were very supportive towards them and their efforts. The feedback given by students was that the teachers in general respected them. The Year 6 students mentioned that they enjoyed the responsibility of their on-going leadership roles.

Students commented that they thoroughly enjoyed the extra-curricular activities in the school. A few areas that the students saw that we could improve in, were, upgrading old toilet block and some new sports equipment.

SCHOOL INCOME

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

ANNUAL SCHOOL IMPROVEMENT

Our Lady of Fatima School made significant progress in a number of areas outlined in the School Improvement Plan despite the difficulties posed by the COVID-19 pandemic.

Whilst the school's plans to engage with the broader community and external agencies were initially hampered by the outbreak of the pandemic and subsequent restrictions, the school was able to use this situation to find unique and new ways of community engagement. Students provided a number of fundraising initiatives at the school to support those affected by the pandemic. Older students formed pen pal relationships with members of a local aged care home who were unable to have visitors during lockdown periods. Additionally, staff cooked meals for Fatima Care to support those that were struggling in the parish and local community. Community engagement will continue to be a focus and, with the eventual lifting of restrictions, the school hopes for this to be in a more hands-on, personal manner.

The school continued to develop a greater cultural awareness and understanding of Aboriginal perspectives through the use of an inclusive curriculum in all year groups. The school also increased the emphasis on celebrating significant days and events such as National Reconciliation Week and NAIDOC Week, engaging external providers to educate and give students unique and authentic experiences.

The school's curriculum foci remained in the areas of Numeracy and Literacy and we were able to track growth and improvement through students results and standardised testing. The lack of NAPLAN testing provided staff a unique opportunity to reflect on their teaching and assessment ensuring that best practice is being utilised across all areas.

Finally, the school's goal to establish a positive psychology focus was only further reinforced by the unforeseen circumstances of 2020. Student, staff and the broader community's mental, and physical wellbeing were a central focus as all stakeholders supported each other through a difficult period. The introduction of the Highway Heroes Program across all years ensured a continuity of curriculum and language when talking and educating students on vital social and emotional skills. Additionally, the formation of a Wellness subcommittee consisting of staff and parents ensured that this focus was inclusive of students, staff and families. No doubt this progress will benefit everyone and will continue to be a focus, especially while we navigate the COVID-19 pandemic.

The strong success and ability to achieve or make strong gains in a number of our SIP goals has put the school in the position to be able to re-evaluate and determine new courses of action heading into 2021.

POST SCHOOL DESTINATIONS

Students from Our Lady of Fatima School from 2020 progressed to the following destinations/school:

Christian Brothers College Fremantle	7
John Curtin College of the Arts	2
Santa Maria College	2
Emmanuel Catholic College	1
Aquinas College	5
Seton College	2
All Saints	1
Applecross SHS	1
Corpus Christi	1
Melville SHS	2
Total	24

