



School Performance Information 2025

Notre Dame Catholic Primary School is a co-educational school catering for approximately 480 children from Pre-Kindergarten to Year Six. The school came to fruition through the amalgamation of two schools - Notre Dame School, Cloverdale and Holy Name School, Carlisle. The school's motto "Founded on Faith" encompasses the charisms of both the Mercy and Presentation Sisters who established the original schools. The school has strong links to the Parish and is well supported by the parent body through its School Advisory Council and the Parents' and Friends' Association. The school aims to develop the whole child - spiritually, intellectually, emotionally, physically, and socially and works in partnership with the parents to achieve this. The learning program offered at the school aims to address the needs of all students and to provide the broadest range of educational experiences. The staff are regularly engaged in professional learning to assist them in keeping abreast of current educational pedagogies. A comprehensive educational program, which integrates the best of contemporary methodology is provided by the school to students from a diverse range of backgrounds. There is a strong emphasis on Literacy and Numeracy, incorporating intervention and support in both areas of the curriculum for children who require additional assistance. Technology is a focus within the school and is integrated throughout the school curriculum with a 1:1 iPad program from Years One to Six. The school offers a variety of specialist subjects, which include Drama, Makerspace, Science, Music, Italian and Physical Education.

Notre Dame Catholic Primary School is a welcoming school community that maintains a consistently high level of educational achievement and a wide range of engaging opportunities for students and their families. The dedicated teaching team and support staff work collaboratively to ensure each child receives a rich and broad-based learning experience through both the educational and specialist programs and a range of extra-curricular opportunities.

Our school operates the Notre Dame Outside School Hours Care facility which offers a caring environment for students before school, after school and during school vacations.



TEACHER QUALIFICATIONS

NB: A number of staff members have multiple qualifications

4 Master of Education

22 Bachelor of Education

1 Bachelor of Arts

1 Graduate Diploma of Music

1 Graduate Diploma of Education

1 Diploma of Teaching

1 Graduate Diploma of Social Science



WORKFORCE COMPOSITION

	INDIGENOUS	TEACHING	NON-TEACHING
MALE	0	5	2
FEMALE	0	27	34

STUDENT ATTENDANCE

In 2025 the average attendance of students was 99.89

2025 SCHOOL YEAR PERCENT PRESENT	
Pre-Primary	91.3
Year 1	93.39
Year 2	91.7
Year 3	91.2
Year 4	92.8
Year 5	92.73
Year 6	93.35



Non-attendance is followed up in several ways:

- Parents of students who know they will be absent in advance must complete a leave form to signify days that the student will be absent.
- If the school has not been informed of a student's absence, an SMS will be sent to the parents notifying them of their absence.
- Reminder emails/forms are sent out to parents who do not send in an absentee note.
- Follow up is conducted by Administration at various times during each term. Normally a phone call or meeting for parents who do not comply.
- The Principal follows up with the parent to determine the issue. Resolution is determined and acted upon. If a child's attendance falls below 90%, a letter will be sent by the principal requesting details about the child's lack of attendance. Attendance is measured as the number of actual fulltime equivalent student days attended by full-time students in Years One to Six as a percentage of the total number of possible student days. Educational Risk is defined as falling below 90%. Attendance below 90% can be further divided into the categories of:

- Indicated (80 – 89%)
 - Moderate (60 – 79%)
 - Severe (< 60%)
-
- Should the parent not address the situation adequately, a meeting will be arranged to discuss support options and appropriate strategies to facilitate more regular attendance.
Consultation with outside agencies (CEWA, Department of Education WA), will occur should the above strategies not be effective.



NAPLAN RESULTS 2025

YEAR 3 - NAPLAN RESULTS

YEAR 3 2024	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
LIKE SCHOOLS	419	423	417	422	409
CEWA	398	411	396	397	396
STATE	389	406	394	395	396
AUSTRALIAN MEAN	402	414	405	408	405
SCHOOL MEAN	425	404	415	417	416

YEAR 5 - NAPLAN RESULTS

YEAR 5 20245	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
LIKE SCHOOLS	498	492	494	498	491
CEWA	492	482	488	490	488
STATE	484	473	485	490	486
AUSTRALIAN MEAN	492	480	487	497	492
SCHOOL MEAN	507	495	492	501	502



SATISFACTION

There is regular communication between the school, parents and students.

Surveys are conducted regularly for students, parents and staff. In 2022, the school participated in the National School Improvement Partnerships (NSI) survey. The responses indicated that a very high majority of the data sources believe that the school meets and exceeds the needs of the students at the school.

It is acknowledged that a significant proportion of new parents who attend our school do so on the recommendation of parents currently within our school.

SCHOOL INCOME

The latest information can be viewed at <http://www.myschool.edu.au>

SCHOOL IMPROVEMENT PLANNING

Catholic Identity

The school's focus is to extend staff's knowledge of the scriptural and theological basis of the Catholic faith as reflected in the four sections of the *Catechism of the Catholic Church* (The Creed, Sacraments, Life in Christ, Christian Prayer).

Our focus will be learning from First Nations presenters about Whadjuk Noongar cultural perspectives, including the spiritual significance of Derbarl Yerrigan (Swan River) and its stories and to develop understanding of Country through immersion experiences that highlight First Nations relationships with land, water, language, and ongoing cultural custodianship.

Learning from First Nations presenters about Whadjuk Noongar cultural perspectives, particularly the spiritual significance of Derbarl Yerrigan and its stories, supports staff in deepening their understanding of the scriptural and theological foundations of the Catholic faith by inviting them to recognise how God's presence is revealed through Creation.

Immersion experiences that highlight First Nations relationships with land, water, language, and custodianship provide a rich lens through which staff can connect elements of the Catechism—such as the Creed's affirmation of God as Creator, the sacramentality of the natural world, living a moral life grounded in respect and stewardship, and practices of prayerful contemplation.

This First Nations overlay helps staff encounter parallel themes of faith, reverence for Creation, and communal responsibility, enriching their theological understanding while fostering a deeper sense of spiritual connection to Country. In addition, the learning aligns strongly with the principles of *Laudato Si'*, which calls the Catholic community to ecological conversion, deep respect for Indigenous wisdom, and renewed care for our common home—affirming that encounters with First Nations knowledge can deepen both ecological awareness and theological insight.

Education

The focus on Literacy programs and planning frameworks ensures a consistent and evidence-based delivery of the curriculum throughout the school. In particular, the school worked towards a whole-school systematic approach to writing instruction through the implementation of the *Talk for Writing* program.

To support this initiative, staff actively engaged in targeted professional learning aimed at building and strengthening their capacity to plan, deliver and assess effective writing instruction. This collaborative effort is designed to establish a comprehensive scope and sequence for writing across the school.

Regular reviews of whole class instruction are conducted through Professional Learning Communities (PLCs), alongside the implementation of targeted interventions to support ongoing student growth through the Brightpath writing assessment tool.

Staff will continue to develop the [Vision for Learning](#) in Mathematics as an overarching guide with a particular focus on the teaching and learning specific to the student's developmental needs (Early Years, Middle and Upper Primary).

Aboriginal Education

Aboriginal and Torres Strait Islander Education remains a key focus for our staff, who are committed to embedding meaningful teaching and learning opportunities that support students in developing a deeper understanding of Aboriginal and Torres Strait Islander cultures, values and traditions. Significant ATSI dates and events have been integrated into the school's teaching and learning programs to enhance cultural awareness and engagement.

We continue to work on strengthening the link between our school's traditional Charism and First Nations spirituality by enhancing our existing Charism Journey, which recognises the Mercy and Presentation traditions of our school, through incorporating an overlay of events and activities that would have taken place across the many years of First Nations custodianship of the local area.

National Quality Standards (NQS)

The Early Years Learning Framework (EYLF), Kindergarten Guidelines and the Western Australian Curriculum are used to inform all teaching and learning programs. An area of ongoing development, as highlighted in the National Quality Standard (NQS) Action Plan, is the intentional support of children's agency and interest, enabling them to make choices and decisions that influence the learning and environment.

Teacher review in 2025 identified Quality Area 3, specifically *Element 3.2.1- Physical Environment*, as an area for continued focus. The school is now considering how outdoor and indoor learning environments can be better organised and adapted to support the participation of every child and to ensure meaningful engagement in high quality experiences across both built and natural settings. Redevelopment of the Kindergarten playground and installation of bifold doors to facilitate more effective indoor/outdoor student engagement. Explore opportunities to more effectively engage with the existing natural environment.

PLC meetings are an opportunity for staff to share how they are promoting the use of indoor and outdoor spaces to engage students' learning.

Community

Staff and Student wellbeing remain a priority at Notre Dame Catholic Primary School. A dedicated Wellness Committee consisting of staff members continues to play an integral role. The committee meets regularly to coordinate a range of wellbeing initiatives for staff and students throughout the year, with particular emphasis during Mental Health Week.

The school also participated in the first two professional development days of the Berry Street Model (BSEM). This evidence-based program provides staff with practical, classroom-based strategies designed to strengthen student teacher relationships and promote strength-based practices across the school.

Ongoing professional development in the [Berry Street Education Model \(BSEM\)](#) to all staff to equip and assist with practical, classroom-based strategies.

- Learn and increase wellbeing
- Bolstering student – teacher relationships
- Instil strength-based practices across the school

The [Aussie Optimism Program](#) was introduced with Year 2 students to reduce and prevent anxiety and depression in children. Aussie Optimism is based on research in psychology (e.g., Seligman, Kendall and Ellis) and uses this information to help develop social and emotional skills, competencies and resilience.

- Provides scaffolded, sequenced learning around emotional competence and coping skills.
- Uses contemporary mental health language e.g. does not label emotions as “positive” or “negative”
- Internal focus: encourages self-reflection, emotional triggers and regulation strategies which could be building blocks to URSTRONG’s external-focussed activities (e.g. navigating conflict).

Stewardship

The introduction of a **five-day Kindergarten program** in 2026 will be supported through a strategic and phased implementation process. This will include consultation with the Catholic Education Western Australia (CEWA) to obtain the necessary approval to operate the program, the recruitment and allocation of appropriate staffing, and the provision of suitable learning environments and resources to support high-quality early childhood education. Ongoing marketing and promotional activities will also be undertaken to raise awareness of the program, engage prospective families, and ensure a successful launch and sustained enrolment growth.

Laudato Si is a call to action for our school community to engage in sustainable practices and foster a deeper respect for the environment. The school cares for the environment and supports the children to become environmentally responsible. To raise the awareness of **Laudato Si** in the Early Years, students will be participating in the Little Earthies Program. The theme *Caring for Our Earth and Building on Responsibility* Designed for Year K-2 students, this unit features 6 x 1 hour play-based lessons grounded in Froebelian principles. The program also meets the NQS Standard 3.2.3

