



SCHOOL PERFORMANCE DATA 2025

System and Australian Government accountability regulations require that each school reports to its community on school performance in a number of key areas.

CONTEXTUAL INFORMATION

Our Lady of Mercy Primary School is a co-educational, double-stream Catholic primary school catering for students from Kindergarten to Year 6. Guided by the charism of the Sisters of Mercy, the school remains committed to nurturing each child spiritually, academically, socially, and emotionally.

In 2025, the school continued strengthening Teaching and Learning practices and building consistent approaches across the school to reduce cognitive load for students and staff. Key developments included the implementation of whole-school expectations, continuation of the STAR intervention program, consistent morning briefings, weekly professional learning, and strengthened parish partnerships.

High-quality learning programs were delivered across all Western Australian curriculum areas, alongside specialist instruction in Music, Science, Auslan, Physical Education, and Design & Digital Technologies. Evidence-based intervention programs such as MiniLit, MacqLit, InitiaLit, Spelling Mastery, and Language Lift continued to support targeted students.

The school's culturally diverse community — where more than 70% of families speak English as an additional language — remains a significant strength. Staff continued embedding culturally responsive practices through the First Nations Capability Framework reflections and ongoing professional learning.

TEACHER QUALIFICATIONS

- **Diploma of Teaching:** 3
- **Bachelor of Education:** 25
- **Master of Education:** 2

All teaching staff are registered with the TRBWA.

WORKFORCE COMPOSITION

Males: 12%

Females: 88%

Teaching Staff: 29

Non-Teaching Staff: 25

Indigenous Staff: 1

Total Staff: 54

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

- **Total Professional Learning Expenditure:** \$72,840
- **Average PL Expenditure per Staff Member:** \$1,350

Professional learning priorities included:

Whole-school behaviour engagement framework

High-Impact Instructional Practices

Spelling Mastery fidelity training

First Nations Capability Framework

Consistent whole-school expectations

Child safety, mandatory reporting, and trauma-informed practice

RATES OF ATTENDANCE AT SCHOOL

Pre-Primary: 90.5%

Year 1: 92.0%

Year 2: 91.8%

Year 3: 92.3%

Year 4: 94.0%

Year 5: 93.1%

Year 6: 93.5%

Whole-school attendance rate: 92.17%

LATE ATTENDANCE

Parents/guardians notify absences via phone or email, and SMS notifications are issued for unexplained absences. Students arriving after 8:40 am report to the Administration for a late slip.

Late arrivals decreased in Semester Two due to consistent expectations and strengthened communication with families.

POST PRIMARY SCHOOL DESTINATIONS

Mercy College:	63%
Other Catholic Schools:	11%
Government Schools:	13%
Independent Private Schools:	11%
Overseas:	2%

PARENT, TEACHER AND STUDENT SATISFACTION

Consultation throughout 2025 occurred through P&F meetings, School Advisory Council meetings, staff forums, and behaviour engagement surveys.

Key themes included:

- Students feel safe and connected, with improved classroom consistency
- Parents value communication, high expectations, and strong pastoral care
- Staff report increased clarity, alignment, and leadership visibility
- Weekly professional learning strengthened collaboration and instructional alignment

These insights guided school improvement decisions throughout the year.

SCHOOL INCOME

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

SCHOOL NAPLAN

At Our Lady of Mercy Primary School, we are dedicated to promoting academic excellence and ongoing improvement. The 2025 NAPLAN results reflect our dedication to supporting each student's learning journey.

Year 3 Results

- **Reading:** Slightly above like schools; significant decline from 2024
- **Writing:** Well above like schools; small improvement from 2024
- **Spelling:** Above like schools; decline from 2024
- **Grammar & Punctuation:** Similar to like schools; significant decline from 2024
- **Numeracy:** Below like schools; significant decline from 2024

Year 5 Results

- **Reading:** Well above like schools; significant improvement from 2024
- **Writing:** Above like schools; improvement from 2024
- **Spelling:** Well above like schools; significant improvement from 2024
- **Grammar & Punctuation:** Well above like schools; significant improvement from 2024
- **Numeracy:** Above like schools; improvement from 2024

School Focus Areas in 2025

- Continued prioritisation of explicit instruction, data-informed practice, and targeted interventions (MiniLit and MacqLit)
- Implementation of the Maths Trek Scope and Sequence
- Strong emphasis on differentiation

- Improved deployment of Education Assistants to support learning

Going Forward (2026 Priorities)

- Prioritisation of the Mathematics curriculum and consistent pedagogical practice
- Greater emphasis on hands-on Mathematics learning
- Introduction of Number Talks
- Early childhood focuses on play-based inquiry and outdoor learning
- Teaching staff review of the whole-school Mathematics pedagogy

For a detailed breakdown of our NAPLAN results, please visit our profile on the My School website:

<https://myschool.edu.au/school/48964/naplan/results>

REPORTING ON SCHOOL IMPROVEMENT PLAN

The school achieved several school improvement goals:

Catholic Identity

- Strengthened partnership with Our Lady of Mercy Parish
- Student-led liturgies and social justice initiatives
- Staff formation in Christian meditation and Mercy values

Teaching & Learning

- Whole-school expectations embedded consistently
- Weekly PL increased alignment and teacher efficacy
- Clear and consistent curriculum documentation refined
- Spelling Mastery implemented with fidelity across all year levels
- STAR program redesigned using a data-driven approach
- Over 70% of classes achieved effect sizes above 0.4 in PAT Mathematics; 95% in PAT Reading

Leadership

- Morning briefings improved communication and alignment
- Distributed leadership strengthened through team leader coaching
- Increased leadership visibility and supportive feedback cycles

Wellbeing and Engagement

- Whole-school behaviour expectations and routines implemented
- Tier 2 and Tier 3 processes refined
- Staff wellbeing supported by role clarity and strengthened communication

Community Engagement

- Increased connection with parish, local early learning centres, and community groups
- Broader cultural events that celebrated the school's rich diversity