



2015 SCHOOL PERFORMANCE DATA REPORT

May 2016

Dear Parents and Carers,

The Australian Government accountability regulations require schools to report information on school performance to their community. In the past this has occurred at the Annual Community Meeting of the School Board and P & F, in the newsletter and at monthly meetings of these groups throughout the year. As the scope of this reporting has now increased the following report is provided for school community members. Information pertains to the 2015 school year.

Contextual Information:

Queen of Apostles School is a co-educational Catholic primary school catering for children from Kindergarten to Year 6 with an enrolment of approximately 380 students. The school was founded in 1956 by the Schoenstatt Sisters and although no longer actively involved in the school, their links and traditions are maintained through their presence within the Parish.

Queen of Apostles School is a faith community committed to the development of each person's human potential, incorporating the domains of religious, spiritual, academic, physical, emotional and social development. The school offers an academic programme which focuses on developing high standards of literacy and numeracy. To support the needs of individual students, the school offers an enrichment program to provide extension activities for those students more academically able. Staff also offer learning support programs across all year levels to support those students requiring specific assistance in class. The school has specialist teachers in Music, Physical Education, Library Studies and Italian.

The school enjoys tremendous support from both the School Board and the Parents and Friends Association. The hard work and support of these two bodies has allowed for the widespread integration of Information and Communication Technology throughout the school and across the curriculum.

Teacher Standards and Qualifications

All teaching staff are registered with the Teacher's Registration Board of WA. In 2015 there were 26 Teaching Staff.

Master of Education	2
Master of R.E.	1
Master of Teaching	1
Bachelor of Education	17
Bachelor of Science	2
Bachelor of Arts in Education	12
Bachelor of Social Science	1
Graduate Diploma of Education	3
Graduate Diploma of Science	1
Diploma of Teaching	5
Diploma of Education	3
Diploma of Children's Services	1
Certificate in Linguistics	1

Workforce Composition

	TEACHING	NON-TEACHING	INDIGENOUS TEACHING	INDIGENOUS NON-TEACHING
MALE	4	1	0	0
FEMALE	22	23	0	0
TOTAL	26	24	0	0

Student Attendance:

	PRE-PRIMARY	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	WHOLE SCHOOL
ATTENDANCE %	92.9%	92.4%	94.3%	93.9%	94.2%	94.5%	95.4%	93.9%

Non-Attendance is monitored very carefully by the school. All absences must be accompanied by an absentee note signed by a parent or guardian. Any unexplained absences are followed up by the class teacher with the parent concerned. If written satisfactory explanations are not provided to explain a child's absence from school, then the matter is referred to the Principal. The Principal will issue a formal written request for a written explanation of the absences and

/or a request for an interview to discuss the matter. Repetitive or persistent absenteeism that is unexplained will be referred to the Principal, who will address the matter in consultation with Parents or guardians. Failure to resolve the matter will result in the Principal referring the issue to the School Welfare Section of the Education Department.

NAPLAN Information

The table below shows the percentage of students achieving the national literacy and numeracy benchmarks for their year.

2014 DATA

Year 3	Numeracy	94%
Year 3	Reading	96%
Year 3	Spelling	100%
Year 3	Grammar/Punctuation	94%
Year 3	Writing	98%
Year 5	Numeracy	100%
Year 5	Reading	96%
Year 5	Spelling	100%
Year 5	Grammar/Punctuation	96%
Year 5	Writing	100%

2015 DATA

Year 3	Numeracy	96%
Year 3	Reading	92%
Year 3	Spelling	96%
Year 3	Grammar/Punctuation	96%
Year 3	Writing	100%
Year 5	Numeracy	100%
Year 5	Reading	98%
Year 5	Spelling	100%
Year 5	Grammar/Punctuation	98%
Year 5	Writing	98%

SATISFACTION

■ **Parents:**

Parents contributed to school endeavours through classroom programmes, sporting activities and contributing to Strategic Planning through the P & F and School Board. The support for school functions, school and class Masses, P&F events, parent/teacher evenings, assemblies and celebrations indicates a very solid level of support and satisfaction amongst parents.

■ **Students:**

Students have a strong sense of pride in their school. They actively promote the school ethos within their classrooms and wider community and contribute to school projects through the leadership programme.

■ **Teachers:**

Teachers have a high level of commitment to the school and always endeavour to provide the best possible teaching and learning programmes for the students. There is a strong sense of collaboration amongst all staff which provides support, pastoral care and professional engagement for each member. The fact that nearly 90% of teaching staff were retained from the previous year also indicates the strong sense of commitment that the staff have to the school and their level of satisfaction with their work environment and achievements.

School Income

For the purposes of uniformity and consistency in reporting of school financial information, a hyperlink is provided to our My School webpage on the ACARA website. Please click on the link below to view this data.