Our Lady of Mount Carmel Catholic Primary School, Coorparoo, is a co-educational Catholic Primary School providing educational excellence for students from Prep to Year Seven. The Mount Carmel School Community is made up of children, parents, teachers and staff who aim to uphold its motto “By prayer and action we follow Christ” by having a welcoming, inclusive and positive environment.

This document reports on the definitive characteristics of Our Lady of Mount Carmel School which are identified in the school Mission and Vision statement and the ability of the school community to bring this document to life. Pastoral Care of students is reported as a community responsibility which has its foundations in Gospel Values, in mandated educational experiences through the professional and caring work of the school staff in partnership with families. The high quality of educational experience for students at this school is due to year level team based planning, assessment and monitoring of student learning and progress and the participation of staff in whole school quality professional development. Students come to school understanding the value of education and looking forward to their participation in their own learning. A variety of extracurricular activities and distinctive curriculum offerings available assist in ensuring that a diversity of student interests can be satisfied. The school is very successful in NAPLAN testing.
Characteristics of the student body

Our Lady of Mount Carmel School is reflective of the middle class suburb in which we are situated. Being six kilometres from the CBD, Coorparoo is middle class aspirational reflecting the price of real estate and the largely professional background of parents. Students are motivated and keen to learn. Students are generally encouraged to do their best, to co-operate and to mix well in the class playground. The school is very successful in NAPLAN testing.

Our distinctive curriculum offerings

- Additional support for learning for all students through the Learning Centre. This support can be one-on-one or in small groups for extension learning, specific support for specific topics or learning areas for students at all learning levels.
- Music and Drama are specialist curriculum areas. The culminating learning activity is a whole school musical production involving every student in a theatre performance.
- A Physical Education specialist provides two lessons to each class each week and arranges a range of sporting activities for students to participate in. Students from Years 3-7 participate in a school house sports program throughout the year as well as having the opportunity to participate in a wide range of inter-school sport activities.
- Students from Years 3-7 participate in LOTE (Italian) lessons each week.
- Students in years five, six and seven are able to participate in the University of New South Wales competitions for Maths, English, Science & ICT.
- Students from years five to seven compete at a school level to be the representative team in the Readers' Cup Challenge
- Technology is integrated into everyday learning and children are given a range of opportunities to develop their skills.
Extra curricula activities

1. Music is a significant extra curricular activity. Students can learn brass, woodwind, percussion, guitar, violin & Keyboard. Instrumental music students are able to join the Junior Band or the Senior Band. The bands participate in the annual catholic schools music competition & other school events.
2. Students are eligible to participate in the Senior & Junior Choirs. This group participates in the annual catholic schools choral competition. They also perform at school occasions.
3. The school chess club operates for students of all ages can participate.
4. Tennis lessons are offered before and after school.
5. The Computer Club is organized through the Resource Centre and takes place before school. Students apply to participate.
6. Training for a variety of sports takes place before and after school. Representative teams are selected in many sports during the year, giving a large number of students the opportunity to train and participate.
7. Drama lessons are offered outside of school hours.

How Information and Communication Technologies are used to assist learning

- Educational technologies are embedded in school curriculum areas and used as tools if they are the best tools for the task. Each teaching staff member is supplied with a laptop for planning and classroom use. Each classroom has a pod of laptops and IPads to be used by students in planned curriculum areas and purposes. Yr 7 are provided with 1 to 1 laptops. Surface RT tablets have also been introduced to upper year levels for classroom use.
All classrooms are fitted with data projectors which are well used in conjunction with laptops. The Prep-Yr 3 classrooms are also fitted with Interactive White boards.
The school Resource Centre is well supplied with cameras, video cameras and laptops. There is a bank of laptops set up for daily use by users of the Resource Centre. These are available for student use at lunch time.
The Resource Centre has two sets of Ipads which are available daily to classrooms.
A bank of Ipads are also available in our Learning Support Area for group or class use.
All classrooms have access to the internet via WiFi connections.
Staff are regularly involved in professional development to support the development of their ICT skills and knowledge.

Social climate inclusive of pastoral care and our response to bullying

Our Lady of Mount Carmel School is reflective of the middle class suburb in which we are situated. Students are motivated and keen to learn. Families are very supportive. There is a strong sense of community. Parents are generous with their time for excursions and for supporting occasions around the school as well as in classrooms. Behaviour Management operates at a low level due to widespread support for the school grounds to be safe places for everyone.
A School Counsellor is at the school two days per week to work with staff, families and students in a variety of supportive ways. Our Lady of Mt Carmel has implemented a whole school Pastoral Care Program designed to assist our students to develop appropriate social skills. Within the program we aim to develop a sense of self-awareness, self-management, social awareness, relationship skills & responsible decision making. Regular school assemblies are conducted to help develop our strong sense of community and to celebrate school successes. OLMC also provides strong support to others less fortunate than ourselves through a range of mission activities across the school year.
Parent, student and teacher satisfaction with the school

Each year the parent community participates in the process of Internal Review, responding to surveys and focus groups to review a number of areas of school activity. The results assist with Goal Setting for the year and into the future. The positive and co-operative tone of the school give evidence to parent and student satisfaction. The school has Behaviour Management and Bullying policies which are promoted and used when required. The staffing profile shows some long term members of staff, some new staff members and a reasonable ratio of male staff to female staff. Learning is co-operatively planned and new staff members are partnered with experienced staff. The school will be participated very successfully in the External Review process in May 2013 which was very positive and affirming. The P&F works very effectively to support the school being involved in fundraising and social events annually. The School board is a very effective support for the school developing policies and having an advisory role in school budgeting and finances.

Parent involvement in their child’s education

Parents are involved in the school through participation in the P&F and School Board and by working as volunteers in the school tuckshop, the school Resource Centre and in classrooms. Parents provide feedback about school satisfaction through involvement in the Cyclical External Review and Internal Review processes. Parents participate annually in Preparatory Orientation days, teacher/parent evenings, formal teacher parent interviews and student support meetings for verified students. The school newsletter is electronically delivered, often to both parents. Class co-ordinators deliver messages and organise social activities and school support activities. Parents are invited to be trained by the ST-IE to assist with reading tutoring for their own children and as classroom reading parents. Parent information nights are often organised by the P&F and the school to support parents in their role.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>34</td>
<td>13</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25</td>
<td>3.8</td>
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<tr>
<td>Indigenous</td>
<td>0</td>
<td>0</td>
</tr>
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</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
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<tr>
<td>Masters</td>
<td>22</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>19</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>45</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>14</td>
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</tbody>
</table>
Expenditure on and teacher participation in Professional Learning
The total funds expended on teacher professional learning in 2013 was $47,830.
The major professional development initiatives were as follows:

ICT- Implementation of LIFE program
Collaborative planning incorporating move to Australian Curriculum including Maths, English, History, Science and Geography
Supporting Special Needs
Spirituality

School Income by Funding Source
School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate
The staff attendance rate was 97.42% in 2013.

Proportion of staff retained from the previous school year
From the end of the 2012 school year, 100% of staff were retained by the school for the 2013 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>96%</th>
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</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>95%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>97%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>96%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>97%</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Student attendance rolls are marked twice daily via the eMinerva School & Student Administration software package. This accounts for both explained and unexplained absences. A summary of attendance is reported via the school SRS Report card.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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