



2025 School Performance Information

Purpose

The information within this document has been prepared as a requirement of the Federal Government and pertains to the 2025 calendar year.

Section One – Contextual Information

Orana is a co-educational Catholic Primary School for Pre-Kindergarten to Year Six students, with approximately 450 enrolments. Established in 1980 by the Loreto Order, the name 'Orana' is an Aboriginal word meaning 'Welcome'; the school motto is 'To Give is to Receive', and both are fundamental to the culture and ethos of our school. Orana Catholic Primary School Values of Generosity, Respect and Excellence are the cornerstone of the school and community culture. The school enjoys a strong relationship with our local parish community, Saints John and Paul Parish, Willetton. Approximately 58% of enrolled students identify as Catholic.

We embrace the diversity of our community, with families representing more than 40 cultural backgrounds. Our community represents a diverse range of cultures, including South African, Chinese, Indian, Nigerian, South Korean and Brazilian.

At Orana Catholic Primary School, we strive to provide a child-focused, holistic education, with our students central to the decisions and directions taken. We aim to develop the whole child; spiritually, physically, socially, emotionally and academically. We promote best practices in teaching pedagogy; high levels of collaboration and high expectations, which are all essential to increasing student engagement. There is a whole school approach to support the social and emotional learning of all students.

The teaching staff are part of a strong learning community focused on developing the whole child, through quality teaching and learning and a collaborative learning environment. We continually strive to challenge, engage and connect with our learners. The school has a strong focus on developing numeracy and literacy skills through the provision of dedicated teaching blocks, support and differentiation to cater to students' needs. A positive, effective and socially supportive learning community is actively promoted.

Our school prides itself on being an innovative environment, achieving recognition as an Apple Distinguished School since 2011. We also have an extensive, award-winning Music Program, including instrumental tuition, giving students varied opportunities to learn and perform. As a point of difference, we offer families a school-run Out of School Hours Care Service and Vacation Care Program. Specialist classes are offered in Digital Technology, Auslan, Music, Physical Education and Science. We also have a Pre-Kindergarten Program.

At Orana Catholic Primary School, we value families and our community members as vital partners in the education of our students. We have an active and supportive Parents & Friends Association.

Section Two – Teacher Standards and Qualifications

In 2025, Orana Catholic Primary School, Willetton employed 57 staff. Of these, 29 were teaching staff, all of whom have approval by the Teacher Registration Board of Western Australia. A summary of the highest qualification held by teaching staff is below.

Qualification	Number of Staff
Master Level	7
Graduate Diploma Level	1
Bachelor Level	21

Section Three – Workforce Composition

Category	Number	FTE
Teaching Staff	29	22.06
Male	4	4
Female	25	18.06
Indigenous	0	0
Non-Teaching Staff	28	19.86
Male	2	1.15
Female	26	18.71
Indigenous	0	0

Section Four – Student Attendance

Year Level	Average Percentage of Attendance
Kindergarten (Non-Compulsory)	92.0%
Pre-Primary	91.5%
Year One	94.4%
Year Two	91.4%
Year Three	94.1%
Year Four	92.9%
Year Five	92.8%
Year Six	91.9%
Whole School (K-6)	92.6%

Parents and Carers of children that are going to be absent from school on any given day, must advise the school before 9am via email or the attendance button on the school website. The attendance will then be recorded on the computer system and the child's absence will be considered as an explained absence. Parents and Carers who do not let the school know that their child is absent will receive a computer-generated SMS to the nominated mobile phone number stating that their child has been marked as absent. All parents of children with unexplained absences will be emailed. Parents and Carers are required to respond in writing either via email or written note with information regarding the absence. It is a legal requirement that all absences are explained.

Regular Non-Attendance

These procedures will be followed for students if non-attendance becomes a concern.

- If unresolved attendance falls below 90 percent, the student's teacher will follow up with a phone call.
- If attendance falls below 80 percent, the school will arrange an attendance meeting with the class teacher and Assistant Principal.
- Further support will be arranged through the school social worker and Catholic Education Western Australia if the non-attendance concern is unresolved.

If attendance becomes a challenge for a student or family, school staff are committed to working closely with appropriate individuals, parents and community organisations having regard for social, cultural and religious factors associated with First Nations students, students from culturally and linguistically diverse backgrounds and socially disadvantaged students.

Section Five – NAPLAN Information

The tables below show the average student results at this school and a comparison with all students in 2025.

Year Three	Reading	Writing	Spelling	Grammar	Numeracy
School	402	433	412	414	404
All	402	414	405	408	405

Year Five	Reading	Writing	Spelling	Grammar	Numeracy
School	506	496	504	513	513
All	492	480	487	497	492

Section Six – Satisfaction Surveys

Parent Satisfaction

Level of parent satisfaction at Orana Catholic Primary School is highly based on the following:

- Strong support for school and P & F functions
- Strong level of parental/carer involvement on rosters
- Positive parental/carer interaction with staff
- Enrolment recommendations from current parents/carers
- Good responses to requests for assistance
- Letters of support and gratitude to staff and principal
- Positive feedback about Orana OSHC and Music Program

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. Parents who attend enrolment interviews for siblings of students who already attend the school, are also asked for feedback. The feedback indicates that families value the following aspects:

- Positive community feel
- Family focus
- High levels of communication
- Valued student–teacher relationships and quality of teaching

Student Satisfaction

Students at Orana Catholic Primary School play in a happy, safe and friendly environment based on the following:

- Positive engagement with year-level buddies across the school
- Positive feedback about teachers and evidence of solid teacher-student relationships
- Keen interest and participation in programs offered
- High level of cooperation with staff

- Willingness to participate
- Strong evidence of collaboration among students
- High engagement in Year 6 Student Leadership Teams

Staff Satisfaction

Orana Catholic Primary School is a collaborative and positive working environment. Our climate survey data shows strong staff satisfaction. Quality relationships are established between the staff, our families and Parish community. Visitors to the school comment on the welcoming and happy disposition of staff. The recent Quality Catholic Education School Review panel reported that staff voice is sought and appreciated.

Section Seven – School Income

Information regarding school income can be found on the My School website www.myschool.edu.au.

Section Eight – Senior Secondary Outcomes (Not Applicable)

Section Nine – Post-School Destinations (Not Applicable)

Section Ten – Annual School Improvement – Catholic School Improvement Plan

Catholic Identity Goals:

- Implement a whole school focus on the charism of each of the Orana houses, Francis, Ward, Salvado and Ward.
 - Student-friendly explanations of each House charism were developed for classroom use.
 - Each term the Mass had a focus on one of the Houses, with the Charism forming an integral part.
- Plan for an outdoor prayer space that links our Catholic Identity and Aboriginal Perspectives in the design.
 - Due to budget constraints, development of the outdoor prayer space has been deferred to 2026. Planning, preliminary costing and design work were completed during 2025.

Education Goals:

- Implement current English curriculum using current best practice, in a consistent aligned way.
 - Selected staff undertook SCSA professional learning in the new English curriculum and subsequently led professional learning sessions for all teaching staff.

- Consistently use engaging, hands-on numeracy strategies to provide opportunities for students to challenge understanding of place value, counting and numerical operations.
 - The Leadership Team and Extended Leadership Team facilitated professional learning community (PLC) sessions focusing on contemporary numeracy practices.
 - Two staff undertook the Lighthouse Mathematics training and presented back to staff.
 - A parent-child workshop was undertaken through the support of Scitech.
- Use the EALD reflection tool to accommodate and support EALD students.
 - Reflection tool was implemented.
- Implement Berry Street Education Model strategies to enhance engagement in learning and student wellbeing.
 - Day Three and Day Four of training was undertaken.
 - As part of the Staff Meeting Schedule there is regular reflection on Berry Street and the implementation in the classroom.
- Early Years Goal – Provide and plan for experiences in flexible learning spaces.
 - Redevelopment of the Year One and Year Two wet area to allow for flexible learning in this space.

Community Goals

- Embed ways to embrace the cultural diversity and educational differences of our community.
 - The Assistant Principal facilitated professional learning to strengthen staff understanding of cultural diversity and inclusion.
 - Cultural Awareness classes were delivered across the Upper Primary classes.
 - Cultural Diversity Parent Morning Tea and Workshop – information is shared with parents to broaden understanding.
- Provide opportunities for partnership between parents and school enhance understanding of the learning process and child development.
 - Students with Disabilities Consultant presented an information evening to families.
 - Reading Workshop for parents held during Book Week.
 - Junior and Upper Primary Mathematics Evening.

Stewardship Goals

- Increase awareness of Catholic Social Teachings Principles and the direct link to school-based decisions and life.
 - Positive Behaviour Guidelines reflect Catholic School Teachings.
 - Integration and development of the Integral Human Development.
 - Consideration of financial stress in the implementation of School Fee decisions.
- Improved sustainability as an individual and collective endeavour within daily school life and share with the school community.
 - Staff and students were introduced to the principles of Laudato Si' and their application to sustainable practices.

- Engage in ongoing wellbeing education to support a holistic approach to student and staff wellbeing.
 - Regular student and staff check-ins as part of routines.
 - Assessing Wellbeing in Catholic Education for Staff undertaken.