



“Integrity and Gentleness”

Our Lady of Mercy Primary School

School Performance Data 2020

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 Ondine Komnick. Principal. Thank you.

School Information:

Contextual Information:

Our Lady of Mercy Primary is a co-educational double stream school catering for children from Kindergarten to Year 6. Being a Catholic school, Religious Education is an integral part of our programme and is part of the daily life of the school. Our Lady of Mercy Primary school serves the parish community of Our Lady of Mercy church in Girrawheen. 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, Technologies and Languages.

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. Literacy support also occurs in through the MiniLit and MacqLit programs. We run whole school programs in literacy and numeracy like MultiLit, Talk 4 Writing, Spelling Mastery, Cars and Stars and Origo Stepping Stones. Teachers have extensive strategies to specifically cater and meet the individual needs of the students in their classroom. The school implements the Keeping Safe program to assist with the social and emotional well-being of students.

We have a Disability and Support Co-ordinator who supports our teachers to develop Individual Education Plans for students who require differentiated programs to access learning. Students who require support are identified from assessments conducted in Term One.

We have a balanced pedagogical approach of explicit instruction in the core learning areas of literacy and numeracy and a playbased and inquiry approach to embed learnt concepts. We honour the voice of the child and celebrate the rich cultural diversity of our school community. We provide an engaging learning environment that prioritises the development of positive and caring relationships with students and their families.

We have a dedicated staff who are passionate about developing the whole child, that being their spiritual, intellectual, social, emotional and physical domains. A committed school community, together with a supportive parish priest ensure that we work together in meeting the needs of every child in our care.

Teacher Qualifications	Student Attendance at School:														
<p>Teacher Standards and Qualifications: Diploma of Teaching – 4 Bachelor of Education – 24 Master of Education – 3</p> <p>All teaching staff are registered with TRBWA.</p> <p>Workforce Composition: Males: 8.16% Females 91.84% Teachers: 32 Non-teaching: 17 Parental leave: 6 Indigenous Staff: 0 Total staff: 49</p> <p>Expenditure and teacher participation in Professional Learning: Our Lady of Mercy spent approximately \$52,209 on Professional Development (average per staff member \$ 1065.49)</p>	<p>Rates of Attendance for each Year Level</p> <table> <tr> <td>Pre-primary:</td> <td>88.08.%</td> </tr> <tr> <td>Year 1:</td> <td>89.02%</td> </tr> <tr> <td>Year 2:</td> <td>92.17%</td> </tr> <tr> <td>Year 3:</td> <td>91.00%</td> </tr> <tr> <td>Year 4:</td> <td>93.02%</td> </tr> <tr> <td>Year 5:</td> <td>92.98%</td> </tr> <tr> <td>Year 6:</td> <td>94.57%</td> </tr> </table> <p>Rate of Attendance for the whole school: 91.55%</p>	Pre-primary:	88.08.%	Year 1:	89.02%	Year 2:	92.17%	Year 3:	91.00%	Year 4:	93.02%	Year 5:	92.98%	Year 6:	94.57%
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	<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>														

Post School Destinations:

Mercy College:	70%
Other Catholic Schools:	4%
Government Schools:	22%
Independent Private Schools:	4%
Unknown:	0%

Parent, Teacher and Student Satisfaction

Students

Student satisfaction levels are strong based on the following

- High levels of cooperation with staff
- Minimal behaviour incidents
- Consistent progress
- Engaging teaching and learning programs
- Students are proud of the school which is evident when attending interschool events and in the high levels of compliance with our school uniform and the way in which the children take care of school resources.

Parents

There is a high level of parent satisfaction based on the following:

- Positive parent interaction with staff
- Prospective parents are seeking places based on recommendations from members of the school community
- Safety of students in our school
- Good student behaviour
- Stimulating learning programs
- Reporting on student progress to parents

Staff

The staff at Our Lady of Mercy Primary School are professional and support the school in all its endeavours. The high staff retention rate indicates that strong relationships and loyalty to the school are evident. The staff are committed to the students and school community. The morale amongst staff is high.

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:

Our Lady of Mercy Primary School's Naplan results are provided on the My School website. The link to this is:

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

Reporting on School Improvement Plan:

The leadership team and teaching staff have used the School Improvement Plan and Naplan Data to inform their teaching practice and to develop their learning programs. Professional development in differentiated teaching practice in Mathematics has been a focus based on student data discussions. A scope and sequence of Mathematical concepts and skills to be taught in each grade was developed by teaching staff.

There was a goal to incorporate more inquiry based learning into the Early Years. This in an ongoing objective and an Early Years committee is driving the progress in this area.