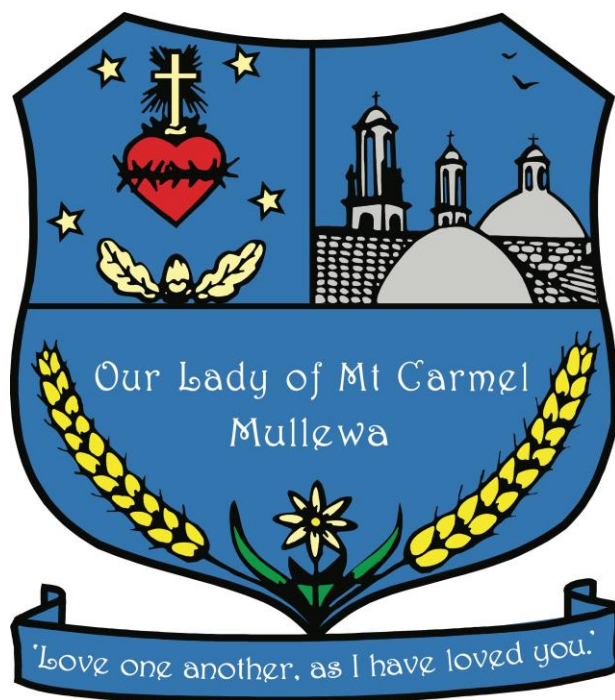


**Our Lady of Mt Carmel  
Primary School  
Mullewa**



**School Compliance Data  
2025**

System and Australian Government accountability regulations require that each school reports to its community on school performance in a number of key areas. The following information is a Commonwealth Government requirement and pertains to the 2025 calendar year.

### **Contextual Information**

Our Lady of Mount Carmel School is situated in Mullewa, 472km north east of Perth and 100km east of Geraldton. The school was established in 1914 by the Presentation Sisters and their mission statement still continues to be relevant today. We are about developing an active faith community to 'Love one another as I have loved you' - our school motto. The school is a thriving co-educational school and caters for approximately 40 students from Kindergarten to Year 6. In the past, the majority of students have lived on farms and travelled to school by bus. This dynamic is changing as the school continues to enrol more students living in the Mullewa townsite, often from transient families. The school has strong links with the Parish. Parental involvement has been an integral part of the school life and it is through this that the School Board and the P&F Association are able to support the school in the areas of most need; involvement has begun to lessen as the number of families within the school continues to decline. The school is dedicated to developing the whole child, intellectually, physically, socially and emotionally, based on the Gospel values of the church, and more specifically the values of the Fruit of the Holy Spirit, taken from "Galatians" in the New Testament. The school motto of "Love one Another" stems from the founding Presentation Sisters who were originally the Sisters of the Sacred Heart of Jesus. The school's crest envelopes the mission statement set by the Presentation Sisters;

‘With a pioneering spirit, Our Lady of Mount Carmel, Mullewa,  
Aspires to foster Christian community  
Living in harmony with each other and the environment.’

The entire staff, teaching and non-teaching are fully committed to providing the best possible Catholic education for the children in their care. Our whole staff are led by the belief that all students can learn, and that differentiated learning needs to occur across all learning areas, particularly in the areas of literacy and numeracy. In 2025, the school moved to establish 2 classrooms with a good number of students in both, supported by an extra teacher and teacher assistants as required. As a professional learning community, the teaching staff have continued to develop a set of whole school commitments and practices for the teaching of literacy that have become embedded in the culture of the teaching and learning programs within the school. A similar process will begin in 2026 in the area of Mathematics. In 2025, both the MaqLit and MiniLit programs have continued running within the middle/senior years classroom with formal training having been completed for both. Small group work programming and timetabling has continued to be maintained on a formal basis across the school during Literacy and Numeracy blocks with targeted levelling and adult led instruction for all students. Each classroom is equipped with one to one iPads for students, and BenQ Boards, along with an Apple TV are used as a teaching tool in each classroom. These are supported through a strong network plus Wi-Fi for ease of connectivity. Each staff member has a device, with teaching staff having a MacBook or windows computer to assist in the area of preparation of lessons for the children, and Teacher Assistants an iPad, for use during small group instruction. These devices are important as a means for effective communication and collaboration across staff at all times; iPads and large screens especially, are used as an important tool in carrying out the small group instruction that occurs across the school.

In 2025, staff continued to maintain and nurture further relationships with outside agencies to support the school community; a strong relationship continues with our regional Catholic

Education Office and their supporting consultants, along with the local Mullewa Police Force and the Mullewa District Office, as part of the City of Greater Geraldton. The school continues to endeavour to liaise with health agencies, particularly WA Country Health to ensure students are supported with Physiotherapy, Speech and Occupational Therapy referrals. Due to a lack of support services in these areas on a regular basis, the school has worked tirelessly to set up its own Therapy program, along with a modern therapy room and resources and the appointment of staff (qualified Child Health Nurse) trained in assisting with student programs to ensure students receive the help they need to aid in their overall learning. In 2025, the school's Health and Wellbeing Officer (a qualified registered nurse) continued to work within the complexities of the role, addressing the needs of students and liaising tirelessly to establish even stronger networks with outside agencies including WA Country Health, Western Australian Centre for Rural Health & University of Western Australia, Geraldton Regional Aboriginal Service, Child Health Services, Department of Communities and others.

### **School Characteristics**

School Sector	Non-government
School Type	Primary
Year Range	K-6
Location	Remote
Total Enrolments Girls	21
Total Enrolments Boys	13
Indigenous Students	39%
Language Background other than English	3%
Student Attendance	79%
Teaching Staff	9
Full-time Equivalent Teaching Staff	5.3
Non-teaching Staff	9
Full-time Equivalent Non-teaching Staff	4

### **Workforce Composition**

Our Lady of Mt Carmel employed a total of 18 staff, 1 male and 17 female. There were 9 teaching staff and 9 non-teaching staff. There were 5.3 full-time equivalent teaching staff (including the principal) and 4.65 full-time equivalent non-teaching staff.

### **Teacher Qualifications**

Our Lady of Mt Carmel employs 14 teaching staff. Collectively, the qualifications held by teachers, teacher assistants and the numbers who hold these qualifications are:

Certificate III & IV – 4

Bachelor of Arts - 2

Bachelor of Education – 5

Master of Education – 3

Doctorate of Education – 1

### **Student Attendance**

An average of 79% of students attended school each day in 2025.

<b>Year Level</b>	<b>Attendance</b>
PP	82%
1	62%
2	89%
3	83%
4	
5	83%
6	75%

### **Note on Attendance Data**

Some of our attendance figures are disappointing due to the transient nature of some of families; students tend to travel with their families for extended periods of time. Figures appear to be influenced by specific students' lack of attendance on a regular basis, rather than poor attendance by students in general. The school attempts to communicate with parents and families of those students who are regularly not attending school and implement positive approaches for encouraging students to attend school. The CEWA school psychologist is included in these approaches and practices where necessary. All relevant processes are followed and the school reports these absences to the relevant authorities, including both the Regional Office and the Department of Education.

### **Management of Non-Attendance**

The school's policies and practices are such that when a child is absent from school:

- The parent or caregiver is required to notify the school before 9am on the day of the absence
- Teachers complete attendance records on SEQTA by 9:15am each morning
- The office staff will send an 'SMS' notification to parents or caregiver if there is no recorded reason for a child's absence
- If there is no response from the parent or caregiver after the initial contact, then if further investigation is required, this can possibly be managed by contacting other members listed by the family, or members of the community. The Principal will be notified if this is of concern
- Upon return to school, parents or caregiver will need to provide the school with a note to explain the reason for absence
- If there are prolonged periods of absence, less than 80% attendance, the Principal will make contact with the parents or caregiver to best support a stronger attendance pattern
- When the situation arises that a student has had a prolonged absence of fifteen days and when parents or caregiver cannot be contacted, then the support of outside agencies including the Catholic Education Office and possibly the Department of Child Protection will be involved to assist the school and family to address the situation

### **National Assessment Program – Literacy and Numeracy (NAPLAN) School Report**

<https://www.myschool.edu.au/school/48926/naplan>

### **Parent, Teacher and Student Satisfaction**

#### **Parent Satisfaction**

Our Lady of Mt Carmel has a strong community atmosphere and the support of the parent community is one of its strengths. Many of the students in our school are second or third

generation students and are from families that have a vested interest in the school, in its position as an important part of the Mullewa community. Most parents, especially those with the means to, are supportive of assisting with school events and in their support of the Parents & Friends Association, particularly with regard to fundraising to support the purchase of extra resources for the students, and with assisting during Busy Bees and projects requiring labour so as to enhance the physical aspects of the school. Feedback from parents in an anecdotal sense, is that they have a high degree of satisfaction in the level of pastoral care. Until this point, the school has received very few complaints from parents with regard to their child's learning and wellbeing. At enrolment interview, parents of students who are new to the town mention that the school has been recommended positively by local people within the town. Attempts have continued to be made to increase the level of parent understanding in terms of reading academic reports, and understanding a child's level of academic achievement through the availability of teacher meetings with parents across each term, along with formal teacher/parent meetings twice a year. Due to the small number in our student population, the staff will continue to address any parent feedback received and ensure lines of communication remain open and supportive of listening to, and attending to parent concerns.

### **Teacher Satisfaction**

Staff demonstrate a professional approach to all areas of the students' education; Our Lady of Mount Carmel fosters a very collegial working environment. There is a high retention of staff which demonstrates the many quality relationships that exist between staff. Whilst there is turnover of graduate teachers, many of the staff are long serving members who demonstrate a sincere commitment to the ongoing performance of the school, and to the students in their care. Feedback gained from exit interviews with staff transient to Mullewa, tends to indicate this is due more to the lack of amenities in the town, rather than the school environment. A culture of professional respect, friendly cooperation and congeniality is evident within the school.

### **Student Satisfaction**

Students at Our Lady of Mount Carmel Catholic Primary School work and play in a happy, safe and friendly environment. Individual student surveys at end of 2025 indicated a high level of positivity with school and very few suggestions on how to improve, or what more students would like.

Areas of positivity include:

- Minimal incidents of negative interaction amongst students both in and out of the classroom
- There is a strong level of engagement and progress in various learning programs, particularly differentiated small groupings
- Students show a high level of cooperation with staff
- There is consistent well documented progress from students
- The students are very inclusive of all nationalities
- The students exhibit a nurturing attitude towards each other
- There is a willingness to participate
- There is strong evidence of collaboration amongst students as noted by class teachers and other staff members.

### **Post School Destinations**

Nagle Catholic College, Geraldton – 3

Santa Maria College – 1

Mullewa District High School, Mullewa – 1

Morawa District High School – 1

**SCHOOL INCOME**

Detailed school income data can be accessed on the MySchools website.

Please see link below

<https://www.myschool.edu.au/school/48926/finances>