Chisholm Catholic Primary School, Bligh Park
PO Box 5724, South Windsor 2756
Principal: Mr Michael Mifsud
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http://www.chisholmblighpark.catholic.edu.au
Introduction

About the Annual School Report

Chisholm Catholic 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 Chisholm Catholic Primary School, Bligh Park.

Chisholm Catholic Primary School is a safe, honest, respectful learning community. In keeping with our school’s motto, *Faith, Family, Future*, we share our faith, welcome all into our extended family and work together to ensure the best future for every student.

We follow in the footsteps of Caroline Chisholm whose pioneering spirit inspires us to embrace the changes necessary to improve constantly the educational outcomes of our students and to look to the future with hope.

We set high expectations for our students and we encourage them to accept responsibility for their learning and behaviour. We aim to develop students who are confident, independently minded and well-placed to contribute to a just society, as well as having a deep understanding of, and commitment to, the Catholic faith.

Parent

The Chisholm Community Group worked closely with staff to ensure the best educational setting for all children.

The aims of the Chisholm Community Group in 2017 were to:

- maximise parental involvement at Chisholm Catholic Primary School
- foster community spirit within the school parent body
- assist in school/parent communication
- assist Chisholm Catholic Primary School in meeting resource targets

Membership is open to all parents and carers of children attending our school.

Student

At Chisholm Catholic Primary School in 2017 we had many wonderful opportunities to make friends and mix with different people. The teachers were very encouraging and acknowledged our achievements. At Chisholm Catholic Primary School, we were safe, honest and respectful learners. Our school motto was *Faith, Family, Future*. As a Catholic school, we looked for ways to share our faith in Jesus. We tried to follow in the footsteps of Caroline Chisholm who shared her faith with courage. There were high expectations at our school about how to treat others and how to accept responsibility for our own learning and behaviour. We were also expected to take pride in our school environment and in the wearing of our uniform.
Who we are

History of the school
St Matthew's Parish, Windsor, has two Catholic primary schools. Chisholm Catholic Primary School was established in 1994 and is one of the two schools serving the church's mission.

Location/drawing area
The school is located in Bligh Park and draws on students from Bligh Park, Windsor, Windsor Downs, Llandilo and Londonderry. It serves the parish of St Matthew's, Windsor.
## 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>37</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>37</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>10</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>94</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>96</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences
The school’s major celebration in 2017 was Caroline Chisholm Day (Caroline Chisholm’s birthday). Special prayers and assemblies honoured and highlighted the lives of Mary, All Saints, All Souls, and St Mary of the Cross Mackillop.

Liturgies were held for important events in the liturgical year such as Ash Wednesday, Holy Week, Easter, Advent and Christmas. ANZAC Day and Remembrance Day were also celebrated as they are important national days. Other special celebrations were Grandparents Day and Catholic Schools Week.

The parish priest and assistant priest visited the school regularly to celebrate mass and class Reconciliation. The priests and parish Sacramental coordinator assisted children and their families in the parish-based Sacramental preparation. Regular prayer was an important part of school life including daily prayer in classrooms, staff prayer and community prayer at whole-school assemblies.

In 2013 the praying of the Angelus each day at midday was implemented and continued as an embedded practice in 2017.

Social Justice
Social justice initiatives were an important feature of school life. The school community was involved in the Caritas Project Compassion Lenten appeal; fundraising for Catholic Mission; food, toys and money collection, as well as the Giving Tree Christmas Appeal for St Vincent de Paul, and items to support the St Vincent de Paul Winter Appeal.

School home and parish partnerships
The school supported the family-centred, parish-based Sacramental programs by linking these, where possible, with our Religious Education lessons.

The children were acknowledged at school assemblies and teachers were always present at Sacramental celebrations (eg First Eucharist and Confirmation) and parish preparation days. Parish events were highlighted in school newsletters and families were encouraged to attend.

Parents were involved in many aspects of school life. These included the Chisholm Community Group; fundraising; working in the canteen; assisting students with classroom learning; assisting at sports carnivals and on school excursions; hosting and facilitating Sacramental groups, and attending school liturgies.

Religious Education
The school program was based on the Parramatta Diocesan curriculum document, *Sharing Our Story*. Each year, every Stage studies units of work relating to mission, the Easter season, Advent and Christmas. Where appropriate, units of work also focus on the Sacraments and complement the parish-based Sacramental program. Other units generally follow these themes:
- Early Stage 1 and Stage 1 - 'God's love', 'Families', and 'Jesus'
- Stage 2 - 'Jesus', 'Mary', and 'The Bible'
- Stage 3 - 'The Early Church', 'The Church in Australia', 'Leadership', and 'Faith Communities'

Professional Learning of staff in Religious Education
During 2017 Chisholm Catholic Primary School staff placed a focus on Scripture. In particular, the staff worked with the Religious Education Coordinator in developing a whole-school approach to integrating and presenting Scripture across all Religious Education units. This work had a strategic focus on understanding Scripture at three levels: literal, spiritual, and moral application. Staff members participated in Religious Education workshops and a staff development day with this focus.
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 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></th>
<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>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>94</td>
<td>76</td>
</tr>
<tr>
<td>Literacy</td>
<td>99</td>
<td>95</td>
<td>75</td>
</tr>
<tr>
<td>Reading</td>
<td>99</td>
<td>95</td>
<td>70</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
<td>76</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
<td>67</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
<td>69</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<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>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>96</td>
<td>92</td>
<td>64</td>
</tr>
<tr>
<td>Literacy</td>
<td>99</td>
<td>93</td>
<td>60</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>94</td>
<td>70</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>92</td>
<td>53</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
<td>94</td>
<td>66</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>95</td>
<td>65</td>
</tr>
</tbody>
</table>

From the results above it can be seen that, compared to children in schools across Australia, there was the same, or a greater, percentage of children at Chisholm Catholic Primary School who were performing at, or above, the national minimum standards in all areas of Literacy and Numeracy for Year 3.
There was the same, or a greater percentage of children at Chisholm Catholic Primary School, who were performing at, or above, the national minimum standards in grammar and punctuation, Literacy, reading and writing for Year 5.

Year 3 students achieved at, or above, the national average for the percentage of students in the top three bands in Literacy and writing. Year 5 students achieved at, or above, the national average for the percentage of students in the top three bands in Literacy, reading and writing.

Improving Literacy and Numeracy outcomes will continue as we focus on ensuring the sustainability of improved results in all areas.

School curriculum
The following programs were an important part of the curriculum at Chisholm Catholic Primary School:

The school followed all requirements regarding curriculum according to New South Wales Education Standards Authority (NESA).

There was a Learning Support Team that worked with children who had been identified as requiring additional support to meet syllabus outcomes.

The Reading Recovery program is an intense intervention program that targeted identified vulnerable students in reading in Year 1. In 2017 two trained specialists were involved in facilitating this program. Reading Recovery was also provided for vulnerable students in Stage 3.

Extending Mathematical Understanding (EMU) is a small group intervention program that targeted identified vulnerable students in Mathematics in Year 1 and in a Middle Years group in Stage 2. In 2017 we had three trained specialist teachers who were involved in facilitating this program.

A counsellor from the Catholic Education Office (CEDP) was available two days a week to support students and their families with personal, social and/or emotional needs.

Our Kindergarten Orientation program was offered to all families whose children were beginning their school life at Chisholm Catholic Primary School.

An information meeting was held for parents to make them aware of the ethos and culture of the school and the general expectations of the school. Children attended an orientation morning to give them the experience of a classroom and reassure them about ‘big school’. An additional Transition program was also provided for children identified as needing extra assistance in settling into the routines of school.

In Physical Education we had a specialist teacher and many opportunities for children to participate in representative sport were available. These included swimming, athletics, soccer, netball and cricket amongst others.

In creative arts we had a specialist teacher and other cultural opportunities were facilitated.

Initiatives to promote respect and responsibility
Chisholm Catholic Primary School has had clear school expectations founded on the values of being safe, honest and respectful learners. The school policy in setting these expectations was based on the six key principles of the Positive Behaviour Support program. In 2017, the Kindergarten to Year 6 (K-6) Social Skills program continued as essential school practice, being part of the student management and pastoral care policy. This ensured consistency of expectations across the school.

In 2017, the student leadership structure continued to enable greater student involvement in determining the areas of leadership they believed were necessary for Chisholm Catholic Primary School. In 2017, Year 6 students worked in six teams, each with a leader. These groups included Social Justice, Sport, Entertainment, Technology, Learning Services and the Environment. The six student leaders who formed the Chisholm Catholic Primary School student leadership team met regularly with the principal.

Other leadership opportunities for students included a buddy system involving Year 5 students.
assisting Kindergarten children in settling into school, and supporting them throughout their first year. These same buddies assisted the children as they moved to Year 1. This program supported the school's commitment to providing leadership opportunities for the Stage 3 students.

In 2017 school leaders represented the school at the Young Leaders Conference and the Hyde Park ANZAC service. They acted as ambassadors at special school events.

**Professional Learning**

Professional learning undertaken by staff in 2017 linked directly to the priority focus areas of Religious Education and formation, literacy and numeracy. As a commitment to a whole-school approach to learning, all staff attended professional learning in the following areas:

**Religious Education and Formation**
Staff and Stage meetings focused on Scripture and the levels of understanding of Scripture. Staff meetings focused on Scripture and interpreting student data. A staff development day focused on staff formation.

**Literacy**
A staff development day focused on collaboration in agile learning spaces.

Staff meetings focused on reading comprehension, NAPLAN data analysis and Progressive Achievement Tests in Reading (PAT-R).

Professional learning days focused on Early Years Assessment (EYA) data analysis, running records, reading Kindergarten to Year 2 (K-2), reading Years 3 to 6 (3-6).

**Stage 3 Focus 160 Reading** - triads of teachers working collaboratively

**Numeracy: multiplicative thinking in Stage 3** - triads of teachers working collaboratively

A staff development day focused on analysing and interpreting school data based on Mathematical Assessment Interviews (MAI).

Staff meetings focused on assessment for, of, and as, learning in Mathematics. Professional learning days provided lead teacher training and Early Years EMU intervention training and collaboration.
## Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For all students to develop a deeper knowledge and understanding of their Catholic faith</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>Data from Religious Education Assessments indicated that students’ results had steadily improved in both Years 4 and 6 over the last four years and had begun to close the gap between diocesan results and school results. Consequently, there was a need to continue to consolidate understanding of the three levels of Scripture. The seven core Catholic values had not been strategically included in the planning and programming of Key Learning Areas.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | These included:  
- an action plan  
- professional learning at staff meetings and a staff development day  
- work with Religious Education teaching educator  
- professional learning, focused on Religious literacy requirements, theological background of units of work and main concepts of each strand of the Religious Education syllabus,  
  *Sharing Our Story*  
- learning intentions and success criteria articulated for all Religious Education lessons |
<p>| <strong>Status of priority 1</strong> | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That every student would develop a deeper level of comprehension by interpreting explicit information in texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>PAT-R data indicated that students in Years 2 to 6 had difficulty with interpreting explicitly stated information, which affected their comprehension levels. Our data reflected the need to increase the number of children meeting or exceeding benchmarks. When we referred to the continuum, it was clear that we were not providing enough opportunities to develop vocabulary for our students to comprehend at deeper levels.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | - analysis of student data including NAPLAN, EYA and PAT-R professional learning with a focus on reading comprehension including reading K-2 and reading Years 3 to 6  
- comprehension strategies explicitly modelled and articulated by staff  
- consolidation of success criteria to ensure best practice during literacy blocks  
- continuation of case management and instructional walks providing professional feedback to staff  
- continuation of Reading Recovery program  
- instructional leader collaborating in K-2 |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To increase the number of students who use reasoning and fluency while communicating their understandings when problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>Evidence from NAPLAN, Mathematics Assessment Interviews (MAIs), formal observations, staff feedback and professional learning processes indicated a need to develop students' reasoning and fluency in the application of number concepts between strands.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 |  ■ action plan  
  ■ analysis of student data including NAPLAN and MAI  
  ■ continued work with the EMU project  
  ■ consolidation of success criteria with a focus on formative assessment practices and learning intentions  
  ■ collaboration with teaching educator  
  ■ continuation of case management and instructional walks  
  ■ professional feedback to staff  
  ■ Year 1 Mathematics Intervention program  
  ■ Middle Years Intervention program  
  ■ instructional leader collaboration K-2 |
| Status of priority 3 | Ongoing |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For all students to deepen their faith through prayer and by showing an understanding of the messages of the scriptures in their daily lives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>Religious Literacy Assessment (RLA) data shows the gap has been closed between diocesan averages and the school average, but prayer remains the greatest area of need. Teachers and students have been exposed to the core Catholic values, although teachers have indicated that authentic implementation is yet to be achieved.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | These will include:  
- Religious Literacy Assessment (RLA) data  
- the implementation of learning intentions and success criteria which extend students  
- showing an increased connection between success criteria and assessment for, of, and as learning  
- the implementation of Catholic values in all Key Learning Areas  
- tracking and monitoring students through selected methods at beginning, middle and end of year |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>Students will increase their ability to understand and apply more complex vocabulary when speaking and listening, reading and writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>PAT-R and NAPLAN data show that the number of students reaching benchmarks and achieving expected growth has only risen slightly in some grades. It is clear that we have not provided enough rich opportunities for the students to develop a higher level of vocabulary to comprehend texts. In NAPLAN, the majority in both our Year 3 (92%) and Year 5 (64%) students are only scoring a 2 out of 5 in vocabulary as they only apply basic vocabulary to the texts they compose.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 2** | These will include:  
- independent reader’s data wall based on vocabulary indicators of understanding texts in the Literacy Learning Progressions  
- student writing work samples collected twice a term and analysed according to vocabulary indicators of creating texts in the Literacy Learning Progressions  
- student verbal work samples (recordings) collected twice a term and analysed according to vocabulary indicators of speaking and listening in the Literacy Learning Progressions  
- October Pat-R data, NAPLAN |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>Students will make mathematical connections across all strands to become fluent problem solvers of rich tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>NAPLAN indicates students in the middle to lower bands demonstrate consistent growth but growth in the higher bands is not as positive. Action Plan reflections in 2017 indicated needs in these areas. Staff feedback also influenced this focus.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | We aim to:  
- increase the number of students in the higher bands in NAPLAN and Progressive Achievement Tests in Mathematics (PAT-M)  
- demonstrate a minimum of one year’s growth in the MAI  
- use rich tasks to encourage the application of understandings and appropriate strategies across strands  
- track and monitor processes to support the use of success criteria as assessment for, of and as learning  
- use learning intentions and success criteria to establish goals and reflect on student learning |
Community Satisfaction

Parent satisfaction

During 2017, the 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.

The QCS data collected and reported to our parents, students and staff, showed that our parents identified:
- teachers as approachable and that the school was receptive of, and understood, the views of parents
- that classroom behaviour was positive and learning was uninterrupted
- that the educational programs and standards of the school met children's needs
- there were many opportunities for parents and their children to participate in prayer, celebrate liturgies and reflect on their faith
- that the school had a focus on improving its performance
- that the children enjoyed, and were motivated by, the teaching and learning provided by the school
- that teachers were enthusiastic and passionate about their work
- that children were well prepared and supported during their transition to the next stage of their schooling
- that parents stated their children wanted to be at school and were safe at school

Student satisfaction

The QCS data collected and reported to our parents, students and staff showed that our students felt:
- positive at school and were motivated to achieve and learn
- their teachers provided purposeful learning opportunities in planned and effective ways
- the teachers made learning interesting, enjoyable and inspiring
- their teachers listened to, and understood, their needs and assisted them with their learning
- their teachers modelled the values of our Catholic faith in their interactions
- they had the opportunity to reflect on their faith, pray together, and celebrate liturgies and the Sacraments
- very socially connected and got along with their peers

Teacher satisfaction

The QCS data collected and reported to our parents, students and staff showed that teachers identified that:
- There was effective communication in the planning of the curriculum.
- They felt that the school's leaders were approachable, could be relied upon and communicated well with staff.
- They had a sense of purpose and knew what was expected of them.
- They had the opportunity to reflect on their faith, pray together and celebrate liturgies and Sacraments.
- They had many opportunities to work together collegially and support one another.
- They had a strong sense of ownership where staff goals and approaches to work were;
• understood, agreed on, and consistently enforcing the behaviour management policy of the school
• open to new learning to achieve high standards
• providing opportunities to learn and develop in their roles
• focused on quality teaching and aimed to maximise learning outcomes for students
• aligned with the goals and approach of the school
Student Profile

Enrolment Policy

Chisholm Catholic 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>257</td>
<td>275</td>
<td>532</td>
</tr>
<tr>
<td>2016</td>
<td>286</td>
<td>259</td>
<td>545</td>
</tr>
<tr>
<td>2017</td>
<td>286</td>
<td>259</td>
<td>545</td>
</tr>
</tbody>
</table>

Chisholm Catholic Primary School enrolment numbers have continued to remain around 510. In 2017 the school consisted of 21 classes. It is projected that this level enrolment will be maintained in 2018.

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></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>88</td>
</tr>
<tr>
<td>Year 2</td>
<td>88</td>
</tr>
<tr>
<td>Year 3</td>
<td>86</td>
</tr>
<tr>
<td>Year 4</td>
<td>78</td>
</tr>
<tr>
<td>Year 5</td>
<td>85</td>
</tr>
<tr>
<td>Year 6</td>
<td>77</td>
</tr>
</tbody>
</table>

School Average: 84%

Characteristics of the student body

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>74</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>30</td>
</tr>
<tr>
<td>Indigenous</td>
<td>22</td>
</tr>
</tbody>
</table>

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

The Pastoral Care and Student Welfare policy was initially implemented in 2009 and reviewed in 2016. It is based on six key principles of positive behaviour support:

- common purpose and approach to discipline
- a clear set of expectations and behaviours
- procedures for teaching expected behaviours
- procedures for encouraging expected behaviours
- continuum of procedures for discouraging inappropriate behaviours
- procedures for ongoing monitoring and evaluation

The review of this policy in 2017 recommended no changes to its current form.

Strong links were maintained with the Kindergarten to Year 6 Social Skills program, focusing on being a safe, honest, respectful learning community. The focus of the Chisholm Catholic Primary School behaviour code was: we are safe, honest, respectful learners.

This policy is underpinned by the principles of procedural fairness and of unbiased decision making. Parents are always contacted if there is a serious incident at the school involving their child.

The full text of the Pastoral Care and Student Welfare policy that includes student welfare, discipline and anti-bullying policies can be accessed on the school’s website or obtained through the school office.

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.
Section Eleven: Financial Statement

### Income

- **Commonwealth (64.1%)**
- **Capital (0%)**
- **State (21.6%)**
- **Fees (13.2%)**
- **Other (1%)**

### Expenditure

- **Capital (0.8%)**
- **Salary (78%)**
- **Non-Salary (21.2%)**

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#### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$4,263,441</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$1,436,349</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$880,399</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$69,367</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$6,649,556</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</td>
<td>$48,449</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$4,759,512</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,294,916</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$6,102,877</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.