



“Integrity and Gentleness”

Our Lady of Mercy Primary School

School Performance Data 2019

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 21st 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 (SIP) for Our Lady of Mercy Primary School

Commencement Year: 2020

CECWA Strategic Directions <i>"Catholic Education Western Australia is a Christ-centred community of engaged learning environments, inspiring all to actively live the Gospel."</i>	CATHOLIC IDENTITY <i>Inspiring Christ-centred Leaders</i>	EDUCATION <i>Catholic Schools of Excellence</i>	COMMUNITY <i>Catholic Pastoral Communities</i>	STEWARDSHIP <i>Accessible, Affordable and Sustainable System of Schools</i>
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The School Improvement Plan (SIP) is not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, the SIP is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of the SIP is encouraged and schools may find the addition of notes and/ or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

Focus Area	Informed by Evidence <i>Qualitative and quantitative</i>	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Measurable <i>Evidence that will be used to demonstrate progression and goal achievement</i>	Achievable <i>What actions will we take to achieve the goal?</i>	Relevant <i>How does the goal connect to your school's strategic plan (and/ or other plans)?</i>	Time Bound <i>What are the timeframe milestones? Timeframe within which the goal will be achieved</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel: Who is responsible for ensuring we are on track?</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>How will we ensure we are on track and have not taken our eyes off the goals?</i>
Evangelisation Plan Focus	In 2020 the school is setting up health and wellbeing projects for the students. The vision is that every learning community is positive, inclusive and resilient.	For OLOM to become a place where every child, young person, educator and family can achieve their best possible mental health.	Participate in Be You programme and PD. Implementation of a whole school, evidence based online professional learning, complemented by a range of tools and resources to turn learning into action.	Register for the PD and the 'Be You' initiative.	Links to school context, family partnerships and building stronger community.	2020	Funded by the Australian Government. Be You programme. Beyond Blue resources. Supported by CEWA.	The school will see an improvement in the wellbeing of their students, staff and community members.	Each committee meeting, we will refer back to the guidelines to ensure we are on track.
Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM)	For Teachers to include Aboriginal and Torres Strait Islander Perspectives into their programs.	Continue to develop and refine HASS Scope and Sequence highlighting the local Aboriginal history. Continue involvement in the PALS and NAIDOC programs.	Finish creating the Scope and Sequence. Inform staff where Scope and Sequence is located.	Links to AEIM and school contexts.	Complete within 2020. PALS and NAIDOC annual application for funding.	Our Land, Our Story: lower, middle and upper resource. WA Curriculum Maps Money from funding towards ATSI incursion	Aboriginal Murals displayed around the school. Teacher review (online survey) to find out from classroom teachers if the Scope and Sequence has made a positive impact to their teaching. Funding assessed	Links into teaching programs and utilising the Scope and Sequence. Using Our Land, Our Story resource and new ATSI Books.

Curriculum Plan Focus	Low NAPLAN results in Maths and data of teacher assessment spreadsheets.	To use assessments in Maths before moving students on and differentiate in mathematics lessons according to three levels; below, achieved and mastered.	Consistent use of Excel Spreadsheets and assessment documents to track assessments.	Follow and utilise "I can" statements and identify content that must be taught Professional learning on differentiation in Cluster Meetings. Supporting staff during Cluster Meetings and Staff Development Days.	Provide a systematic approach to teaching and learning Work collaboratively to implement educational excellence Based on NAPLAN Data and strategic plan	By the end of the year Semester 2, 2020.	CEWA Consultants PAT Testing Resources Curriculum Maps Assessment checklist 'I can statements' Spreadsheets	Using spreadsheets to inform further teaching and learning cycle Teachers differentiating Maths lessons Teacher confidence in the area of Maths	Moderating in clusters and within year groups Looking at assessment grading
Early Years Focus (if applicable)	NQS Audit	Upskill early years staff (teacher and TAs) on balance between EI, Inquiry and play in indoor and outdoor classroom	Professional learning opportunities / school visits in year 2020	Organise professional development and school visits Organise K-2 cluster time / meetings	Addresses elements 1.1.1 1.1.2 In QIP and Audit	PD/ school visit by end of Term 1 End of Term 2 2 nd PD/ school visit End of Term 3 3 rd PD/school visit	Support/resources: Ondine Komnick to assist with networking with other schools Early Years / K-2 Lead Teacher – CEWA PD	Term 4 – review planning and implementation of play/inquiry and EI	Short term goals of one PD per term to be met At least one K-2 cluster meeting per term

Informed by evidence from:

- CECWA Strategic Directions (2019-2021)
- School Strategic Plan
- Evangelisation Plan
- Aboriginal Education Plan / AEIM: Aboriginal Education Improvement Map
- Curriculum Plan
- Student data analysis, e.g. Appraise & other achievement data, attendance, wellbeing etc.
- National Quality Standard (NQS) Audit
- Quality Catholic Schooling Component Reviews
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)

ONGOING EVALUATION



Spiral of Inquiry (Halbert & Kaser 2014)

Teacher Qualifications	Student Attendance at School:														
<p>Teacher Standards and Qualifications: Diploma of Teaching – 3 Bachelor of Education – 24 Master of Education – 4</p> <p>Workforce Composition: Males: 8.51% Females 91.49% Teachers: 31 Non-teaching: 16 Parental leave: 7 Indigenous Staff: 0 Total staff: 47</p> <p>Expenditure and teacher participation in Professional Learning: Our Lady of Mercy spent approximately \$50,629 on Professional Development (average per staff member \$ 1077.21)</p>	<p>Rates of Attendance for each Year Level</p> <table> <tr> <td>Pre-primary:</td> <td>91.45%</td> </tr> <tr> <td>Year 1:</td> <td>94.3%</td> </tr> <tr> <td>Year 2:</td> <td>94.18%</td> </tr> <tr> <td>Year 3:</td> <td>95.34%</td> </tr> <tr> <td>Year 4:</td> <td>94.07%</td> </tr> <tr> <td>Year 5:</td> <td>95.05%</td> </tr> <tr> <td>Year 6:</td> <td>94.09%</td> </tr> </table> <p>Rate of Attendance for the whole school: 94.06%</p> <p>Late attendance by students: 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:	91.45%	Year 1:	94.3%	Year 2:	94.18%	Year 3:	95.34%	Year 4:	94.07%	Year 5:	95.05%	Year 6:	94.09%
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Year 5:	95.05%														
Year 6:	94.09%														

Post School Destinations:

Mercy College:	70%
Other Catholic Schools:	6%
Government Schools:	14%
Independent Private Schools:	4%
Unknown:	6%

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:	86% of students above minimum standard 10% 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:	92% of students above minimum standard 8% of students at minimum standard 0% of student below minimum standard
Grammar and Punctuation:	20% of students above minimum standard 18% of student at minimum standard 2% of student below minimum standard
Numeracy:	84% of students above minimum standard 14% of students at minimum standard 2% of students below minimum standard

	<i>OLOM Mean</i>	<i>National Mean</i>
<i>Reading</i>	412.9	432.3
<i>Writing</i>	439.1	423.1
<i>Spelling</i>	415.2	418.7
<i>Grammar and Punctuation</i>	411.5	439.8
<i>Numeracy</i>	388.3	408.1

Year 5 Information:

Reading:	95% of students above minimum standard 5% of students at minimum standard 0% of student below minimum standard
Writing:	100% of students above minimum standard 0% of students at minimum standard 0% of students below minimum standard
Spelling:	90% of students above minimum standard 0% of students at minimum standard 2% of students below minimum standard

Grammar and Punctuation: 89% of students above minimum standard
9% of students at minimum standard
2% of students below minimum standard

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

	OLOM Mean	National Mean
<i>Reading</i>	521.5	506.0
<i>Writing</i>	519.9	473.9
<i>Spelling</i>	537.9	500.7
<i>Grammar and Punctuation</i>	499.1	518.5
<i>Numeracy</i>	502.6	495.8