



Mother Teresa Primary School

Mother Teresa Primary School
Darcy Road
Westmead 2145
0288412600
motherteresa@parra.catholic.edu.au
www.motherteresawestmead.catholic.edu.au

2024 Annual School Report



Introduction

About the Annual School Report

Mother Teresa 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 Julianne Regan

I am proud to present to you the 2024 Annual School Report for Mother Teresa Primary School, Westmead.

Mother Teresa Primary School is a co-educational Catholic school in Westmead that opened on its current site at the beginning of 2012. We cater to students from Kindergarten to Year 6, with a total enrolment of up to 420 students.

The students of today and tomorrow will need to develop creative minds and gentle hearts. Mother Teresa Primary School, through our Catholic heritage, will develop children's minds and hearts by providing learning environments enriched by Catholic faith and values, education tailored to individual needs and creativity, a safe and well-resourced learning environment, and an emphasis on active student engagement utilising learning technology.

As a school community, we follow in Mother Teresa's footsteps. Her generous spirit inspires us to focus our energies on bringing dignity and compassion into the lives of those who are less fortunate than ourselves.

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

Mother Teresa Primary School strives to develop strong, positive relationships with our parents. There were many opportunities for parents to be involved in the life of the school in 2024, including parent information sessions on our focus areas, 2024 MTP Bush Dance Night, open learning studios each term for our "Celebration of Learning," whole-school liturgies and celebrations, parent forums and parent volunteer opportunities. The school invited attendance at Eucharistic and other liturgies, access to Years 4 to 6 students' digital learning journal in Google Classroom, Seesaw online learning for all students from Kindergarten to Year 6, Compass notifications of significant learning and community events and parent/teacher/student conferences. Mother Teresa Primary School utilised several ways to communicate with parents. These included our fortnightly online newsletter, 'Heartlinks', our website and Facebook site. Our school newsletter includes a short iMovie once a term, highlighting an aspect of our learning or wellbeing focus at Mother Teresa Primary. Our Compass app was a vital communication tool to inform parents of key school events.

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

Over the past fourteen years, we have worked to establish a culture of collaboration and compassion.

In 2024, our students participated in many learning and wellbeing opportunities. These included:

- Opening and end-of-year masses and liturgies
- Continued practice of daily Christian meditation
- Celebration of St Teresa of Kolkata's Feast Day with a wonderful day of song and celebration featuring workshops with Andrew Chin
- "Celebration of Learning" every term where students provide a tour for parents of their classrooms (learning studios) and their learning throughout the term
- Harmony Day prayers and activities
- NAIDOC week celebrations
- MTP school choir singing at significant school and community events
- Representing our school at a variety of sporting events, including swimming, athletics and cross-country.
- Year 6 camp to Wedderburn Christian camp
- Social justice initiatives such as the 'Vinnie's' Winter Stay Out & Christmas Appeal
- 'Mother Teresa's Got Talent', with highlights video shared with the community
- 'Colour Challenge Fun Day' focused on teamwork
- Christmas Nativity concert
- Investigative play for Kindergarten, Year 1 and Year 2 every day.

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

The School's unofficial history began in 2009 when the Diocese of Parramatta decided that there was a need for a second primary school in the Westmead area. In 2010, an extra Kindergarten class was established on the Sacred Heart Primary School Westmead site. These students, while enrolled in their host school, were actually the first class of Mother Teresa Primary School. As construction of the new school took longer than expected, in 2011 two Kindergarten classes and a Year 1 class remained at the Sacred Heart Primary School site. Mother Teresa Primary School is very grateful for the generosity shown by the Sacred Heart Primary School community in supporting the establishment of our school. At the beginning of 2012, the Darcy Road site was completed and Mother Teresa Primary School was officially opened, sharing the site with two established secondary colleges, Catherine McAuley and Parramatta Marist Westmead. When we opened our doors, the school had two Kindergarten classes, two Year 1 classes, one Year 2 class and a Year 3/4 composite class. The final stage of the school building project was completed in 2014 allowing for enrolments from Kindergarten to Year 6.

Location / Drawing Area

Mother Teresa Primary School is located in the Westmead Catholic Community, the school serves the Sacred Heart Parish and draws on students from the local Westmead district and beyond. As a part of the Westmead Catholic Community, Mother Teresa Primary School works collaboratively with Sacred Heart Primary School, Parramatta Marist, and Catherine McAuley.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	47
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	25
Number of part time teaching staff	8
Number of non-teaching staff	14

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 Mother Teresa 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:

- The teachers engaged a day focussed on Mathematics. They explored the syllabus and gained a deeper understanding of explicit teaching and the importance of vocabulary.
- The English day allowed for the teachers to explore EAL/D strategies and how to build sentence level grammar through explicit teaching practices.
- Mandatory wellbeing professional learning including CPR, Asthma and Anaphylaxis training, Child Protection and Safeguarding modules and Sexual Harassment in the Workplace.

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:

- Year 6 students engaged in a social justice evening - Vinnie's Winter Sleepout.
- Whole school donation drive for JRS (Jesuit Refugee Service) for Lent.
- Whole school donation drive for the Vinnies Christmas Appeal.

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:

- Emphasis on teachers planning their own liturgies and leading these liturgical experiences with their class related to the unit of teaching.
- Teachers engaging in Staff Spirituality Day with a focus on 'God who dwells among us' led by Luke Tobin from Catholic Mission.
- The introduction of 'Encountering Jesus' RE Curriculum. Teachers engaged with the CSPD modules to prepare for the teaching of the units in 2025.

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	97%	77%
Spelling	76%	61%
Grammar and Punctuation	74%	54%
Numeracy	78%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	87%	71%
Writing	95%	67%
Spelling	78%	68%
Grammar and Punctuation	82%	65%
Numeracy	85%	68%

Student Profile

Enrolment Policy

Mother Teresa 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
211	185
Total Enrolments: 396	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	94%	4	92%
1	92%	5	92%
2	93%	6	91%
3	94%	School Average: 93%	

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)	342
Students with disabilities (SWD)	58
Aboriginal and Torres Strait Islander	0

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. Mother Teresa 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:

- Brainstorm Productions presented a performance to all grades that promoted resilience, emotional wellbeing and anti bullying within our school.
- Revisiting the PBS4L framework to ensure all staff and students know the Flowchart response. Reteaching of behaviours through the whole school lessons
- We introduced an 'indoor hub' play area to encourage imaginative play, cooperation and collaboration. Puzzles, chess and board games were purchased.

Mother Teresa 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

Mother Teresa 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:

- Our Pro-active Learning policy uses restorative practices to help students build the capacity to self-regulate behaviour that restores relationships.
- Our school rules: I care for myself, others and the environment. These enable us to create an environment that fosters dignity, justice and respect.
- Our year 6 Buddy program promotes care and responsibility for others.

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:

- Our parents indicated that the school provides clear communication, written in plain English.
- Our parents felt that their children were very clear about the rules for school behaviour.
- Parents at our school indicated that they feel their child is safe at school and also safe travelling to and from school.

Areas of strength from the student feedback include:

- 96% of students believe that teachers assist students who need help.
- 94% of students get along with their teachers.
- 93% of students believe they have a positive relationship with their teacher.

Areas of strength from the staff feedback include:

- 95% of staff state they have a clear understanding of what is expected in their role.
- 95% of staff state they have access to the resources and systems they need to do their job effectively.
- 95% of staff believe their leader's actions are consistent with CSPD's catholic Mission.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	By the end of 2024, all students will recognise and articulate the Spirit as "God who dwells among us." Our goal is about finding God in all things - the challenge is to recognise God in all things; the calm and in the chaos.	Achieved.
Priority 2	Students will demonstrate improved competence in recalling and using number patterns to solve multi-step problems. Teachers will explicit teach the Mathematics vocabulary throughout the Mathematics block.	Achieved.

Projected School Priorities		
Priority 1	Teachers will use explicit teaching strategies to deliver syllabus content in English. Kindergarten will implement InitialLit as a systematic strategy to improve phonic knowledge and reading outcomes.	
Priority 2	Improve students' understanding of the presence of Jesus through engaging with Scripture sourced from Encountering Jesus. Teachers will implement the new RE curriculum, noting the scope and sequence of scripture.	

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 ¹	\$4,573,137
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,239,815
Fees and Private Income ⁴	\$975,556
Other Capital Income ⁵	\$148,060
Total Income	\$6,936,568

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$74,627
Salaries and Related Expenses ⁷	\$5,192,228
Non-Salary Expenses ⁸	\$1,844,348
Total Expenditure	\$7,111,203

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

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

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

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

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

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses