



St Madeleine's Primary School

St Madeleine's Primary School
20-28 Annangrove Road
Kenthurst 2156
0296547000
StMadeleines@parra.catholic.edu.au
www.stmadeleineskenthurst.catholic.edu.au

2024 Annual School Report



Introduction

About the Annual School Report

St Madeleine's 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 Ms Barbara Young

I am pleased to present to you the 2024 Annual School Report for St Madeleine's Primary School, Kenthurst. We continue to be committed to the development of the individual child within a positive, supportive, inclusive Catholic community. Our mission continues to be to provide a supportive and stimulating educational environment and to nurture a love of God by living out our Catholic faith. We have valued, respected and affirmed the unique qualities of each member of our school community and provided opportunities for children to discover and develop their individual strengths and potential. We continue to further enrich the active partnership between the school, parish and each family and foster strong community relationships.

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

Parental involvement at St Madeleine's Primary School is very strong. In 2024, parents were encouraged to participate in the many and varied events in the school, such as Catholic Schools Week celebrations and Grand Book Parade. Parents supported the school with their time and financial commitment by participating in the parish Sacramental program, supporting the Parents and Friends Association (P&F) and engaging in fundraising activities to provide the school with resources and assisting at sporting events, excursions and volunteering to support the learning in the classrooms.

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

Our school captains, vice captains and spirit leaders are elected by their peers and teachers and their responsibilities included organising and running assemblies, special ambassadors to important events and being role models to the student body by their actions and words. Our student body experienced a wide variety of opportunities for their growth and development. These opportunities included; liturgical celebrations, school and representative sporting events, excursions and outreach events. Students were also encouraged to play an active role in their own learning to ensure they were reaching their full potential.

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

St Madeleine's Primary School was established in 1987 to cater for the needs of children in the newly developing semi-rural areas of Kenthurst, Annangrove, Dural, Glenorie and Glenhaven. Easter of 1987 saw the opening of the first stage of St Madeleine's Primary School, consisting of Kindergarten, Year 1 and Year 2. Stage 2 was opened in July, 1989. The final stage was opened on the 25th March, 1994. Our hall was built in 2010. The hall, administration offices and oval are shared facilities with Marian Catholic College. Throughout 2015 and 2016, St Madeleine's Primary School has been completely refurbished to reflect contemporary teaching and learning for today and the future. On 24th November, 2019, the parish celebrated the opening and blessing of the new church. The Kenthurst community have worked tirelessly for many years to have their dream of the new church realised. The logo chosen for St Madeleine's Primary School incorporates the Sacred Heart, surmounted by the cross, reminiscent of Jesus' love bought at the cost of sacrifice. The symbol of the heart is flanked by sheaves of wheat, the symbol of Jesus' self-giving in the Eucharist.

Location / Drawing Area

St Madeleine's Primary School is a Catholic School in a natural bush setting with a commitment to the development of the individual child within an inclusive Catholic community. Located at Kenthurst, it draws on families from Kenthurst, Annangrove, Dural, Glenhaven, parts of Glenorie and also many new suburbs in the Hills District. It serves the parish of St Madeleine Sophie Barat, Kenthurst.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	46
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	18
Number of part time teaching staff	16
Number of non-teaching staff	12

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 St Madeleine's 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:

- Staff engaged in authentic and reflective prayer opportunities and engaged in professional learning opportunities.
- Professional learning opportunities focused on English and Mathematics to continue to promote rigour and challenge for students.
- Staff engaged in the MTSS professional learning opportunities to build a culture of positive behaviour and wellbeing.

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:

- Students participated in the Platypus Protection initiative to raise awareness and support conservation of local wildlife habitats.
- Students actively engaged in Mini Vinnies, promoting compassion, service, and social justice through school and community initiatives.
- Supported Project Compassion during Lent, raising funds and awareness to help vulnerable communities through Caritas Australia.

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:

- Professional learning to ensure agreed practice for the delivery of religious education learning for students.
- Grade teams working with the Religious Education Coordinator to plan learning sequences.
- Staff Spirituality Day focussed on developing the theological knowledge of the staff.

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	79%	66%
Writing	87%	77%
Spelling	59%	61%
Grammar and Punctuation	62%	54%
Numeracy	79%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	73%	71%
Writing	79%	67%
Spelling	63%	68%
Grammar and Punctuation	68%	65%
Numeracy	69%	68%

Student Profile

Enrolment Policy

St Madeleine's 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
174	205
Total Enrolments: 379	

Student attendance

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

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)	191
Students with disabilities (SWD)	112
Aboriginal and Torres Strait Islander	6

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. St Madeleine's 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:

- Term 2 whole school launch of Respect goal which includes weekly explicit lessons.
- Awards given each term focussed on The St Mad's Way for begin safe, respectful, responsible learners.
- Individual, class and grade awards for reaching targets for following the St Mad's Way.

St Madeleine's 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

St Madeleine's 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:

- Student leaders promoting ways to be safe, respectful, responsible learning at Monday morning assemblies.
- PBS4L lessons specifically targetting respectful behaviours in all settings.
- Student leaders attending the Youth Leaders Conference.

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:

- I feel welcome when I visit the school.
- My child is clear about the rules for school behaviour.
- My child is encouraged to do his or her best work.

Areas of strength from the student feedback include:

- Students feel accepted and valued by their peers and by others at their school.
- Students have friends at school they can trust and who encourage them to make positive choices.
- Students try hard to succeed in their learning.

Areas of strength from the staff feedback include:

- Teachers set high expectations for student learning.
- Teachers set clear expectations for classroom behaviour.
- Teachers work with parents to help solve problems interfering with their child's progress

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	For all students to make more than expected growth for one year's reading as represented by Pat- R data and an increase in students MOVING from strong to exceeding as represented by NAPLAN.	Still Working Towards.
Priority 2	Students will increase their ability to reason/problem solve complex Mathematical tasks.	Still Working Towards.

Projected School Priorities		
Priority 1	Improve learning outcomes for students in literacy and numeracy by continuing to implement rigor and challenge in our mathematical tasks, and continue to develop our students' early reading skills to then comprehend complex texts independently.	
Priority 2	"Improve students' pro-social behaviours to support learning. Actively engage in strategies to improve students' prosocial behaviours by implementing consistent expectations and collaborative support systems.	

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	\$4,781,453
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,256,938
Fees and Private Income ⁴	\$1,039,609
Other Capital Income ⁵	\$184,016
Total Income	\$7,262,016

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$179,223
Salaries and Related Expenses ⁷	\$5,350,802
Non-Salary Expenses ⁸	\$2,299,042
Total Expenditure	\$7,829,067

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