



**“Integrity and Gentleness”**

# **Our Lady of Mercy Primary School**

## **School Performance Data 2022**

*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 some students who need extra assistance with literacy and numeracy. Literacy is supported with the MiniLit and MacqLit programs. We run whole school programs in literacy, that is 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 also implements the Keeping Safe: Child Protection Curriculum program.

We have a Student Support and Curriculum Engagement leader 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.

<b>Teacher Qualifications</b>	<b>Student Attendance at School:</b>
<p><b>Teacher Standards and Qualifications:</b>  Diploma of Teaching – 3  Bachelor of Education – 23  Master of Education – 3</p> <p>All teaching staff are registered with TRBWA.</p> <p><b>Workforce Composition:</b>  Males: 6.12%      Females: 93.88 %  Teachers: 29    Non-teaching: 20  Parental leave: 4    Indigenous Staff: 2  <b>Total staff: 49</b></p> <p><b>Expenditure and teacher participation in Professional Learning:</b>  Our Lady of Mercy spent approximately <b>\$84,292</b> on Professional Development (average per staff member \$1720.25)</p>	<p>Rates of Attendance for each Year Level</p> <p>Pre-primary: 86.88 %  Year 1: 85.36 %  Year 2: 88.87 %  Year 3: 89.58 %  Year 4: 91.79 %  Year 5: 91.04 %  Year 6: 89.85 %</p> <p>Rate of Attendance for the whole school: 89.05 %</p>
	<p><b>Late attendance by students:</b>  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:	55%
Other Catholic Schools:	12%
Government Schools:	20%
Independent Private Schools:	9%
Unknown:	4%

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

Early in 2023, the Tell Them From Me Survey for Parents/Carers, Teachers and Students in Years 4-6 was completed.

The results of this data collection process highlighted the following areas of strength:

- Our Student report shows an increase in Students with positive relationships from 81 to 82%. Positive behaviours remained consistent at 89%
- Our Teacher survey reports our data practise has improved from 8.0 to 8.4.

- Our Parent Survey shows that we were above the eman in all areas of the parent survey.

The following areas were highlighted as areas for growth:

- Differentiation for students who are capable but are not being challenged sufficiently.
- Enhanced collaboration between teachers sharing practice and learning from one another.

### **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 results show that in 2022 our Year 5 Naplan results were above in Writing, Spelling and Numeracy. This is an improvement on the previous years results.

### **Reporting on School Improvement Plan:**

The school achieved a number of school improvement goals:

A multi-tiered system of support was developed for an academic and social/emotional focus.

High Impact Instructional practice and engagement norms were embedded in teaching practice reducing the variability between classrooms

A coaching model was implemented and coaches appointed.

Data was used to inform teaching practice, embedded through the use of the Elastik platform.

A People Performance Review Model was developed.