Our Lady of Mount Carmel School 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 other after School Sports Program. Our Parish church is located on site and our Religious Education Program and Pastoral Care emphases assist students to live and act purposefully in our world.

1. Contextual Information
Our Lady of Mount Carmel School 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 other after School Sports Program. Our Parish church is located on site and our Religious Education Program and Pastoral Care emphases assist students to live and act purposefully in our world.

2. Qualifications of Teaching Staff
Diploma of Teaching/Education - 6
Bachelor of Education - 9
Bachelor of Arts - 4
Graduate Diploma—2
Masters of Religious Education—2
Bachelor of Special Education—1
Masters of Education Leadership—1

3. Workforce Composition
Number of Female Teaching Staff = 14
Number of Male Teaching Staff = 6
Number of Female Non–Teaching Staff = 10
Number of Male Non-Teaching Staff = 1
Number of Indigenous Staff = 0

4. Rates of Attendance 2014
Compulsory Years PP-6 = 210 students in school
The average attendance rate for students = 93%

The average attendance rate for students in:
Pre P - 93%
Year 1 - 94%
Year 2 - 94%
Year 3 - 95%
Year 4 - 94%
Year 5 - 92%
Year 6 - 95%

Non-attendance Management
All absentees are recorded in the class Electronic Attendance Register (SEQTA) 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. Class roles are reviewed each day 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. 2014 NAPLAN Information

The results in the table below are for the 2014 NAPLAN testing for Years, 3, & 5 in Reading, Writing, Numeracy, Spelling and Grammar. The percentage figures refer to the number of children who are at or 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>100%</td>
<td>100%</td>
<td>100%</td>
<td>97%</td>
<td>97%</td>
</tr>
</tbody>
</table>

YEAR 5 2014 Results

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
<th>Spelling</th>
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<td>93%</td>
</tr>
</tbody>
</table>

6. Parent, Student and Teacher Satisfaction

In 2014 OLMC School, conducted the Quality Catholic Schooling Surveys which provides our school with data from staff, parents and students to assist in understanding how well our school is operating. The QCS Surveys are a valuable tool and decision-making aid, to be used in conjunction with other information about our school’s performance (such as our review of QCS Components)

The data in 2014 recognised our strengths from parents students and staff. Parents responded that the school behaviour management is managed well, the curriculum provides many effective and engaging opportunities for students and that there are strong pathways of communication between home and school. Our student data revealed that there was a very high morale and connectedness to our school and students felt their learning was purposeful with lessons delivered in a planned and energetic manner. Staff were all intrinsically supportive of the goals and vision of the school and responded that ownership was built through teamwork. The survey also identified opportunities for growth within our school. Our parent data focused on the strengthening of relationships between the school and the wider community. Students and staff data highlighted that there was a need to focus on students setting goals and becoming more independent learners to raise student achievement.

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

<table>
<thead>
<tr>
<th>School</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBC Fremantle</td>
<td>5</td>
</tr>
<tr>
<td>Corpus Christi College</td>
<td>12</td>
</tr>
<tr>
<td>Iona Presentation College</td>
<td>4</td>
</tr>
<tr>
<td>Seton Catholic College</td>
<td>5</td>
</tr>
<tr>
<td>Mercedes</td>
<td>1</td>
</tr>
<tr>
<td>Santa Maria</td>
<td>1</td>
</tr>
<tr>
<td>Home Schooled</td>
<td>1</td>
</tr>
</tbody>
</table>

9. School Income

School income information can be found by visiting the ACARA website

www.myschool.edu.au

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 CEWA Professional Learning for Teacher leaders.

In 2014 the average expenditure per teacher on professional learning was $1400 per teacher.