



# Mary Immaculate Primary School

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# 2024 Annual School Report



## Introduction

### **About the Annual School Report**

Mary Immaculate Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

## Key Messages

### From the Principal Mrs Sharon Mizzi

At Mary Immaculate Primary School, we take pride in our endeavours and the Annual School Report reflects our achievements as a learning community.

During 2024, we undertook numerous initiatives that contributed to our students' learning. The school's Mission goal focused on exploring multiple layers of meaning within Scripture and applying Inquiry Learning in our Religious Education program. Our Catholic faith and identity is at the centre of all that we do. Teachers engaged in many professional learning experiences where staff and student formation was further developed.

The focus on Literacy and Numeracy contributed to substantial learning gains, informed by data from school-based sources and the Literacy and Numeracy (NAPLAN) assessments completed by Year 3 and Year 5 students prior to 2024. This assisted our teachers to develop the Literacy and Numeracy blocks, central to successful instruction and learning. Year 3 to Year 6 introduced the new English and Mathematics curriculum. Technology remained an essential tool within our community. At Mary Immaculate Primary School, we continued to utilise iPads, laptops, and other technologies to broaden students' learning and enhance their ability to express themselves through multimedia platforms. The commitment to our students to develop independent learners is implemented across all Key Learning Areas.

Our partnership with parents was strengthened through the continued development of the Parents and Friends Association (P&F) throughout the year. This association provided parents with a formal avenue to contribute to the school by organising social and fundraising events and participating in school-based decisions at a consultative level.

I encourage you to read our Annual School Report and join with us as we celebrate the many wonderful experiences and events that have contributed to Mary Immaculate Primary School being a centre of love, learning and service.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### From the Parents/Carers

Parents are the first educators of their children, particularly in matters of faith, and through cooperation between parents and teachers, the children have shown to be proactive in their own development. As partners in education, the school works very closely with parents to ensure that each child receives the best possible learning

opportunities available. The school and parents enjoy a healthy and open relationship based on quality communication that remains present throughout the year.

In 2024, we were invited and encouraged, as parents, to participate in the development of our children through many forms of support which included, but were not limited to:

The Parents and Friends Association had representation from the school leadership team and the parent body within the community, and assisted in the coordination of planned activities throughout the year. In addition to this, the association allowed for all matters related to learning and teaching to be discussed.

Parents were invited to attend Whole School Masses, Mother's Day, Father's Day, Grandparent's Day and various whole community celebrations.

Parish welcomed parental support from families.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

### **From the Students**

At Mary Immaculate Primary School our students demonstrated that they valued:

Our Church:

"It is easy to access because it is connected to our school, which means we can go in when we want and can practise masses and liturgies in the church. Going to church gives people in all grades an opportunity to learn about God and build their relationship with God."

Our flexible learning spaces:

"We get to work with different people."

"We are not just with one teacher, which is great because we may get different ideas from others and we can go to them for advice."

"In flexible spaces, everyone gets to have a go and there are many opportunities to reach our goals."

"Information is easily shared and delivered from three teachers."

"Our learning spaces look amazing and I can work with my friends."

Technology:

"We can create Project Based Learning (PBL) projects using laptops and iPads. We have a wide variety so it gives each person a chance to have a go."

"We can learn new skills involved with technology, which lets us explore and experience more. I love taking my iPad to school and using it for my learning."

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the school

In 1987, the Quakers Hill Parish School opened in demountable buildings in Pentland Street. As the Quakers Hill area grew from market gardens and poultry farms to housing estates, so too did the need for a larger primary school and in 1990, the school moved to its present site on Farnham Road. The school quickly became known for its focus on the growth of the child and for its excellent academic results. The school is physically connected to the parish centre, so we can truly state that the parish and school are 'one'. After further development, our School became known as Mary Immaculate Primary School in 1997 and today is one of the three Catholic schools that serve the parish of Mary Immaculate Quakers Hill. In recent years, the school interior has been fully refurbished to reflect the most contemporary learning and teaching practices. Our School is regularly visited by other schools as an outstanding exemplar of highly effective learning and school design. We look forward to being able to continue to serve the communities of the surrounding suburbs for many years to come.

### Location / Drawing Area

Mary Immaculate Primary School is located in Quakers Hill and has an enrolment of 628 students from Kindergarten to Year 6. It is one of three Catholic schools in the Mary Immaculate Parish community – two primary and one secondary. Mary Immaculate Primary School generally draws on students from the suburbs of Quakers Hill, Acacia Gardens and various estates in Stanhope Gardens. Families outside this area, however, are able to, and do, enrol their children here as a matter of choice.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	59
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	29
Number of part time teaching staff	8
Number of non-teaching staff	22

### Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Mary Immaculate Primary School can be sourced directly from the school.



## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- In Religious Education, staff participated in exploring the multiple layers of meaning in Scripture and making connections with contemporary society.
- Staff attended Professional Learning on the new English and Mathematics curriculum.
- Data analysis of Progressive Achievement Test (PAT) assessment data, Early Years Assessment (EYA) and Mathematical Assessment Interview (MAI).

## **Catholic Identity and Religious Education**

### **Prayer, Liturgical Life and Faith Experiences**

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### **Social Justice**

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- FIAT team lead students in Caritas Lenten Appeal, St Vincent de Paul Christmas Appeal and Jesuit Refugee Services fundraisers.
- K - 6 Formation Mission Day, where students partook in encounter experiences and workshops, also raising funds for Catholic Mission.
- Students participated in a Cultural Immersion Day with CSPD Jarara Cultural Centre.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### **School, Home and Parish Partnerships**

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### **Religious Education**

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's

teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Staff were invited to recontextualise Scripture and explore how it speaks to contemporary society.
- All staff were invited to a Spirituality Day, which explored their role as Witness in a Catholic school.
- Staff were invited to engage in the Master of Theology or the Graduate Certificate in Religious Education through Australian Catholic University.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	84%	66%
Writing	94%	77%
Spelling	78%	61%
Grammar and Punctuation	72%	54%
Numeracy	77%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	89%	71%
Writing	90%	67%
Spelling	77%	68%
Grammar and Punctuation	78%	65%
Numeracy	74%	68%

## Student Profile

### Enrolment Policy

Mary Immaculate Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
291	332
Total Enrolments: 623	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	92%	4	90%
1	91%	5	91%
2	92%	6	90%
3	90%	School Average: 91%	

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	435
Students with disabilities (SWD)	156
Aboriginal and Torres Strait Islander	12

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Mary Immaculate Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- One week each term dedicated to staff wellbeing, including staff appreciation activities and no scheduled meetings.
- Frequent assemblies acknowledging student accomplishments, encompassing academic, faith and extra-curricular achievements.
- Implemented Positive Behaviours for Learning (PBS4L) and Grow Your Minds.

Mary Immaculate Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

Mary Immaculate Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Students attended ANZAC Day Dawn Service at Riverstone-Schofields sub-branch.



- Indigenous students participated in a yarning circle with Jarara Elder, NAIDOC Week Paralitury and Dalmarri community artwork.
- Whole school weekly behaviour focus, aligning with PBS4L and Grow Your Minds.

## Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- The school challenges the students and has high expectations. They are able to cater to students of all abilities.
- They are strict about the "No-Bullying Policy." It is a very friendly school.
- Supportive teachers who care about and cater for all students holistically. Supported by a great Principal.

Areas of strength from the student feedback include:

- The teachers make the learning fun.
- My teachers help me achieve success in all I do.
- We really enjoy it when Father Oliver comes into our classroom.

Areas of strength from the staff feedback include:

- I feel extremely supported by leadership.
- There are ample opportunities for Professional Development.
- Very friendly, inclusive environment.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	To commence the Enhancing Catholic School Identity (ECSI) data collection and use that information to guide our professional development and formation.	Still Working Towards.
Priority 2	To launch a whole school PBS4L program, with all stakeholders involved in the design process.	Achieved.

Projected School Priorities		
Priority 1	Improve students and staff understanding of the Catholic approach to meaningfully engage with Scripture.	
Priority 2	To improve students' pro-social behaviours to support learning.	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$6,503,632
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,717,310
Fees and Private Income <sup>4</sup>	\$1,722,859
Other Capital Income <sup>5</sup>	\$293,968
Total Income	\$10,237,769

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$594,819
Salaries and Related Expenses <sup>7</sup>	\$7,820,171
Non-Salary Expenses <sup>8</sup>	\$2,586,213
Total Expenditure	\$11,001,203

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses