In order to comply with the federal legislation of the Schools Assistance Act 2004 and the Schools Assistance Regulations 2005, all schools are required to make School Performance Information from the previous year available on an annual basis to parents and prospective parents on request. The information below is in accordance with requirements of the Act and Regulations.

1. Contextual Information
Our Lady of Mount Carmel is a small Catholic primary school located in the suburb of Hilton. Whilst our school has a strong academic focus we equally value the spiritual, physical, social and emotional growth of each individual. Through sound teaching pedagogy and the provision of quality resources and facilities, our dedicated staff assists students to be active participants in their learning and to strive to reach their full potential. A variety of assessment procedures inform and direct whole school planning. Integrated and differentiated learning programs aim to meet students at their point of need. The school offers quality extra-curricular activities, including an excellent Instrumental and Vocal Program, Chess Club and Active After-School Sports Program. Our Parish church is located on site and our Religious Education Program and Pastoral Care emphasis assist students to live and act purposefully in our world.

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

3. Workforce Composition
Number of Female Teaching Staff = 15
Number of Male Teaching Staff = 2
Number of Female Non–Teaching Staff = 8
Number of Male Non-Teaching Staff = 1
Number of Indigenous Staff = 0

4. Rates of Attendance
Full Year = 190 days
Public holidays during school time = 4 days
Pupil free days = 7 days
Compulsory Years 1-6 = 204 students in school
The average attendance rate for students = 94%
The average attendance rate for students in:
Year 1 - 94%  Year 4 - 94%
Year 2 - 94%  Year 5 - 92%
Year 3 - 92%  Year 6 - 94%

Non-attendance Management
All absentees are recorded in the class Electronic Attendance Register by each class teacher. Any absences must be explained in writing by the child’s parent/guardian, and all notes are filed. The classroom teacher regularly follows up any unexplained absences with a reminder note and/ or phone call. Registers are reviewed each term to ensure correct procedures are followed. Where attendance is an issue, the situation is monitored and a discussion between the class teacher, Leadership

"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."
Some of the Value-Adding initiatives for 2012 have included:

**Catholic Identity (Social Action and Justice)**
- Combined Parish 2nd Rite/1st Reconciliation celebration
- Sacraments of Eucharist and Confirmation within Parish masses.
- Parent/Child Sacramental Workshops
- Combined school/parish sacrament retreats
- Whole School Commissioning Mass & Sun-downer
- Whole School Community Masses
- Altar Servers Program initiative
- Kingdom Kids initiative - parish based, program supported by the school
- CAFE – parished based, supported by school
- Holy Week Celebrations
- Carmel Care program and activities
- St Vincent de Paul (Easter & Christmas Hampers; Toy Drive; Clothing Drive; Pantry Drive, etc)
- Homeless Sleepover – resulting in Dignity Packs
- Christmas Biscuits made for those in Juvenile Detention centres
- St Patrick’s Soup kitchen – muffin making venture
- Introduction of House System.

**Community (Wider Partnerships)**
- Reading Mentor Program – enhancing Parent skills
- Parents & Bubs Club – developing parenting knowledge
- Kindy Knitting Club - promoting networking
- Parenting Workshops – accessing expert guest speakers
- Foley Village and Hilton Aged Care – morning teas/lunches/performances
- Instep Students – Seton/Iona/Santa Maria/Emmanuel Colleges
- OLMC Week – Day of Preparation; Day of Truth; Day of Service; Day of Prayer; Day of Celebration
- Seton Workshops – The Arts
- Corpus Christi Workshops – The Arts
- Partnership with Murdoch University Research Project – ‘Effects of E-books on Student Engagement with Reading and Improving Comprehension’
- Seton/OLMC Christmas Carol evening
- Reading Restaurants

**Education (Learning Environment / Assessment)**
- Kindy/PP classroom renovations
- Indoor/outdoor flexible learning spaces
- Library revamp of furniture and reading materials
- New Air conditioning units installed in all classrooms
- Guided Reading resources - $25,000+
- Maths resources - $10,000+
- IT resources – completion of network cabling upgrade
  - iPads (8/classroom – Yrs 1-6)
  - iPods (5/classroom – K/PP)
  - Reflection App to enhance teaching strategies
- Various Applications used to engage student learning
- XciteLogic (IT Support)
  - Professional development opportunities for teachers
  - special learning projects for students
- Australian Curriculum – initiating the implementation – whole school History focus
- EYLF - implementation
- PALL Project – regional focus on improving Literacy standards
- Maths Clubs / Mental Computation focus/ using the MAI to guide teaching and learning
- Science – specialist learning area at OLMC
- Sustainability garden & Clucking-ham Palace!
- Nature play area in Early Childhood area
- Play pods – creative play area on top oval
- Labyrinth – a place of Prayer and Stillness
- School Camp – Year 6
- Zumbatomic
- Pilot Canteen Project – term 4
- Crunch and Sip
- Wrap Free Fridays
- Swimming Lessons and Carnival
- Swim Club
- Athletics Club
- Active After School program
- Winter Interschool Sport program
- ASCS association – regional sport program
- Chess Club and Interschool Chess Tournaments
- Tabloid Sport
- Triathlon Years 4-6

"Educating the mind without educating the heart is no education at all."
2. Qualifications of Teaching Staff
Diploma of Teaching/Education - 3
Bachelor of Education - 10
Bachelor of Arts - 1
Masters of Religious Education—3
All staff at OLMC hold a Working With Children Card. All teaching staff belong to the Teacher Registration Board of Western Australia. OLMC staff hold the appropriate Accreditation to Work, Teach and/or Lead in Catholic Education.

3. Workforce Composition
Number of Female Teaching Staff = 15
Number of Male Teaching Staff = 2
Number of Female Non–Teaching Staff = 8
Number of Male Non-Teaching Staff = 1
Number of Indigenous Staff = 0

4. Rates of Attendance
Full Year = 190 days
Public holidays during school time = 4 days
Pupil free days = 7 days
Compulsory Years 1-6 = 204 students in school
The average attendance rate for students = 94%

The average attendance rate for students in:
Year 1 - 94% Year 4 - 94%
Year 2 - 90% Year 5 - 92%
Year 3 - 92% Year 6 - 94%

Non-attendance Management
All absentees are recorded in the class Electronic Attendance Register by each class teacher. Any absences must be explained in writing by the child’s parent/guardian, and all notes are filed. The classroom teacher regularly follows up any unexplained absences with a reminder note and/or phone call. Registers are reviewed each term to ensure correct procedures are followed. Where attendance is an issue, the situation is monitored and a discussion between the class teacher, Leadership Team and parent/guardian follows.

5. 2012 NAPLAN Information
The results in the table below are for the 2012 NAPLAN testing for Years, 3& 5 in Reading, Writing, Numeracy, Spelling and Grammar. The percentage figures refer to the number of children who are above the National Minimum Benchmark standard for each test.

<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>94%</td>
<td>100%</td>
<td>97%</td>
<td>96%</td>
<td>94%</td>
</tr>
</tbody>
</table>

<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>94%</td>
<td>94%</td>
<td>94%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
6. Parent, Student and Teacher Satisfaction

Student Satisfaction
When our graduating students leave OLMC, they and their parents are canvassed for their overall satisfaction with the OLMC experience. Each year the feedback has been overwhelmingly positive. The buddy system operating between the older and younger students helps to foster a positive relationship. The Year 6 leadership programme provides students with an opportunity to take on roles of responsibility. Students also participated in various graduation and thanksgiving events to celebrate their time at OLMC.

Parent Satisfaction
The majority of parents are supportive and appreciative of the initiatives implemented by the school. This is reflected by high levels of attendance at parent meetings, athletics carnivals, family sacramental days, busy bees, the annual Learning Journey, two-way and three-way interviews and by the support given to staff and the leadership team. The School Board and Parents and Friends Association work hard to ensure the school is well resourced and remains a welcoming, nurturing environment for their children.

Teacher Satisfaction
Teacher satisfaction levels are also high as evidenced by attendance at social functions, low absenteeism, anecdotal feedback to the leadership team, high retention rates, as well as feedback via formal and informal performance meetings. Our Professional Learning Community meetings have allowed teachers to collaborate in regards to best teaching practice. The shared leadership model that is followed at OLMC is another way in which teachers are able to support each other in meeting the demands of their role in Catholic schooling.

QCS Survey Results

Strengths:
- Students: Very high morale and connectedness to the school
  Feel there is purposeful teaching with lessons delivered in a planned and energetic manner.
- Parents: Feel that behaviour management is managed well and teachers are enthusiastic and passionate.
- Staff: Staff are intrinsically on board with the goals and objectives of the school. Ownership is built through the level of teamwork and empowerment.

Growth Opportunities
- Students: To be more engaged with their learning and motivated to achieve at school
- Parents: More positive relationship building to be promoted amongst students.
- Staff: Focus on student motivation and engagement to affect student achievement.

7. School Destinations from Our Lady of Mount Carmel School to Secondary

<table>
<thead>
<tr>
<th></th>
<th>BOYS</th>
<th>GIRLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aquinas</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>CBC Fremantle</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Corpus Christi College</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Emanuel College</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Iona Presentation College</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Seton Catholic College</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Kennedy Baptist College</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

8. Expenditure and Teacher Participation in Professional Learning
All staff have the opportunity to undertake professional learning, development and growth. The strategies to deliver these aspects of professional learning, range from internal/external opportunities to mentoring, coaching and professional partnerships, regional PD days, guest speakers; CEO Teaching and Learning Conference and CEO PD for Teacher leaders.
In 2012 the average expenditure per staff member on professional learning was Approximately $1280 per person.

9. School Income
School income information can be found by visiting the ACARA website
www.myschool.edu.au