



**Integrity and Gentleness**

***Our Lady of Mercy Primary School***

**School Performance Data**

**2010**

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. Thank you.

### **Professional Engagement**

<b>1.</b>	<b>Staff Attendance</b>	The average attendance rate per teaching staff member was 95%.
<b>2.</b>	<b>Staff Retention</b>	The proportion of teaching staff retained from the previous year was 93%
<b>3.</b>	<b>Teacher Qualifications</b>	All teaching staff members are WACOT (West Australian College of Teaching) registered. Four staff members hold a Masters of Education Degree. Two staff members hold a Post Graduate Degree. Fourteen staff members hold a Bachelor of Education Degree. Two staff members hold a Graduate Diploma. Six staff members hold a Diploma of Teaching Degree.
<b>4.</b>	<b>Expenditure and teacher participation in professional learning</b>	Our Lady of Mercy spent approximately \$43, 372 on Professional Development (average per staff member = \$1112.10) All teaching staff members participated in professional learning activities in the areas of RAISE (Literacy); Mathematics, ICT, Protective Behaviours and Religious Education.

### **Key Student Outcomes**

<b>5.</b>	<b>Student Attendance</b>	The average attendance rate for student attendance from years 1 to 6 was 94.5%.			
<b>6.</b>	<b>Proportions of Years 3, 5 students meeting national reading, writing, spelling and numeracy benchmarks</b>	<b>Year 3</b>		<b>Year 5</b>	
		Reading	95 %	Reading	93%
		Writing	100%	Writing	95%
		Spelling	93%	Spelling	93 %
		Grammar & Punctuation	93%	Grammar & Punctuation	89%
		Numeracy	90 %	Numeracy	93 %
<b>7.</b>	<b>Changes to benchmark results from the previous year</b>	<b>Year 3</b>		<b>Year 5</b>	
		Reading	-1 %	Reading	+3%
		Writing	+5 %	Writing	+1 %
		Spelling	-1 %	Spelling	-4 %
		Grammar & Punctuation	-5%	Grammar & Punctuation	-5%
		Numeracy	-5 %	Numeracy	+3 %

<p><b>8.</b></p>	<p><b>Value Added</b></p>	<p>In addition to the core teaching outcomes in the nine Learning Areas students were involved in a wide variety of additional learning opportunities. These include:</p> <ul style="list-style-type: none"> <li>• Bluearth Program started in 2010 (5 teachers in-serviced in the PLP program) ongoing in 2011</li> <li>• Choir performances (Performing Arts and Italian Festival)</li> <li>• Incursions and excursions.</li> <li>• School camp for Years 5 and 6 students</li> <li>• Involvement in the Catholic Performing Arts.</li> <li>• Intra-school and Interschool sport carnivals and competitions.</li> <li>• Liturgical celebrations – Sacramental programs</li> <li>• Reading Recovery.</li> <li>• RAISe</li> <li>• Action Research Project.</li> <li>• EMU Maths (Years 1-6 for selected students to Year 6)</li> <li>• Athletics (Years 4-7).</li> <li>• Buddy activities.</li> <li>• Year 6 Leadership Ministries.</li> <li>• Wakakirri</li> <li>• “Rainbows” grief programme.</li> <li>• Music Lessons after school – keyboard and guitar</li> </ul>
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*Satisfaction*

<p><b>9.</b></p>	<p><b>Parent, student and teacher satisfaction</b></p>	<ul style="list-style-type: none"> <li>• Staff was surveyed and the general views and opinions expressed were: initiatives like EMU, RAISe and Reading Recovery offer an excellent basis for enriching teaching skills and strategies. These programmes also provide the students with the support and motivation in their specific area of need and act as a scaffold to create the best learning outcome.</li> <li>• The students expressed appreciation for the respect and patience they received from all staff members. They also appreciated the value of the Educational, Sporting and Arts programmes they were involved in, that challenged them to learn. The students were highly positive of camps in earlier years which encouraged them to build their skills and confidence, allowing them to trust one another and provide them with opportunities to participate as team members.</li> <li>• The P&amp;F expressed positive opinions about the pastoral care and quality of education provided by teaching staff</li> </ul>
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