



“Integrity and Gentleness”

Our Lady of Mercy Primary School

School Performance Data 2021

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, Physical Education and Health. We provide support for students who need extra assistance with literacy. Literacy is supported with the MiniLit and MacqLit programs. We run whole school programs in literacy like PreLit in Kindergarten and InitialLit from Pre Primary to Year 2, Talk 4 Writing and Spelling Mastery. Teachers have extensive skills in specifically catering for and meeting the individual needs of the students in their classroom. Our Mathematics program explicitly teaches Mathematics skills following our school's scope and sequence, which is aligned with the Western Australian Curriculum. The school implements the Keeping Safe: Child Protection Curriculum program and Aussie Optimism to support the social and emotional well-being of students.

We have a Student 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 and data analysis.

We follow English as an Additional Language Dialect (EAL/D) Progress Maps for students who have an EAL/D background and need additional support in literacy.

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, in 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.

SERVICE | JUSTICE | INTEGRITY | COMPASSION | RESPECT | EXCELLENCE

| Teacher Qualifications | Student Attendance at School: | | | | | | | | | | | | | | |
|---|---|--------------|---------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| <p>Teacher Standards and Qualifications: Diploma of Teaching – 3 Bachelor of Education – 22 Master of Education – 3</p> <p>All teaching staff are registered with TRBWA.</p> <p>Workforce Composition: Males: 6.25% Females 93.75% Teachers: 28 Non-teaching: 20 Parental leave: 4 Indigenous Staff: 3 Total staff: 48</p> <p>Expenditure and teacher participation in Professional Learning: Our Lady of Mercy spent approximately \$83,204 on Professional Development (average per staff member \$1733.42)</p> | <p>Rates of Attendance for each Year Level</p> <table> <tr> <td>Pre-primary:</td> <td>92.41.%</td> </tr> <tr> <td>Year 1:</td> <td>93.06%</td> </tr> <tr> <td>Year 2:</td> <td>93.39%</td> </tr> <tr> <td>Year 3:</td> <td>95.53%</td> </tr> <tr> <td>Year 4:</td> <td>94.96%</td> </tr> <tr> <td>Year 5:</td> <td>95.04%</td> </tr> <tr> <td>Year 6:</td> <td>93.77%</td> </tr> </table> <p>Rate of Attendance for the whole school: 94.02%</p> | Pre-primary: | 92.41.% | Year 1: | 93.06% | Year 2: | 93.39% | Year 3: | 95.53% | Year 4: | 94.96% | Year 5: | 95.04% | Year 6: | 93.77% |
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| Year 4: | 94.96% | | | | | | | | | | | | | | |
| Year 5: | 95.04% | | | | | | | | | | | | | | |
| Year 6: | 93.77% | | | | | | | | | | | | | | |
| | <p>Late attendance by students: Parents/guardians are asked to contact the school to advise if their child is absent. An SMS is sent to parents who have not contacted the school. On return to school the parents or guardians must produce a letter of explanation. Students who arrive at school after 8.40am must first go to the administration office for a late slip before proceeding to class.</p> | | | | | | | | | | | | | | |

Post School Destinations:

| | |
|------------------------------|-------|
| Mercy College: | 78.4% |
| Other Catholic Schools: | 2.0% |
| Government Schools: | 7.8% |
| Independent Private Schools: | 11.8% |
| Unknown: | 0% |

Parent, Teacher and Student Satisfaction

In 2022, the Tell Them From Me Survey for Parents/Guardians, Teachers and Students was completed.

Students

Student results indicated:

- 75% felt accepted and valued at school
- 81% have positive relationships at school
- 91% value schooling outcomes
- 89% have positive behaviours at school

- 89% try hard to succeed in their learning

We prioritise our students' social and emotional wellbeing and build positive relationships with them. An area of focus for us is to ensure that our capable students are adequately catered for and their learning work sufficiently differentiated through high impact instructional practice.

Parents

There is a high level of parent satisfaction based on the Tell Them From Me Survey results. We had 24 responses out of 290 families. This was a low response rate but the survey was conducted through the height of a Covid crisis at our school.

We ranked above the mean in all areas surveyed with particularly high scores in the area of parents feeling welcome, being kept informed about their child's academic progress, the school supporting positive behaviour and our school being a safe and inclusive school.

A future focus for our school is to connect with cultural leaders in the school community to further develop supports and a sense of belonging for our multicultural school community.

Teachers

The staff at Our Lady of Mercy Primary School are professional and support the school in all its endeavours. The staff are committed to the students and school community. In the Tell Them From Me Teacher survey, teachers rated our school highly for being a safe and orderly environment where high expectations are set for student learning. Teachers also closely monitored the progress of students, and used assessment data to understand where students were having difficulty with their learning. Teachers are aware of the science of learning and link new concepts to previously mastered skills and knowledge. We received a high score in students having opportunities to use technology to support their learning. An area for development is to implement an instructional coaching model for our teachers.

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>

Our students have made outstanding growth in the following areas over the course of two years from Naplan results in Year 3 to Naplan results in Year 5:

Grammar – cohort effect size 1.09

Reading – cohort effect size 1.11

Spelling – cohort effect size 1.36

Mathematics – cohort effect size 1.56

Students should make 0.4 growth for one year of teaching. The above results indicate that our students have made more than two years growth, over two years of learning.

We identified Writing as an area that we needed to focus on and our teachers have undergone professional development in the Talk 4 Writing program.

Reporting on School Improvement Plan:

The school achieved a number of school improvement goals. A new behaviour management plan was implemented, linked to mindfulness strategies and an understanding of neuroscience. We also implemented the social and emotional wellbeing program, Aussie Optimism.

We have commenced on a journey of implementing high impact instructional practice as a teaching pedagogy. This involves explicit instruction lesson design and utilising effective norms of engagement to ensure that our students are involved and accountable for their learning.

An Early Years focus was to provide opportunities for more play based learning in the Kindergarten and Pre-Primary classrooms. Early Years Teachers accessed play based professional learning and were given a budget to redesign the classroom to facilitate greater play based learning opportunities.