



# Our Lady of Mount Carmel Primary School

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# 2024 Annual School Report



## Introduction

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

Our Lady of Mount Carmel Primary School is registered by the New South Wales Education Standards Authority (NESAs) 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 Ms Olimpia Pirovic**

I am pleased to present to you the 2024 Annual School Report for Our Lady of Mount Carmel Primary School, Wentworthville. We continue to build on over 100 years of Catholic Education in the Wentworthville area.

The community of Our Lady of Mount Carmel Primary believes that Jesus is the cornerstone of our church and our faith in Jesus is the cornerstone of our school community. We believe that our mission, in the spirit of the Mercy and Carmelite traditions, is to provide quality Catholic education that challenges and nurtures the learning of all students. Our motto, 'Sub Tum Praesidium' (Under Your Protection), is a Mercy tradition that relates to Mary, our Mother. It connects the school with its charism from the founding Sisters of Mercy.

Positive relationships between home, school and parish are integral to the learning process and to building a strong community. We are committed to developing an understanding of the diversity within our community and our responsibility of respecting and celebrating this diversity. As a community, we endeavour to foster the dignity of each person, promoting personal responsibility and nurturing an inner spirit of delight in life, faith and learning. Staff work to ensure the provision of an innovative, stimulating and purposeful learning environment, where children are encouraged and supported to become independent and responsible lifelong learners.

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**

At Our Lady of Mount Carmel Primary School, parents are valued as the primary educators of their children and are welcomed into the school community in a shared mission in Catholic education. Parents are invited to work in partnership with the school, supporting the school's mission to provide quality Catholic education based on the teachings of Christ. Parents have the opportunity to meet with their child's teacher to discuss their progress.

In 2024, the Parents and Friends Association (P&F) provided a formal structure and support network for parents to feel connected to the school community. During 2024, the P&F focused on acknowledging and celebrating the moments special to our community, enhancing the spirit of community. The school leadership team consulted with the P&F once a term during their executive and general meetings. Parents contributed to the building of community by acknowledging Easter, Mothers' Day, Fathers' Day, the Feast of Our Lady of Mount Carmel, Grandparent's Day, World

Teacher's Day and the Year 6 Graduation. Our P&F helped to mark significant milestones in community life with their welcome to our new Kindergarten parents and the annual Welcome Dinner.

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**

Students at Our Lady of Mount Carmel Primary School experienced opportunities to develop their gifts, talents and skills in leadership through a variety of programs. 24 students were elected to leadership positions by their peers, serving as School Leaders, Colour House Leaders or Student Representative Council members. These roles provide the leaders with the opportunity to develop their organisational skills, facilitate parts of the weekly assembly, liturgical celebrations, school events and various projects.

Each year students are able to participate in a range of sporting competitions including: swimming, athletics and cross country carnivals, sport gala days and representative level competitions. Other learning experiences included stage and school liturgies, choir, band, excursions and academic competitions such as Mathematics Olympiad. The children also have the opportunity to participate in the Gardening Club under the guidance of staff during lunchtime. The school staff endeavoured to provide the students with a variety of experiences and extracurricular learning opportunities.

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

Our Lady of Mt Carmel Primary School Wentworthville, was established in 1922 by the Sisters of Mercy, Parramatta when a new school and church were opened. In the 1950s, school enrolments increased owing to the huge migration after World War II and in 1958 and 1970 new school buildings were erected to accommodate a three-stream school. By 1990, with changing demographics, a decision was made to move gradually from a three-stream to a two-stream school. In 1993, a new administration building was constructed and extra playground space acquired. In 2000, a building project provided a new library, canteen and wheelchair access. Our Lady of Mt Carmel Primary School has continued as a two-stream school. In 2010, a building project under the Building the Education Revolution (BER) program provided refurbished learning spaces for all stages of the school and the addition of a new building for Stage 1 (Years 1 and 2); the school library and whole-school gatherings. At the end of 2012, the school underwent another refurbishment program to establish seven learning spaces, each with a breakout room, Kindergarten to Year 6, and re-established a separate library to be once again named the Mercy Library. At the end of 2014, the school installed explicit teaching spaces in Kindergarten and Year 1 and created the Carmelite teacher planning room. During 2018, the outdoor play areas were upgraded to include an additional artificial grass area, outdoor music instruments, play and climbing equipment, garden spaces and various play pods. A Catholic Out Of School Hours Care (COSHC) Centre was established in 2018. This facility provides parents with a continuity of care and supervision for their children outside of school hours. In 2019, the Our Lady of Mount Carmel COSHC began a holiday care program for children and parents requiring this support. An upgrade of the basketball court area was completed in 2021. In 2022 we celebrated our School's centenary year.

### Location / Drawing Area

Our Lady of Mt Carmel Primary School is located in Wentworthville and draws primarily on students from Pendle Hill, Westmead, South Wentworthville and Wentworthville. It serves the Carmelite parish of Our Lady of Mount Carmel Wentworthville.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	42
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	15
Number of part time teaching staff	16
Number of non-teaching staff	11

### 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 Our Lady of Mount Carmel 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:

- Connecting the School's improvement plan goals to planning for implementing new English & Mathematics Syllabus documents.
- Explicit teaching to enhance student learning outcomes.
- Using Art to understand the stories and context of the Bible with Elio Capra.



## 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:

- Mission to Busk: students participated in a busking day to raise funds for Carmel Impact's work in Timor L'Este.
- Each grade planned a Faith In Action initiative each term to reach out to our local community eg: Christmas cards for aged care residents.
- Out reach to individual families in our school community through our annual Giving Tree at Christmas time.

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:

- Using Art to understand the stories and context of the Bible with Elio Capra.
- Introduction to the new Religious Education Curriculum - 'Encountering Jesus'.
- Staff received professional learning about how re-contextualising Scripture enhances our Catholic Identity.

## 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	82%	66%
Writing	84%	77%
Spelling	63%	61%
Grammar and Punctuation	67%	54%
Numeracy	77%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	83%	71%
Writing	88%	67%
Spelling	69%	68%
Grammar and Punctuation	64%	65%
Numeracy	72%	68%

## Student Profile

### Enrolment Policy

Our Lady of Mount Carmel 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
168	219
Total Enrolments: 387	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	93%	4	92%
1	93%	5	93%
2	92%	6	91%
3	93%	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.

<b>Student Body Characteristics</b>	
Language background other than English (LBOTE)	258
Students with disabilities (SWD)	93
Aboriginal and Torres Strait Islander	4

## 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. Our Lady of Mount Carmel 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:

- Launched a focus on Colour House activities to build connectedness and school spirit amongst students and staff.
- Introduction of PIVOT surveys to gain feedback about student wellbeing and responding through short targeted learning units.
- Re-alignment of understanding of the purpose of 'Fruit and Friend Break as an opportunity for students to connect with a range of people in the class.

Our Lady of Mount Carmel 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**

Our Lady of Mount Carmel 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:

- Use of 'Social Skills Groups' to support students develop their relationship building skills.
- Providing check-ins for students to support positive behaviour choices that build respectful engagement in class.
- Year 5 and Year 6 students engaged with Cumberland Council citizenship activities.



## 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:

- Parents feel the school is a welcoming environment.
- Parents feel they are well informed about school activities via newsletter, apps and social media.
- Parents feel teachers listen to their concerns and respond to them.

Areas of strength from the student feedback include:

- Students value the Catholic dimension of our school and are highly engaged in learning about their faith.
- Students have clarity about what they are learning and the purpose for their learning.
- Students believe their teachers have high expectations of them as learners.

Areas of strength from the staff feedback include:

- Teachers discuss the learning goals with the students and provide clear success criteria.
- Teachers are skilled using a range of strategies to support student learning and achievement.
- Teachers feel that school leaders have helped them improve their teaching skills.

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Improve student's knowledge and application of Measurement and Geometry concepts to solve standard and non standard examples of problems.	Still Working Towards.
Priority 2	Improve students' ability to interpret and comprehend literal and inferred meaning of texts by using evidence from the text and their prior knowledge.	Still Working Towards.

Projected School Priorities		
Priority 1	Improve reading comprehension outcomes for students in K-6 through examining small group reading instructional practices.	
Priority 2	Strengthen our Catholic Identity by using a thinking faith approach when interpreting 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 <sup>1</sup>	\$4,428,749
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,186,626
Fees and Private Income <sup>4</sup>	\$1,076,839
Other Capital Income <sup>5</sup>	\$170,000
<b>Total Income</b>	<b>\$6,862,214</b>

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$90,775
Salaries and Related Expenses <sup>7</sup>	\$5,060,410
Non-Salary Expenses <sup>8</sup>	\$1,884,386
<b>Total Expenditure</b>	<b>\$7,035,571</b>

<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