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OUR LADY OF THE CAPE PRIMARY SCHOOL
DUNSBOROUGH

REPORT FOR THE 2025 ACADEMIC YEAR

PUBLISHED JUNE 2026

Our Lady of the Cape Primary School, Dunsborough
School Performance Data Report for 2025

This report provides the Our Lady of the Cape school community with information about the school's activities and performance over the 2025 school year. It highlights our school results and outcomes and helps set targets for improvement during 2025.

Professional Engagement:

1. *Contextual Information. (2025 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 Pre-kindergarten to year six. To cater for a growing enrolment, a second stream of students commenced in 2013 with two classes of kindergarten students. Pre-Kindergarten was introduced with two classes in 2024. Class structures in 2024 are now double stream from Pre-Kindergarten to Year Six. The school had an enrolment of 412 students in August.

To cater for growth, a new classroom was put in place during 2016 for the 2017 school year. Another two classrooms were built in 2017, along with an extension and refurbishment of the library, together with extra car parking spaces. Stage 6 of our CDP was completed early 2022 with the construction of two new classrooms and the purchase of a new demountable classroom. In 2023, Stage 7 of our CDP commenced, which included the refurbishment of a kindergarten and Year 1 classroom and construction of a new Year 1 and kindergarten classrooms. This stage was completed at the beginning of the 2024 school year. Stage 8, refurbishment of two Pre-primary classrooms and an Early Childhood foyer, was completed in July 2024.

The school is committed to providing educational excellence. The curriculum followed is the Western Australian School Curriculum, along with instruction in Religious Education 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, Dance, Science, Indonesian, Italian 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 3, and Italian is taught in Years 4-6, providing two different cultural learning experiences across the primary school years. In addition to the comprehensive music program for all grades, the students are involved in a visual arts program. Literacy and Numeracy Support Programs are provided for students needing extra support. Students can opt to be part of the School Choir.

The school has a commitment to differentiated learning for all students and recent PAT and NAPLAN results indicate that the vast majority of students are

making more than a year's growth in a year of learning. However, additional valuable data is the student social and emotional data collected by the school.

The school has a strong Educational Technology Program in place, with Ipads, laptops and digital learning employed as an educational tool to complement the comprehensive and balanced learning program employed at all grade levels to support all students in realising their educational potential.

A comprehensive Values Program has been 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). The school has an integrated 'Making Jesus Real' approach to link our values and faith to reflecting Jesus in all aspects of school life.

Positive psychology programs are delivered: Friendology (for students in Y1–Y6) and Kimochis (for students in K and PP). 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

2. *Teacher Standards & Qualifications*

In 2025, OLC employed 54 staff. Of the 54, 25 were teaching staff. The qualifications held by the teachers and leadership are:

1 Masters of Educational Leadership
19 Bachelors of Education
1 Diploma of Teaching
4 Bachelor of Arts
3 Bachelor of Early Childhood

3. *Work Force Composition:*

	Teaching Staff	Education Assistants	Non Teaching
Total	25	19	10
Male	4	0	1
Female	21	19	9
Indigenous	0	0	0

Student Attendance at School.

The average attendance rate for the 2025 gazetted school year for students in Year 1 to Year 6 at Our Lady of the Cape Primary School, Dunsborough was 87.50%.

Year Group	*Attendance Rate*
1	83.86
2	87.72
3	86.80
4	89.97
5	89.28
6	87.39

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 students unexplained absence.

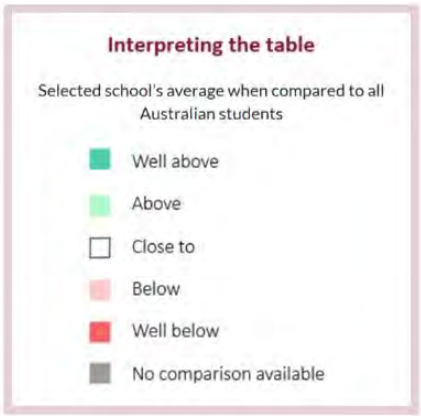
4. *The National Assessment Program – Literacy and Numeracy 2025 Results.*

Every year, all students in Years 3, 5, 7 and 9 are assessed in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

NAPLAN 2025

Compare to ○ Students with similar background ◉ All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	408	433	404	408	392
Year 5	501	472	496	499	492



The school NAPLAN results for 2025 were strong, with the school being close to all Australian students in Years 3 & 5 in all areas except Writing in Year 3, which was above all Australian comparator.

5. *Parent, Student and Teacher Satisfaction*

Parents:

Parents continue to provide highly positive and affirming feedback through a range of avenues, including email, written correspondence, and personal conversations. Their strong engagement is also evident through active involvement and thoughtful contributions at P&F Meetings, School Advisory Council Meetings, and other school events. Participation in Sacramental Meetings remains consistent, demonstrating a strong commitment to the school's spiritual and community life. Whole-school occasions, such as Assemblies and the End of Year Concert, attract excellent attendance and generate encouraging feedback. The 2025 concert received many reviews saying that it was the best one to date. In addition, parent survey results remain very strong across key indicators, including the school's welcoming culture, the quality of communication, the support provided by staff, and parents' satisfaction with their child's learning progress.

Students:

When asked 'What makes our school a great place?' student responses were as follows:

1. Friends & Friendships

Students overwhelmingly said the best thing about the school is their friends. They value:

Having lots of friends, feeling included, being able to be themselves, people being kind, caring and friendly, having someone to talk to or play with every day.

Friendships are the heart of their school experience.

2. Teachers

Students repeatedly highlighted:

Teachers are kind, caring, supportive, they listen, help with problems, and "put in effort". Teachers make learning fun and safe, and some students mentioned specific teachers who brighten their day.

Teacher–student relationships are a major factor in students feeling safe and happy.

3. Kindness, Caring & Feeling Safe

Many responses focused on:

Feeling cared for, people being kind, a supportive environment when "something bad happens", being able to trust teachers, feeling safe emotionally and physically.

A strong sense of wellbeing is evident.

4. Playtime, Recess, Lunch & Breaks
Students love:
Recess and lunch, morning fitness, brain breaks, longer breaks, playing outside in the fresh air.
These unstructured times are clearly very important for their happiness.

5. Sport & Physical Activity
Frequently mentioned:
Sporting facilities, big oval, basketball courts, carnivals, activities and competitions.
Sport and movement matter a lot to students.

6. The Environment & Outdoor Spaces
Students appreciate:
The big spaces to run, being "in nature", fresh air, playgrounds and new facilities, classroom setups and special areas.
The physical environment is a positive feature for many.

7. Activities, Events & Specials
Students love:
Colour Run, Wellbeing Week, Clubs on Friday, Art, music, dance, special days and events.
These add excitement and joy to school life.

8. Learning & Subjects
Students mentioned:
Enjoying learning, liking subjects like art, sport, maths, teachers making learning fun, opportunities to give feedback, being able to choose teachers or classes.

The things students value most are:

- Relationships (friends + teachers)
- Wellbeing (kindness + safety + support)
- Play & physical activity (recess, sport, oval)

Staff:

Staff feedback reflects strong appreciation for the wide range of events, initiatives, and supports offered within the school community. Many staff members highlighted the value of special occasions such as the End of Year Fun Day, Christmas Concert, Book Week, Grandparents Day, and other end-of-year celebrations. These events were recognised for strengthening community connections and creating meaningful experiences for students and families.

Professional learning opportunities were also acknowledged by staff, particularly those focused on social-emotional learning (Berry Street) and inquiry learning. Staff noted the positive impact of initiatives such as flipped

lunch, welcome circles, and structured parent–teacher interview days, which have contributed to improved communication and engagement.

Beyond events and professional development, staff responses emphasised the significance of student wellbeing and inclusive practices. Activities such as wellbeing weeks, and the use of welcome circles were seen as valuable supports for both staff and students. Staff also expressed appreciation for the structures in place to guide academic planning, including time allocated for Individual Education Plans and one-on-one assessments and the review of the school Behaviour Engagement Procedures. Improvements to school facilities, like the Pre-primary playground upgrade were also positively received.

Overall, staff feedback demonstrates a strong sense of appreciation for initiatives that build connection, enhance learning, and contribute to a supportive school environment.

6. 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/school/49007/finances

7. School Improvement Plan 2025 Focus Areas

CATHOLIC IDENTITY

- Staff Faith Formation Survey
- Deepen our relationship with God by strengthening the school MJR focus
- Broaden religious vocabulary as part of RE learning
- Develop understanding of the needs behind Catholic fundraising initiatives, to emphasise Catholic social teachings
- Provide opportunities for formation with Parish/School relationships with families, through family Masses and combined activities

EDUCATION

- As part of our V4L, embed a focus on Learning Intentions, Success Criteria and Feedback (self/teacher/peer/process)
- Ongoing focus on student reaction to, and perception of, giving and receiving feedback
- Professional learning about CEWA Capabilities for Learning

EARLY YEARS

- Implement Inquiry based learning in K-2 classrooms to explore the interests and educational needs of individuals
- Use The Writing Revolution/Grammar Project as a consistent approach to writing
- Begin implementation of Bond Blocks
- Intentional play-based learning, Pre-K to PP

WELLBEING/COMMUNITY

- Continue to embed Aboriginal perspectives into all aspects of the curriculum
- Extend the Berry Street's trauma-informed positive education approach to enable staff to successfully increase all students' self-regulation, relational capacity, growth and achievement, making links to the CEWA Wellbeing Framework, OLC V4L, UR Strong and Kimochis
- Embed daily Welcome Circles and Ready to Learn scales and strategies
- Begin to focus on a Behaviour Curriculum, starting with routines

STEWARDSHIP

- Continue with the systematic staff professional growth and feedback process using iGrow and Show, Tell and Grow and the CEWA leadership framework
- Embed the OLC teaching and learning cycle (TLC)
- Build staff capacity to lead and present at PLC meetings and PL days, drawing on their expertise and skills, sharing knowledge with peers

8. School Community Reports

2025 Principals Report
2025 School Advisory Council Chair Report