



# PADBURY

CATHOLIC PRIMARY SCHOOL



## 2024 SCHOOL PERFORMANCE DATA

# 2024 SCHOOL PERFORMANCE DATA REPORT

Each year, schools are required to report school performance data on aspects of their operations from the previous year. This is a federal government requirement. Padbury Catholic Primary School 2024 Data Report is as follows:

## 1. CONTEXTUAL INFORMATION

Founded in 1985, Padbury Catholic School is a co-educational primary school comprised of 513 students from Three-Year-Old Kindergarten to Year Six. It serves the Parish of Our Lady of the Mission, Craige. Our motto is 'Love One Another.' We enliven our school motto by living our Mercy Values.

At Padbury Catholic Primary School, the staff, parents and community strive to achieve a number of goals including; providing a Catholic education which presents Christ as a model to be followed, developing each individual spiritually, academically, physically, socially, emotionally and culturally, encouraging the enjoyment of life through the pursuit of personal excellence, and enhancing personal dignity and respect for others.

The school aims to prepare students so that they see themselves as agents of change in an ever-changing environment. We also recognise the role and rights of parents and teachers as the co-educators of their children. Padbury Catholic provides a comprehensive educational program with a strong emphasis on Literacy and Numeracy. This includes literacy and numeracy intervention. The school has a well-resourced Early Childhood Centre and specialist staff in Music, Physical Education, Italian, Drama and Visual Arts, as well as an extension program for selected students from Year 3 to Year 6. There is active encouragement of parental involvement in many ways to support the numerous and varied extra curricula opportunities at our school. [Visit the school website.](#)

Information Technology has a high profile in the school and the school operates a 1:1 iPad program in Years 4, 5 & 6. Students in Pre-Primary, Year 1, 2 and 3 also have access to a bank of iPads to complement and transform learning opportunities in the classroom. The iPads are used as a learning tool to foster and promote students' abilities to collaborate, share information, share experiences, work across the domains of our curriculum, and to lead students to be able to be self-directed in their learning.

The dedicated teaching team and support staff work collaboratively to ensure each child participates in a rich and broad-based learning experience through both the educational and specialist programs. Padbury Catholic is a loving and nurturing environment where students and their families enjoy the opportunity to be a part of a progressive learning environment embedded in Gospel values.

## 2. TEACHER STANDARDS AND QUALIFICATIONS

All teachers are registered with Western Australian College of Teaching. Teachers have a range of qualifications and are accredited to teach in a Catholic school.

## 3. WORKFORCE COMPOSITION

There are 36 people employed in this workforce. There are 19 female and 4 male teaching staff. There are 13 non-teaching staff (all female). There are no indigenous workers employed at Padbury Catholic Primary School.

#### 4. STUDENT ATTENDANCE AT SCHOOL

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Total % Attendance</b>	92.8%	92.6%	93.7%	91.9%	94.7%	94.5%
<b>Overall % Attendance</b>	93.36%					

Padbury Catholic has positive attendance rates. Non-attendance is managed through SEQTA and the process outlined below is followed for children absent from school.

#### Non-Attendance Procedures

Parents are required to notify the school of student absence by phoning our Absentee Line or emailing the school admin account. Verbal notification of an absence must be followed up by a written note or email on the child's return to school.

The electronic attendance registers are maintained in accordance with legal requirements. If a child is absent; a note explaining the absence is sought. This is done either by a note or email to the class teacher. The notification by either note or email must include the following:

- the name of the student
- the class group of the student
- the reason for the absence
- the full name of the parent/guardian at the end of the message (the 'from' email address is not sufficient as it does not necessarily have the full name of the person sending it)
- If parents are taking their children out of school to go on holidays, parents are asked to complete an Extended Leave Form. The form is signed by the class teacher and the Principal.
- Prolonged periods of absence are brought to the attention of the principal by the child's class teacher. This is then followed up by the principal.

Administration will contact parents for unexplained absences with an SMS message. If no response is received, the Administration Officer will call the parents directly. The School sends written requests to parents for all unresolved absence (absences without written notification).

## 5. NAPLAN DATA 2024

DISTRIBUTION OF STUDENTS		
Number of points greater than all Australian Schools' Mean		
NAPLAN Domain	Year 3	Year 5
Reading	9	18
Writing	20	37
Spelling	7	21
Grammar and Punctuation	4	28
Numeracy	9	25

In both Year levels, in all subject areas, the Schools Mean is **higher** than the **national** mean. Please go to [www.myschool.edu.au](http://www.myschool.edu.au) and follow the links to the NAPLAN results.

## 6. PARENT, STUDENT AND TEACHER SATISFACTION

### PARENT SATISFACTION

Parent feedback through parent teacher interviews, parent Feedback Forums, social events and other events held within the school community was largely positive. Parents indicated satisfaction with pastoral care, educational programs, and extra curricula activities offered to students. Discussions at School Advisory Council and Parent and Friends meetings reinforced this. Padbury Catholic engages with the parent community through fortnightly newsletters, social media accounts, emails and SMS. In 2023, the school community engaged with the National School Improvement Partnerships Survey. Parent satisfaction from this survey was rated highly and data collected from this survey helped inform decision making in 2024.

### STUDENT SATISFACTION

Student satisfaction is gauged on student attendance, engagement and participation in the school. The bright, eager smiles on their faces each morning suggest a high degree of satisfaction. Anecdotal evidence provided to teachers and other staff members of the school through personal discussions, anonymous self-assessments in Religious Education, journal writing and via parent communication suggest a high level of satisfaction with the school. In 2023, the school community engaged with the National School Improvement Partnerships Survey. Student satisfaction from this survey was rated highly and data collected from this survey helped inform decision making in 2024.

## **STAFF SATISFACTION**

With so many long term staff members at Padbury Catholic, it is apparent that people want to stay in this happy workforce. Staff welfare is given top priority by the School Advisory Council. Staff members often comment on how much laughter and goodwill exists within the staff. Staff morale is rated very highly. In 2023, the school community engaged with the National School Improvement Partnerships Survey. Staff satisfaction from this survey was rated highly and data collected from this survey helped inform decision making in 2024.

## **7. SCHOOL INCOME**

The financial data for this school is on the ACARA website. It can be accessed through [www.myschool.edu.au](http://www.myschool.edu.au)

## **8. Post-School**

Students that graduated in 2024 continued to the following schools for Year 7 in High School.

<b>School</b>	<b>Students</b>
Duncraig Senior High School	2
Hale	1
Prendiville Catholic College	2
Sacred Heart College	56
Unknown	3

## **9. Annual School Improvement**

### **2024 SIP Goals**

#### **Introduction of Kimochi program to Kindy and Pre-Primary**

This year, the Kimochi program was successfully introduced to the Kindy and Pre-Primary year levels as part of the school's commitment to supporting student wellbeing and emotional development. Staff engaged in professional development to build their understanding and confidence in delivering the program, ensuring a consistent and informed approach across classrooms. A range of engaging resources were purchased, including Kimochi characters and visual tools, to support hands-on, play-based learning. The program focuses on teaching young children important real-life skills such as recognising and naming their emotions, developing self-control, solving problems, and improving communication with others.

#### **Whole school Djooroobidiny event**

The school's Djooroobidiny exhibit was a highly successful and meaningful event that celebrated student learning about the rich history and culture of Aboriginal and Torres Strait Islander peoples. As a whole-school initiative, the exhibit brought together students from all year levels to showcase their understanding and appreciation of First Nations cultures through art, storytelling, music, and research. Guided by dedicated teachers, students worked hard over several weeks to prepare thoughtful and creative displays that reflected both respect and insight. The event was attended by dignitaries and special guests from Catholic Education, who praised the quality of the students' work and the school's commitment to cultural learning. The exhibit fostered a strong sense of community pride and provided an opportunity for reflection, dialogue, and celebration. Djooroobidiny stands as a powerful example of the school's dedication to reconciliation, inclusion, and deepening students' understanding of Australia's First Peoples through engaging and respectful education.

### **Development of Sensory Garden**

The construction of a new sensory garden is a key project in the school's commitment to enhancing student wellbeing and creating inclusive learning environments. While the garden was not completed this year, important progress has been made through parent engagement and thorough planning. Families have been involved in early discussions, sharing ideas and feedback to help shape a space that will support students with additional sensory needs. This groundwork ensures the project is well-positioned for successful construction in 2025.

### **Ceiling work in the classrooms**

The ceilings in the Year 5 classrooms were upgraded as part of a planned, budgeted project aimed at improving the overall learning environment across the school. The new ceilings enhancing both the acoustics and lighting in the classrooms. The upgrades contribute to a more comfortable and focused space for students and staff. Feedback from teachers and students has been very positive. The improvements reflect ongoing investment in creating safe, modern, and supportive spaces for learning.

### **IT infrastructure**

The school has successfully completed a budgeted upgrade to its Wi-Fi infrastructure, significantly enhancing digital access across all learning and administrative areas. The upgraded system now provides faster, more reliable internet connectivity, allowing teachers to integrate digital tools and resources more effectively into their lessons. Students benefit from improved access to online platforms, research tools, and collaborative learning experiences. It ensures that the school remains well-equipped to meet current and future educational needs.

### **Catholic School Advisory Council Report – Gianni Da Rui**

The Catholic Education Commission of WA (CECWA) is the board of CEWA Ltd and has responsibility for governing Catholic education in WA and for ensuring its financial sustainability. The School Advisory Council sits under this structure.

The Advisory Council is established to support the Principal to fulfil their responsibilities in leading the Catholic Identity, Education, Community and Stewardship functions of the Catholic school in pursuit of CEWA's vision to be Christ-centred and child-focused.

As part of the Church's mission, Catholic schools contribute to parish life and the close and mutually beneficial working relationships between school leaders, parents and the parish are essential.

Catholic School Advisory Council provides parents and community members with structured ways to provide support and expertise to the Principal and school leadership team.

The Advisory Council operates in accordance with the Terms of Reference, Quality Catholic Education, policies, Executive Directives and the Delegations of Authority. The Advisory Council is accountable to the Catholic Education Commission of Western Australia (CECWA).

### **Catholic School Advisory Council Objectives 2024**

#### **Financial and Budget**

- Advisory role

#### **Community Engagement**

- Commencement of Sensory Garden in early childhood and in main part of school ground. Staff, parents and children collaborating.

#### Capital Works planning, design and implementation

- Continuation of Masterplan
- Whole school roofing maintenance
- Major ceiling works commencing in classroom – staged over a few years
- Major work regarding wireless infrastructure and wireless upgrade throughout the school
- Security and Duty of Care – upgrading of perimeter fencing, security cameras

#### **Catholic School Advisory Council Objectives 2025**

Strategic Plan elements come through the school's Annual School Improvement Plan – ongoing

#### Financial and Budget

- Continue in an advisory role

#### Capital Works

- Review masterplan
- Continuation of classroom ceiling works
- Continuation of Maintenance Plan
- Community Engagement – Completion of Sensory Garden