

# 2015 ANNUAL SCHOOL REPORT



Corpus Christi  
Primary



## Corpus Christi Primary School, Cranebrook

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Catholic Education  
Diocese of Parramatta

## Introduction

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### About the Annual School Report

Corpus Christi Primary School is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, 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 2015 and gives information about the 2016 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

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### Principal

I am proud to present to you the 2015 Annual School Report for Corpus Christi Primary School, Cranebrook.

Our purpose as a Catholic primary school in the Cranebrook community is to provide a learning environment where all members feel welcomed, cared for and supported. In this way, we will communicate the message of God's love for all people through our actions and example.

We draw our values from the teachings of Jesus Christ as lived through our Catholic tradition:

- love and forgiveness as a foundation for effective learning, quality relationships and personal growth
- honest, open communication leading to justice in everyday interactions
- the uniqueness of each person, acceptance of each other and celebration of differences
- a learning environment which nurtures independent, discerning and critical thinkers

We believe that:

- Quality educational opportunities and approaches encourage students to take responsibility for their own learning, actions and relationships.
- A differentiated, authentic curriculum fosters engagement in learning.
- Accessing the resources of the wider community supports and enhances learning.
- In *Growing Together as the Body of Christ* we gain strength and support from being members of a unified parish community.

Corpus Christi Primary school continues to grow in providing an exciting centre for quality learning and teaching.

### Parent

The school has an active parent community which meets regularly as the Parent Representative Group (PRG). In previous years, the PRG has successfully raised funds for the school as well as organising social events. Events run by the PRG have included organising Mothers Day and Fathers Day stalls, trivia night, welcome dance and barbecue, student discos, support for the school's 'Dance-a-Thon', and outreach for the needy of the community at Easter and Christmas. In 2015 the parents ran a very successful Spring Market.

Parents are encouraged to attend PRG meetings which begin with a curriculum update or opportunities for parents to learn more about supporting their child with their learning. At each meeting parents are also able to discuss school initiatives.

Parents are also encouraged to act as classroom helpers in literacy and numeracy. Parents also assist with gross motor skill development, sporting events, excursions, in the school library and in our school canteen.

### Student

The students of Corpus Christi Primary School are very proud of their school and appreciate the many opportunities the school provides for them. Year 6 students take on specific leadership roles each year as part of the Student Representative Council (SRC). These leadership roles include leading the liturgy/social justice team, hospitality team, environmental care team, technology angels, sports team, library team, social skills team and the creative arts team. All members of Year 6 are part of one of these teams. The teams are responsible for organising and running assemblies; flag raising; as special ambassadors to important events; and taking on various tasks as requested by the principal. The SRC members are elected by staff and the student body each year.

Our Year 6 students also have a special role in displaying leadership qualities, good example and responsibility to the rest of the student population.

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

## Who we are

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### History of the school

Our school was established in 1987 by the Sisters of Mercy and from its humble beginnings it has grown from just three classes to be a school that currently has 21 classes catering for children from Kindergarten to Year 6. The school works in partnership with the Parish of Corpus Christi and its pastor.

At Corpus Christi Primary School we activate a faith community that supports each person's search for meaning within the Catholic tradition through liturgy, prayer and celebrations as well as the Parramatta Diocese's, *Sharing Our Story* curriculum. We have a learning environment that empowers and challenges each student to communicate with truth, clarity and integrity about the nature of the world. In June 2009, the school completed its three year building and renovation program, giving the children access to stunning, modern learning spaces which complement extensive recreation and sporting areas. In 2010 construction of a new hall was completed. During 2015 our facilities were complemented by regular maintenance, replacement and upgrading of technology and resources, installation of a number of memorial gardens, new large screen televisions, replacement of a shade structure and additional vegetable gardens.

### Location/drawing area

Corpus Christi Primary School is situated in Andromeda Drive, Cranebrook, a northern suburb of Penrith. Corpus Christi Primary School is an integral part of the work of the Corpus Christi parish and the school is part of the Parramatta system of diocesan schools.

## Workforce Composition

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| <b>Category</b>   | <b>Number of Staff</b> |
|---|------------------------|
| 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 | 35                     |
| 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                               | 0                      |
| Number of teachers accredited to teach Religious Education  | 35                     |
| Number of teachers currently undertaking accreditation to teach Religious Education   | 0                      |
| Number of non-teaching staff (includes teachers' aides)   | 11                     |
| Percentage of teachers who are indigenous   | 0                      |
| The average teacher attendance for 2015   | 92.84                  |
| Percentage of 2015 teaching staff who were retained from 2014   | 100                    |

## Catholic Identity and Religious Education

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### Prayer, Liturgical Life and Faith Experiences

The students of Corpus Christi Primary School have the opportunity to celebrate in prayer together in a variety of ways. They celebrate liturgies of the Eucharist as a school, grade and class. Celebrations of the Liturgy of the Word as a grade or school also occur during the year. School and module assemblies are an important focus for prayer and classes take turns to lead the community. Class prayer is a significant part of the daily life of the students. The school assembly commences with acknowledging the traditional owners of the land, followed by our school song and concludes with the Australian National Anthem. During the assembly awards are given to the students, highlighting achievements, citizenship, school spirit and Catholic values. Adult faith formation is addressed through a focus on prayer each term as a whole staff, at staff meetings, farewell celebrations and staff reflection days. The annual Education Mass, celebrated with all diocesan schools, is a highlight on the calendar. In 2015 the staff also participated in 'Spirituality in the Staff Room', giving space and time for personal reflection. In addition to class, grade and whole-school Eucharistic celebrations students are also involved in the celebration of Reconciliation with their class.

### Social Justice

In 2015 outreach programs involved fundraising events directly linked to Caritas (Project Compassion), Catholic Mission, CanTeen, Penrith Kitchen and the Corpus Christi Parish community. There was significant support given to the wider community through the collection of beanies, mittens, gloves, scarves and socks in an event known as 'Sockeenies' where the collected items were distributed by St Vincent de Paul. Our outreach to Penrith Kitchen was overwhelming with a collection of toiletries which were packaged as gifts and distributed to needy families by Penrith Kitchen. This was supported by the staff who donated gift packages that were distributed by the local St Vincent de Paul chapter, for Christmas Day for local needy families.

### School home and parish partnerships

The staff of Corpus Christi Primary School work in close partnership with the parish priest and Sacramental team of the parish in preparing the children for the Sacraments of Reconciliation, First Eucharist and Confirmation. The staff also attended parent information evenings and the celebration of each Sacrament.

Parents, extended family members and the parish community are always welcome to attend any celebration. In 2015 celebrations included Catholic Schools Week, Easter liturgies, open classrooms, morning teas, Corpus Christi feast day, special liturgies for Mothers, Fathers and Grandparents Days, a celebration for the Feast of Mary Mackillop and our Christmas concert.

Parents are encouraged to attend the parish mass with their children as well as grade liturgies throughout the year. Many of the whole-school celebrations, graduation ceremonies and Sacramental celebrations have parents playing an active role. Parents are encouraged to attend Parent Representative Group (PRG) meetings and assist students with learning in the classroom and/or on excursions. Parents are also involved in assisting with fund raising as well as in the canteen and library.

### Religious Education

*Sharing Our Story* is the Religious Education program taught in our school and other Parramatta diocesan schools. The scope and sequence of the units of work are modified to align with the Sacramental program of the parish. Formal Religious Education lessons are taught daily and lessons incorporate aspects of our own Catholic tradition. Special liturgies are planned and organised by the Religious Education coordinator and a team of staff. Liturgies are celebrated in the parish with the parish priest.

### Professional Learning of staff in Religious Education

During 2015 staff members were engaged in a variety of professional learning opportunities in faith formation, understanding the Scriptures and strategies to implement the *Sharing our Story*

*Syllabus* successfully. A number of staff attended the regular *Spirituality in the Pub* faith formation sessions co-ordinated by the diocese and one member of staff attended a pilgrimage to the Holy Land and Rome. Professional Learning for the staff was led by educators from the Evangelisation and Religious Education Team from the Catholic Education Office (CEO) as well as our own staff. New and additional resources were purchased for use by the staff during the year. The Leadership Team of the school continued to meet once per term with leadership teams from other local Catholic schools to develop their understanding of evangelisation further.



## 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 2015. 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.

| NAPLAN RESULTS 2015 |                         | % of students at or above national minimum standard |           | % of students in top three bands |           |
|---------------------|-------------------------|---|-----------|----------------------------------|-----------|
|                     |                         | School  | Australia | School                           | Australia |
| Year<br>3           | Grammar and Punctuation | 95  | 94        | 72                               | 73        |
|                     | Literacy                | 90  | 95        | 70                               | 72        |
|                     | Reading                 | 99  | 95        | 70                               | 71        |
|                     | Writing                 | 100   | 96        | 82                               | 76        |
|                     | Spelling                | 98  | 93        | 65                               | 65        |
|                     | Numeracy                | 95  | 94        | 58                               | 61        |

| NAPLAN RESULTS 2015 |                         | % of students at or above national minimum standard |           | % of students in top three bands |           |
|---------------------|-------------------------|---|-----------|----------------------------------|-----------|
|                     |                         | School  | Australia | School                           | Australia |
| Year<br>5           | Grammar and Punctuation | 91  | 93        | 50                               | 61        |
|                     | Literacy                | 94  | 93        | 52                               | 57        |
|                     | Reading                 | 96  | 93        | 51                               | 58        |
|                     | Writing                 | 95  | 92        | 54                               | 52        |
|                     | Spelling                | 92  | 93        | 51                               | 61        |
|                     | Numeracy                | 97  | 95        | 49                               | 56        |

The NAPLAN results were analysed by all staff, led by the principal and assistant principal. Our students continue to do well in a number of areas including writing in Year 3. In Year 5 strengths can also be identified in aspects of Literacy and Numeracy. Data from 2015 also indicated that

areas for further development included Numeracy. In addition, our school goals target growth in writing.

Our literacy goals for 2015 will continue to target the area of writing, developing teacher and student knowledge of the skills used when writing. Progressive Achievement Tests in Reading (PAT-R) data is analysed and used to inform teaching programs. Along with classroom teachers, the learning support team identifies and develops support for children who are struggling with the regular school curriculum. Our open learning spaces in all grades allow us to use the learning support team as additional teachers within the learning space, meaning that a greater variety of students can be targeted, leading to growth in students with a wide range of abilities.

We will continue to support the learning of children in Early Stage 1 and Stage 1. The Diocesan Early Years Assessment will be used to provide the data. In 2016, we will continue to target children for whom difficulties with language impede learning. Individual programs will be designed and implemented for each targeted child with the assistance of the classroom teachers and parents. Reading Recovery teachers will target students in Year 1 who are at risk of not acquiring literacy skills. In 2016 a numeracy intervention teacher will also target students in Year 1 who are at risk of not acquiring numeracy skills.

## School curriculum

The school curriculum at Corpus Christi Primary School is rich and diverse, offering many opportunities, experiences and support for our students.

Our Learning Support team assists in the integration of students with diverse needs. Teachers are assisted in: differentiation of the curriculum; providing individual teaching when necessary; working with students in small groups and providing resources to meet specific needs. Personal Plans (PPs) are implemented for students in classroom learning programs, following consultation with parents and teachers. Students with identified gifts and/or talents are catered for in our Enrichment program.

Opportunities are provided for students within the classroom setting. In addition, students are able to participate in a variety of activities including Voice of Youth, chess, Tournament of Minds, and International Competitions and Assessments for Schools (ICAS). Students in all grades attend excursions and participate in incursions. Students are supported with social skills through a number of initiatives: Play and Learning Skills (PALS); structured play (Kindergarten to Year 4); Ready Set Go (Kindergarten to Year 2); and social skills (Kindergarten to Year 4). Each year, a Kindergarten Transition program to assist preschool students is offered. Support staff and Kindergarten teachers run the Transition program so that the children can become confident in starting school the following year. During Book Week the students participated in activities to celebrate the enjoyment of reading. In 2015 we continued our Peer Support program run for students by our Year 6 leaders. Peer Support aims to develop students' resilience.

A number of co-curricular activities are offered to the students including chess competitions, dancing and sporting activities.

## Initiatives to promote respect and responsibility

Corpus Christi Primary School actively promotes respect and responsibility in all aspects of school life. Significant initiatives that support this include:

- whole-school approach to restorative practice
- individual behavioural and management plans for children
- support for Caritas during Lent | *Sharing Our Story* units of work
- incursions including 'The Power of One' - an anti-bullying presentation
- 'Protective Behaviour' units in Personal Development, Health and Physical Education (PDHPE)
- Human Society and Its Environment (HSIE) units of work in civics
- social skills group for Kindergarten to Year 4
- community aspect of Parent Representative Group (PRG) support
- community outreach to Penrith kitchen, St Vincent De Paul and cancer research
- support of Penrith area ANZAC ceremony

- invitation to local state member of parliament to meet with Year 5 students
- invitation to local federal member of parliament to meet with Year 6 students
- community outreach projects by PRG-hampers at the St Vincent de Paul Mass and Christmas
- essential service visits
- participation in the local federal member's Christmas card competition
- Ready Set Go Social Skills programs for Kindergarten, year 1 and Year 2
- Parent Representative Group run events including a Spring Market, trivia night, bush dance and student discos
- support to Bandanna Day for canteen
- Road Awareness and Pedestrian Safety for Kids (RAPs)
- Young Leaders Day
- school rules and school mantra are highlighted at every assembly
- Community and Road Education Safety (CARES) excursion for Year 4
- participation in Cleanup Australia at Corpus Christi Primary School and National Safe School Week
- Peer support program
- structured plan at recess for targeted students
- Dance fever for all students Kindergarten to Year 6
- Night of the Notables for Year 6
- structured lunch time activities promoting social skills, respect and responsibility

### Professional Learning

Professional learning undertaken by staff in 2015 included:

- effective pedagogy and teaching practice
- individual plans for special learning needs students (PP's)
- introduction to the new Mathematics Syllabus
- effective talking and listening activities
- analysis of student writing
- guided reading and comprehension
- running records and miscue analysis
- quality teaching
- first aid, Cardiopulmonary Resuscitation (CPR) and anaphylaxis training
- 'Live Life Well @ School' training
- child protection and Self Administered Legal Training (SALT) for staff
- Mathematics, including effective teaching practices
- use of Google Apps including 'ClassM8'
- National Assessment Program - Literacy and Numeracy (NAPLAN) analysis
- effective use of an interactive whiteboard in literacy activities

## School Improvement

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### Annual school priorities

|  |   |
|--|---|
| <b>Priority 1</b>                        | All students will improve their knowledge and understanding of Scripture, as measured by class assessment tools and as evidenced by an improvement of 3-5% in Religious Literacy Assessment (RLA) results.  |
| <b>Reason for priority 1</b>             | Through the analysis of our RLA data, staff surveys and reflection on learning and teaching practices staff have identified that greater links need to be made between the areas of God, Jesus, Scripture, Prayer and the Sacraments in Religious Education. Our RLA data is below diocesan averages, although improved significantly in three areas from 2013 to 2014.   |
| <b>Steps taken to achieve priority 1</b> | <ul style="list-style-type: none"><li>▪ explored with students and staff the use of <i>word walls</i> in Religious Education</li><li>▪ used and displayed learning intentions and success criteria</li><li>▪ staff continued to participate in 'Spirituality in the Staffroom'</li><li>▪ staff participated in a staff development day focusing on Scripture</li><li>▪ Leadership Team participated in the Penrith Leadership Network</li></ul> |
| <b>Status of priority 1</b>              | Ongoing   |

|  |   |
|--|---|
| <b>Priority 2</b>                        | All students will improve learning outcomes in reading and writing by one year's growth as evidenced by the Department of Education and Communities (DEC) Reading and Writing Continuum and for vulnerable students to achieve accelerated growth   |
| <b>Reason for priority 2</b>             | The analysis of data Progressive Achievement Tests in Reading (PAT-R), NAPLAN, reading levels and student writing samples, along with staff feedback, identified this as an area of need.   |
| <b>Steps taken to achieve priority 2</b> | <ul style="list-style-type: none"> <li>▪ student progress monitored using PAT-R, reading levels, NAPLAN</li> <li>▪ online resources accessed (Sunshine Online, Learning A-Z and others)</li> <li>▪ students articulated and applied comprehension strategies to a variety of texts.</li> <li>▪ intervention programs were accessed including Reading Recovery, Literacy 2 (L2) and Making Up Lost Time in Literacy (MULTILIT)</li> <li>▪ Students wrote daily with purpose for an audience</li> </ul> |
| <b>Status of priority 2</b>              | Ongoing   |

|  |   |
|--|---|
| <b>Priority 3</b>                        | All students will improve their learning outcomes in Mathematics by one year's growth as evidenced by class assessments, growth points and NAPLAN data and for vulnerable students to achieve accelerated growth.   |
| <b>Reason for priority 3</b>             | The analysis of data (Mathematics Assessment Interview (MAI), and NAPLAN, along with teacher feedback, indicates our results require improved learning and teaching in Mathematics.   |
| <b>Steps taken to achieve priority 3</b> | <ul style="list-style-type: none"> <li>▪ access to numeracy interventions for vulnerable students</li> <li>▪ Mathematical Assessment Interviews administered to all students, Kindergarten to Year 6 (K-6)</li> <li>▪ data analysed and used to track and monitor progress</li> <li>▪ clearly displayed the learning intention and success criteria of the lesson</li> <li>▪ staff participated in case management meetings, professional learning meetings, instructional walks and ongoing collegial conversations</li> </ul> |
| <b>Status of priority 3</b>              | Ongoing   |

## Projected school priorities

|  |  |
|--|--|
| <b>Priority 1</b>                              | All students will increase their knowledge of the merciful Jesus through an understanding of Scripture, as measured by class assessment tools and as evidenced by an improvement of 3-5% in RLA results.   |
| <b>Reason for Priority 1</b>                   | Through the analysis of our RLA data, staff surveys and reflection on learning and teaching practices, staff have identified that a deepening of Scripture knowledge and understanding in Religious Education is needed. Our RLA data is below diocesan averages, although improved significantly in all areas from 2014 to 2015.  |
| <b>Steps to be taken to achieve Priority 1</b> | <ul style="list-style-type: none"> <li>▪ Students will learn how to understand, interpret and respond to Scripture passages at three different levels: literal, spiritual and application.</li> <li>▪ Students will read, reflect, discuss and act upon the scripture associated with <i>Misericordiae Vultus</i>.</li> <li>▪ Teachers will learn the background and context of the biblical passages used in class.</li> <li>▪ Teachers will read, reflect, discuss and act upon <i>Misericordiae Vultus</i></li> </ul> |
| <b>Priority 2</b>                              | All students will improve learning outcomes in writing by at least one year's growth and for vulnerable students to achieve individual growth. These are measured by stage statements, the NSW English Syllabus and the writing continuum.   |
| <b>Reason for Priority 2</b>                   | The analysis of student writing and data (NAPLAN, and student writing samples that are aligned to the writing continuum) based upon ongoing assessment and evaluation of student work, identifies this as an area of need.   |
| <b>Steps to be taken to achieve Priority 2</b> | <ul style="list-style-type: none"> <li>▪ Students will learn to write a variety of imaginative, informative and persuasive texts for specific purposes and audiences</li> <li>▪ Teachers will monitor student progress to ensure that students move a minimum of one writing cluster per six months (Cluster 1-Cluster 7) and a minimum of one writing cluster per 12 months (Cluster 8 onwards)</li> </ul>  |

|  |   |
|--|---|
| <b>Priority 3</b>                              | All students will improve their learning outcomes in addition and subtraction and multiplication and division by a minimum of at least one growth point, and for vulnerable students to achieve individual growth. This will be evidenced by NSW Mathematics Syllabus and growth points.  |
| <b>Reason for Priority 3</b>                   | The analysis of data including MAI, NAPLAN and ongoing student work samples, indicates a significant number of students at risk in addition and subtraction and multiplication and division.  |
| <b>Steps to be taken to achieve Priority 3</b> | <ul style="list-style-type: none"> <li>▪ Students will work mathematically to explore addition/subtraction and multiplication/division problems using reasoning strategies to move from modelling to visualising, to abstracting.</li> <li>▪ Teachers will monitor student progress to ensure that students move a minimum of at least one growth point.</li> </ul> |

## Community Satisfaction

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### Parent satisfaction

During 2015, 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 QCS data collected and reported showed that parents valued the importance of Catholic Education at Corpus Christi Primary School. They also highly valued the opportunities provided by the school and its staff. They saw the staff as dedicated professionals who were approachable and that the school was receptive of, and understood, the views of parents. They acknowledged the many opportunities for themselves and their children to participate in the prayer and liturgical life of the school. They identified the school's commitment to social justice as a strength, along with valuing highly our Transition programs and the clear learning focus of the school.

### Student satisfaction

The QCS data showed that students were very motivated to learn at school. They valued the facilities and staff of the school and they felt very socially connected to the school. Students identified that the staff provided purposeful learning opportunities in planned and effective ways. Students felt that the teachers modelled the values of our Catholic faith in their interactions.

### Teacher satisfaction

The QCS data showed that staff identified that there was a positive climate in the school. Staff felt supported in their role. Staff provided one another with feedback. They also identified that they were more energised from working together than when working alone. Staff agreed with the shared goals of the school. There was considerable learning from feedback. Staff identified that student behaviour and student management had improved significantly in the preceding twelve months. There was a strong sense of ownership of the shared work of the school.



## Student Profile

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### Enrolment Policy

Corpus Christi 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

| Year | Boys | Girls | Total |
|------|------|-------|-------|
| 2013 | 281  | 272   | 553   |
| 2014 | 288  | 281   | 569   |
| 2015 | 285  | 294   | 579   |

### Student attendance rates

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

|                       |    |
|-----------------------|----|
| <b>Kindergarten</b>   | 95 |
| <b>Year 1</b>         | 94 |
| <b>Year 2</b>         | 95 |
| <b>Year 3</b>         | 95 |
| <b>Year 4</b>         | 94 |
| <b>Year 5</b>         | 94 |
| <b>Year 6</b>         | 93 |
| <b>School Average</b> | 94 |

### 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) | 5  |
| Students with disabilities (SWD)               | 22 |
| Indigenous                                     | 16 |

### 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

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

Various policies and programs are in place to support student welfare and management:

- *Duty of Care* policy
- *Student Management in the Classroom*
- *Pastoral Care* policy
- *Student Management* policy
- Restorative Practice
- *Anti-Bullying* policy
- counselling

Policies related to student management and welfare are available in the school handbook, through the school office and on the school website. The full text of student management, welfare and discipline policies can be obtained through the school office or from the school's website.

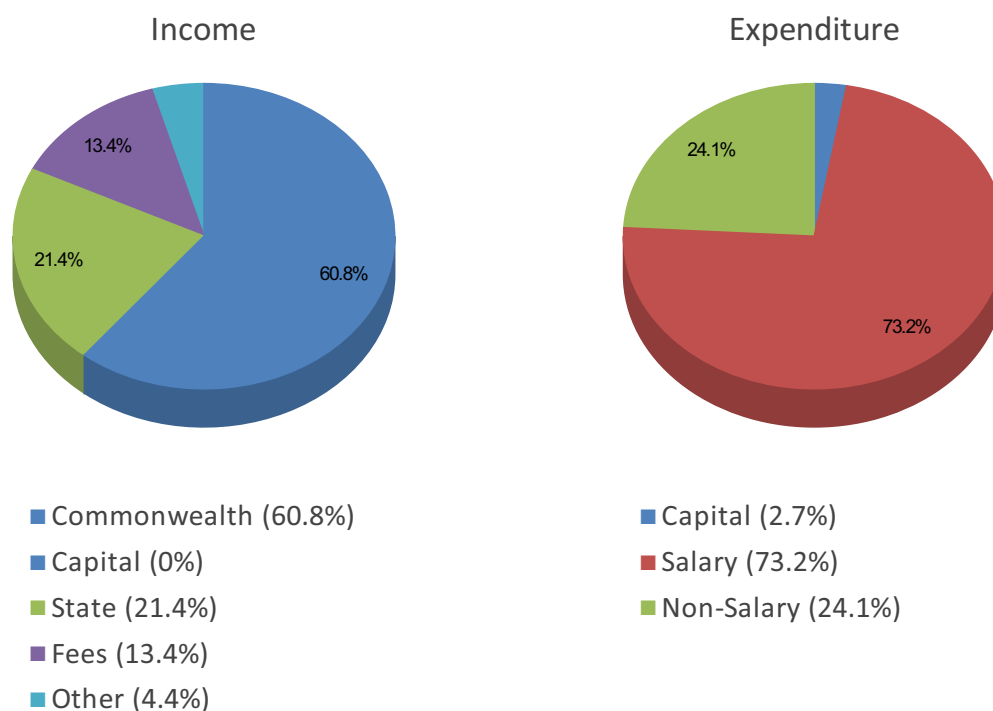
There have been no major changes to the *Student Management* policy.

There are also individual student behavioural and management plans prepared collaboratively between the class teacher, school counsellor, parents and leadership team, as the need arises. These individual plans are constantly reviewed throughout each term.

### 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 this year.

## Section Eleven: Financial Statement



| RECURRENT and CAPITAL INCOME               |                    |
|--|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$4,029,624        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$1,420,274        |
| Fees and Private Income <sup>4</sup>       | \$886,046          |
| Other Capital Income <sup>5</sup>          | \$292,622          |
| <b>Total Income</b>                        | <b>\$6,628,566</b> |

| RECURRENT and CAPITAL EXPENDITURE          |                    |
|--|--------------------|
| Capital Expenditure <sup>6</sup>           | \$166,120          |
| Salaries and Related Expenses <sup>7</sup> | \$4,464,455        |
| Non-Salary Expenses <sup>8</sup>           | \$1,471,427        |
| <b>Total Expenditure</b>                   | <b>\$6,102,002</b> |

- Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
- Capital** relates to Government Capital Grants.
- State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
- Fees** relates to diocesan and school based fees, excursions and other private income from fundraisers.
- Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
- Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
- Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
- Non-Salary** refers to all other Non-Salary Recurrent Expenses.

