2016 ANNUAL SCHOOL REPORT

John XXIII Catholic Primary School,
Stanhope Gardens
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Introduction

About the Annual School Report

John XXIII 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 2016 and gives information about the 2017 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal

Pope Francis reminds us that: ‘Educating is not a profession but an attitude, a way of being; in order to educate it is necessary to step out of ourselves and be among young people, to accompany them in the stages of growth and to set ourselves beside them. Give them hope and optimism for their journey in the world’.

At the Catholic Learning Community of St John XXIII (John XXIII Catholic Primary School and St Mark’s Catholic College) our Ways of Being include the following priorities:

- welcoming Jesus Christ as the centre of our college life
- examining all decisions through the lens of impact upon the diverse learning needs of all students
- embracing and utilising community voice and involvement
- building capacity of staff to use data to inform one’s own work and student learning
- believing in the potential of every child and passionately holding high expectations
- collaborating for an innovative, sustainable and just learning environment

Our students and staff need to be 21st century learners and be both critical consumers and producers of knowledge. They need to be able to collaborate, to think critically and to communicate effectively. They need to be able to respond flexibly to the demands of their workplaces, and create their own opportunities through entrepreneurship.

We are personalising the learning to meet each student’s diverse needs. We are using a range of data, research and evidence-based learning to inform our teaching practice. Learning has no boundaries, and we support learning opportunities for students in a variety of formal and informal contexts.

To ensure that our schooling model is meeting the needs of contemporary learners we need to re-imagine the role of the teacher and our use of spaces. We need to not only base our practice on research, but we need to use research and evidence to inform the development of new and more effective ways of learning and teaching.

Parent

Parents and teachers play an integral role in educating the students at John XXIII Catholic Primary School. The work we do is in partnership with each other.

In 2016 our parents and the Parents and Friends Association (P&F) consolidated and built on their three main focus areas:

- engendering a spirit of community
- strengthening communication and the relationship between the college and its parent body
- developing a learning community

Our P&F meetings were held each term and were educational in nature with an emphasis on our learning agenda. Community spirit gained through the generous and untiring efforts of our P&F committee members and Community Relations team and College Executive, exemplified servant leadership at its finest.

Successful events from both a community and fundraising perspective included our Welcome Event, an Easter Raffle, Mothers and Fathers Day stalls and our annual Spring Fair.

The P&F executive and committee continued to lay strong foundations for an engaged and committed body, working in close partnership with the school in the interest of every member of our Catholic Learning Community.
Student leadership opportunities were reflected in the areas of ministry, learning, the arts and sport, for our four houses, Darug, Xavier, Manning and Roncalli. The students were led by two senior school leaders and two junior school leaders. House leaders were also elected to represent their house in specific school events and initiatives.

Student leaders, and their peers, represented the student body and school on many occasions. They did so with great pride, courtesy and sincerity, displaying the qualities of young leaders of tomorrow, who will make a difference in their world.
Who we are

History of the school

The Catholic Learning Community of St John XXIII Parish is comprised of John XXIII Catholic Primary School and St Mark’s Catholic College, Holy Cross Primary, Glenwood, and the Catholic Early Learning Centre, (situated on the grounds of the college). We provide a Catholic education for students from ages three to eighteen years. In October 2009, John XXIII Catholic Primary School and St Mark’s Catholic College combined under one leadership team creating an authentic Kindergarten to Year 12 community of learners.

Location/drawing area

The school is located in Stanhope Gardens and draws on students from Stanhope Gardens, Kellyville Ridge and The Ponds. John XXIII Catholic Primary School is part of the Parish of St John XXIII and plays an integral part of the mission of the Catholic church in education.
## 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>36</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>34</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>15</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>93</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>86</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences
Prayer is an important aspect of school life, including daily prayer in classrooms and staff prayer. In each learning space there is a sacred space, which is used as a focus during class prayer. A community prayer book, which is promoted with the children and the parents, continues to be a feature. In 2016, special prayers and assemblies were held to honour, celebrate and highlight the importance of the lives of Mary, St Patrick, St Joseph, St Mary MacKillop, All Saints and All Souls.

Liturgies were held for important events in the liturgical year such as Opening of School Year, Ash Wednesday, Holy Week, Easter, Advent and Christmas. ANZAC Day, Remembrance Day, End of School Mass and the Feast Day of Saint John XXIII were also celebrated, through school gatherings for reflection. The parish priest and assistant priest celebrated grade masses and class Reconciliation weekly. The priests and parish Sacramental coordinator assisted children and their families in the parish-based Sacramental preparation.

Social Justice
Social justice is an integral part of our school life. The Social Justice program allowed students to live their faith in a practical way. In 2016, the students were engaged in supporting causes such as:
- Project Compassion
- St Vincent de Paul appeals and Caritas
- Soctober
- assisting local families in need eg Christmas hampers, appeals for victims of natural disasters across the globe

School home and parish partnerships
John XXIII Catholic Primary School has a strong connection with Saint John XXIII Parish. Students from the school attended house masses and Year group masses. The Religious Education coordinator worked with the parish priest and the director of evangelisation to plan liturgical events.

Parents were encouraged to take an active role in a variety of the school’s activities including parent forums, information evenings, parent/teacher/student meetings, liturgies and social events. Many events held in 2016 were well attended by families. These included: sports days, Mothers Day liturgy and morning tea, Fathers Day liturgy and breakfast, Grandparents Day liturgy and morning tea, along with Easter liturgies, Easter hat parade and end of year celebrations. Regular communication with parents occurred through meetings, phone calls and regular website and Facebook postings.

Religious Education
John XXIII Catholic Primary School followed the Sharing Our Story syllabus as outlined by the Parramatta Diocese and completed all the units within the program. The Religious Education program was at the core of the school curriculum. The values and attitudes that were taught within these units were used as a basis for the religious life of our school: to live and be like Christ in everything we do.

Religious Education was not confined to Religious Education classes. Underpinning our Religious Education was our witness to gospel values in our everyday living. Exploring Scripture has been incorporate into our teaching and learning.

Professional Learning of staff in Religious Education
These included:
- Religious Education Coordinator Network Meetings
- Religious Literacy Assessment training
- program writing workshop: Stage 3
- learning intentions and success criteria inservices
- religious literacy workshops on construction of multiple choice questions
- Staff Spirituality Day - 'The Way of Mercy'
Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

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

<table>
<thead>
<tr>
<th>Year 3</th>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>96</td>
<td>81</td>
</tr>
<tr>
<td>Literacy</td>
<td>98</td>
<td>96</td>
<td>88</td>
</tr>
<tr>
<td>Reading</td>
<td>99</td>
<td>95</td>
<td>81</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>96</td>
<td>84</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>94</td>
<td>83</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>96</td>
<td>68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98</td>
<td>94</td>
<td>69</td>
</tr>
<tr>
<td>Literacy</td>
<td>97</td>
<td>93</td>
<td>73</td>
</tr>
<tr>
<td>Reading</td>
<td>95</td>
<td>93</td>
<td>75</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>93</td>
<td>60</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>93</td>
<td>74</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
<td>95</td>
<td>68</td>
</tr>
</tbody>
</table>

In 2016, Year 3 students performed above the national minimum standards (NMS) in reading and writing. There was a greater percentage of students in the middle to top bands than the average in Australian schools in all areas of literacy and numeracy.
In Year 5, students performed above national minimum standards in reading, writing, and numeracy. Year 5 had a higher percentage of students in the top two bands than the state in aspects of literacy and numeracy. The students at John XXIII Primary School were above state and Catholic Education Office (CEO) for spelling and grammar, punctuation, writing and reading, and numeracy.

In 2015 our college goals were focused on improving specifically in writing grammar, punctuation, and spelling. Evidence from our 2016 results indicated that our results in these areas showed improvement and growth.

Our NAPLAN results in literacy and numeracy will be the focus for our Implementation Plan during 2017. Professional development of all teachers, through the development of a literacy and numeracy action plan, will focus on using data to diagnose individual student areas of strength and weakness. In particular, professional learning will focus on explicit teaching strategies and targeted interventions within learning programs to improve students' skill development in writing and multiplication and division.

**School curriculum**

Learning throughout the school is framed and informed by our *Principles of Learning* framework which aligns our system *Statement of Learning* with an emphasis on 21st century pedagogy. We believe that the development of 21st century skills (7Cs) is essential to prepare our students for the future. Teachers work in many different ways to differentiate the learning program for individuals and groups of students.

The school has a dedicated learning support team with a specific staff member responsible for students in each Year group. The teachers worked in close consultation with the learning support team and the school counsellor to develop individual education plans for students. Both funded and non-funded students benefitted from the case management of their learning and personal development by the class teacher, school counsellor, leadership and learning support staff.

The school was involved in many co-curricular activities. In 2016, these included participation in the Catholic Education Office's initiative in the Creative Arts program, Captivate, where a mixture of private lessons and class lessons were undertaken in string, brass and woodwind instruments. A small strings orchestra and concert band were formed as well as representation in senior and junior choirs, which gave students an opportunity to compete in various performances and eisteddfods. Students also competed in the Voice of Youth competition and debating.

The sporting life of the school was very strong with opportunities for students to play soccer, touch football, cricket, netball, cross country, athletics, swimming and basketball. Students were selected to represent the school in these sports in a range of knockout and gala events. Students from the school also competed at state level in cross country, swimming and athletics. In 2016 the school ran cricket, Australian rules football, touch football and basketball clinics for all students in Years 1 to 6.

**Initiatives to promote respect and responsibility**

Respect and responsibility were supported through ongoing work in the classrooms and regular reminders at assemblies and through regular communication and reminders through the school website. Our Year 6 students assisted as 'Life Savers', working with the younger students, assisting them in the playground, and helping the Kindergarten students to adjust and become part of the school community. In 2016 we worked on a whole-school program that incorporated “Friendly Schools Plus’ and a weekly social skills program. These were carried through in the weekly assembly and communication to parents. Students worked on these areas in the classrooms.

**Professional Learning**

Since no one works alone at John XXIII Catholic Primary School, ongoing professional learning undertaken by staff included a whole-staff focus on knowledge and capacity to function as part of an effective team. Additionally, staff attended professional learning experiences in 2016, which included:

- Reading Recovery training
- Extending Mathematical Understanding (EMU) Year 1 specialist teachers planning for students with a sensory disability hearing
- teachers planning for student with sensory disability - vision
- administering running records for Kindergarten to Year 2 (K-2) teachers
- an observation survey of Early Literacy Achievement Training - Early Years Assessment (EYA)
- Focus 160 Stage 3 reading course
- Administration Network Meeting
- Youth Mental Health First Aid Training
- Religious Education Coordinators’ Network
- dealing with challenging behaviour in primary
- Primary English Teaching Association Australia (PETA) Assessment into Practice
- Australian Literacy Educators’ Association (ALEA) Mentor Texts; Opening the Door to Writing Workshop
- Australian Literacy Educators’ Association (ALE middle years course
- personalised planning primary - practice and pedagogy
- teaching strategies for successful education - Autism Spectrum Disorder (ASD)
- National Coaching Conference for Educators
- Targeted Learning Partnerships (TLP) Third Wave Reading Invention
- liturgy workshop
- Religious Literacy Assessment (RLA) workshop
- Numeracy Block Years 3 to 6 workshop
- Numeracy Block K-2 workshop
- improving religious literacy workshop
- Geography Kindergarten to Year 6 (K-6) - implementation of new syllabus
- History professional development, Our Past and our Place, State Library of NSW
- project-based learning professional development
- first aid
- anaphylaxis training
- Autism Spectrum Australia (ASPECT) workshop for teacher aides working with students with ASD in the mainstream classroom
### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>That by the end of 2016 all students would be able to identify the four themes of mercy and would have developed a deeper knowledge and understanding of significant Scripture related to the Special Jubilee Year of Mercy, and apply these themes to social justice initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>We wanted to build on our current 2015 Evangelisation and Religious Education (ERE) implementation plan to extend social justice across the school with a specific focus on the plight of refugees worldwide. Our Religious Literacy Assessment (RLA) data showed significant improvement in the area of Christian life and we wished to consolidate and further develop this growth.</td>
</tr>
<tr>
<td><strong>Steps taken to achieve priority 1</strong></td>
<td>We have had prayer and liturgical experiences with themes around mercy. Social justice programs across the school were linked to the themes of mercy. Staff Formation Day had its theme based on The Year of Mercy. Staff were offered opportunities for reflection on the Year of Mercy. This was in keeping with the fact that Pope Francis designated WYD 2016 as his time for youth in the Year of Mercy.</td>
</tr>
<tr>
<td><strong>Status of priority 1</strong></td>
<td>Achieved</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That all students would be performing at, or above, their expected cluster level in writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 2</strong></td>
<td>Our NAPLAN data showed that students were not reaching their expected growth. This trend was particularly evident in the top two bands. This was also a continuation from our priority last year and we needed to consolidate and extend our understanding and expected growth.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 2** | These included:  
- professional development session where staff were asked bring a piece of work which they thought represented an A-E sample.  
- teachers to work with students to teacher assess and self-assess their writing and to follow up pieces of work to ensure students were using feedback  
- explicit work on unpacking the NAPLAN data and using the NAPLAN data to inform descriptive feedback  
- regular feature in the Principal’s Post highlighting student written work in a variety of genres |
<p>| <strong>Status of priority 2</strong> | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>By the end of 2016 for students in K-6 to use visualisation and reasoning skills to solve multiplication and division problems and for students in Stage 2 to reach a minimum of growth point 4 (solves multiplication and division problems where objects are not modelled or perceived) with the aim for all students in Stage 3 and 4 to reach a minimum of growth point 6 (can solve a range of division problems using strategies such as fact families and building up from known facts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>We needed to consolidate and continue the learning for all staff on using the multiplicative thinking strategies that had been introduced so that students would use visualisation and reasoning skills to solve multiplication and division problems. There was a trend with our NAPLAN and Mathematics Assessment Interview (MAI) data that we were not seeing the expected growth in the top two bands.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | These included:  
- unpacking the MAI data and action plans for most vulnerable or extension students  
- Mathematics parent information night  
- communicating with parents and school community through numeracy section as part of the Principal's Post  
- in class ‘point of need’ and flexible group procedures developed  
- data analysis from NAPLAN investigating learning gains  
- guided visualisation techniques for staff to understand the need for our students to use this skill |
| Status of priority 3 | Ongoing |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Students will develop a deeper understanding of social justice in an ageing society with a focus on significant Scripture relating to this theme.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>To build on our current Evangelisation and Religious Education (ERE) action plan to extend social justice across the school with a specific focus on the plight of older people within our community. Our RLA data has shown significant improvement in the area of Christian life and we wish to consolidate and further develop this growth.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | These will include:  
  - assisting with activities in retirement facilities or in the community  
  - volunteering time and talent  
  - inviting elderly people to engage with the school  
  - listening to the stories and life experiences of older people  
  - finding out information about local federal and state members' policies on matters affecting the elderly |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>All students will be expected to write at, or above, their expected level on the college writing continuum.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>In 2016 we were working towards creating a culture of good writers; in 2017 we see that we need to continue the momentum of this work. This also aligns with NAPLAN where there is a trend with our NAPLAN data that students are not reaching their expected growth. This trend is particularly evident in the top two bands.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 2** | These will include:  
  - professional Learning - descriptive feedback  
  - model text bank (focus on feedback) handed to teachers and displayed in learning spaces - digital folio for staff  
  - primary to give feedback, and follow up on, the feedback for one non-assessable piece of writing per student per term - to be used at student conferences  
  - College Writing Stimulus Week per term Kindergarten to Year 12 |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>All students in Kindergarten to Year 6 (K-6) will use multiplicative thinking to improve by at least one growth point in multiplication and division.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>We need to consolidate and continue the learning for all staff on using the multiplicative thinking strategies that were introduced in 2016 so that students will use visualisation and reasoning skills to solve multiplication and division problems. There is a trend with our NAPLAN and MAI data that we are not seeing the expected growth in the top two bands.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | These will include:  
- All MAIs will be conducted and data entered onto FACES data portal.  
- All teachers, K-6, will formulate their own Mathematics goals.  
- We will create data walls and tracking folders.  
- Teachers will determine differentiated warm-up tasks for their students according to growth point/NAPLAN needs.  
- Professional learning multiplicative thinking including visualisation and multiplicative thinking structures, sharing practice, examining data and reflecting on current research. |
Community Satisfaction

Parent satisfaction
During 2016, 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 data collected and reported showed a significant improvement, relative to 2015, in the majority of the areas surveyed, particularly in our approachability and student safety.

Student satisfaction
The data collected and reported showed an improvement, relative to 2015, in the majority of the areas surveyed. The data also showed that our students felt connected and safe at school. They felt that the teachers understood them and their learning was interesting and enjoyable. The students reported that they had confidence in their learning.

Teacher satisfaction
The data collected and reported showed a significant improvement, relative to 2015, in the majority of the areas surveyed. The data also showed there was an improvement in teacher confidence and the quality of teaching in the school. There was also an improvement in student behavior in the classroom linked to the improvement in the quality of teaching at the school.
Student Profile

Enrolment Policy

John XXIII 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>2014</td>
<td>353</td>
<td>329</td>
<td>682</td>
</tr>
<tr>
<td>2015</td>
<td>350</td>
<td>330</td>
<td>680</td>
</tr>
<tr>
<td>2016</td>
<td>348</td>
<td>335</td>
<td>683</td>
</tr>
</tbody>
</table>

Our enrolment numbers remained steady with no major fluctuations from year to year.

Student attendance rates

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>95.38</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.53</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.12</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.00</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.85</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.02</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.87</td>
</tr>
<tr>
<td>School Average</td>
<td>94.11</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>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>281</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>19</td>
</tr>
<tr>
<td>Indigenous</td>
<td>9</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 Catholic Learning Community John XXIII Primary and St Mark’s Catholic College actively focused on recognising the positive behaviours of the students through an incremental system of merit awards and acknowledging their achievements and talents at college assemblies.

The school fostered an environment where there was mutual responsibility for the wellbeing of all members of the school community. There was an integrated Pastoral Care program from K-12 that developed students’ knowledge, skills and understanding on a range of issues that affect young people and their families. Students were provided support and undertook skills programs that enabled them to develop resilience and take a proactive approach to managing the demands of school and home life.

Staff worked in partnership with parents under a restorative justice framework that sought to live out the belief that authentic learning and growth are fostered through positive relationships. Our school Pastoral Care and Student Management policy was based upon gospel values and reflected the sentiments expressed in our school belief statement. We endeavoured to be faithful to the diocesan principle of being 'inviting, inclusive and just'.

The full text of our Pastoral Care Policy can be obtained from the school office upon request or from the school website. Specific policies and procedures relating to student welfare can also be accessed via the Catholic Education, Diocese of Parramatta website. http://www.parra.catholic.edu.au/policy-central.

There has been no change in this policy in 2016.

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 has been no change in policies in 2016.
Section Eleven: Financial Statement

### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth</td>
<td>58.6%</td>
</tr>
<tr>
<td>Capital</td>
<td>0%</td>
</tr>
<tr>
<td>State</td>
<td>18.7%</td>
</tr>
<tr>
<td>Fees</td>
<td>20.5%</td>
</tr>
<tr>
<td>Other</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital</td>
<td>6%</td>
</tr>
<tr>
<td>Salary</td>
<td>69.9%</td>
</tr>
<tr>
<td>Non-Salary</td>
<td>24.1%</td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$4,512,529</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$1,437,419</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$1,576,215</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$176,939</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$7,703,102</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$458,734</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$5,329,698</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,839,097</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$7,627,529</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.