



Principal's Address – Annual Community Meeting 2025

Luke Sirolli – Principal, Our Lady of Mercy Girrawheen

WELCOME AND ACKNOWLEDGEMENTS

Good evening everyone,

Thank you for being here tonight for our Annual Community Meeting. It's a chance to pause, reflect and give thanks for what has been a significant year in the life of Our Lady of Mercy.

2025 has been a year filled with purpose, change and progress. As a community, we have worked hard to build strong foundations across every aspect of school life — from teaching and learning, to wellbeing, behaviour, inclusion, culture, and Catholic identity.

To our wonderful staff — your dedication, energy and care for each student is the heartbeat of our school.

To our Assistant Principals — your clarity, calm, and conviction have helped lead our school forward.

To our P&F — your generosity of time and spirit has made so many things possible.

And to our School Advisory Council — thank you for your service, support, and wisdom in guiding the school.

To all our parents and families — thank you for walking with us. It's your trust and partnership that make this community flourish.

SCHOOL IMPROVEMENT PLAN – KEY FOCUS AREAS

This evening, our principal will report on our progress with our Catholic School Improvement Plan (CSIP), with different members of the leadership team speaking to various aspects of their portfolios. The CSIP governs our focus for the year, where we spend our time and our resources.

CATHOLIC IDENTIFY – ANTONIO MUTO

This year, our key focus under the pillar of Catholic Identity has been to deepen staff formation by strengthening the connection between Gospel stories and our Mercy values.

To support this, we introduced weekly behaviour assemblies held each Monday morning. These assemblies provided a valuable opportunity to unpack our Mercy values explicitly. Each week, a member of the leadership team shared a Gospel story aligned to the value being highlighted, allowing students and staff to see how Gospel messages can be lived out in our daily actions.

Our whole-school reward system was also aligned to our Mercy values, reinforcing positive behaviour through recognition and celebration. Students earned Mercy tokens, which were counted twice a term, and Mercy tickets, which were drawn at our fortnightly behaviour assemblies. Mercy token winners enjoyed a free dress day and an icy pole, while Mercy values winners selected a prize from our school prize box.

Importantly, the focus was not solely on rewards, but on ensuring that our Gospel and Mercy values permeate every aspect of school life. To further strengthen this connection, staff engaged in professional learning facilitated by *John Coleman*, where we explored Scripture and reflected on how Gospel stories relate to our own context and Mercy charism.

Staff also participated in a pilgrimage to Pope John Paul II Parish in Banksia Grove, where former OLOM Principal *Mrs Ondine Komnick* shared her transformational experiences while walking the Camino de Santiago. This pilgrimage encouraged staff to pause, pray, and reflect on their personal faith journeys, fostering a deeper sense of spiritual renewal and community.

Prayer has remained central to our Christian life at OLOM. In the Early Years, we strengthened our use of *Godly Play* and Sacred Scripture storytelling, offering children calm, reflective spaces to encounter Gospel stories. These experiences have deepened their sense of wonder and supported the foundations of faith formation from the earliest years. Throughout the year, staff have participated in weekly staff prayer, focusing on bringing the Gospels to life within our school community. These opportunities for shared reflection and prayer continue to strengthen our collective commitment to living out our Mercy values with integrity and gentleness.

EDUCATION

1. Strengthening Mathematics Pedagogy - Luke

In 2025, we launched a trial and then fully implemented the Maths Trek scope and sequence across Years 1–6. The focus was consistency — not just in what we teach, but in how we teach it, and how we speak about it. Students now experience a unified approach to maths across year levels, with consistent language and lesson structure, which will serve them well as they move through the school.

We've worked intentionally to ensure that this consistency doesn't come at the cost of creativity or deep thinking — in fact, it enables it. When students understand the language and structure of their maths lessons, they are free to engage more deeply with the concepts. This year laid the groundwork, and we now move confidently into 2026 and beyond with a clear direction: deepening our understanding of data-informed practices, building teacher expertise in evidence-based instruction, and redesigning our maths blocks to maximise student engagement and growth.

2. Differentiation - Krystie

This year, under our Education Domain, one of our broad goals was to develop teacher capacity in differentiation. We have worked to strengthen staff understanding of EAL/D, deepen our knowledge of students with disability, and enhance differentiation across all classrooms. Together, these goals have ensured that every child at OLOM is supported, valued and provided with meaningful opportunities to succeed.

Developing Staff Understanding in EAL/D -

Throughout the year, we focused on building staff capacity to support our students from culturally and linguistically diverse backgrounds. We were fortunate to host termly site visits from our CEWA EAL/D Consultant, Marisa Schiavi, who collaborated with teachers to refine classroom practice and deepen understanding.

Our professional learning meetings this year also focused on cultural and linguistic diversity, providing opportunities for collaborative moderation and professional dialogue. These sessions have built teacher confidence in using the EAL/D Progress Maps to accurately identify student proficiency levels and plan targeted, responsive learning experiences.

A key milestone this year was the creation of a new EAL/D tracking system, developed by Rebecca Curel (our onsite Virtual EAL/D teacher) and Prya Calleja (our EAL/D Coordinator). This system enables consistent tracking of student progress over time and ensures consistency in how we monitor and support EAL/D students across year levels. This work was recognised beyond our school, with Rebecca and Prya presented their model at a CEWA professional learning event, a true testament to the strength of their collaboration and the innovative practices emerging from Our Lady of Mercy.

The introduction of a dedicated EAL/D Coordinator role has further enhanced classroom support, ensuring that EAL/D learners are seen, supported and celebrated.

Developing Understanding of Students with Disability

To continue strengthening our inclusive practices, we have maintained our Student Plan Timeline, ensuring that Individual Education Plans (IEPs) are both compliant and meaningful. This process promotes genuine collaboration with parents, giving families a genuine voice in the goal-setting and review process.

This consistent and transparent approach has supported staff in identifying targeted strategies and maintaining a shared understanding of each child's needs.

Our focus on differentiation this year has been evident across classrooms. Teachers have increasingly implemented sensory tools, social stories, regulation spaces, and independent

workstations to meet the diverse needs of learners. These practices align with our growing understanding of trauma-informed approaches and the supports required for our Tier 3 students. We have seen increased student engagement through individualised reward systems, structured routines and alternative learning programs.

Another key initiative in 2025 has been the reorganisation of our Education Assistant support timetable, which now includes Tier 2 Responders. These staff members can be called upon when additional support is needed to help students regulate and re-engage with learning. This proactive model of differentiation ensures that our responses are both evidence-based and restorative, allowing teachers to continue meaningful learning experiences while building relationships through restorative conversations.

Each of these initiatives, from EAL/D development to inclusive education and differentiated practice, reflects our collective commitment to providing an environment where every child can thrive.

3. Developing the Reading model for Year 3-6 Krystie

Continuing under our Education domain, we strengthened our focus on vocabulary as a key component of our developing Reading Model. This focus has been embedded through our Years 3–6 cluster groups, where teachers have explored features of what a high-quality literacy block looks like at Our Lady of Mercy. Staff have used student data, professional readings, and AERO research to guide their learning and planning, deepening their understanding of how vocabulary knowledge supports comprehension. Teachers also had opportunities to design and implement classroom vocabulary resources, recognising that vocabulary is the bridge to comprehension and that robust vocabulary instruction has a direct impact on students' reading success.

Staff also engaged in peer visits and collaborative observations to encourage shared practice and professional dialogue. Teachers have been able to either host cluster leaders to obtain feedback or visit a colleague's classroom to observe a specific skill or practice they wish to refine or embed in their own instruction.

Paired reading has continued as an embedded practice across Years 3–6, ensuring a consistent approach to fluency development. Teachers have worked closely with our literacy advocate to refine their paired reading sessions, ensuring that the approach is purposeful, consistent, and aligned across the upper primary years.

A focus has also been on strengthening teacher knowledge of syntax and morphology, understanding the essential role these elements play in developing skilled readers and writers. Moving into 2026, we will be implementing Spelling Mastery four days per week, with a dedicated fifth day for explicit instruction in syntax and morphology within year-level cohorts.

In addition, three staff members have participated in the Teach Well Masterclass, a multi-term professional learning program that supports teachers and school leaders in embedding high-impact instructional practices. The knowledge and strategies gained from this experience have been shared with colleagues through cluster meetings, further supporting the development of our Years 3–6 Reading Model and ensuring that every classroom environment is a place where every student is an active, engaged learner.

4. Aboriginal Education - Luke

While our goal to develop a five-year Aboriginal Education plan was delayed due to lost data from the Intercultural Survey, we have still made progress this year:

- Our First Nations student group has continued to meet with guidance from Mrs Bowering and Mrs Henry.
- Key days such as NAIDOC Week and National Sorry Day were honoured in meaningful and visible ways.
- New resources have been purchased to support culturally responsive classroom teaching.

In the background, we have been building a strong foundation for long-term growth in this area. Early in 2026, we will work alongside Chloe Collard, who will guide us in developing a robust, community-informed Aboriginal Education Goal. This process will focus on building staff cultural capacity, embedding Indigenous perspectives across the curriculum, and strengthening our connections with local Elders and community members.

5. Behavioural Engagement: Clarity, Consistency and Care - Luke

Perhaps our most transformative whole-school goal this year has been building a consistent, calm, and values-based approach to behaviour engagement. At the end of 2024, the number of office referrals and behaviour escalations was extremely high. This placed pressure not just on students and staff, but also on the capacity of leadership and admin to engage in their core roles. It became clear that we needed a whole-school reset — one that began with clarity and a shared understanding.

We began by listening to student and staff voice, then co-constructed a framework that classified behaviour into Tier 1, 2, and 3. We re-aligned our classroom expectations, visual displays, and shared language across the school. We introduced Class Purpose Statements to help students reflect on whether their behaviours were “helpful” or “unhelpful” in achieving the shared purpose of learning. These are now visible in every classroom and form part of our weekly language.

We also implemented:

- **Weekly behaviour assemblies** focused on values and expectations
- **Classroom check-ins and chats** to reinforce expectations

- **Newsletter updates and Seesaw videos** for clarity and visibility
- Consistent, **restorative follow-up conversations** with students and families

This wasn't about punishment — it was about clarity and consistency, grounded in the belief that behaviour can be taught just like literacy or numeracy. We've seen a clear drop in behaviour referrals, improved engagement in classrooms, and a stronger culture of responsibility and belonging among students. Staff report feeling more confident in managing behaviour, and students now have a far clearer understanding of what it means to be a learner at Our Lady of Mercy.

Most importantly, this approach honours the dignity of each child. When students fall short, we walk with them — we teach, we restore, and we reconnect. And I want to thank our parent community for embracing this process, for engaging in the conversations, and for trusting us to guide your children to grow into their best selves.

6. Early Years Philosophy – Krystie

One of our key goals in 2025 was to build and further develop our Early Years Philosophy, a document that defines what Early Childhood Education looks like at Our Lady of Mercy and serves as the foundation for how we teach, learn, and grow in our early years setting.

The purpose of this work was to ensure that our approach to teaching and learning in the early years reflects both best practice and our unique school context, while staying rooted in our Catholic faith and the Early Years Learning Framework.

To achieve this, we engaged deeply in professional dialogue within our Junior Cluster meetings. Staff examined professional readings, reminding us that every educator carries within them an image of the child that shapes how they teach and relate. Reflections challenged us to think carefully about the environments we create, the relationships we nurture, and the way we view every child as capable, curious, and full of potential.

Following this, staff collaborated to analyse what Early Childhood Education means at OLOM, considering best practice, evidence-based research, and the lived experience of our children, families, and educators. Broad statements were drafted that expressed our shared vision, and our Early Years teachers then fleshed them out into clear pedagogical statements to guide practice across our early years classrooms.

Our final philosophy now articulates what Early Childhood Education looks like under five key pillars:

- Christ-Centred and Faith-Driven
- Relationships
- Integrated Learning Approach
- Multicultural and Inclusive Practices
- Environment

This document is more than a statement of belief; it will be a guiding framework that drives decision-making around resourcing, planning, and assessment. It will serve as a touchstone for both new and experienced staff, ensuring that our early years programs continue to be child-centred, evidence-based, and reflective of our Mercy values.

Our Early Years Philosophy will soon be published on our school website and shared with new staff and prospective parents, highlighting our commitment to providing a nurturing, faith-filled, and research-informed environment.

COMMUNITY – ANTONIO

This year, under the pillar of Community, our focus was on strengthening student leadership through the development of Year 6 Ministries and the introduction of lunchtime clubs.

While the establishment of formal ministries did not progress as planned, our Year 6 students were still provided with rich opportunities to lead across the school. Our student leaders — Daniel, Anafar, Hong Ann and Shane — confidently led school assemblies and proudly represented Our Lady of Mercy Primary School at the LifeLink Launch held at Newman College.

This year also marked OLOM's third participation in the City of Wanneroo School Leadership Program, an initiative designed to empower young people to become active citizens by developing their leadership, teamwork, and problem-solving skills through real-world community action projects. Under the guidance of mentor Mrs Michelle Sadlo, a group of Year 6 students explored the theme of community inclusion. Their project — the creation of a multicultural school cookbook — invited families from across the school to contribute recipes celebrating our cultural diversity. The cookbook is now in its final stages of production and will be shared with families in the coming weeks. The students will present their work at the upcoming City of Wanneroo Showcase, highlighting the diversity and collaborative spirit that define our school community.

In addition, we successfully launched a series of lunchtime clubs that provided students with structured, inclusive, and engaging play opportunities. Mrs Jacqui Fernando led the Art Club, Ms Rosanna Janscak ran the Cards Club, and Mrs Rosy Gallardo ran the Spanish Club. Feedback from students was overwhelmingly positive, with many expressing how these clubs allowed them to pursue personal interests, build new friendships, and feel more connected to their peers.

Looking ahead, our aim is to expand the range of clubs in 2026, offering even more opportunities for students to explore their passions, develop social connections, and strengthen our sense of belonging as a Mercy community.

STEWARDSHIP - LUKE

1. Systems for High-Quality Teaching

We have continued refining and embedding clear expectations for teaching and learning through:

- A revised Staff Handbook
- A refreshed High Impact Instructional Practices (HIIP) Playbook
- Cluster Leaders supporting staff through classroom coaching and termly meetings
- Professional learning for new and continuing staff around HIIP expectations

This work has allowed us to ensure that excellence is not left to chance — it is built into our systems. Clear documentation, shared professional language, and coaching structures are now in place to ensure every teacher is supported to do their best work. We are setting the tone for a culture where high expectations are not just talked about, but modelled, supported and sustained.

2. Culture of High Expectations and Wellbeing

Our Berry Street Education Model journey has continued to evolve in 2025, with all staff engaging in shared learning around regulation, routine and relational practices. From this, we've developed a whole-school agreement on core routines including:

- Morning circles
- Brain breaks
- Ready-to-learn check-ins

These routines have helped create a sense of calm predictability in classrooms. They give our students the time and space to arrive, settle, and transition into learning. Importantly, these strategies are not just add-ons — they are embedded into the way we do school. This cultural shift continues to support a calm, connected and emotionally safe learning environment.

3. Sustainability - Michelle

In 2025, OLOM proudly achieved accreditation as a WasteSorted School for the first time, marking a significant milestone in our commitment to environmental stewardship. The Sustainability Committee introduced several impactful initiatives throughout the year, including the Containers for Change program and the EcoBatt battery recycling scheme, both of which have been embraced by students and staff. Efforts were also made to streamline paper recycling practices across the school, with plans to introduce improved paper recycling bins early next year—pending the outcome of a grant application. This term, the committee is excited to roll out a more sustainable and health-conscious cleaning product for use in classrooms, further embedding eco-friendly practices into our daily routines.

4. Enrolment Strategy

In partnership with CEWA's Business and Marketing team and Sue Griffin, we developed and launched a new Enrolment Strategy, focusing on:

- Community engagement
- Parish connections
- Digital marketing

This work is beginning to bear fruit: our enrolment figures for 2026 have already exceeded expectations, with over 50 students enrolled in Kindy, a significant increase from the same time last year. This tells us that the message of who we are — a warm, values-driven, high-quality Catholic school — is reaching families and resonating with them.

Staffing

We have a few staff leaving us at the end of this year and their service and commitment to our school will be appropriately celebrated at the end of this term. We thank Amanda Neal, Rebecca Dacqui, Anca Chis and Jamie-Lee Beynon for their service to our school community. We wish all these wonderful people the very best for their new adventures and thank them for their passionate dedication to our students.

Mrs Clark will be joining the Holy Cross community, while Mr Muto will be heading north to join Miss Neal at St Mary's in Broome.

After many years of faithful service, Sue McPhail will be retiring. Sue has been the heart and soul of Our Lady of Mercy — a quiet constant, a source of wisdom, and truly, the glue that holds our community together. We wish her every blessing as she enters this new chapter, hopefully filled with joy, rest, and plenty of travel.

To each of these staff members — whether your time at Our Lady of Mercy has been for one year or thirty — your presence has made our school a better place. Thank you for your dedication, your energy, and the heart you've poured into this community.

We wish you every success and happiness in the journeys ahead. You will always be part of the Mercy story.

Final Reflections

As many of you know, I originally joined Our Lady of Mercy for a six-month placement — but I have been incredibly lucky to remain here for a full twelve months. I want to thank this community — our students, our staff, our families — for the kindness, the courtesy, and the trust you have extended to me during my time here.

It's been a privilege to lead OLOM in 2025. I've felt genuinely supported every step of the way, and I hope that in this time, the leadership team and I have helped to make this school even stronger than it was at the beginning of the year.

OUR LADY OF MERCY PRIMARY SCHOOL

As leaders, we are stewards of time. Our role is not to own the work, but to shape it and leave it better than we found it. That's what I hope we've done together this year.

A special thank you also to Mrs Kommnick, whose years of leadership before me laid the foundations for this year's journey.

And finally, I know the school is in wonderful hands next year. Please join me in welcoming Ms Rika Andres, who will begin as Principal in 2026. I know you will offer her the same support and trust that I've been so lucky to receive.

Thank you once again for the opportunity to serve this community. It has been an honour.