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**OUR LADY OF THE CAPE PRIMARY SCHOOL  
DUNSBOROUGH**

**REPORT FOR THE 2016 ACADEMIC  
YEAR**

**PUBLISHED JUNE 2017**

MANY HEARTS, ONE VOICE

## **Our Lady of the Cape Primary School, Dunsborough School Performance Data Report 2016**

This report provides the Our Lady of the Cape school community with information about the schools activities and performance over the 2016 school year. It highlights our school results and outcomes and helps set targets for improvement during 2017.

### **Professional Engagement:**

#### **1. Contextual Information. (2016 School Year)**

Our Lady of the Cape is a Catholic co-educational primary school that was established in 1996. The school now has well developed educational facilities and opportunities catering for students from kindergarten to year six. To cater for a growing enrolment, a second stream of students commenced in 2013 with two classes of kindergarten students. In 2015, the year seven students moved to a high school setting, with the class structures now being double stream in kindy, pre primary, year one and year two, and single stream classes from years three to six.

As a result of recent growth, a new classroom was put in place during 2016 for the 2017 school year. Another two classrooms will be built in 2017, along with an extension and refurbishment of the library, together with extra car parking spaces being developed.

The school is managed on a local level by the Our Lady of the Cape, Dunsborough Catholic School Board. The Board planned future buildings and resources in 2015 ready to accommodate the extra classes required to grow to double stream status. An integral part of this planning is the development of strategies to maintain and build upon the strong community ethos of the school.

The school is committed to providing excellence in educational curriculum. The implementation of the Western Australian School Curriculum is a school priority and involves instruction in Religion and all other key learning areas. A strong emphasis is placed on the acquisition of Literacy and Numeracy skills in all grades. Specialist education is currently offered in Music, Library, Indonesian and Physical Education. A strong emphasis on the performing arts exists at Our Lady of the Cape. Indonesian is taught from Pre-Primary to Year 6. Students from Year 3 to Year 6 are taught the recorder and involvement in the Bunbury Eisteddfod provides an opportunity for choirs and soloists to participate at an elite level. All students in Year 6 participate in guitar lessons. A Literacy Support Programme is provided for students identified as at risk. An Extension and Learning Enrichment Programme is available for students who show academic excellence.

The school has a strong Educational Technology Programme in place, with ipads and digital learning employed as an educational tool to complement

the comprehensive and balanced learning programme employed at all grade levels to support all students in realising their educational potential.

In 2015 a Comprehensive Values Programme was introduced and developed to build on the well established Catholic ethos of the school, and to encourage positive interactions from the students, and all at Our Lady of the Cape. The core school values identified are Compassion, Appreciation, Respect and Excellence (CARE).

During 2016, positive psychology programs were successfully introduced. Friendology and the Kimochi Doll program (for students from K – 2) are now an integrated part of the educational program. These programs assist children with managing feelings and friendships in a positive manner.

More comprehensive information on what is offered at our Lady of the Cape can be accessed from the school website at [www.ladyofcape.wa.edu.au](http://www.ladyofcape.wa.edu.au).

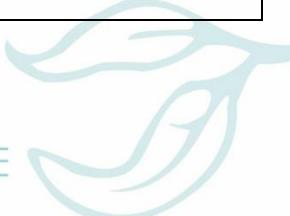
## **2. Teacher Qualifications.**

<b>Qualifications</b>	<b>Number</b>
Diploma of Teaching	5
Diploma of Education	2
Higher Diploma of Primary Teaching	1
Bachelor of Education	7
Bachelor of Education (Primary)	3
Bachelor of Arts (Education)	5
Bachelor of Arts (Psychology)	1
Bachelor of Environmental Science	1
Graduate Diploma of Education (Primary)	1
Master of Teaching (Primary)	1
Master of Education (Religious Education)	1
Graduate Certificate of Education (Early Childhood)	2
Bachelor of Education in Early Childhood	2

## **3. Work Force Composition:**

Name	Gender	Indigenous	Role
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Julie Birch	F	N	Teacher
Brigid Bradley	F	N	Teacher / Special Education
Ben Danaher	M	N	Teacher
Caitlin Delane	F	N	Teacher
Chris Derickx	F	N	Education Assistant / Special Education
John Hogan	M	N	Grounds person
Katie Horrocks	F	N	Teacher
Maureen Horrocks	F	N	Teacher / Music Specialist
Kathy Holt	F	N	Teacher / Health
Kristy Hunt	F	N	Teacher
Letitia Jackson	F	N	Education Assistant
Nicole Jasper	F	N	Education Assistant
Janine Johnson	F	N	ICT Technician
Melinda Kartana	F	N	LOTE Teacher / Teacher
Annette Keast	F	N	Education Assistant
Melissa Kent	F	N	Education Assistant
Mary-Lee Kemp	F	N	Library Technician
Sara Drmota	F	N	Canteen Manager
Kristie Leahy	F	N	Teacher
Karla Lissiman	F	N	Teacher
Frances Marrell	F	N	Administrative Officer
Alison Martin	F	N	Teacher / Health
Amie Meyer	F	N	Teacher Librarian / RE Coordinator
Sean McSevich	M	N	Teacher
Linde Millett-Beatty	F	N	Teacher Assistant / Special Education
Paula Murphy	F	N	Teacher
Sandra O'Leary	F	N	Administrative Officer
Lynn Peacock	F	N	Teacher Assistant
Monique Prowse	F	N	Teacher
Kylie Rann	F	N	Teacher Assistant
Mandy Sinclair	F	N	Teacher / Sport Specialist
Gemma Sorgiovanni	F	N	Teacher



Rachel Sweeny	F	N	Teacher Assistant
Adrian Torrese	M	N	Assistant Principal
Des Wilkie	M	N	Principal
Debra Young	F	N	Teacher Assistant

#### **4. Student Attendance at School.**

The average attendance rate for the 2016 gazetted school year for students in Years 1 to Year 6 at Our Lady of the Cape Primary School, Dunsborough was 91.05%.

Year Group	Attendance Rate
1	90.2%
2	91.2%
3	89.9%
4	92.2%
5	89.5%
6	93.3%

Student non-attendance is followed up by the classroom teacher. In the case of a student's sustained absence an interview with the Principal is organised to review the absenteeism. If a student is absent from the school without prior notification, the parents are required to contact the school prior to 9.30am each morning the student is absent. If the parents do not contact the school an email and a SMS text message will be sent to the parents seeking an explanation about the student's unexplained absence.

#### **6. The National Assessment Program – Literacy and Numeracy 2016 Results.**

National Assessment Program - Literacy and Numeracy (NAPLAN) commenced in Australian schools. Every year, all students in Years 3, 5, 7 and 9 are assessed in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.



**Percentages of Students 'At or Above' the minimum standard**

	Year 3, 2016			Year 5, 2016		
	OLC	State	National	OLC	State	National
<b>READING</b>	<b>96.3</b>	<b>98.6</b>	<b>98.2</b>	<b>100</b>	<b>92.7</b>	<b>93.8</b>
<b>WRITING</b>	<b>96.4</b>	<b>95.8</b>	<b>96.4</b>	<b>100</b>	<b>92.8</b>	<b>93.3</b>
<b>SPELLING</b>	<b>96.4</b>	<b>98.7</b>	<b>98.2</b>	<b>95.5</b>	<b>92.0</b>	<b>92.9</b>
<b>GRAMMAR &amp; PUNCTUATION</b>	<b>100</b>	<b>93.1</b>	<b>94/5</b>	<b>100</b>	<b>92.7</b>	<b>93.8</b>
<b>NUMERACY</b>	<b>100</b>	<b>93.6</b>	<b>94.4</b>	<b>95.5</b>	<b>93.4</b>	<b>94.6</b>



CATHOLIC EDUCATION  
WESTERN AUSTRALIA

EXECUTIVE DIRECTOR OF CATHOLIC EDUCATION

15 March 2017

Mr Des Wilkie  
Principal  
Our Lady of the Cape Primary School  
245 Cape Naturaliste Rd  
DUNSBOROUGH 6281

Dear Mr Wilkie

Our Lady of the Cape Primary School has been identified by the Australian Curriculum Assessment and Reporting Authority (ACARA) as achieving above average gain in the National Assessment Program - Literacy and Numeracy (NAPLAN) results compared to schools with similar students. Our Lady of the Cape Primary School was one of twenty four schools in Catholic Education Western Australia identified by ACARA in their analyses as achieving these results for the 2016 NAPLAN testing.

Whilst acknowledging NAPLAN results are one element of a flourishing school, I would like to congratulate you or your leadership and the staff at Our Lady of the Cape Primary School for the significant work that has contributed to these results.

Yours sincerely

Tim McDonald



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## 7. Parent, student and teacher satisfaction.

Early in 2017 the Leadership Team of our Lady of the Cape designed school based surveys of parent, student and teacher satisfaction.

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High levels of satisfaction were evident in all three surveys with the Parent Satisfaction Survey results shown below:

Our Lady of the Cape Primary School - 2017 Parent Survey

**107** Responses

**02:53**  
Average time to complete

**Active**  
Status

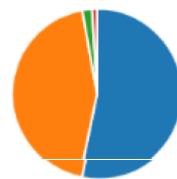
1. I am comfortable approaching staff at the school for information, help and support regarding my child's learning and well-being.

Strongly Agree	78
Agree	28
Disagree	1
Strongly Disagree	0



2. I believe that the school and staff respond to parental concerns in a professional and proactive manner.

Strongly Agree	57
Agree	47
Disagree	2
Strongly Disagree	1



3. I feel that my child's academic needs are being met.

Agree	64
Strongly Agree	40
Disagree	2
Strongly Disagree	1



4. I am aware of the programs and initiatives that drive school improvement at OLC.

Agree	62
Strongly agree	37
Disagree	8
Strongly Agree	0



5. My child feels safe coming to school each day.

Strongly Agree	80
Agree	27
Disagree	0
Strongly Disagree	0



6. I feel the school is empowering my child in developing an enthusiastic and confident approach to their learning and well-being.

Strongly Agree	60
Agree	43
Disagree	3
Strongly Disagree	0



7. I feel my child is taught to reflect and regularly displays the school values of Compassion, Appreciation, Respect and Excellence.

Strongly Agree	69
Agree	36
Disagree	0
Strongly Disagree	0



8. Through workbooks coming home, parent interviews, semester reports and general teacher feedback, I feel I know how my child is progressing and how I can assist them at home.

Agree	57
Strongly Agree	43
Disagree	5
Strongly Disagree	1

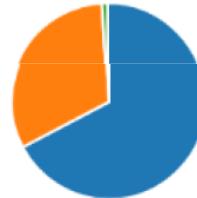


9. I feel confident in approaching the Leadership Team (Principal, Assistant Principal and other leadership team members) with any difficulties I may be experiencing relating to my child.

Strongly Agree	54
Agree	50
Disagree	3
Strongly Disagree	0



10. I am aware of school events, changes and issues through weekly newsletters and other communications, as well as the school website.



11. I feel Our Lady of the Cape and the Parish work well together.



12. I feel that the school reflects Gospel values by responding consistently and fairly to families with pastoral, financial or other concerns.



In the staff section, survey results also indicated a high level of satisfaction with stronger areas identified being:

- All staff are willing to take responsibility for all student's learning.
- All staff take responsibility for improving school performance.
- Students at OLC try hard to improve on previous work.
- The learning environment in the school is orderly and focussed.
- Staff can rely on parents to support student learning.
- Staff in the school have faith in the integrity of their colleagues.
- Staff in the school believe that every child can learn.
- Staff seek advice from colleagues and participate in collaborative discussions to improve teaching and learning.
- The Principal/Leadership Team provide staff with timely and specific feedback about their teaching based on evidence drawn from classroom observations.
- Staff know and understand the school's current educational goals.
- School administrators promote the success of all students.
- The school is a good place for staff to work and learn.

Areas of opportunity for future development included:



- Continued development of communication between School Leaders and staff.
- Greater involvement of teachers and staff in school decision making and problem solving.
- Provision of increased time made available for professional learning.

Students identified areas of strength as being:

- OLC is a caring school.
- Teachers and other staff help students to do their best.
- Teachers give regular feedback on learning.
- Teachers help me to do my very best.
- Having learning intentions and success criteria displayed really helps with my learning.
- The school is run in a fair, respectful, caring and calm way.

Areas of opportunity for future development included:

- Some adjustment to level of education challenge for a few students.
- The friendship and positive psychology programs recently introduced need to remain a priority.

## **8. Progress on 2016 Annual School Improvement Goals**

### **Learning**

#### **Analysis and Discussion of Data**

1. School leaders became aware of and analysed student data thoroughly in leadership meetings and with teachers.
2. Leadership team members coordinated the management of the assessment schedule and other standardised testing.
3. PLC and pupil free days had data discussion as a priority.
4. Online PAT assessment used for data collection as well as APPRAISE, and the use of SEQTA.

#### **Differentiated Teaching and Learning**

1. School leaders regularly modelled, discussed and supported teachers with ideas and tools for differentiation.
2. Through the weekly use of a variety of data collection and differentiation tools and strategies used in the classroom.
3. School leaders worked with staff on reporting comments to include differentiated details.

#### **Effective Pedagogical Practices**

1. School leaders modelled, led, discussed and gave feedback on teaching.
2. Teachers were given opportunities to observe and/or learn about evidence-based, effective teaching methods.
3. A 5 Key elements learning framework was given to staff that outlines expectations and key elements.
4. Timetabled and scheduled support sessions will be conducted by APs with teachers twice a term.



## **Engagement**

Continued the established procedures of:

Class Blogs

English and Maths work books sent home each semester.

Consistent template across grades for parent interview session in Term 1.

Continued the established procedures of:

Use SEQTA for parent communication of administrative details.

Further utilisation of New School Website for effective communication including the yearly calendar.

Established anniversary committee for planning of celebratory events through the years and promote school spirit and engage the school community through the schools 20<sup>th</sup> anniversary celebrations.

Continued focus from 2015 in engaging the parent body in student learning so that parents know; what is happening in their child's class, how their child is progressing and how they can help.

Continued focus from 2015 in engaging the parent body in what is happening at the school and parent support.

Further enhanced the wide use of SEQTA software across the school to enable teachers to input relevant student information and pastoral care details. Also developed termly structures to allow staff time to update student information in SEQTA. Further establish digital recording of student pastoral and academic information and data.

Continued to use the school values as a basis of promoting positive behaviour and relationships, with regular communication with students about expectations and appropriate behaviours.

Maintained the termly focus of one school value, it's expectations and actions. Promoted through the newsletter, in classrooms and at assemblies. Further establishing classroom routines around the school values.

## **Accountability**

Organised Tim Wong (CEWA consultant) to provide professional development and training of the Kids Safe program with the OLC staff.

Developed structures for successful implementation.

Planned for termly meeting and planning sessions between the school leadership team and EC staff.

School board worked with the school principal on implementation of the Building Master plan throughout the duration of the year.



## **Discipleship**

1. Attended the General Directory of Catechesis leaders meeting with Bishop Holohan to assist with the Evangelisation Plan developments. School leadership team review 2015 Evangelisation plan and develop new implementations.
2. Developed a committee of school, parish and parent members to plan and coordinate events relevant to celebrating the Year of Mercy.
3. Established a school prayer committee with staff and parents to develop a new school prayer.

## **9. Post School Destinations.**

In 2016 twenty two Year Six students graduated from Our Lady of the Cape Catholic Primary School. Their high school destinations were as follows:

<b>High School</b>	<b>Number of Students</b>
St Mary MacKillop Catholic College, Busselton	20
Bunbury Cathedral Grammar School	1
St Hilda's Anglican School for Girls	1

## **10. School Income.**

For information concerning School Income please select the following link and it will direct you to Our Lady of the Cape Primary School 'My School' website:

<https://www.myschool.edu.au/Finance/Index/112206/OurLadyoftheCapePrimarySchool/49007/2016>

