



“Integrity and Gentleness”

Our Lady of Mercy Primary School

School Performance Data 2017

The Department of Education, Science and Training (DEST) under the Schools Assistance Act 2004 Regulations has mandated that schools report to their communities on the following ‘Performance Indicators’ for the previous year’s program. As a result Our Lady of Mercy Primary School is pleased to publish the following information regarding school performance as per the DEST performance indicators. If any parent wishes to discuss this information please contact Mr Drew Jago. Principal. Thank you.

School Information:

Contextual Information:

Our Lady of Mercy Catholic Primary is a co-educational school catering for children from Kindergarten (4 year olds) to Year 6 (12 year olds). Being a Catholic school, Religious Education is an integral part of our programme and is part of the daily life of the school. The school provides education in the following learning areas as aligned with our Western Australian Curriculum: English, Mathematics, Science, Humanities and Social Sciences, the Arts, Health & Physical Education, as well as Technologies.

We have specialist teachers in Music, Science, AUSLAN and Physical Education. We currently have one Reading Recovery teacher who provides support for students who need extra assistance with literacy at a third tier level. Literacy support for second tier intervention occurs in the form of MiniLit, Pre-Lit and MacqLit. Teachers have extensive strategies at their disposal within the Mathematics program to specifically cater and meet the individual needs of students in numeracy, including programs like Stepping Stones. Our Lady of Mercy also offers specialised programs such as Lexile Reading to support classroom literacy and numeracy.

Currently, we have a balanced pedagogical approach by which explicit instruction is used to deliver core subjects such as Mathematics and English. All staff have been trained in the Knowledge of 21st Century skills and Inquiry & Integrated Curriculum. The school implements the PATHS program to assist with the social and emotional well-being of students.

We pride ourselves in having a staff dedicated to catering for the development of the whole child, that being their intellectual, social, emotional, physical and of course spiritual development.

2017 ANNUAL SCHOOL IMPROVEMENT PLAN - KEY GOALS

Key Goals/Progress	
<p>LEARNING <i>Learning is what we do – we are committed to learning at every level</i></p>	<ul style="list-style-type: none"> • To develop a systematic approach to the teaching & learning across Kindergarten to Year 6 = Achieved, Curriculum Maps introduced and Explicit Instruction continued • To develop a Teacher Reflective Practice process to be implement within 12 months = Achieved, policy created and reviewed by staff • Develop and maintain learning resources and environments conducive to 21st Century Learning and current research & practice = Work in progress
<p>ENGAGEMENT <i>Engagement is essential – We are committed to Catholic Educations’ mission through relationships with all</i></p>	<ul style="list-style-type: none"> • To foster parent engagement in an open, welcoming and inclusive school & parish environment = Achieved through community events such as Art Show and Universal children’s day • To encourage the use of parent’s expertise in the school curriculum and extra-curricula programs = Achieved through Communication Day, and School Improvement Committees
<p>ACCOUNTABILITY <i>Accountability is not optional – We have personal and collective responsibility for our system’s success</i></p>	<ul style="list-style-type: none"> • To establish whole school protocol on feedback and assessment with an aim to have all teachers using data effectively to improve teaching and learning programs – Achieved, assessment schedule established, staff analyse NAPLAN data together, Data Wall created • To develop a whole school Quality Improvement Plan (QIP) to satisfy NQS standards -Achieved, QIP plan was reviewed, completed and acted upon To seek ways to make the management and use of finances and resources transparent and equitable to all members of staff – Achieved, appointed a Resource and Finance Officer from staff
<p>DISCIPLESHIP <i>Discipleship is our calling – We are committed to deepening our relationship with Jesus.</i></p>	<ul style="list-style-type: none"> • To develop and maintain a Pastoral Care and Welfare Policies which encompass process for restorative practice and parent involvement = Achieved, policy created but needs full implementation • Seek new ways to promote the Mercy Spirit and provide educational plans that assist in educating students and the community on the Mercy traditions = Achieved, Mercy program implemented • To develop a whole school culture which is Christ centred and focused on the B.R.I.D.G.E. values. = Achieved, after consultation with staff, it was decided that B.R.I.D.G.E would remain a focus for staff and their interaction with each other

<i>Teacher Qualifications</i>	<i>Student Attendance at School:</i>
<p><i>Teacher Standards and Qualifications:</i> Diploma of Teaching – 3 Bachelor of Education – 20 Master of Education – 2</p> <p><i>Workforce Composition:</i> Males: 4.55% Females 95.45% Teachers: 25 Non-teaching: 14 Parental leave: 5 Indigenous Staff: 0 Total staff: 44</p> <p>Expenditure and teacher participation in Professional Learning: Our Lady of Mercy spent approximately \$81 204.14 on Professional Development (average per staff member \$ 1845.55)</p>	<p>Rates of Attendance for each Year Level Pre-primary: 91.83% Year 1: 93.16% Year 2: 94.83% Year 3: 93.96% Year 4: 94.50% Year 5: 95.81% Year 6: 95.16%</p> <p>Rate of Attendance for the whole school: 94.18%</p>
	<p><u>Late attendance by students:</u> Parents/guardians are asked to contact the school to advise their child will be absent. An sms is sent to parents who have not contacted the school. On return to school the child must produce a letter of explanation.</p>

Post School Destinations:

Mercy College: 60.87%
Other Catholic Schools: 10.87%
Government Schools: 26.10%
Independent Private Schools: 2.17%

Parent, Teacher and Student Satisfaction

Through a survey the following were identified:

- Staff indicated that collectively we needed to work on collegiality.
- Overall the majority of the parents were happy with the education provided
- Students indicated that they enjoyed school and the variety of learning opportunities in which they were involved

School Income:

Our Lady of Mercy school's income details are provided on the My School website. The link to this is: <https://www.myschool.edu.au/school/48964/finances/2016>

NAPLAN Information

Year 3 Information:

Reading:	90% of students above minimum standard 6% of students at minimum standard 4% of students below minimum standard
Writing:	98% of students above minimum standard 0% of student at minimum standard 2% of students below minimum standard
Spelling:	90% of students above minimum standard 10% of students at minimum standard 0% of student below minimum standard
Grammar and Punctuation:	90% of students above minimum standard 4% of student at minimum standard 6% of student below minimum standard
Numeracy:	75% of students above minimum standard 19% of students at minimum standard 6% of students below minimum standard

	<i>OLOM Mean</i>	<i>National Mean</i>
<i>Reading</i>	428.1	431.3
<i>Writing</i>	444.3	413.6
<i>Spelling</i>	441.6	416.2
<i>Grammar and Punctuation</i>	451.4	439.3
<i>Numeracy</i>	396.4	409.4

Year 5 Information:

Reading:	88% of students above minimum standard 4% of students at minimum standard 8% of student below minimum standard
Writing:	92% of students above minimum standard 8% of students at minimum standard 0% of students below minimum standard
Spelling:	90% of students above minimum standard 8% of students at minimum standard 2% of students below minimum standard
Grammar and Punctuation:	92% of students above minimum standard 2% of students at minimum standard 6% of students below minimum standard

Numeracy: 86% of students above minimum standard
14% of students at minimum standard
0% of students below minimum standard

	<i>OLOM Mean</i>	<i>National Mean</i>
<i>Reading</i>	495.0	505.6
<i>Writing</i>	489.6	472.5
<i>Spelling</i>	508.2	500.9
<i>Grammar and Punctuation</i>	504.9	499.3
<i>Numeracy</i>	490.1	493.8