



“Integrity and Gentleness”

Our Lady of Mercy Primary School

School Performance Data 2016 (based on 2015 data)

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 olds) 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, Health, Technologies, Visual Arts 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. Early Years literacy support for second tier intervention occurs in the form of MiniLit and Pre-Lit. 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. The staff will undergo training in Inquiry & Integrated Curriculum in Term 3 of 2016. The school initiated the Bluearth Program in 2010, which has made significant inroads in the physical, spiritual and emotional development of the 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.

ANNUAL SCHOOL IMPROVEMENT PLAN GOALS (2015)

Ticked items were actioned in 2015

STRATEGIC INTENT C.E.O.W.A.	LEARNING <i>Learning is what we do – we are committed to learning at every level</i>	ENGAGEMENT <i>Engagement is essential – We are committed to Catholic Educations’ mission through relationships with all</i>	ACCOUNTABILITY <i>Accountability is not optional – We have personal and collective responsibility for our system’s success</i>	DISCIPLESHP <i>Discipleship is our calling – We are committed to deepening our relationship with Jesus.</i>
QCS	Education	Community	Stewardship	Catholic Identity
STRATEGIC STATEMENTS	<ul style="list-style-type: none"> ✂ We will maintain a highly effective teaching environment, which fosters stimulating and challenging learning experiences that are evidence-based, innovative and informed by current research. ✂ We will ensure professional learning will be well planned and linked to current practice and research. Regular and focused feedback will be provided to individuals with an aim to improve teacher quality and student outcomes. 	<ul style="list-style-type: none"> ✂ Through the promotion of the Mercy values and traditions, we will enhance parent engagement in our school and wider community by seeking parent’s active participation in their child’s learning journey and faith formation. 	<ul style="list-style-type: none"> ✂ We will make optimal use of school funds and assets in order to facilitate quality teaching and learning. We will ensure quality care and maintenance of classroom, playground and school resources, with an aim to enable best practice. 	<ul style="list-style-type: none"> ✂ We will foster positive relationships throughout the school by maintaining strong links with the Parish and wider community. School policies and pastoral care processes will be widely communicated and the implementation of these will be a core part of Our Lady of Mercy’s vision and mission.
KEY GOALS	<ol style="list-style-type: none"> 1. To develop a systematic approach to the teaching & learning across Kindergarten to Year 6 2. To develop a Teacher Reflective Practice process to be implement within 12 months 3. Develop and maintain learning resources and environments conducive to 21st Century Learning and current research & practice 	<ol style="list-style-type: none"> 1. To foster parent engagement in an open, welcoming and inclusive school & parish environment 2. To develop new avenues for engagement between the P&F, parish and wider school community 3. To encourage the use of parent’s expertise in the school curriculum and extra-curricular programs 	<ol style="list-style-type: none"> 1. To establish whole school protocol on feedback and assessment with an aim to have all teachers using data effectively to improve teaching and learning programs 2. To develop a whole school Quality Improvement Plan (QIP) to satisfy NQS standards 3. To seek ways to make the management and use of finances and resources transparent and equitable to all members of staff 	<ol style="list-style-type: none"> 1. To develop and maintain a Pastoral Care and Welfare Policies which encompass process for restorative practice and parent involvement 2. Seek new ways to promote the Mercy Spirit and provide educational plans that assist in educating students and the community on the Mercy traditions. 3. To develop a whole school culture which is Christ centred and focused on the B.R.I.D.G.E. values
OUR STRATEGIES	<ul style="list-style-type: none"> ✓ ICT improvement plan ✓ Teacher Reflective Practice process ✓ Pedagogical approach of Explicit Teaching across the school ✓ Staff TRBWA Maintenance and record keeping ✓ Action Research Groups 	<ul style="list-style-type: none"> ✓ P&F Fundraising Protocol ✓ Class Representatives ✓ New parent engagement ✓ Support-a-reader ✓ Communications Day 	<ul style="list-style-type: none"> ✓ Review of data & assessment schedule ✓ Processes for managing and accessing school resources ✓ School maintenance plans ✓ Instructional Walks ✓ Data Walls ✓ Maintenance of school playground and furniture (K-PP particularly) 	<ul style="list-style-type: none"> ✓ Student Pastoral Care and Welfare policy ✓ Mercy Day protocol changes (more detailed and education aligned, lead up all week to that day) ✓ Plan & execute a timetable of lead up events for Mercy Day. A Mercy history & values Curriculum (scope & sequence) ✓ Implement B.R.I.D.G.E. with the student body ✓ Staff committees

<i>Staff Attendance & Qualifications</i>	<i>Student Attendance at School:</i>
<p>The average attendance rate per teaching staff member 96%</p> <p>Proportion of teaching staff retained from previous year (2015)</p> <p><i>Teacher Standards and Qualifications:</i> Diploma of Teaching – 8 Bachelor of Education – 16 Master of Education - 1</p> <p><i>Workforce Composition:</i> Males: 2.4% Females 97.6% Teachers: 25 Non-teaching: 17 Parental leave: 3 Indigenous Staff: 0 Total staff: 45</p> <p>Expenditure and teacher participation in Professional Learning: \$97 118.82</p> <p>Our Lady of Mercy spent approximately \$97 118.82 on Professional Development (average per staff member \$ 2158.20).</p>	<p>Rates of Attendance for each Year Level</p> <p>Pre-primary: 89.89% Year 1: 93.08% Year 2: 94.01% Year 3: 93.69% Year 4: 94.99% Year 5: 94.65% Year 6: 94.52%</p> <p>Rate of Attendance for the whole school: 93.55%</p> <p><u>Late attendance by students:</u> Parents/guardians are asked to contact the school to advise their child will be absent. A telephone call is made to parents who have not contacted the school. On return to school the child must produce a letter of explanation.</p>

NAPLAN Information

Year 3 Information:

Reading:	51 students above minimum standard 5 students at minimum standard 2 students below minimum standard
Writing:	53 students above minimum standard 4 student at minimum standard 1 student below minimum standard
Spelling:	47 students above minimum standard 8 students at minimum standard 3 students below minimum standard
Grammar and Punctuation:	44 students above minimum standard 11 student at minimum standard 3 student below minimum standard
Numeracy:	42 students above minimum standard 10 students at minimum standard 6 students below minimum standard

	<i>OLOM Scores</i>	<i>National Scores</i>
<i>Reading</i>	388.9	425.8

<i>Writing</i>	398.8	416.3
<i>Spelling</i>	383.4	409.2
<i>Grammar and Punctuation</i>	384	432.7
<i>Numeracy</i>	362.9	397.9

Year 5 Information:

Reading: 36 students above minimum standard
9 students at minimum standard
0 students below minimum standard

Writing: 40 students above minimum standard
3 student at minimum standard
2 students below minimum standard

Spelling: 37 students above minimum standard
7 students at minimum standard
1 student below minimum standard

Grammar and Punctuation: 37 students above minimum standard
8 students at minimum standard
0 students below minimum standard

Numeracy: 38 students above minimum standard
6 students at minimum standard
1 students below minimum standard

	<i>OLOM Scores</i>	<i>National Scores</i>
<i>Reading</i>	484.3	498.2
<i>Writing</i>	475	478.1
<i>Spelling</i>	498.4	498.1
<i>Grammar and Punctuation</i>	496.3	503.8
<i>Numeracy</i>	481.7	492.3

School Satisfaction:

At the end of each year, the school sends out a survey to all families asking them to rate our school's performance from their perspective. The 2015 Family survey showed that the majority of families that responded were very happy with the standard of education their children were receiving and the standard of the facilities.

Students showed that they were also very happy with their school and were very happy to be part of it.

Post School Destinations:

Mercy College: 64.15%
Other Catholic Schools: 13.21%
Government Schools: 18.87%
Independent Private Schools: 3.77%