



## Our Lady of Mount Carmel School, Hilton 2020 Compliance Data

*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."*

### **Purpose**

The information within this document has been prepared as a requirement of the Federal Government and pertains to the 2020 calendar year.

### **Section 1 – Contextual Information**

Our Lady of Mount Carmel School, Hilton is a small, co-education 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 assist students to be active participants in their learning and to strive to reach their full potential.

The school community enjoys a well-resourced and progressive learning environment with modern facilities and dedicated and committed staff who work and walk alongside our students and their families in the true spirit of Catholic education. With a commitment to educational excellence, Our Lady of Mount Carmel School facilitates student learning through the employment of excellent teaching and learning practices coupled with the use of technologies, which both engage and motivate inquiring minds. We seek to empower students to become critical thinkers by teaching them the tools to effectively access and sort information. The school endeavours to nurture all students to grow as confident, independent, life-long learners who are enabled to contribute to society with dignity and respect.

Modern technology and digital resources are incorporated to prepare students for living in a technological and changing society. Diagnostic, formative and summative assessments are used as tools to facilitate student progress and as a basis for constructive feedback. Through collaboration and reflection, students' needs are catered for so that they can achieve their maximum potential.

There are specialist programs in the areas of:

- Physical Education (Kindergarten to Year Six)
- Science (Pre-Primary to Year Six)
- Australasian Studies (Pre-Primary to Year Six)
- Languages – Italian (Kindergarten to Year Six)

## Section 2 – Teacher Standards and Qualifications

In 2020, Our Lady of Mount Carmel School, Hilton employed 29 staff. Of these, 17 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	2
Master of Teaching	2
Graduate Diploma of Education	1
Bachelor of Education	10
Bachelor of Arts in Education	1
Limited Authority to Teach	1

## Section 3 – Workforce Composition

	Number	FTE
Teaching Staff	17	11.2
Non-Teaching Staff <small>(One staff member works dual role as Teaching and Non-Teaching)</small>	13	7.05
Indigenous	0	
Male	4	
Female	25	

## Section 4 – Student Attendance

Year Level	Average Percentage of Attendance
Kindergarten (Non-Compulsory)	91.9%
Pre-Primary	92.6%
Year 1	91.7%
Year 2	91.6%
Year 3	93.8%
Year 4	92.9%
Year 5	93.9%
Year 6	91.2%
Whole School Average Pre-Primary to Year 6	92.5%

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 Principal 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 on any chronic non-attendance.

## **Section 5 – NAPLAN Information**

Due to the COVID-19 pandemic, NAPLAN assessments were not administered in 2020, therefore no data is presented for 2020.

## **Section 6 – Satisfaction Surveys**

Our Lady of Mount Carmel School enjoys strong support from the parent body as evidenced by the strong involvement of parents and caregivers in both the Parents and Friends Association and School Board. Parents and carers regularly participate and contribute to a vast array of school operations, community engagement opportunities with interactions between parents, caregivers and staff remaining a highlight of the school community. It is also pleasing to welcome back so many past pupils who visit the school to contribute formally towards Christian Service hours and to visit staff.

The parents and caregivers of all students at the school are invited to complete the Parent and Caregiver Survey. This was completed in 2019. National Schools in Partnerships analyses the data and provides the principal with a package of de-identified feedback that can be used in a reflection process with the school leadership team and with staff to develop lines of action. When administered annually, data over time shows the effectiveness of school improvement efforts.

The 2019 data speaks positively about the overall satisfaction experienced as parents entering our school community and how they feel their children are cared and catered for according to their needs. 50% of the response rate were neutral or agreed that they were satisfied, with the other 50% stating that they strongly agreed with the overall satisfaction of the services provided by the school.

Our students from Years 3-6 had a similar response rate when they undertook a middle and upper primary version of the survey. 'School climate', 'protective and risk factors', and 'feeling left out' were the categories which the questions fell under. This information was confirming that students

are feeling safe, listened to and have their learning needs met, whilst also highlighting opportunities for growth in the coming year.

## **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](http://www.myschool.edu.au).

## **Section 8 – Senior Secondary Outcomes (Not Applicable)**

## **Section 9 – Post-School Destinations (Not Applicable)**

## **Section 10 – Annual School Improvement**

### **School Improvement – Evangelisation Plan Focus**

Upskill all staff on how to use prayer in a variety of ways to enhance children's experience of Jesus.

#### *Success Criteria and Annotations*

All staff to complete professional development on prayer with Sister Kerry.

- During a Professional Development Day all teaching staff to explore different ways to incorporate prayer in learning opportunities with students.
- A variety of prayers will be used and displayed in the classroom.
- Students will be able to articulate different prayers and approaches to praying.
- Regular promotion of prayer in our Staff Bulletins.

### **School Improvement – Aboriginal Education Plan Focus**

Teachers to design and implement effective teaching strategies that are responsive to the local community and cultural settings of Aboriginal students.

#### *Success Criteria and Annotations*

- All staff to complete Professional Learning on Aboriginal Education - Utilise the local community to enrich and facilitate effective teaching strategies. This should include linguistic background and history of our Aboriginal students.
- Utilise Our Land Our Stories Cengage resources and share ideas for teaching and learning during staff meetings.
- Engage in Share My Pride online professional learning about shared history and traditional cultures.

### **School Improvement – Curriculum Plan Focus**

Explore and develop strategies & resources for Open Ended Tasks, Problem Solving and the Inquiry model

#### *Success Criteria and Annotations*

- Develop whole school agreed understanding, process and strategies for Problem solving.
- All staff involved in PLC to link SCSA Curriculum to Origo Maths in the area of Problem Solving.
- Staff involved in Professional Learning to explore Design Thinking for Schools Inquiry model and Kath Murdoch.