The Government requires all schools to report certain information to the whole school community from the previous academic year. OLMC school data includes the following:

1. **Staff Attendance**
   The average number of days attended, per staff member, in 2008 was 96%.

2. **Staff Retention**
   The proportion of teaching staff retained at Our Lady of Mount Carmel from 2007 to 2008 was 83%. By the end of 2008 the following staff changes had occurred:
   - Office Administrator - resigned to start own business.
   - One teacher—married and moved interstate.
   - One teacher—took a year’s leave without pay.
   - One teacher resigned to retire.
   - One teacher resigned to take up a 0.2 position in another school.
   - One teacher resigned to take up a position much closer to home.

3. **Qualifications of Teaching Staff**
   Diploma of Teaching/Education - 3
   Bachelor of Education - 10
   Bachelor of Arts - 3
   Masters of Education – 1
   Masters of Religious Education -1

4. **Teacher Participation in Professional Learning and Expenditure on PD in 2008:**
   - Religious Education Accreditation
   - 123 Magic – Behaviour Management
   - SDERA Drug Education
   - Professional Learning Meetings
   - Creative Arts in Liturgical Celebration
   - Resiliency and Children
   - Preventing Literacy Difficulties
   - RAiSe Literacy and Numeracy
   - NULIT data
   - QTP Special Needs
   - Science
   - Curriculum Issues for Leaders
   - Principal / AP Conferences
   - Asthma in Schools PD

   A total of **$7764** was spent in 2008 on Staff Professional Development. This is an average of **$485 per teaching staff member**. (This amount includes the cost of PD courses and conferences and facilitators to OLMC.)

   In addition, an amount of **$7702** was spent on providing **teacher relief** while staff attended PD opportunities. This is an average of **$534.90 per teaching staff member**.

5. **Student Attendance**
   The average attendance rate for students in 2007 was 94.17 %.

"Here at Our Lady of Mount Carmel School, we seek to create a respectful environment, that enhances learning, nurtures our young, and empowers our whole school community to authentically live out the faith that we proclaim."
6. 2008 NAPLAN Results

The results below are for the 2008 national NAPLAN for Years, 3, 5 and 7 in Reading, Numeracy, Spelling and Writing. The percentage figures refer to the number of children who achieved above the Benchmark standard for each test.

YEAR 3 2008 % of Students Above Benchmark

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
<th>Spelling</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLMC</td>
<td>100</td>
<td>100</td>
<td>93.5</td>
<td>100</td>
<td>96.8</td>
</tr>
<tr>
<td>Like School</td>
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<td>95.9</td>
<td>95.1</td>
<td>94.2</td>
<td>93.4</td>
</tr>
<tr>
<td>State</td>
<td>90.6</td>
<td>96</td>
<td>95.7</td>
<td>90.4</td>
<td>88.9</td>
</tr>
<tr>
<td>Nation</td>
<td>93.9</td>
<td>97.1</td>
<td>96.7</td>
<td>94.1</td>
<td>93.4</td>
</tr>
</tbody>
</table>

YEAR 5 2008 % of Students Above Benchmark

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
<th>Spelling</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLMC</td>
<td>100</td>
<td>100</td>
<td>93.5</td>
<td>100</td>
<td>96.6</td>
</tr>
<tr>
<td>Like School</td>
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</tr>
<tr>
<td>State</td>
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<td>90.4</td>
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</tr>
<tr>
<td>Nation</td>
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<td>94.1</td>
<td>94.1</td>
<td>93.2</td>
<td>93.4</td>
</tr>
</tbody>
</table>

YEAR 7 2008 % of Students Above Benchmark

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
<th>Spelling</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
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<td>100</td>
<td>96.7</td>
<td>96.7</td>
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<td>92.3</td>
<td>97.7</td>
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<td>90.4</td>
</tr>
<tr>
<td>State</td>
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<tr>
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<td>93.6</td>
<td>92.8</td>
</tr>
</tbody>
</table>

7. Percentage Point Comparison From Previous Year

A comparison of the percentage of students achieving the benchmark result between 2007 and 2008 is not possible this year as we are unable to compare two different instruments - West Australian schools changed from the WALNA (West Australian Literacy and Numeracy Assessment) to the NAPLAN (National Literacy and Numeracy Assessment) in 2008.

2008 was the first time West Australian students have had a grammar component included in the assessment.
2008 NAPLAN Results

The results from NAPLAN testing reinforce the strong curriculum focus OLMC has invested in literacy and more recently in numeracy with the RAiSe initiative being the platform we use for ongoing school improvement.

Students not meeting the National Minimum Band:
The small percentage of students who fall below or close to the national minimum band are identified and recommended for a number of support programs so that their specific learning needs are met. Class work is modified where necessary and parents are valuable partners in our efforts to support each child to reach their potential.

First Wave Literacy Support (RAiSe):
The First Wave Coordinator’s role is to support classroom teachers in literacy and numeracy teaching and learning throughout the school. The First Wave Coordinator provides teachers with classroom support as well facilitating PLC’s—professional learning meetings. These meetings are a forum for sharing what is regarded as best practice in all areas of teaching and learning, with a strong emphasis on literacy and numeracy.

Second Wave Literacy Support
Reading Recovery is an early literacy intervention and prevention program. The program provides intensive, individual help for children experiencing difficulties in learning to read and write after approximately one year’s schooling. Through daily individual lessons of 30 minutes, children are helped to make rapid progress, arriving close to, at, or beyond the class average after approximately 20 weeks. After completion of the program, most students are able to work independently and successfully within the class group with little extra support required. Children are discontinued from Reading Recovery when they are able to work with appropriate independence, demonstrating the same use of strategies that proficient literacy learners use to increase their control over reading and writing.

Third Wave Literacy Support
Third Wave support is offered to students who experience particular difficulty in the areas of Literacy and Numeracy. These students are monitored closely by the Third Wave Coordinator in collaboration with classroom teachers. Teachers are given ideas, support and practical strategies to use with students at risk in the classroom, as well as working with individuals and small groups of students with specific areas of need.

Individual Education Plans (IEP) Curriculum Adjustment Plans (CAP):
All information (including assessments) collected by class teachers and support staff helps to identify those students who require additional intervention and support in one or more areas. Some students in our school have very specific learning needs and ongoing support, while others may require support for a certain learning area or skill set over varying periods of time.

Even Start National Tuition Program (Australian Government Initiative):
The Even Start National Tuition Program was an initiative to assist parents provide tutoring for children who did not meet the 2008 National Reading, Writing or Numeracy Benchmark in Years 3 and 5. It provided students with access to one-on-one or small group tuition outside of school hours.
As a result of 2007 WALNA testing, 5 students were eligible for this receive tutoring. Staff from OLMC volunteered to take on the responsibility for this tutoring, ensuring they liaised with classroom teachers.

OLMC Mission Statement

Our ongoing Mission here at OLMC is to continue to:

- Clearly articulate our shared vision
- Build a vibrant, creative and faith-filled Catholic school community
- Actively embrace our school motto of ‘TRUTH, PRAYER and SERVICE’
- Work in close partnership with our Parish community
- Be a place of welcome, where all who enter feel valued and respected
- Develop a collaborative culture based upon respectful relationships
- Provide a diverse, inclusive, flexible and innovative curriculum that meets student needs
- Provide ongoing, quality professional development for all staff
- Provide and maintain quality resources and facilities
- Develop a strong pastoral care network.
Value added Components

Here at OLMC we believe in a holistic education, where a child has multiple opportunities to grow academically, physically, socially, emotionally and spiritually.

In educational terms the phrase ‘value adding’ is used to describe the additional value schools bring to the learning outcomes of their students. In other words, value adding is about the overall contribution our school makes to the learning of students, in combination with other factors such as raw test scores, teacher assessments of student progress, school self-evaluation, reviewers’ judgements and the profile of the school.

Some of the value–adding components here at OLMC include:

- Third Wave monitoring - EMU (Early Mathematical Understandings)
- Speech and Language Screen for Kindergarten students
- Lexile Reading Program
- Early Childhood Network Meetings
- Tennis Program Before School
- Incursions / Excursions throughout the year
- Instrumental Music Program
- Mathletics website 24 hour access Years1-7
- Year 7 Camp
- Swimming Program
- School Band
- Interschool Sport Carnivals
- Music Scholarship
- LOTE (Italian)
- Buddy Partnerships
- Virtues Education
- Yr 7 Leadership program
- Physical Education Clinics
- Highschool Transition initiative
- Primary Connections
- Science Program
- Bookweek
- Carmel Care Volunteer Program
- Liturgies / Special Days
- Volunteer Math Tutor (former Maths teacher)
- 123 Magic
- School Social Worker
- Guest Speakers eg Olympian Kylie Wheeler
- Sister School in East Timor
- Community Service—John Mercer

Parent Satisfaction

Each year new parents to our school are asked ‘How did you hear about our school and what is your motivation for wanting to enrol your children here?’ Almost without exception the common response is, ‘Your school has been recommended by friends, family or other members of the community and OLMC has an excellent reputation in the wider community.’

“Today I had the privilege of joining in my daughter’s learning journey and in witnessing other parents and grandparents and children sharing their learning. The displays in the undercroft area were a fantastic whole school effort. Many parents were delighted with the gregarious, helpful Year 7b2 students who provided us with information to take home. Staff members had clearly spent many hours preparing their classrooms and students and the atmosphere around the school was one of pride, sharing and caring and of celebration. There is much to celebrate at OLMC! Please convey our family’s appreciation of their considerable efforts in welcoming us today.”

21/10/08 Yr 3 Parent

“...We appreciate all the hard work and time you and your staff have given to making such events so meaningful”.

26/5/08 OLMC Year 7 Parent

‘...It is wonderful to be a part of such a caring and thoughtful community.”

OLMC Staff Member