



# St Mary MacKillop Primary School

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# 2024 Annual School Report



## Introduction

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

St Mary MacKillop 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 Mr Scott Buchan

I am proud to present to you the 2024 Annual School Report for St Mary MacKillop Primary School, South Penrith.

St Mary MacKillop Primary School is a Catholic co-educational school where we strive to fulfil our vision to glorify God in all aspects of life and learning. We place great emphasis on establishing a partnership between home and school. Our mission is to:

- Provide for the learning and development needs of each child
- Provide a supportive, safe and nurturing environment
- Encourage lifelong 21st Century learning
- Recognise the worth of every individual
- Celebrate together in faith

At St Mary MacKillop Primary School, we believe that teaching and learning should be an engaging experience for both students and teachers. This engagement is characterised by the setting of high expectations, explicit teaching, quality relationships and a belief in lifelong learning.

In 2024, all teaching staff participated in professional learning focusing on Religious Education curriculum, numeracy and literacy as part of the school's improvement plan. There is a strong sense of community at the school which is focused on building positive relationships through the use of Restorative Practice. During 2024 we provided educational opportunities for members of the school community to develop intellectually, spiritually, creatively, emotionally and physically. This was achieved within the positive and supportive environment of the school community within the Catholic tradition.

At St Mary MacKillop Primary School, we seek to live out our school motto of Together We Grow by supporting one another and nurturing our growth as individuals, and as a school and parish community. The children are encouraged to be safe respectful learners. St Mary MacKillop Primary School continues to develop as an exciting centre for quality 21st century learning.

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

From the initial planning of St Mary MacKillop Primary School, the involvement of the parents of the children attending the school has been vital to the success of the school.

In 2024, strengthening our ability to connect with parents and extended families face to face has been a major priority. Involvement of parents in liturgies, literacy, sport, technology and the creative arts has been a school focus, being mindful to keep them in balance with the teaching and learning of our students.

Parental involvement is a vital part of life at St Mary MacKillop Primary School. We have a very active parent and friends' committee, comprised of elected members from the school community. In 2024, a Parent and Friends subcommittee reviewed our school sport uniform and they supported the school in making decisions around this. The P&F supported, encouraged and resourced teaching and learning for the children. They were essential in connecting families with the school and helped maintain the school site and building a sense of community for our school.

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 student leaders are elected by their peers and teachers to have a specific role at St Mary MacKillop Primary School.

In 2024, their leadership responsibilities included organising and running assemblies, buddies for our Kindergarten students, flag raising, special ambassadors to important events, and taking on various tasks as requested by the Principal. We had a number of student leadership teams which included; Early Childhood, Library, Religious Education, Environment, Sport, Technology and Sound.

Our Year 6 students also had a special role in showing leadership, good example and responsibility to the rest of the student population. They took this role very seriously and lived up to the high expectations asked of them.

They were also given a great deal of responsibility in organising masses, and celebrations like, cross country, swimming and athletic carnivals.

Our students have wonderful facilities, playing spaces, learning spaces and technological resources to assist them with their learning and leisure at St Mary MacKillop Primary School.

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 buildings were blessed by our bishop on 23 October 1983. Mary MacKillop Primary School, Penrith South opened its doors for the first time to 460 pupils on 31 January 1984. The foundation principal was a member of the Josephite Order and the School took on the name of the Order's founder, Mary MacKillop. Being dedicated to the memory of Australia's first saint, our school has a clear Josephite tradition. Feast days around Mary, her parents St Joachim and St Anne and St Joseph are celebrated annually. There is also a strong bond with the Josephite sisters at the Mary MacKillop Institute for East Timorese studies. This connection gives the students first hand knowledge of the plight of a people in need as they work to support them in their own unique ways. A two year refurbishment program of the School and grounds was completed in 2008. The fully air-conditioned facilities provide flexible learning spaces which facilitate the contemporary learning needs of our students. During 2012 the school community honoured our first Australian saint by changing the school name to St Mary MacKillop Primary School. During 2022 the charism of St Mary MacKillop and the rich history of the Josephite Sisters continued to inspire, motivate and inform the teaching community of St Mary MacKillop Primary School.

### Location / Drawing Area

St Mary MacKillop Primary School is a two-stream school located in Penrith South and draws on students from Penrith South, Jamisontown, Orchard Hills and Kingswood South. St Mary MacKillop Primary School is a part of and serves, the St Nicholas of Myra Parish Penrith. The site selected for the school gives a clear view to the Blue Mountains. Atop the playground is the very large Morton Bay Fig, which features proudly as the symbol of the school, and has the motto, Together We Grow printed below it.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	40
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	6
Number of non-teaching staff	9

### 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 Mary MacKillop 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 Development Days and Professional Learning meetings provisioned for the development, planning and implementation of 'Consolidating Tasks' in Mathematics.
- Professional Learning meetings provisioned for the development and evaluation of Personalised Plans for students with disabilities.
- Staff Development Days and Professional Learning meetings provisioned for the analysis and evaluation of mathematics 'Quick Win' data to inform ongoing teaching and learning.



## 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:

- Project Compassion - whole school Pancake Tuesday fundraiser.
- Jesuit Refugee Services - Food bank donations were collected across the school as part of Year 6 Religion learning cycle.
- 'Hope in a suitcase' - donation of daily essential items to support out of home care children as a FIAT initiative.

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 Meeting - Introducing staff to "Encountering Jesus" as our new curriculum document.
- Professional Learning Meeting - Completion of online Canvas modules to prepare for first teaching cycles in 2025.
- Professional Learning Meeting - Exploration of our Catholic Identity within our local school context..

## 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	70%	66%
Writing	80%	77%
Spelling	54%	61%
Grammar and Punctuation	61%	54%
Numeracy	70%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	78%	71%
Writing	68%	67%
Spelling	56%	68%
Grammar and Punctuation	61%	65%
Numeracy	67%	68%

## Student Profile

### Enrolment Policy

St Mary MacKillop 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
191	212
Total Enrolments: 403	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	94%	4	91%
1	92%	5	91%
2	93%	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)	41
Students with disabilities (SWD)	99
Aboriginal and Torres Strait Islander	23

## 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 Mary MacKillop 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:

- Provisioning of a comprehensive three phase orientation program for entry to Kindergarten.
- Regular assemblies recognising student achievements.
- Year 5 and 6 overnight camps / excursions to build resilience, trust and independence.

St Mary MacKillop 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 Mary MacKillop 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 in Year 6 belong to teams responsible for specific areas of school organisations (eg Early Childhood, Environment, Library and Technology).

- Students of all grades led liturgies and assemblies throughout the year.
- Restorative Practice Framework to create a harmonious environment of respect and responsibility for ourselves, others and the environment.



## 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 welcome. Written information from the school is in clear, plain language. I am informed about school activities.
- My child feels safe at school.
- My child is encouraged to do his or her best work. Teachers expect my child to work hard.

Areas of strength from the student feedback include:

- My school helps me grow in my understanding of Jesus. My school helps me to apply the teachings of Jesus in my life.
- Rigour: Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.
- Effective learning time: Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

Areas of strength from the staff feedback include:

- I have a clear understanding of what is expected of me in my role.
- My leader's behaviour is consistent with my organisation's Catholic mission.
- In my team, it feels safe to take social risks (e.g. asking questions, making mistakes, highlighting problems).

## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Students in our top middle (50 - 75%) show over 12 months growth in 2024. This need is informed by the 2022 and 2023 internal mathematics assessment data collected by teachers using the new syllabus and numeracy progressions.	Achieved.
Priority 2	For all students to encounter God through prayer and explain its importance in their life. Anecdotal observations have shown that classroom prayer is inconsistent across the school in regards to the types and amount of prayer time offered to students	Achieved.

Projected School Priorities		
Priority 1	Implement 'explicit teaching strategies" supported by the Education Blueprint. Primary Learning : Improve reading outcomes K-6: Explicit Teaching of Reading.	
Priority 2	Implement the new Religious Education curriculum K-6.	

## 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>	\$4,570,928
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,204,166
Fees and Private Income <sup>4</sup>	\$933,572
Other Capital Income <sup>5</sup>	\$178,767
Total Income	\$6,887,433

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$433,718
Salaries and Related Expenses <sup>7</sup>	\$5,331,150
Non-Salary Expenses <sup>8</sup>	\$1,569,274
Total Expenditure	\$7,334,142

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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