



OUR LADY OF MOUNT CARMEL SCHOOL

2025 School Performance Information

Purpose

The information within this document has been prepared as a requirement of the Federal Government and pertains to the 2025 calendar year.

Section 1 – Contextual Information

Our Lady of Mount Carmel School is a co-educational, Catholic primary school located in the suburb of Hilton. Children from Three-Year-Old Kindergarten to Year Six are educated in a vibrant community, enjoying a well-resourced and progressive learning environment. Dedicated staff walk alongside our students and their families in the Spirit of Catholic Education.

The strong academic focus of the school is complemented by a holistic approach to learning; valuing spiritual, physical, social, and emotional growth. Through research-based pedagogy and the provision of quality resources, staff assist students in being active participants in their learning as they strive to reach their full potential. The school community nurtures all students to grow as confident, independent, life-long learners who contribute to society, living the Gospel values of dignity and respect.

At **OLMC** – **O**ur **L**earners **M**ake **C**onnections.

There are specialist programs in the areas of:

- Physical Education (Kindergarten to Year Six)
- Science (Kindergarten to Year Six)
- The Arts (Kindergarten to Year Six)
- Languages – Italian (Pre-Primary to Year Six)
- Library (Pre-Primary to Year Six)

Section 2 – Teacher Standards and Qualifications

In 2025, Our Lady of Mount Carmel School, Hilton employed 28 staff. Of these, 18 were teaching staff, all of which have approval by the Teacher Registration Board of Western Australia. A summary of the highest qualification awarded to each teaching staff member is below.

Qualification	Number of Staff
Master of Education/Religious Education	4
Graduate Diploma of Education	1
Bachelor of Education	10
Bachelor of Arts in Education	2
Limited Authority to Teach	1

Section 3 – Workforce Composition

Category	Number	FTE
Teaching Staff	18	11.90
Male	6	4.8
Female	12	7.1
Indigenous	0	0
Non-Teaching Staff (One staff member works dual role as Teaching and Non-Teaching)	11	7.13
Male	0	0
Female	11	7.13
Indigenous	0	0

Section 4 – Student Attendance

Year Level	Average Percentage of Attendance
Kindergarten (Non-Compulsory)	92.23%
Pre-Primary	92.86%
Year 1	89.95%
Year 2	91.68%
Year 3	90.29%
Year 4	92.95%
Year 5	91.25%
Year 6	87.28%
Whole School Average (PP – Y6)	90.81%

Teachers at Our Lady of Mount Carmel School, Hilton are required to record absences electronically at the beginning of each day and after lunch. Before recess a text message is sent to parents or caregivers who have children with an unexplained absence. Parents or caregivers may contact the office via email, telephone or in-person to advise of an absence. Children's absences are monitored through Seqta and any unusual patterns of absence are reported to the appropriate Assistant Principal for monitoring.

If children are absent for unexplained periods of time, their teacher informs the Leadership Team who will contact the family. If attendance becomes a challenge for a student or family, teachers are committed to working closely with appropriate individuals, parents and community organisations having regard for social, cultural and religious factors associated with indigenous students, students from culturally and linguistically diverse backgrounds and socially disadvantaged students.

When school procedures are not successful, the principal writes to parents or caregivers, requesting that they and the student meet with an authorised person for the purposes of working together to resolve issues that may be hindering the child's regular attendance. Parents or caregivers must comply with this written request. The role of the authorised person will vary in each case, depending on individual circumstances. Catholic Education Western Australia is kept informed of any chronic non-attendance.

Section 5 – NAPLAN Information

The tables below show the average student results at this school and a comparison with all students in 2025.

Year 3	Reading	Writing	Spelling	Grammar	Numeracy
School	406	403	385	410	394
State	389	406	394	395	396

Year 5	Reading	Writing	Spelling	Grammar	Numeracy
School	497	507	473	482	492
All	484	473	485	490	486

Section 6 – Satisfaction Surveys

Student wellbeing is at the heart of everything we do at Our Lady of Mount Carmel School. “Belonging, Being and Becoming”, the foundational vision of Australia’s Early Years Learning Framework, is evident throughout our school. This is strengthened through our whole-school Berry Street Education Model, Zero2Hero workshops in upper primary, and the support provided by our school chaplain to staff, students and families.

Positive interactions between parents, caregivers, staff and students remain a defining strength of our school community, strengthening relationships within each child’s mesosystem. This is exemplified through the strong connection with past students, who regularly return to contribute to Christian service hours and reconnect with staff.

Students from Years Four to Six undertook the *Assessing Wellbeing in Education* survey, with consistent response rates across the year levels. The survey questions were grouped into ‘Junior Student Global Wellbeing Questions’, ‘Junior Student School Wellbeing Questions’, ‘The Children’s Hope Scale’ and ‘Religious Wellbeing Questions’.

The data confirmed several key themes. Our Lady of Mount Carmel School is characterised by a highly relational, supportive and faith-centred environment in which students feel cared for, connected and hopeful. Strong teacher–student relationships underpin student wellbeing, while student voice reinforces that a sense of belonging and community are defining features of the school.

Opportunities for growth include strengthening resilience and self-efficacy, enhancing behavioural support through strategies such as brain breaks, and embedding consistent emotional regulation practices across all year levels.

Year Six students also participated in the National Catholic Education Commission's *Student Faith Formation Survey*, an initiative designed to explore the faith formation experiences of students in Catholic schools. The findings further affirmed the strength of the school as a place of encounter, practice and care. Students most frequently identified the way staff care for students (19%), the facilities (15%), and Religious Education (13%) as key contributors to what makes their Catholic school a special place.

In relation to care, 67% of students indicated that their Catholic school has cared for them, with the remaining 33% selecting 'sometimes', and no students indicating 'no'. These results reinforce the school's commitment to nurturing a positive and inclusive environment where students feel supported.

Collectively, these findings reflect the core purpose of Catholic Education, which extends beyond academic achievement to the holistic formation of the person. The data highlights that Our Lady of Mount Carmel School fosters intellectual, spiritual, social, emotional and moral development, consistent with a faith-filled community centred on care, belonging and growth.

In 2022, parents and caregivers were invited to complete the Parent and Caregiver Survey. This will be conducted again in 2027, in conjunction with a Staff Survey scheduled for 2026.

Section 7 – School Income

Information regarding school income can be found on the My School website. This can be accessed via the following link www.myschool.edu.au

Section 8 – Senior Secondary Outcomes (Not Applicable)

Section 9 – Post-School Destinations (Not Applicable)

Section 10 – Annual School Improvement – Catholic School Improvement Plan

CATHOLIC IDENTITY

Goal: Further develop the understanding of the staff of the various Parts of the Mass, including the presence of Jesus within the Mass. All teaching staff to be involved in the planning of masses where students are members of the congregation.

Achievements:

- Staff confidence in key terminology and the Parts of the Mass has increased through ongoing informal/formal formation and whole-school engagement.
- Regular participation of Pre-Primary to Year Six students in whole-school and Parish Masses has enhanced reverence and understanding of Jesus' presence in the Eucharist.
- Whole-school Masses and Parish liturgies have been collaboratively planned by staff following targeted professional development, resulting in well-prepared and inclusive celebrations.

Goal: Continue to cultivate Christ-centred and child-focused learning environments that are engaging, inspire our learners to actively live the Gospel, and foster a whole-school community culture of faith formation.

Achievements:

- The Mini-Vinnies program has been actively embedded, promoting service, Mercy values, and awareness of Catholic Social Teaching, supported by regular Saint focus at assemblies.
- Staff and students have deepened their knowledge of Saints, Carmelite heritage, and House charisms through targeted professional learning and ongoing research.
- A consistent faith language has been strengthened across the school through the introduction of Religion vocabulary and prayer cards, alongside the revival of the school song to reinforce identity and community spirit.

EDUCATION

Goal: Implementation of school-based Reading Scope and Sequence, aligned with the Science of Reading, Ochre, DIBELS and PLD, developed to guide teaching and to provide an expected standard of understanding for each year level.

Achievements:

- The Western Australian English Curriculum: A strong focus on reading, supported by the continued development of the Ochre Reading Spine in collaboration with Our Lady of Fatima School.
- A comprehensive, school-based Reading Scope and Sequence and associated support materials have been developed to guide teaching and ensure consistency across all year levels in conjunction with Catholic Education Western Australia (CEWA) Literacy consultant.
- Structured literacy blocks and literacy intervention have been embedded across the school, supported by targeted staff professional learning, strengthening teaching practice and student outcomes in reading.

Goal: Review of the school's Mathematics learning opportunities, developing a school-based Mathematics Scope and Sequence to guide teaching and effectively support student engagement, growth, and excellence.

Achievements:

- Continuing to review Western Australian Mathematics Curriculum in preparation for the introduction of a revised mathematics curriculum across the school, forming the foundation for reviewing current classroom practice.
- Staff have collaboratively begun reviewing Mathematics programmes, working towards the development of a common, school-wide framework to guide consistency in teaching and learning utilising CEWA resources.
- Professional learning and a review of extra-curricular Mathematics opportunities have supported the ongoing development of engaging pathways for students and strengthened teaching practice.

COMMUNITY

Goal: Continued to create a Vision for Learning across the whole-school, ensuring that in the coming years that it will clearly articulated by students and staff and lived through meaningful connections to our faith, education, community, and future.

Achievements

- Dedicated staff meetings each term have deepened understanding of the Vision's four pillars, supporting staff to intentionally integrate faith, education, community, and future within their practice.
- Year Six Student Leaders have actively engaged in the creation of the Vision for Learning, demonstrating examples of how it will be lived in action and how it will strengthen student voice across the school.
- School-based resources, including a flyer, graphic, and video, are being developed to communicate the Vision clearly and consistently with the wider community.

Goal: Provide educational opportunities for all students and staff that build a strong sense of identity and agency, enabling them to deepen their understanding of First Nation's culture, respect for traditions, and strengthen relationships with our local First Nations community.

Achievements

- Celebration of cultural events and utilising external funds to create an outdoor yarning circle and First Nation signage created by First Nation Children of the school

- Collaboration with CEWA First Nations consultants and Transforming Lives Engagement Officers has supported progress towards becoming a culturally competent school, including guidance on the appropriate incorporation of Noongar language.
- Targeted professional learning aligned with AITSL standards, alongside the inclusion of culturally appropriate imagery throughout the school, has strengthened culturally safe and inclusive learning environments.

STEWARDSHIP

Goal: Development of a Sustainability Framework to guide and enhance the various initiatives within the school, incorporating the call of Laudato Si', to support long-term environmental responsibility and promote a culture of whole-school community stewardship.

Achievements:

- Current sustainability initiatives have been reviewed, with engagement with other schools and agencies informing the development of a comprehensive, forward-focused Sustainability Framework.
- A three-year plan is being collaboratively developed with staff and shared with the School Advisory Council and P&F, ensuring a unified and community-supported approach to future action.
- Practical enhancements, including garden bed improvements, a shade sail, and a chicken coop, alongside steps towards Waste Accredited and Water Wise status, will continue to promote active student involvement and a culture of environmental stewardship.

Goal: OLMC has continued to progress planning for the Stage Four Capital Development, with a clear focus on revitalising Early Years facilities to enhance learning environments and support future enrolment growth. While construction has not yet commenced, strong foundations have been established through careful planning, financial stewardship, and ongoing collaboration with key partners.

Achievements

- Ongoing financial monitoring and targeted actions strengthening overall financial sustainability in preparation for capital works.
- Learning environments have been enhanced through the continued paint programme and the completion of furnishing in key spaces, improving current student learning conditions.
- Close collaboration with architects and CEWA has progressed the Capital Development Plan, including preparatory work for a new Kindy and Pre-Primary playground, with construction scheduled to commence in Term One 2026.

