



**“Integrity and Gentleness”**

# **Our Lady of Mercy Primary School**

## **School Performance Data 2018**

*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 old) 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 21<sup>st</sup> Century skills and Inquiry & Integrated Curriculum. The school implements the Keeping Safe 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.

## School Improvement Plan Our Lady of Mercy Primary School 2019

CECWA Strategic Directions	CATHOLIC IDENTITY (Discipleship)	COMMUNITY (Engagement)	EDUCATION (Learning)	STEWARDSHIP (Accountability)
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Focus Area	Informed by Evidence Qualitative and quantitative	Specific Performance & development goal to be achieved (stated simply)	Measurable Evidence that will be used to demonstrate progression and goal	Achievable What actions will I take to achieve the goal?	Relevant How does the goal connect to the school's strategic plan (and/ or other plans)?	Time Bound What are the timeframe milestones?  Timeframe within which the goal will be achieved	Resources Support/resources that will be required to achieve the goal. <i>Key personnel:</i> who is responsible / ensuring we are on track	Success Criteria How will you know you have been successful (quantitative and measurable)?
Evangelisation	Evangelisation Plan	To develop staff awareness of basic Church teachings, prayers and etiquette.	Increased staff confidence in following Church protocols when organising Masses and prayer.	<p>Professional Development opportunity for staff on the parts of the Mass.</p> <p>Opportunities provided during meetings to upskill staff on various aspects of Mass and prayer.</p> <p>Staff prayer to incorporate a scriptural reading.</p>	A commitment to RE, Sacramental celebrations and traditional teaching of the Bible / Church. (Strat Plan).	<p>PD Term 2 Week 5: Types of prayer, the Sacredness of our school.</p> <p>Ongoing meetings throughout the year.</p>	<p>CEWA</p> <p>Father Sam</p> <p>Disciples of Jesus (Mario Borg)</p>	<p>Feedback from staff</p> <p>Staff prayer to include scriptural readings</p>
Aboriginal Education	Aboriginal Education Plan	For Teachers to include Aboriginal Perspectives into their programs.	<p>Development of lesson plans highlighting the local Aboriginal history of Girrawheen.</p> <p>Continue involvement in the PALS program.</p>	<p>PALS application form.</p> <p>HASS curriculum mapping.</p>	Seek new ways to promote the Mercy Spirit and Aboriginal traditions and provide educational plans that assist in educating students and the community on the Mercy traditions.	By the end of Semester 1 2019.	<p>GECKOS Co-Ordinator</p> <p>AEP Committee</p>	<p>Embedding in Professional conversations with staff.</p> <p>Feedback form staff.</p> <p>Funding accessed</p>

Curriculum Plan Focus	Curriculum Plan 2018 (Reading is to continue as a focus)	To use assessments in Maths before moving students on and differentiate in mathematics lessons according to three levels, below, achieved and mastered.	Increased staff confidence in delivering a balanced Numeracy program aligned to the WA Curriculum	<p>Leadership to promote that there are no expectations to complete everything in the Stepping Stones books.</p> <p>Review current Curriculum Maps and identify essential learnings/non-negotiables for each year level.</p> <p>Provide meaningful professional learning on differentiation in Cluster Meetings.</p>	<p>Provide a systematic approach to teaching and learning (Strat Plan)</p> <p>Work collaboratively to implement educational excellence (Vision)</p>	<p>Semester 1, 2019 – Essential Learnings mapped</p> <p>Cluster Meetings mapped out for Semester 1</p>	<p>CEWA Consultants</p> <p>PAT Testing Resources</p> <p>Curriculum Maps</p>	<p>Essential Learnings mapped out</p> <p>Teachers differentiating Maths lessons</p> <p>Teacher confidence in the area of Maths</p>
Early Years Focus	NQS Audit	Incorporate more inquiry-based learning into early years (K-2).	One inquiry/play-based unit per term.	<p>KWL charts to find students interests. Plan play-based programme from students' interests.</p> <p>Early Years Lead Teacher released three times a term to assist ECE staff with planning,</p>	Addresses elements 1.1.1 and 1.1.2 in QIP and audit.	On-going. Meet to share and discuss plans each term.	<p>PD- incorporating inquiry and play-based into early childhood EI setting</p> <p>Early years Lead Teacher.</p> <p>CEWA Consultants</p>	<p>Plan/teach/assess/reflect ongoing cycle.</p> <p>Teacher confidence in implementing inquiry into the current structures.</p>

Digital Technologies	School Strat Plan	To use technologies to implement the curriculum.	Increased staff confidence in using technologies to teach the curriculum.	<p>Leadership and School Board to allocate funds for the development of a technologies program.</p> <p>Refurbish the Hall to create a Contemporary Learning Space.</p> <p>Purchase iPads for a 1 to 1 program in Year 5 &amp; 6.</p> <p>Purchase other resources including robotics etc.</p> <p>Employ a Digital Technologies teacher to upskill class teachers.</p>	<p>Provide a systematic approach to teaching and learning (Strat Plan)</p> <p>Work collaboratively to implement educational excellence (Vision)</p> <p>Develop and maintain learning resources and environments conducive to 21<sup>st</sup> Century Learning and current research and practice (Strat Plan).</p>	<p>Term 1 2019 – employ a 0.6 Digital Technologies teacher.</p> <p>Schedule Cluster Meetings with an emphasis on Digital learning.</p>	<p>CEWA Consultants</p> <p>Digital Technologies teacher</p> <p>School Board to budget \$180k</p>	<p>Embedding technologies in Professional conversations with staff.</p> <p>Increased staff confidence</p> <p>Funds put aside by School Board</p>
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<b>Teacher Qualifications</b>	<b>Student Attendance at School:</b>														
<p><b>Teacher Standards and Qualifications:</b>  Diploma of Teaching – 3  Bachelor of Education – 22  Master of Education – 3</p> <p><b>Workforce Composition:</b>  Males: 4.44%      Females 95.56%  Teachers: 24    Non-teaching: 17  Parental leave: 4    Indigenous Staff: 0  <b>Total staff: 45</b></p> <p><b>Expenditure and teacher participation in Professional Learning:</b>  Our Lady of Mercy spent approximately <b>\$61,524</b> on Professional Development (average per staff member \$ 1367.20)</p>	<p>Rates of Attendance for each Year Level</p> <table> <tr><td>Pre-primary:</td><td>95.18%</td></tr> <tr><td>Year 1:</td><td>92.12%</td></tr> <tr><td>Year 2:</td><td>94.61%</td></tr> <tr><td>Year 3:</td><td>94.85%</td></tr> <tr><td>Year 4:</td><td>94.88%</td></tr> <tr><td>Year 5:</td><td>94.58%</td></tr> <tr><td>Year 6:</td><td>95.07%</td></tr> </table> <p>Rate of Attendance for the whole school:      94.47%</p> <hr/> <p><b>Late attendance by students:</b>  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>	Pre-primary:	95.18%	Year 1:	92.12%	Year 2:	94.61%	Year 3:	94.85%	Year 4:	94.88%	Year 5:	94.58%	Year 6:	95.07%
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### **Post School Destinations:**

Mercy College: 77.36%  
Other Catholic Schools: 9.43%  
Government Schools: 13.21%  
Independent Private Schools: 0%

### **Parent, Teacher and Student Satisfaction**

Through a survey the following were identified:

- Staff indicated that collectively we needed to work on collegiality.
- Overall most 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>

### **NAPLAN Information**

### Year 3 Information:

Reading: 96% of students above minimum standard  
2% of students at minimum standard  
2% of students below minimum standard

Writing: 95% of students above minimum standard  
0% of student at minimum standard  
5% of students below minimum standard

Spelling: 96% of students above minimum standard  
2% of students at minimum standard  
2% of student below minimum standard

Grammar and Punctuation: 83% of students above minimum standard  
12% of student at minimum standard  
5% of student below minimum standard

Numeracy: 83% of students above minimum standard  
12% of students at minimum standard  
5% of students below minimum standard

	<b>OLOM Mean</b>	<b>National Mean</b>
<i>Reading</i>	439.4	433.8
<i>Writing</i>	420.7	407.2
<i>Spelling</i>	447.4	417.8
<i>Grammar and Punctuation</i>	440.4	431.7
<i>Numeracy</i>	400.0	407.7

### Year 5 Information:

Reading: 90% of students above minimum standard  
6% of students at minimum standard  
4% of student below minimum standard

Writing: 88% of students above minimum standard  
6% of students at minimum standard  
6% 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: 88% of students above minimum standard

8% of students at minimum standard  
4% of students below minimum standard

Numeracy:

90% of students above minimum standard  
10% of students at minimum standard  
0% of students below minimum standard

	<b>OLOM Mean</b>	<b>National Mean</b>
<i>Reading</i>	516.6	509.0
<i>Writing</i>	489.3	464.6
<i>Spelling</i>	533.1	502.5
<i>Grammar and Punctuation</i>	513.1	503.6
<i>Numeracy</i>	508.2	494.2