Our Lady of Mount Carmel Primary School, Wentworthville
Bennett Street, Wentworthville 2145
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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 2016 and gives information about the 2017 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 2016 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. Parents are invited to work in a shared partnership, supporting the school's mission to provide quality Catholic education based on the teachings of Christ and the Mercy and Carmelite traditions.

Parents value the welcoming environment and the opportunities to participate in the life of the school and to contribute to the building of community through the Parents and Friends Association (P&F); fundraising; excursions; working bees; canteen; second hand uniform shop; Learning in the Classroom program; sport and social events. Parents support the school through their attendance at masses and special celebrations.

Parents are informed about the learning, school programs and policies through the weekly newsletter, school website and regular letters and brochures that provide information about significant events. Parents are able to discuss their child's learning and the school's learning programs through the parent/teacher conferences and parent information sessions.

Student

Students at Our Lady of Mt Carmel Primary School experience opportunities to develop their gifts, talents and skills in leadership through a variety of programs. Year 6 students are nominated and elected by their peers and staff for leadership positions. These school leaders have 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 have 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 are eight colour leaders elected who support the sporting life of the school. The Student Representative Council (SRC) members are elected by their peers, one representative from each class, Years 2 to 5.

Students may participate in swimming, athletics, cross country, gala sport days for soccer and touch football, and diocesan sport for those students who play at a representative level. Other learning experiences include 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, for Kindergarten to Year 6, and the re-establishment of 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>26</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 accredited to teach Religious Education</td>
<td>25</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>0</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>9</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>94.71</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>96</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Our Lady of Mt Carmel Primary School worships and celebrates as a community, giving witness to our faith and enhancing our Catholic identity through whole-school prayers and assemblies; liturgies and Eucharistic celebrations for significant feasts and special days such as Opening School Mass, Mercy Day and Our Lady of Mt Carmel Feast Day; the parish Sacramental program; staff prayers and spiritual formation. The students experience formal and informal daily prayer and special occasion liturgies prepared by both students and staff. Every day at 12 noon the whole school community prays the Angelus and during the Easter season this is replaced by the Regina Caeli.

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

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

Social Justice

Our Lady of Mt Carmel Primary School fosters 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, organise whole-school awareness raising projects, such as Project Compassion, East Timor, Mercy Works, Diocesan Works Fund (DWF) Appeal, and St Vincent de Paul Christmas hampers. Practical faith experiences are seen in our response to Project Compassion. These activities give the gospel values linked to our mission statement, integral to our faith, practical expression. In this way, 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. The parish priest is a welcome visitor to the school and is a member of the school’s liturgy planning committees. The school works closely with the parish Sacramental team to support the implementation of the parish-based Sacramental program and other parish activities. Parishioners are invited to attend significant school events. Our Lady of Mt Carmel Primary School provides 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

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

These experiences come through our responses to liturgical seasons of the church year, particularly Lent and Advent. As a community we reflect on the message of the season and
engage in activities, reflections and prayer designed to deepen our faith and give it practical expression. Our participation in 'God Day' focuses our attention on the events of Holy Week and involves the parent community consolidating the importance of our faith within the community. Practical faith experiences can be seen in our responses to Project Compassion and our Mission Week activities. These activities give the gospel values, integral to our faith, practical experience.

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 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 for the Year of Mercy.
Learning and Teaching

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 2016. 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 2016</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>95</td>
<td>96</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</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>95</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

NAPLAN results in 2016 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 Literacy for 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 is to increase the number of students achieving results in the top three bands.

In 2016, 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 2017, the school will focus on extending the mathematical development of our students in their ability to interpret and apply strategies for problem solving. There will be a 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 2016 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.
- Wednesday morning workout was facilitated prior to school by school staff.
- A swimming program was offered through an external provider, including surf lifesaving for Year 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.
- A specialist numeracy teacher provided an Intervention program 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. We increased the number of computers, iPads and interactive whiteboards across our school. The children have been harnessing these technologies to enhance and support their learning. In our classrooms, the children used digital cameras, 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 2015 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 continues to look at the needs of the students in the school and develop activities and learning programs to support the school community.

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 2016 included:

- child protection
- Cardiopulmonary Resuscitation (CPR)
- emergency care
- asthma
- 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
- History and Geography Syllabus Kindergarten to Year 10 (K-10)
- deepening knowledge of the new Mathematics Syllabus - (K-10)
- multiplicative thinking in Mathematics - multiplication, division, fractions and decimals
- developing student problem solving skills
- disability standards
- Work Health and Safety (WHS)
- data analysis

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) Year 3
- integrating Information Communication Technology
- project based learning
- Quality Catholic Schools (QCS) analysis
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Deepening the understanding of Scripture and its application in the lives of our community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>This priority was chosen from the discussion and achievement of the 2014 and 2015 priorities. This discussion led to developing a school-based plan for religious literacy, incorporating specific Scripture passages; language used in passages and Church doctrine/tradition; and a variety of techniques for presenting this to children. The identified priority was a result of feedback expressed by staff.</td>
</tr>
<tr>
<td><strong>Steps taken to achieve priority 1</strong></td>
<td>These included:</td>
</tr>
<tr>
<td></td>
<td>■ extended staff knowledge of Scripture through professional learning and a staff Formation Day</td>
</tr>
<tr>
<td></td>
<td>■ a dedicated day where students and staff explored a particular Scripture passage related to Holy Week, created a visual response and reflected on the passage in relation to their personal life</td>
</tr>
<tr>
<td></td>
<td>■ provided staff professional learning through weekly staff memos and five minute dialogue at the commencement of each professional learning meeting</td>
</tr>
<tr>
<td></td>
<td>■ staff and student exploration of Scriptural background</td>
</tr>
<tr>
<td><strong>Status of priority 1</strong></td>
<td>Ongoing</td>
</tr>
<tr>
<td>Priority 2</td>
<td>For at least 90% of students to achieve their expected growth in writing, whilst extending their skills, knowledge and understanding as a writer, as measured by Stage outcomes and the writing continuum (with individual, accelerated growth for all vulnerable students)</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Reason for priority 2</td>
<td>Throughout 2016 we worked on the intention to create on demand independent, fluent writers in each classroom. 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. The identified priority was a result of feedback expressed by staff.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | During the year:  
- Students composed a variety of texts daily with their teachers, with each other, and by themselves as they moved through the writing process - plan, draft, compose, review, edit, publish.  
- Students worked through the writing process to produce texts for a variety of purposes and audiences.  
- Models of effective, descriptive feedback were developed to ensure students knew what they were doing correctly, what they could do better and the next steps to improve. |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>Extending students’ ability to use reasoning strategies to solve mathematical problems in order to achieve expected growth point targets in the operational domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>Throughout 2016 as a school community we developed a problem solving framework to assist our students to understand how to solve problems. Teachers also participated in professional learning which was focused on extending their students mathematically. The identified priority came out of the needs identified by the teaching staff. We continued to develop the children’s problem solving skills, number sense and ability to apply skills learnt.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 3</td>
<td>In 2016 we:</td>
</tr>
<tr>
<td></td>
<td>‧ conducted and analysed Mathematics Assessment Interviews (MAIs) for all students to identify student strengths and vulnerabilities</td>
</tr>
<tr>
<td></td>
<td>‧ set learning goals at the whole-class and individual student level, based on data</td>
</tr>
<tr>
<td></td>
<td>‧ clearly articulated learning intentions and success criteria to guide student learning outcomes</td>
</tr>
<tr>
<td></td>
<td>‧ explicitly taught problem solving, using our school developed framework</td>
</tr>
<tr>
<td></td>
<td>‧ encouraged staff professional learning about best Mathematics' teaching practice</td>
</tr>
<tr>
<td>Status of priority 3</td>
<td>Achieved</td>
</tr>
<tr>
<td>Priority 1</td>
<td>To increase existing knowledge of Scripture and church</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>This priority was chosen based on feedback from teaching staff and builds and extends on what has already commenced during 2016.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | These will include:  
- Scripture passages will be experienced and analysed using visual literacy strategies and senses of Scripture.  
- We will focus on staff planning, and identifying and using church/Scripture words.  
- We will use modelling and professional learning on word wall activities.  
- Word walls will be used to encourage use of technical vocabulary, and activities directly related to word walls will be part of teaching/learning. |

<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 builds on our previous literacy priorities. Throughout 2016 we have 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 require additional support in planning and composing imaginative, informative and persuasive texts to improve writing quality.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 2** | To meet this priority:  
- Students will develop their own writing style using mentor texts to gather ideas and emulate the authors' (including students') works.  
- Students will compose a variety of texts daily with their teachers, each other, and by themselves as they move through the writing process.  
- Students will set writing targets, based on feedback they receive from their teachers and peers.  
- A rubric for each term will be created and used with the On Demand writing at word, sentence and text level. |
<table>
<thead>
<tr>
<th><strong>Priority 3</strong></th>
<th>To achieve at least expected growth or beyond in numeracy/Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 3</strong></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 to be taken to achieve Priority 3** | These will include:  
  - students setting learning goals for Mathematics/numeracy based on their knowledge and feedback  
  - developing and broadening the types of strategies students use in rich mathematical tasks through the use of teacher created scaffolds to support thinking  
  - use of rich tasks that enable the development of a range of mathematical strategies  
  - providing targeted feedback around the strategies and the mathematical concepts used |
Community Satisfaction

Parent satisfaction
During 2016, 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 will be 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>2014</td>
<td>155</td>
<td>199</td>
<td>354</td>
</tr>
<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>
</tbody>
</table>

School enrolments increased by 23 students owing to an increase in demand for enrolment as a result of the good name the school has earned in the community.

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>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>95</td>
<td>95</td>
<td>94</td>
<td>95</td>
<td>95</td>
<td>94</td>
<td>96</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)              | 21  |
| 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 2016, 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.

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 2016.

The community was reminded of these protocols throughout 2016.
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>$2,838,208</td>
</tr>
<tr>
<td>Government Capital Grants (^2)</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants (^3)</td>
<td>$850,490</td>
</tr>
<tr>
<td>Fees and Private Income (^4)</td>
<td>$673,587</td>
</tr>
<tr>
<td>Other Capital Income (^5)</td>
<td>$65,155</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,427,440</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>$138,013</td>
</tr>
<tr>
<td>Salaries and Related Expenses (^7)</td>
<td>$3,216,536</td>
</tr>
<tr>
<td>Non-Salary Expenses (^8)</td>
<td>$1,030,745</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,385,294</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.