Introduction

About the Annual School Report

Our Lady of Mount Carmel 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 the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2017 and gives information about the 2018 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 newsletters can be viewed or obtained from the school.
Key Messages

Principal
I am proud to present to you the 2017 Annual School Report for Our Lady of Mt Carmel Primary School, Wentworthville.

The community of Our Lady of Mt Carmel Primary School 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 Tuum 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 community.

We are committed to developing an understanding of tolerance and justice and to respecting and celebrating our diversity. As a community, we endeavour to foster the dignity of each person; promote personal responsibility and nurture 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.

Parent
At Our Lady of Mt 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 and guided by the Mercy and Carmelite traditions.

Parents have valued the welcoming environment provided at Our Lady of Mt Carmel and the opportunities to participate in the life of the school. In 2017 the Parents and Friends Association (P&F) provided a formal structure and support network for parents to participate in the school and its decision-making process, and to work for the benefit of the school and their children. The contribution of the P&F was greatly valued, and the leadership team consulted with the P & F at their meetings once a term when making decisions.

Parents also contributed to the building of community through fundraising activities, helping on excursions, assisting in the classroom and at sport events, and participating in social events. Parents supported the school through their attendance at masses and special celebrations. The importance of the relationship with the parish of Our Lady of Mt Carmel, the school and the family was highlighted when parents accepted the invitation to participate in Sacrament programs, school masses, prayer opportunities and God Day.

Parents were informed about their child’s learning, school programs and policies through the weekly newsletter, school website, the Skoolbag application and regular letters and brochures that provided information about significant events. Parents were encouraged to speak to the staff about any concerns and queries they had and could discuss their child’s learning at any time. Formal opportunities to do this were provided through the parent/teacher conferences, forums and parent information sessions and that were held throughout the year.

Student
Students at Our Lady of Mt Carmel Primary School experienced opportunities to develop their gifts, talents and skills in leadership through a variety of programs. Year 6 students were nominated and elected by their peers and staff for leadership positions. These school leaders had the opportunity to support and lead the school community through the roles of religious leaders, learning leaders, environmental leaders and information communication technology leaders, with the guidance and support of various staff members. These roles provided the leaders with the opportunity to develop their organisational skills; facilitate parts of the school morning assembly, liturgical celebrations and events; and be responsible for various projects. In addition there were eight colour leaders elected who supported the sporting life of the school. The Student Representative Council (SRC) members were elected by their peers, one
The Student Representative Council (SRC) members were elected by their peers, one representative from each class, Years 2 to 5.

Students could participate in swimming, athletics, cross country, gala sport days for soccer and touch football, and diocesan sport for those students who played at a representative level. Other learning experiences included Stage and school liturgies, choir, band, chess, public speaking, incursions, excursions and competitions.
Who we are

History of the school

Our Lady of Mt Carmel Primary School, Wentworthville was established in 1920 by the Sisters of Mercy, Parramatta. In 1922 a new school/church was opened. In the 1950's 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 withdrawal room, Kindergarten to Year 6, and re-establishing 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.

Location/drawing area

The 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 Mt Carmel, Wentworthville.

A new Enrolment policy for Parramatta Diocesan Catholic schools was introduced in 2015 which offers Catholic families greater choice by allowing them to apply for enrolment at a Catholic school anywhere in the Parramatta Diocese.

Where places are limited, priority is given in order to:
- Catholic children who live in the local parish
- Catholic children from other parishes
- children of families who actively participate in the life of the school and local parish community (such as siblings)
- Orthodox children
- children from other Christian faiths
- children of non-Christian faith
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>24</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>23</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>7</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>1</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>95</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>86</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Our Lady of Mt Carmel Primary School worshipped and celebrated as a community, giving witness to our faith and enhancing our Catholic identity through whole-school prayers and assemblies; class prayer experiences; liturgies and Eucharistic celebrations. The students experienced formal and informal daily prayer and special occasion liturgies prepared by both students and staff. Every day at 12 noon the whole school community prayed the Angelus and during the Easter season this was replaced by the Regina Caeli. Staff spent time praying together each week and reflecting on Scripture. The parish Sacramental program was supported by staff at meetings and Eucharistic celebrations.

The parish priest was a regular visitor to the school for assemblies, classroom visits, liturgies and Year 6 camp. These were special times for the students as they enabled the priest to pray and talk with them.

The learning space, staffroom and the school foyer had sacred spaces that were alive and symbolic of current themes and the church seasons. The students had an opportunity each term to attend the Friday morning parish mass with the parishioners. Additionally, the school community gathered together each Monday morning and this gathering commenced with prayer, led by students.

Social Justice

Our Lady of Mt Carmel Primary School fostered a sense of social justice in the Mercy and Carmelite traditions, integrated through the life and culture of the school. The school leaders, guided by the Religious Education coordinator, organised whole-school awareness raising projects, such as Project Compassion, East Timor, and St Vincent de Paul Christmas hampers. Practical faith experiences were seen in our response to Project Compassion. These activities gave the gospel values linked to our mission statement and integral to our faith, practical expression (service with humility). In these ways, we continued to raise the children's awareness of the needs of others.

School home and parish partnerships

Our Lady of Mt Carmel Primary School has a long tradition of close ties with the Carmelite parish community.

In 2017 the parish priest was a welcome visitor to the school and was a member of the school's liturgy planning committees. The school worked closely with the parish Sacramental team to support the implementation of the parish-based Sacramental program and other parish activities. Parishioners were invited to attend significant school events. Our Lady of Mt Carmel Primary School provided a range of opportunities for parents to participate in the life of the school and to contribute to the building of community through the Parents and Friends Association and its fundraising; school social; second hand uniform shop; Parents Representative Council (PRC) activities; Parents as Educators program; parent information sessions; parent/teacher conferences; excursions; school canteen and sport carnivals.

Religious Education

The Religious Education program was based on the Parramatta Diocesan syllabus, Sharing Our Story, and was reflected in the units studied in each Stage and in classroom practice. Teachers responded to individual needs, talents, interests and learning styles of students through flexible approaches to the planning of learning experiences. In addition, whole-school liturgies linked with the units as appropriate, particularly around the themes of Lent, Easter, Mission, Advent and Christmas. Religious Education programming reflected the shared Christian praxis model. Each of the units had a strong Scriptural focus with a balance of old testament and new testament stories. Art work was used to develop a deeper understanding of the context and meaning of Scripture and how the message could be applied to our lives. The Religious Education program at Our Lady of Mt Carmel Primary School ensured that, as a community, we were all involved in a number of rich and varied faith experiences.

These experiences came through our responses to liturgical seasons of the church year,
These experiences came through our responses to liturgical seasons of the church year, particularly Lent and Advent. As a community we reflected on the message of the season and engaged in activities, reflections and prayer designed to deepen our faith and give it practical expression. Our participation in ‘God Day’ focused our attention on the events of Holy Week and involved the parent community consolidating the importance of our faith within the community. Practical faith experiences could be seen in our responses to Project Compassion and our Mission Week activities. These activities gave the gospel values, integral to our faith, practical expression.

Professional Learning of staff in Religious Education

Teaching and non-teaching staff participated in ongoing professional learning in Scripture, prayer, theology, spiritual formation and the teaching of Religious Education through staff development days, twilight sessions and professional learning meetings facilitated by the Catholic Education Office, Diocese of Parramatta, (CEDP) personnel and school staff.

Staff spirituality continued to be a focus and included regular staff prayer and a Staff Pilgrimage Day ‘Outside the Box’ where staff visited St Canice’s Church, Rushcutters Bay, and the Wayside Chapel.
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>96</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

NAPLAN results in 2017 were analysed by all teachers led by the principal, assistant principal and lead teachers. In Literacy and Numeracy for Year 3 and Year 5, the majority of our students achieved at, or above, the national minimum standard. In Year 3 the percentage of students in the top three bands is significantly above the national achievement. In Year 5, the percentage of
students in the top three bands is significantly above, or comparable to, the national achievement.

As a result of the analysis of NAPLAN data the school devised goals to target the improvement of student learning outcomes. The school continued to focus on implementing best practice in the explicit teaching of writing and numeracy skills in order to align the practice across the school to improve student performance. Our goal in 2017 to increase the number of students achieving results in the top three bands was reflected in the school's results in these bands.

In 2017, the school continued to participate in the Extending Mathematical Understanding (EMU) program to improve teaching practice and student achievement in numeracy. In addition, the school had two teachers implementing the EMU intervention program in Year 1 and Year 3 to support vulnerable students. The school had two reading recovery teachers who focused specifically on support for our vulnerable Year 1 students with reading. In 2018, the school will continue to focus on extending the mathematical development of our students in their ability to interpret and apply strategies for problem solving. There will be a continued focus on extending our students as writers who can devise correct texts that inform or entertain readers.

School curriculum

The school curriculum at Our Lady of Mt Carmel Primary School is a rich one, offering many diverse opportunities and experiences for our students. Significant aspects in 2017 included:

- Specialist creative arts teachers helped to develop values, attitudes, skills and knowledge in performing, playing, singing, listening and moving.
- Specialist Physical Education teachers implemented programs to develop skills in dance, games and sport.
- Thursday morning workout was facilitated prior to school by school staff.
- A swimming program was offered through an external provider, including surf lifesaving for Years 5 and 6 students.
- A Learning Support Team (LST) supported the class teachers in providing for students with additional needs. The team, in consultation with teachers and parents, developed and reviewed individual education plans for specific students. The LST assessed the literacy and numeracy needs of specific students and supported the class teachers in meeting these needs.
- Specialist numeracy teachers provided Intervention programs for specific students in Year 1 and Year 3.
- Two reading recovery teachers provided an Intensive reading program for specific students in Year 1. Literacy intervention was implemented for specific students in Years 5 and 6.
- Students with additional needs entering Kindergarten were integrated into school through a Transition program designed to meet their individual needs.
- We provided our students with greater access to a variety of 21st century learning tools. In our classrooms, the children used iPads and laptops equipped with a variety of software programs to create podcasts, movies, websites and published stories.
- Students entering Kindergarten attended an Orientation program in November prior to the commencement of the school year.

Initiatives to promote respect and responsibility

The following initiatives at Our Lady of Mt Carmel Primary School illustrate key ways in which respect and responsibility were promoted at the school:

- Our Lady of Mt Carmel Primary School implemented a whole-school approach of cooperative learning strategies to develop social skills and an understanding of respect.
and responsibility.

The *Pastoral Care and Student Management* policy was based on the school's values of respect and forgiveness. Students were acknowledged for living out these values with accumulated rewards.

- Students who engaged in unacceptable behaviour were guided through a reflection on their inappropriate choice and the development of a plan enabling them to demonstrate respect and responsibility.
- In 2017 the staff reviewed the Pastoral Care and Student Management policy that helped students to become more responsible for their own behaviour and choices through promoting and encouraging them to develop their own qualities of respect and responsibility. The school community continued to look at the needs of the students in the school and develop activities and learning programs to support the school community.
- The school revamped the 'Fruit and Friend' break.
- The school commenced the school year with an emphasis in the first three weeks of term 1, setting expectations of students and staff around learning, the classroom environment and the wider school environment. There has been a significant focus on social and emotional learning with all grades developing units based on the Friendly Schools Plus program.

The whole-school statement, The community of Our Lady of Mt Carmel Primary School is safe and respectful, promotes respect and responsibility at Our Lady of Mt Carmel Primary School.

**Professional Learning**

Professional learning undertaken by staff in 2017 included:

- child protection
- Cardiopulmonary Resuscitation (CPR)
- Mathematics data analysis
- integrated Information and Communication Technologies (ICT)
- case management
- deepening knowledge of the English Syllabus K-10 with particular focus on the literacy continuum
- writing modules
- deepening knowledge of the Mathematics Syllabus - (K-10)
- Work Health and Safety (WHS) data analysis
- Autism Spectrum Disorder

Selected staff participated in professional learning around the following areas:

- new scheme teachers early years assessment
- FOCUS 160 - numeracy and literacy reading recovery
- individual learning plans
- observational surveys running records personalised plans
- Extending Mathematical Understanding (EMU) Years 1 and 3
- Quality Catholic Schools (QCS) analysis
- Stage 3 geometric reasoning
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To increase existing knowledge of Scripture and church.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>This priority was chosen based on feedback from teaching staff and built and extended what had already commenced during 2016.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | During the year:  
- Scripture passages were experienced and analysed using visual literacy strategies and senses of Scripture.  
- There was a focus on staff planning, and identifying and using church/Scripture words.  
- Word walls were used to encourage the use of technical vocabulary, and activities directly related to word walls were part of teaching/learning. |
| **Status of priority 1** | Ongoing |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To achieve at least expected growth or beyond at a text, sentence and word level in writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 2</strong></td>
<td>This priority built on our previous literacy priorities. Throughout 2016 we had worked on the intention to create on demand, independent, fluent writers, in each classroom, at their level. Teacher assessment and evaluation of student writing in relation to the syllabus expectations, the writing continuum and NAPLAN results confirmed that students required additional support in planning and composing imaginative, informative and persuasive texts to improve writing quality.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 2** | During the year:  
- Students developed their own writing style using mentor texts to gather ideas and emulate the authors' (including students') works.  
- Students composed a variety of texts during the week with their teachers, each other, and by themselves as they move through the writing process.  
- Students set writing targets, based on feedback they received from their teachers and peers. |
<p>| <strong>Status of priority 2</strong> | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To achieve at least expected growth or beyond in numeracy/Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>As a staff we reflected on the work done previously in Mathematics, identifying strengths and areas for development. The staff identified the need to focus on rich tasks, feedback and broadening student skills in the strategies of Mathematics.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | During the year:  
- students set learning goals for Mathematics/numeracy, based on their knowledge and feedback  
- teachers developed and broadened the types of strategies students used in rich mathematical tasks through the use of teacher created scaffolds to support thinking  
- the school used rich tasks that enabled the development of a range of mathematical strategies  
- teachers provided targeted feedback around the strategies and the mathematical concepts used |
| Status of priority 3 | Achieved |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For students to continue deepening their knowledge and language of Scripture, church and Sacraments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>This priority was chosen after surveying staff and having conversations at professional learning meetings and the analysis of the Religious Literacy Assessment and school based assessment data to extend on what had already been commenced during 2017.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | These will include:  
- linking Scripture passage of units to church and, where applicable, to Sacraments through language, gestures and symbols  
- students using the language of Scripture as shown during professional learning, in their work and discussions  
- word walls being developed with students and connected to their work and talk  
- word walls colour coded for easy identification of Scripture, church and Sacraments language |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>For the students to build their oral language and listening skills to improve their responding and composing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 2</td>
<td>This priority builds on our previous literacy priority. In order to continue to provide our students with the opportunity to grow as writers, and to become more literate, the school will focus on providing opportunities for the students to develop their oral language to assist in the development of their ideas. While “On Demand” writing will continue, a renewed focus will be on planning through opportunities to engage in speaking and listening as a part of the process.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 2 | These include:  
- Students will participate in whole class, small group and partner talking and listening to support the development of ideas for their writing.  
- Students will develop their ideas through talking and listening to enable students to organise their thoughts in order to compose their own texts.  
- Students will develop their own writing style using mentor texts to gather ideas and emulate the author’s work, following listening to mentor texts to apply this to their writing. |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For students to work mathematically by using their Mathematics skills and knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>The core of our Mathematics syllabus is the ability for our students to work 'mathematically'. During the past four years we have focused on developing our students’ knowledge around mathematical language, mathematical strategies and problem solving incorporating the use of a problem solving framework. We now want them to bring all that skill and knowledge together consciously in order to understand how they are working mathematically.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | These will include:  
  - identifying and describing the elements of working mathematically  
  - students naming and explaining the working mathematically skills they used when reflecting on their mathematical learning  
  - students drawing on what they know and the skills they have to solve mathematical problems |
Community Satisfaction

Parent satisfaction

During 2017, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey is conducted annually. The Quality Catholic Schooling (QCS) data collected and reported showed that the parents:

- acknowledged and valued the importance of the Catholic culture of the school
- saw the school was receptive of, and understood, the views and concerns of parents
- felt that the learning experiences were enjoyable and interesting and the teachers were passionate about what they did
- saw that the children liked going to school and enjoyed learning
- thought relationships with all stakeholders were positive
- felt that student management was effective

Student satisfaction

The QCS data collected and reported showed that students:

- strongly acknowledged the importance of the Catholic culture of the school
- liked the school and felt connected to the school
- felt supported and understood by their teacher
- felt that the teaching was effective and the learning was stimulating
- were motivated to do well
- felt safe at school
- engaged in positive relationships with the staff

Teacher satisfaction

The QCS data collected and reported showed that staff:

- felt comfortable working as part of a team
- felt there was a positive tone in the school and there was energy and passion
- acknowledged supportive leadership with more clarity around roles
- acknowledged the importance of the Catholic culture of the school and opportunities to participate in the parish life of the school
- had positive relationships with all stakeholders
- felt supported by the school leadership team
Student Profile

Enrolment Policy

Our Lady of Mount Carmel Primary School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>172</td>
<td>188</td>
<td>360</td>
</tr>
<tr>
<td>2016</td>
<td>176</td>
<td>207</td>
<td>383</td>
</tr>
<tr>
<td>2017</td>
<td>183</td>
<td>204</td>
<td>387</td>
</tr>
</tbody>
</table>


Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94</td>
</tr>
<tr>
<td>Year 2</td>
<td>95</td>
</tr>
<tr>
<td>Year 3</td>
<td>95</td>
</tr>
<tr>
<td>Year 4</td>
<td>96</td>
</tr>
<tr>
<td>Year 5</td>
<td>94</td>
</tr>
<tr>
<td>Year 6</td>
<td>95</td>
</tr>
<tr>
<td>School Average</td>
<td>95</td>
</tr>
</tbody>
</table>

Characteristics of the student body

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

| Language background other than English (LBOTE) | 257 |
| Students with disabilities (SWD) | 22 |
| Indigenous | 2 |

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians 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 regarding attendance requirements and the consequences of unsatisfactory attendance. The 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 guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

Our Lady of Mt Carmel Primary School is committed to fostering the growth and development of each student by developing self-discipline and value-based decision making skills, so that students can make appropriate choices and take responsibility for their actions.

Our Pastoral Care and Student Management policy provides guidelines for student behaviour, procedures for acknowledging appropriate behaviours and strategies for responding to inappropriate behaviours.

In 2017, the following was reviewed and maintained:

- Star cards awarded to individual students were accumulated with students receiving bronze, silver, gold, diamond, principal and platinum awards at set totals.
- The student support team evaluated and expanded the initiatives to provide a safe and enjoyable playground space. These included passive areas, games and passive activities supervised in the school Mercy library and mixed Stage organised games.
- The front playground provided an opportunity for all students to play handball and hopscotch on the marked courts.

In addition, during the first three weeks of term 1 there was a focus on setting expectations of students and staff around learning, the classroom environment, and the wider school environment. There was a significant focus on social and emotional learning with all grades developing units based on the Friendly Schools Plus program. There was also community engagement in social and emotional learning via the parent information meetings and the school newsletter.

Within the Pastoral Care and Student Management policy, bullying is defined and considered a major issue. The procedures for dealing with bullying are clearly articulated. Support is provided by the school counsellor and outside agencies, as necessary, to help students develop appropriate self-management strategies.

The school reviewed the Pastoral Care and Student Management policy and the statement: 'The community of Our Lady of Mt Carmel Primary School is safe and respectful'.

The full text of the Pastoral Care and Student Management policy can be obtained through the school office or from the school’s website.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

There were no changes to the policy during 2017.

The community was reminded of these protocols throughout 2017.
Section Eleven: Financial Statement

RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants(^1)</td>
<td>$2,829,945</td>
</tr>
<tr>
<td>Government Capital Grants (^2)</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants (^3)</td>
<td>$848,080</td>
</tr>
<tr>
<td>Fees and Private Income (^4)</td>
<td>$701,048</td>
</tr>
<tr>
<td>Other Capital Income (^5)</td>
<td>$92,343</td>
</tr>
<tr>
<td>Total Income</td>
<td><strong>$4,471,416</strong></td>
</tr>
</tbody>
</table>

RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure (^6)</td>
<td>$27,872</td>
</tr>
<tr>
<td>Salaries and Related Expenses (^7)</td>
<td>$3,153,851</td>
</tr>
<tr>
<td>Non-Salary Expenses (^8)</td>
<td>$913,983</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td><strong>$4,095,706</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including 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.