Introduction

About the Annual School Report

Holy Family 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 Holy Family Primary School, Emerton.

I am very proud of the place that our school holds in the local parish and community. Holy Family Primary School works in partnership with local families to teach children about God, themselves and the world. I am also very proud of the work of our staff and the many achievements of our students.

Holy Family Primary School’s motto, United in Faith, Love and Learning, underpins what our school is all about. The values of respect, forgiveness, compassion, honesty and trust taught by Jesus underpin everything we do. We encourage staff, parents and students to learn about and to live out these values. We work together to motivate our young people to love learning, to have faith in a God who loves them, to work hard to achieve their goals, and to love one another.

Parent

Parent participation in the school is highly valued and encouraged. Holy Family staff, parents and the children appreciate parents gifting their time, skills and expertise. They see this gifting as assisting in student development and building the life of the whole school community.

During 2017, parents participated in many ways. They provided reading support to children, participated in the reading hour each term and project presentations, ran breakfast club, covered books in the library, attended excursions, and helped out on sports and community days.

Parents enjoyed the extra benefits of offering their time in this way – enjoying the interactions, presentations and getting to know the students. Some also volunteered because they enjoyed meeting new people.

Parents also made positive connections with the school when attending various school days and functions. These included involvement and attendance at National Aboriginal Islander Day Observance Committee (NAIDOC) Week, Multicultural Day, picnic days, the annual sports carnival, Multiplicative scavenger hunt, whole school disco, the Maths Challenge Club and the student led conferences held for mid-year interviews.

Some parents reported their love of volunteering is spurred on by their children’s joy at seeing them in their daily environment. The students recognised that their parents’ participation showed their interest in them and their daily activities. Parents said that they were more likely to volunteer when their children are young.

Parents were also invited to outside events including the Australian Catholic University ‘Meet the Professor’ Day. In addition, there were ‘get to know’ technology opportunities such as the Cyber Safety Talk.

Parents reported that they appreciated the hours given by other parents and valued what the school was doing to assist their children.

Student

Two thousand and seventeen was a busy year of learning.

As a school, we worked on developing our understanding of multiplication and division. Years 3 to 6 began to use the Project Based Learning framework. They loved the new experience and worked hard as teams to finish their projects. At the completion of the projects parents were invited to the presentations.

All grades across the school worked on improving their reading and writing stamina.

We were introduced to the Pathways to Success: I am safe, I am a learner and I am the face of Jesus.

Our school purchased some new playground equipment, so the students of Holy Family Primary...
Our school purchased some new playground equipment, so the students of Holy Family Primary School could have more fun during recess and lunch times.

Our school also started a holiday program this year called Jump Start.

Year 5 and 6 students were chosen to be a part of leadership committees.

Year 6 had a wonderful overnight excursion to Canberra, where they visited Parliament House, Old Parliament House, Government House, the Australian Institute of Sport, Questacon and the Commonwealth Scientific and Industrial Research Organization (CSIRO).

There were some other exciting events such as the Reading Hour each term, the discos, Community Day and the Book Parade. We also has some surprise activities on our IGNITE Days each term.

We were lucky to have new teachers and students welcomed into our school.
Who we are

History of the school
Holy Family Primary School, Emerton, was established in 2004 as a two stream school. Planning for the new school took place over a number of years and the plans for the new buildings were drawn up as a result of much consultation with the local community.

Members of the foundation Kindergarten completed Year 12 in 2016.

Location/drawing area
The school draws students from approximately twelve local suburbs and serves Holy Family Parish, Mount Druitt.
### 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 accreditated to teach Religious Education</td>
<td>23</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>2</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 2017</td>
<td>93</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>95</td>
</tr>
</tbody>
</table>
Prayer, Liturgical Life and Faith Experiences

The Religious dimension of our school is highly valued by parents. It is a strong factor for many parents when choosing our school.

Throughout 2017 we celebrated many liturgical events including: a welcoming ceremony for new Kindergarten students and staff to the school, class/grade masses, whole-school liturgies, Monday morning prayer at assembly with a focus on the school value of that period, morning prayer each day, Grandparents Day and Community Day celebrations.

The feasts of Christmas and Easter were marked by special liturgies when the children re-enacted these very important stories in our Christian tradition. Both these events were well-attended by family members. In addition, Aboriginal Stations of the Cross were positioned around the school grounds for teachers to journey with their class and reflect on the final movements of Jesus.

Staff prayed together each Friday morning.

We highlighted our Catholic identity during NAIDOC week with a special liturgy and activities to celebrate our indigenous culture.

Many children joined in the parish Sacramental programs.

The student Religious Education Committee was actively involved in the preparation of many prayer celebrations, especially the Monday morning assemblies.

The Year 6 students participated in a retreat day to prepare the liturgy for their graduation.

Social Justice

Social Justice is important to our school community. Our outreach program provided students with the opportunity to assist others. It also worked alongside the value of compassion which is one of our school values.

Outreach projects this year included:
- Project Compassion - collection boxes were used in classrooms during Lent to collect money for those in need
- Worlds Greatest Shave
- Staff and students contributing to the Parish Hamper project and donations to the parish priests and their community
- St Vincent de Paul Christmas Appeal boxes

School home and parish partnerships

Families and volunteers helped out in various ways in 2017. They took part in English and Mathematics groups with the classes and Reading/Maths afternoons. Some of our parents were involved in the preparations for our Community Day and our celebrations for NAIDOC Week with an ongoing Indigenous dance group held over terms 2 and 3 during lunchtimes. A small group of enthusiastic parents helped regularly in the library and organised the running of the book club each term as well as Breakfast Club. Parents regularly attended Friday afternoon whole-school assemblies, Monday morning assemblies and open days.

As a school community we regularly reflected on our Holy Family Primary School values at a community level, during school assemblies, in parent newsletters, at liturgies/masses and at meetings.

The school and parish enjoyed a strong relationship. Liturgies were regular and great cooperation existed in the preparation of these liturgies. The liturgies and prayer experiences were celebrated in different places, some in the church, some in the hall and some on school grounds. The staff and parents contributed donations and time to the cake stall at the parish fete. The priests in our parish regularly contributed to the spiritual development of school staff and students. They
visited classrooms and taught our students aspects of our Catholic Church traditions.

Staff participated in an end of term Staff Spirituality Day, travelling to the NSW Art Gallery to view and discuss the significance of historic religious artworks and how they told the story of our faith, as well as taking a tour of St Mary’s Cathedral to view the architectural features, crypt, sculptures and symbols of this historic building. Our parish priest was our host for the day.

The school hall was used for bingo each Sunday and for a local dance group. Special masses were celebrated in our hall for the elderly in the parish. The Year 6 leaders stayed on to serve lunch and socialise with our guests.

**Religious Education**

The school followed the *Sharing Our Story* syllabus for teaching and learning from Kindergarten to Year 6.

During 2017 the focus for Religious Education was to know and live out the gospel values in our work and play. These values included the values of respect, responsibility, compassion, trust and forgiveness.

Students engaged with, and participated in, Scripture through a number of intentional teaching practices including:

- contextualising Scripture using a variety of resources (word walls, artwork, maps, big books, Exploring Scripture resources, *Faces of Jesus* resources)
- warm-up activities to consolidate their knowledge
- reviewing a piece of Scripture relating to the Holy Family Primary School values to explore and embed our school values further
- exploring the Holy Family Primary School values and recognising how students can live these values
- identifying values being displayed by students and others in and outside the classroom - promoted by the student Helping Hands Committee

**Professional Learning of staff in Religious Education**

The staff participated in a number of Religious Education professional development opportunities during the year.

These included:

- opportunities to explore the use of Scripture and other resources to incorporate values education within their own classrooms using a variety of strategies of their choice
- investigating the use of a variety of ‘warm ups’ that could be used in religious education - used to assist the students switch to deeper thinking
- the use of the Examen as a form of reflection with the parish priest leading the staff in exploring this prayer and offering different forms of the prayer for use with the children
- exploring the three senses of Scripture and applying this knowledge to the *Sharing our Story* unit for the following term
- a visit to the Art Gallery of NSW to explore the links between art and spirituality
- regular reviews of the school formation goal
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>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>88</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>84</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>91</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>83</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Reading</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
<td>95</td>
</tr>
</tbody>
</table>

We were pleased with the overall achievement of our students in the 2017 NAPLAN tests. Analysis of the 2017 results, demonstrated that a considerable shift in student performance was evident. Reading results for Year 3 and 5 have significantly improved over the past four years. Spelling results for Year 5 saw 32.4% of students achieve greater than or equal to expected
Spelling results for Year 5 saw 32.4% of students achieve greater than or equal to expected growth. Grammar/punctuation results for Year 3 and Year 5 saw a significant improvement since 2013.

Our Year 3 students performed well in reading, with only a few students not reaching the national benchmark, and an increase in the number of students in bands 4 and 5. They continued to make small but steady improvements in data, measurement, space and geometry. However, writing and number, patterns and algebra results indicated that these were areas of concern and further planning is required to meet the needs of these students.

Our Year 5 students also performed well in reading with fewer students in bands 3 and 4 and an increase in the number of students in bands 5, 6 and 8. Our students are closing the gap in writing but are still over-represented in the lower bands. Numeracy results indicated that Year 5 students have maintained a similar level to previous years.

School curriculum
Curriculum areas at Holy Family Primary School in 2017 included:

- Small group and individual programs were put in place to support students’ literacy needs, including three Reading Recovery teachers in Year 1 and Year 2.
- Programs were put in place to support students’ numeracy needs, including two Extending Mathematical Understanding (EMU) specialists in Year 1, an EMU specialist in Stage 2 and another in Stage 3.
- A revised Transition to School program invited parents to work alongside their child in a variety of engaging activities, as well as a play group approach being created for prospective students with no preschool experience.
- Parents, students and teaching staff joined in a number of literacy and numeracy activities such as Reading Hours and scavenger hunts.
- All students participated in the Premier’s Reading Challenge.
- A Home Reading Incentive program was run throughout the year.
- The annual Book Week parade was very popular as were other Book Week activities such as an author visit.
- Our Year 5 and 6 students continued to learn a brass instrument through the Parramatta Diocesan CAPTIVATE program.
- The Year 6 students participated in an overnight excursion to Canberra.
- Students participated in numerous sporting gala days.
- Aboriginal culture was celebrated with a Welcome to Country at weekly assemblies as well as through participation in the school’s NAIDOC festivities.
- The multi-cultural background of our school was celebrated in our annual Community Day festivities.
- A disco was held in terms 1 and 4.
- All students participated in Y-PEP and the Power of One workshops.
- Year 5 students participated in Rap 4 Change workshop aimed to educate young people on the importance of education and dealing with social issues.
- Years 4 to 6 students completed eight hours of on-line cyber safety training.
- Students in Years 3 to 6 engaged in mathematical investigations during Maths Challenge Club.
- A Responsible Pet Education Workshop was run.
- There was whole-school focus on multiplicative thinking.

Initiatives to promote respect and responsibility
Holy Family Primary School, Emerton
Respect and responsibility are two of our five Holy Family Primary School values. During 2017 we continued to promote and embed these values through our school behaviour expectations and most significantly, through the use of Scripture, using the example of the Holy Family: Jesus, Mary and Joseph.

The Holy Family Primary School values were part of a school wide program at the beginning of the year titled the First 25 Days. Respect and responsibility were (along with the other school values) explicitly taught. They were taught again as they came up in the values cycle.

At our school assemblies we focused across the year on all of our school values. When reflecting on respect we focused on respect for:

- self
- others
- God
- the environment

When reflecting on responsibility the focus was on:

- my possessions
- my actions
- my learning

Students nominated someone from their grade that they felt displayed our Holy Family Primary School values of respect, responsibility, trust, compassion and forgiveness for a special Holy Family Primary School medallion that was presented at our Community Day celebration at the end of term 3.

**Professional Learning**

The staff were involved in a number of opportunities for professional learning in 2017 to ensure teachers kept up to date with best practice. These included:

- Stage 2 multiplicative thinking
- Professional Learning Communities around the development of oral language, vocabulary, and comprehension
- growth point knowledge in the number domains (counting, place value, addition and subtraction, and multiplication and division)
- Project Based Learning Course
- implementing case management
- Positive Behaviour Support For Learning (PBS4L)
- data conversations (reading, oral language, and numeracy)
- NAPLAN analysis
- implementing Google Classroom
- Cardiopulmonary Resuscitation (CPR)
- First Aid Training
- Extending Mathematical Understanding (EMU)
- Reading Recovery
- EMU intervention
- Programming using the three senses of Scripture
- developing a Religious Education word wall
- values
- mindfulness
Throughout 2017, staff development days and staff meetings were dedicated to building teacher capacity and knowledge. Teacher educators and leadership personnel supported and worked with staff in the planning and implementation of current best practice.
### School Improvement

#### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To know and live the gospel values in our work and play</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>This goal was an extension of the 2016 goal: 'To deepen the students' knowledge and understanding of Scripture'. As the school was beginning to work with Positive Behaviour Support For Learning principles it was imperative that these values and attitudes were linked to our school values: compassion, trust, responsibility, forgiveness and respect.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | Students were taught how to understand, interpret and respond to Scripture passages at the three different senses: literal, spiritual and application. For the students this meant:  
- What I see?  
- What are the messages?  
- How can I live these messages?  

Teachers and students created scriptural word walls and co-created success criteria.  

There was a whole-school focus on the five values at weekly assemblies and in learning spaces.  

Data was gathered as a pre-test and post-test evaluation method. |
<p>| <strong>Status of priority 1</strong> | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To accelerate vocabulary and oral skills through a focus on comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Analysis of our Early Years Assessment (EYA), Progressive Achievement Tests in Reading (PAT-R), NAPLAN, and teacher anecdotal data, showed us that many of our students decoded but did not interpret/infer/make connections. Further, the vocabulary challenges in more sophisticated texts made understanding difficult.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | - A school-wide program was used to create consistency in procedures, language, and expectations in literacy.  
- Professional Learning Communities provided teachers with learning in the areas of oral language, vocabulary, and comprehension.  
- Staff collegial visits around the school reflected upon the effectiveness of the literacy goal.  
- The One School, One Book program supported building family literacy.  
- Other strategies used were: Reading Hour events and Holy Family Juniors-Transition. |
| Status of priority 2 | Ongoing |

| Priority 3 | For all Kindergarten and Year 1 students to make accelerated growth in multiplication and division, and a minimum of one growth point for Years 2 to 6 |
| Reason for priority 3 | Our data (work samples, syllabus assessments, NAPLAN and Mathematics Assessment Interview (MAI) data) informed us that students needed to move from additive to multiplicative thinking, from counting strategies to reasoning strategies, from partial modelling to abstract thinking in multiplication and division. We needed to develop teacher knowledge of multiplicative structures.  
The data demonstrated that students came to school with limited language and Mathematics skills. |
| Steps taken to achieve priority 3 | A school wide program was used at the beginning of the year to create consistency in procedures, language and expectations in Mathematics.  
The progress of all students was assessed and tracked using the Mathematical Assessment Index.  
Specialist staff co-taught with a number of staff during numeracy lessons. Additional opportunities were also provided for peer assisted tutoring.  
Students were encouraged to explain their thinking independently using mathematical language and strategies. |
| Status of priority 3 | Ongoing |
**Projected school priorities**

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To deepen the students’ understanding of how our gospel/Holy Family Primary School values affect our ability to be the ‘face’ of Jesus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>The school is working with Positive Behaviour Support For Learning (PBS4L) principles in 2017 and it is crucial that these values and attitudes be linked to our school values of compassion, trust, responsibility, forgiveness and respect.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | The teachers will assist students to:  
- know the goal, and with teacher feedback, set and track their own learning goal  
- be involved in grade pre, mid and post testing of Scripture  
- connect these learnings to school values through classroom and playground actions  
- practice and develop strategies to deliver affirmations to others through role play, circle time etc.  
Leaders will plan and implement professional learning opportunities to support a school-wide system of delivering positive feedback. |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>Students will improve their ability to infer and interpret meaning within texts by receiving, responding to and giving feedback. This will be evident by growth in students' scaled scores in the PAT-R assessments.</th>
</tr>
</thead>
</table>
| **Reason for Priority 2** | “The simplest prescription for improving education must be dollops of feedback” (John Hattie).  
Through the interaction students have with feedback, they come to understand how to develop their learning. Analysis of our EYA, PAT-R, NAPLAN, and teacher anecdotal data, shows us that many of our students decode but do not infer/interpret. |
| **Steps to be taken to achieve Priority 2** | Teachers will:  
- give feedback that targets individual student needs, linked to specific assessment criteria, and be received by a student in time to benefit subsequent work  
- provide feedback to students in different modes  
Leaders will:  
- develop a shared language about assessment and feedback and ensure that students and teachers have a shared understanding of what feedback is, and what it is for  
- provide shoulder to shoulder support in planning, co-teaching and feedback to teachers |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all students to improve learning (by one growth point) in the area of multiplication and division by receiving, responding to and giving feedback</th>
</tr>
</thead>
</table>
| Reason for Priority 3 | Our learning walks consistently demonstrate to us that students are unable to explain what they need to do to improve and explain where to go next.  
Our data (work samples, syllabus assessments, NAPLAN and MAI data) demonstrates that students need to move from additive to multiplicative thinking, from counting strategies to reasoning strategies, from partial modelling to abstract thinking in multiplication and division. |
| Steps to be taken to achieve Priority 3 | The teachers will be explicitly teaching students to:  
- know our goal and set personal goals for their own learning  
- examine and adjust strategies based on all feedback given  
- explain their thinking using mathematical language  
- demonstrate their thinking in more than one way  
- choose reasoning strategies to solve problems rather than counting based strategies  
Leaders will:  
- lead regular discussions around data  
- provide shoulder to shoulder support in planning, co-teaching and feedback to teachers |
Community Satisfaction

Parent satisfaction
The data below was taken from a system wide survey of students (Years 3 to 6), parents and staff.

The parents:
- highly valued their own and the students’ active participation in Catholic culture and parish activities through the school
- felt that our engaging teaching and learning practices were a strength
- believed that staff morale was high and they were extremely dedicated and passionate
- felt the school was approachable, and that there was good two-way communication
- believed that students were connected to their peers
- would like more extra-curricular activities to be available
- believed that the new school reports were helpful
- felt that their children needed more support to develop appropriate social skills

Student satisfaction
The data below was taken from a system wide survey of students (Years 3 to 6), parents and staff.

Students:
- felt connected to the school
- felt that teachers cared about them and helped them
- felt that they were connected to their peers
- felt engaged by the learning but lacked confidence about their learning
- would like to feel safer at school
- would like to be treated better by some other students

Teacher satisfaction
The data below was taken from a system wide survey of students (Years 3 to 6), parents and staff.

The staff:
- highly valued their own and the students’ active participation in Catholic culture, liturgy and parish activities
- felt that the engaging teaching and learning practices were a strength of the school
- felt our current team-based practices for curriculum coordination, planning, and documentation were a strength
- believed there was a culture of continuous improvement
- felt engaged and empowered by the school’s decision-making processes
- would like opportunities to participate in social justice activities and/or have information shared that raised awareness of social justice issues
- felt that the school’s goals, objectives, and teaching philosophy were not as clear as they would like
- felt that they would like to work more collaboratively with the school’s leadership
felt that there is not as much teamwork at the school as they would like
wanted more clarity and consistency in the approach to student management and to
know that staff, parents, and students had a common understanding of the school's
Student Management Plan
Student Profile

Enrolment Policy
Holy Family 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>164</td>
<td>152</td>
<td>316</td>
</tr>
<tr>
<td>2016</td>
<td>146</td>
<td>142</td>
<td>288</td>
</tr>
<tr>
<td>2017</td>
<td>146</td>
<td>142</td>
<td>288</td>
</tr>
</tbody>
</table>

There has been a slight decrease in the overall school enrolment. The school is exploring ways to raise its profile in the wider 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>91</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>92</td>
</tr>
<tr>
<td>Year 2</td>
<td>92</td>
</tr>
<tr>
<td>Year 3</td>
<td>94</td>
</tr>
<tr>
<td>Year 4</td>
<td>93</td>
</tr>
<tr>
<td>Year 5</td>
<td>93</td>
</tr>
<tr>
<td>Year 6</td>
<td>92</td>
</tr>
<tr>
<td>School Average</td>
<td>92</td>
</tr>
</tbody>
</table>

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></th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>120</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>24</td>
</tr>
<tr>
<td>Indigenous</td>
<td>25</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

Our Student Management policy has been developed to provide a framework to promote students in their development of safe, respectful and positive relationships.

In 2017 we commenced the launching of a school-wide Positive Behaviour Support for Learning (PBS4L) program. This team-based framework for schools is being used to improve the behaviour of students. The program uses evidence and related data to frame the behavioural improvement of students and track changes. It is designed on the premise that all behaviour is learned and, therefore, unwanted behaviour is an opportunity for teaching and learning.

The three key focuses for addressing these behaviours have been identified as safety, learning and being the face of Jesus. Using these focuses, staff have created an agreed matrix of school-wide expectations that will be utilised by all staff. It will also inform the goal to embed a common language and approach to student behaviours.

We continued to build on the expertise of our behavioural team including teachers, school counsellor, external counsellors. In September we employed an instructional leader in wellbeing. This team continues to develop individual plans for selected students and to work with parents to ensure a holistic approach is adopted to best support the child.

We have teachers support each other at a classroom level to encourage appropriate behaviours. The leadership team continues to support teachers in reinforcing such behaviours.

The school counsellor and the instructional leader in well-being have been conducting a social program called ‘Stop Think and Do’ for selected groups of students. This program is designed to empower students through the teaching of self-control, decision making and positive actions while modelling the traits of responsibility, empathy and respect for others.

We have also been running a Cognitive Behavioural Intervention program for selected students. It uses a skill-building, early intervention approach that supports the reduction of anxiety-related behaviours.

Lunchtime groups have continued throughout 2017 in supporting selected students in developing skills including active participation, cooperation, encouraging others and conflict resolution. This teaching is conducted in an environment of play and we have seen wonderful interactions during play opportunities.

One of the teachers has been working with selected students using a Mindfulness program. The students have been developing a bank of effective strategies to manage their emotions, focus their attention and practise relaxation as a stress reduction strategy.

The issue of bullying is addressed very seriously and the management of incidents is part our Student Management policy, the full text of which can be obtained from the school or can be found on the school website, http://www.hfemerton.catholic.edu.au

In term 1, we had a visit from the Community Liaison Officer from Mt Druitt police. He gave an informative session about the obligations of students as responsible citizens in their communities. He also discussed cyber safety with some grades.

In term 4 the school held an online cyber safety and technology meeting for parents and staff conducted by a nationally recognised expert in cyber safety. Years 4 to 6 have also been involved in online cyber safety training. This comprised eight hours of education for students to empower them in developing an awareness of potential safety issues.

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 and the school website.

The CEDP policy is available on the CEDP website http://www.parra.catholic.edu.au/policy-central
## Section Eleven: Financial Statement

### Income

- **Commonwealth (64.6%)**
- **Capital (0%)**
- **State (24.7%)**
- **Fees (7.3%)**
- **Other (3.4%)**

### Expenditure

- **Capital (0.8%)**
- **Salary (77.3%)**
- **Non-Salary (21.9%)**

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$3,363,297</td>
</tr>
<tr>
<td>Government Capital Grants²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants³</td>
<td>$1,287,905</td>
</tr>
<tr>
<td>Fees and Private Income⁴</td>
<td>$378,161</td>
</tr>
<tr>
<td>Other Capital Income⁵</td>
<td>$177,253</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$5,206,616</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>$39,349</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$3,902,943</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$1,107,456</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$5,049,748</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.