Mary Immaculate Primary School, Quakers Hill
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Introduction

About the Annual School Report

Mary Immaculate 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

At Mary Immaculate Primary School, we take pride in our endeavours and the Annual School Report reflects our achievements as a learning community.

During 2016, we undertook many initiatives that have contributed to the learning of our students. The formation school goal continued to allow the teachers to focus on the importance of assessment in Religious Education while also focusing carefully on the religious literacy of the students. This took the form of many professional learning experiences where staff and student formation was further developed. The literacy and numeracy learning focus has contributed to solid learning gain in these areas by the analysis of data from school-based sources and also from the National Assessment Program - Literacy and Numeracy (NAPLAN) assessments undertaken by our Year 3 and Year 5 students. This assisted our teachers to develop further the literacy and numeracy blocks that are central to successful instruction and learning. Technology is seen as an essential tool within our society. At Mary Immaculate Primary School, we continue to utilise iPads, laptop computers, interactive whiteboards and other technologies to broaden the students' learning and improve their ability to express themselves on a multimedia platform. The introduction of our Bring Your Own Device program is enabling our students to enhance their learning opportunity further.

Our partnership with parents continued with the further development of the Parents and Friends Association (P&F) throughout the year. This association gave the parents of the school a formal avenue to contribute to the school through the organisation of social and fundraising events, while also allowing them to contribute to school-based decisions at a consultative level.

I encourage you to read our Annual School Report and join with us as we celebrate the many wonderful experiences and events that have contributed to Mary Immaculate Primary School being a centre of love, learning and service.

Parent

Parents are the first educators of their children, particularly in matters of faith, and through cooperation between parents and teachers, the children have shown to be more proactive in their own development. As partners in education, the school wishes to work very closely with parents to ensure that each child receives the best possible learning opportunities available. The school and parents enjoy a healthy and open relationship based on quality communication that remains present throughout the year. As parents, we are invited and encouraged to participate in the development of our children through many forms of support which include, but are not limited to:

- The Parents and Friends Association helps to build the wonderful community of Mary Immaculate Primary School. The Association has representation from the school leadership team and the parent body within the community, and assists in the coordination of planned activities throughout the year. In addition to this, the Association allows for all matters related to learning and teaching to be discussed.
- The school’s Facilities Committee works to ensure that the school is maintained as a well-resourced, clean and aesthetically pleasing environment.
- General parental support continues throughout the year as parents are invited to assist with school carnivals, school excursions, working bees and canteen support.
- Parish support is important. Religious Education is the cornerstone of our children’s education at Mary Immaculate Primary School and, as parents, we are role models for our children in practising our faith. The parish welcomes all parental support from families. Some of the ways we can support the parish leadership team of Mary Immaculate Primary School include involvement in liturgies throughout the year; as ministers of the Eucharist; or as educators for children’s liturgy during weekend mass.
Student

At Mary Immaculate Primary School our students value:

- our flexible learning spaces
  - We get to work with different people. We are not just with one teacher, which is great because we may get different ideas from others and we can go to them for advice. In flexible spaces, everyone gets to have a go and there are many opportunities to reach our goals. Information is easily shared and delivered from three teachers. Our learning spaces look amazing and I can work with my friends.

- technology
  - We can research more by using laptops and iPads. We have a wide variety so it gives each person a chance to have a go. We can also learn new skills involved with technology, which lets us explore and experience more. I love taking my iPad to school and using it for my learning.

- our church
  - It is easy to access because it is connected to our school, which means we can go in when we want and can practise masses and liturgies in the church. Going to church gives people in all grades opportunity to learn about God and build their relationship with God.

- extra opportunities
  - Maths Olympiad and university competitions give a great focus on learning. Our huge new play area is the best ever.
  - The arts give us different opportunities to express ourselves creatively, such as through Captivate, talent quest and choir.

- the Peer Support program
  - We get a chance to meet new people and build friendships. We get an opportunity to organise and run a group and develop better relationships with children from Kindergarten to Year 6. We develop relationships, which can continue for many years.
Who we are

History of the school

In 1987 Quakers Hill Parish School opened in demountable buildings in Pentland Street. As the Quakers Hill area grew from market gardens and poultry farms to housing estates, so too did the need for a larger primary school and in 1990, the school moved to its present site on Farnham Road. The school quickly became known for its focus on the growth of the child and for its excellent academic results.

The school is physically connected to the parish centre, so we can truly state that the parish and school are 'one'. After further development the school became known as Mary Immaculate Primary School in 1997 and today is one of the three Catholic schools that serve the parish of Mary Immaculate, Quakers Hill.

During recent years, the school interior has been fully refurbished to reflect the most contemporary learning and teaching practices. We look forward to being able to continue to serve the communities of the surrounding suburbs for many years to come.

Location/drawing area

Mary Immaculate Primary School is located in Quakers Hill and has an enrolment of 570 students from Kindergarten to Year 6. It is one of three Catholic schools in the Mary Immaculate Parish community – two primary and one secondary. Mary Immaculate Primary School draws on students from the suburbs of Quakers Hill, Acacia Gardens and various estates in Stanhope Gardens. Owing to its location, we have extensive grounds for the children to enjoy during their play and sport times.
## 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>45</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>0</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>10</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>93.05</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>96</td>
</tr>
</tbody>
</table>
Within school life, there are many varied prayer experiences from guided meditation, personal prayer, formal and traditional prayer, prayer circles and whole-school prayer celebrations. The school maintained its rich liturgical life with special liturgies at significant times of the year including beginning and end of year masses, Holy Week and Easter liturgies, ANZAC Day, Remembrance Day, Mothers Day, Fathers Day and the school feast day for Mary Immaculate. All classes attended parish mass once a term in their grade groups. From Year 4 to Year 6, students and staff participated in the Sacraments through the year.

Opportunities for staff prayer were offered in the form of prayer before each staff meeting; dedicated staff reflection opportunities where appropriate; attendance at the Diocesan Education Mass; Lenten prayer groups; and a whole-staff spirituality day once a year. Staff members were encouraged to participate actively in the planning of all school liturgies by forming teams with the Religious Education coordinator (REC).

Year 6 had a retreat day at the end of the year. Students were selected from Year 4 to Year 6 to take part in a training program every six months to skill them as ministers of the Word to proclaim effectively the Good News within liturgical celebrations.

Social justice remained an important focus at our school. We referred to our school motto of Love and Service as a way we could use the model of Jesus to reach out to others in the community and world. A team of eight Year 6 students made up our school Mini Vinnies team and were responsible for the promotion of outreach activities and fundraising throughout the year.

We supported the annual Caritas Project Compassion Appeal during Lent.

In term 3 for the St Vincent de Paul (SVDP) Winter Appeal, we held staff soup lunches, a scarf/beanie/gloves mufti-day and a Year 6 student winter sleepout where the Vinnies' youth coordinator came to speak to the students.

We supported the initiatives of our local Quakers Hill conference SVDP group, particularly in term 4 when we collected baskets of food items to assist their Christmas food appeal.

Throughout the year we also celebrated Harmony Day and National Aborigines and Islanders Day Observance Committee (NAIDOC) week with fun activities to raise awareness about diversity and promote understanding, tolerance and inclusion among our students.

The school played an active role in the parish Sacramental program, as well as aligning Sharing Our Story units with the parish program. The parish initiative of liturgies for preschoolers through the year was supported by the school, with students taking part in the celebrations and assisting with the little ones. The school played a variety of roles in celebrations which were hosted by the parish. The school was invited to prepare a parish Sunday mass and provided readers, music, reflection and lively participation in the Sunday liturgy. All parents received a special invitation and morning tea was provided afterwards. The priests of the parish and other parish personnel were invited into the classrooms to assist the children and staff on their faith journey. Parents were an integral part of all liturgical and prayer celebrations both in the church and on the school grounds. They were invited to attend every occasion and always wholeheartedly supported student fundraising initiatives.

Mary Immaculate Primary School followed the Parramatta Diocesan Religious Education syllabus, Sharing our Story (SOS). Religious Education (RE) was taught like every other subject in the school and aimed to increase the students' knowledge, understanding and skills in Catholic traditions. The Sharing our Story syllabus was adjusted to meet the needs of our school and to assist in the integration of Religious Education across the curriculum. Classroom prayer and liturgy
complemented the Religious Education units. Pastoral care of our students was an important priority. We had a Peer Support program, where the older students supported the younger students, through the use of structured activities.

Professional Learning of staff in Religious Education

Throughout the year the staff were involved in many opportunities of collaborative programming ensuring consistent practice across the school in the areas of learning intentions and success criteria, word walls and Scripture knowledge. Our RE committee was formed and engaged the staff in learning together how to use these high yield strategies to improve student learning outcomes as evidenced in Religious Literacy Assessments.
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>Grammar and Punctuation</th>
<th>School</th>
<th>Australia</th>
<th>School</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>92</td>
<td>96</td>
<td>78</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>94</td>
<td>96</td>
<td>82</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>94</td>
<td>95</td>
<td>67</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>93</td>
<td>96</td>
<td>84</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>92</td>
<td>94</td>
<td>74</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>91</td>
<td>96</td>
<td>50</td>
<td>63</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Grammar and Punctuation</th>
<th>School</th>
<th>Australia</th>
<th>School</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>98</td>
<td>94</td>
<td>79</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>96</td>
<td>93</td>
<td>75</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>94</td>
<td>93</td>
<td>73</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>97</td>
<td>93</td>
<td>63</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>97</td>
<td>93</td>
<td>81</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>97</td>
<td>95</td>
<td>58</td>
<td>57</td>
</tr>
</tbody>
</table>

Our students continued to have very strong results in the Naplan assessments. The were represented highly in achievement in the top three bands. Our professional learning in Literacy had the students on a continuing level of success in relation to the national result. Work that the school did, especially in the most effective writing skills enabled the students to develop as very
While we are very proud of our student results, there are areas to target and work on. A major goal for 2017 will be to improve our numeracy results especially in the middle grades.

School curriculum

In 2016, the school embarked on a plan to make sure we had consistent and rigorous data on our student needs and achievements. Working with the numeracy and literacy curricula as our template, we developed a system of identifying and tracking students' need and achievement to inform our teaching. Staff worked collaboratively to identify best practice and methods of implementing that across the school.

This also enabled us to focus on the personal learning needs of our students. Enabling the students themselves to inform their learning, using curriculum elements modified for their understanding, has been empowering them as learners.

Initiatives to promote respect and responsibility

The school has in place programs around protective behaviours and positive relationships. In 2016 we carried out a bullying survey as part of our Personal Development, Health and Physical Education (PDHPE) work. This was used to promote respect and responsibility across the school. Student leaders in the school were enabled to have a specific role to play in supporting these as well in practical activities and events such as being members of our Minnie Vinnies team.

Professional Learning

Members of staff continued to further their professional learning through accreditation and tertiary courses. Several staff are undergoing or completing courses at Masters level.
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To develop all students’ knowledge, understanding and lived experience of the Liturgy of the Word as evidenced by Religious Literacy Assessment (RLA) and classroom curriculum assessment data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Our previous years’ goals have had a strong focus on developing the religious literacy of our students. Our strategies centred on developing our teachers’ ability to address the specific language in our SOS units, planning effective learning pathways and further developing their bank of skills to contextualise Scripture and deepen students’ understanding of the messages of the Scripture.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | In 2016 students:  
  - completed written reflection tasks following attendance at parish mass  
  - learnt the components of the Liturgy of the Word (LOW)  
  - participated in the LOW  
  - created their own questionnaires for others as a measure of their own deep understanding  
  
  There was also:  
  - joint construction of LOW as part of an RE unit:  
    - language of liturgy  
    - symbols of the church  
    - understanding of the ritual  
  - use of three levels within assessment to determine where the strategies were gaining traction |
<p>| Status of priority 1 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>For all students to achieve expected growth in writing, with vulnerable students achieving accelerated growth in aspects of writing as evidenced by the NSW Department of Education and Communities (DEC) writing continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>As a progression from the 2015 goal, the 2016 goal was developed to show a continued growth in aspects of writing across the school. Prior to this the 2014 NAPLAN writing data indicated that our middle to upper band students were not achieving expected growth, hence the need for formalised school-based writing rubrics and other assessment tools.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2             | During 2016 steps taken included:  
  - organising and monitoring data wall tracking and analysis of writing data using the literacy continuum  
  - NAPLAN data analysis of writing  
  - conducting staff meetings to assist teachers with responding to the data within their writing block.  
  - staff meeting to focus on, and ‘unpack’, the aspects of writing  
  - professional development opportunities to assist teachers’ understanding of how to improve and plan  
  - instructional walk feedback to teachers  
  - case management meetings |
<p>| Status of priority 2                          | Ongoing |</p>
<table>
<thead>
<tr>
<th><strong>Priority 3</strong></th>
<th>For all students to use the most efficient strategies to achieve expected growth in Mathematics Assessment Interview (MAI) in the domains of counting and place value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 3</strong></td>
<td>Mary Immaculate Primary School began its second year as a Numeracy Now school in 2016. During 2015 the school had conducted MAI testing on all Year 1 students and a sample group of students from the rest of the school cohort. The Year 1 teaching team and numeracy lead teachers analysed the data to determine students who were considered as mathematically vulnerable in one or more number domains. Counting and place value were identified as areas of most vulnerability for students.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 3** | These were to:  
- assist teachers with analysis of student data and to find trends  
- conduct staff meetings to assist teachers with responding to the student data and syllabus requirements within their numeracy block  
- provide shoulder to shoulder teaching with teachers  
- provide reading to assist teachers' understanding of numeracy and how to improve student achievement - growth mindset professional readings  
- engage in further professional develop provided by Catholic Education, Diocese of Parramatta (CEDP) |
<p>| <strong>Status of priority 3</strong> | Ongoing |</p>
<table>
<thead>
<tr>
<th><strong>Projected school priorities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 1</strong></td>
</tr>
<tr>
<td><strong>Reason for Priority 1</strong></td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | these will include:  
  - the REC working alongside teachers in planning units of work  
  - the REC providing feedback on programs and classroom displays  
  - shoulder-to-shoulder teaching  
  - examining trends in RLA data to inform future direction  
  - working with the parish priest and parish team to facilitate a Baptismal program  
  - inviting the parish priest for classroom visits |
| **Priority 2**               | All students to achieve growth in aspects of writing and vocabulary knowledge as evidenced by the NSW Literacy Continuum and through the use of peer and self-assessment |
| **Reason for Priority 2**   | The 2016 NAPLAN writing results have shown growth in both Years 3 and 5 which is a result of our 2016 goal. This further highlights a need for consolidation and continued progression of the writing goal, with a particular focus on vocabulary knowledge to enhance writing further. |
| **Steps to be taken to achieve Priority 2** | These will include:  
  - conducting staff meetings that assist teachers with responding to the student data within their writing block, using the NSW literacy continuum  
  - further external staff training  
  - continuing with shoulder to shoulder teaching with teachers during the writing block  
  - conducting and calendaring peer observations to share best practice  
  - conducting team teaching opportunities  
  - a staff meeting to focus on and ‘unpack’ the aspects of writing as stated in the literacy continuum |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For students in Years 3 to 6 to achieve expected growth in place value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Data conversations have shown that students in Years 3 to 6 have a higher vulnerability in place value. Student data is showing that place value is an area where growth point development is stopping at growth point two/three.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | These will include:  
- assisting teachers with the analysis of student data  
- facilitating discussions around MAI data and how this informs teaching  
- conducting professional learning meetings that work with teachers to respond to student data in their numeracy block planning  
- shoulder to shoulder teaching with teachers during the numeracy block (primary grades will be the main focus)  
- providing teachers with professional reading around place value |
Community Satisfaction

Parent satisfaction

During 2016, Catholic Education Diocese of Parramatta engaged insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually.

The QCS data collected and reported to our parents, students and staff showed that the parents ranked the following elements of school life as positives at Mary Immaculate Primary School:
- stimulating learning
- teacher morale
- parent input
- student motivation

Elements that the parents indicated as areas for consideration and improvement which the school has been working to address included:
- extra-curricular activities
- classroom behaviour

We will continue to focus our attention on these areas.

Student satisfaction

The QCS data collected and reported to our parents, students and staff showed that when the students were surveyed they indicated the following areas to be strong elements of the school:
- connectedness to school
- teacher empathy
- purposeful teaching
- student motivation

These elements were spread across sub-sections of emotional wellbeing, teacher relationships and engagement in learning which indicated a balanced focus for the children.

The elements of school life that the students indicated as the areas needing most improvement were:
- classroom behaviour
- learner confidence

These are clearly significant and on our agenda.

Teacher satisfaction

The QCS data collected and reported to our parents, staff and students showed that when staff were surveyed about staff climate the following were noted as being strengths within the school:
- student behaviour
- respect for students
- teacher confidence
- school improvement focus

These elements indicated a positive response within the sub-sections of empathy, engagement, student behaviour and teaching and learning. Elements of staff climate that the survey indicated as areas of future work included:
- feedback and recognition
- professional learning
- work demands/staff wellbeing
- student management

Feedback from the staff continued to define the professional learning offered to the teachers to improve their ability to increase learning growth. This has had a significant impact on the school as a whole.
### Student Profile

#### Enrolment Policy

Mary Immaculate 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](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>221</td>
<td>260</td>
<td>481</td>
</tr>
<tr>
<td>2015</td>
<td>219</td>
<td>245</td>
<td>464</td>
</tr>
<tr>
<td>2016</td>
<td>260</td>
<td>288</td>
<td>548</td>
</tr>
</tbody>
</table>

Enrolments continue to grow towards a more reflective representation of Catholic families in our demographic. This trend appears to be continuing into the coming years.

#### 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>92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>92</td>
</tr>
<tr>
<td>Year 2</td>
<td>91</td>
</tr>
<tr>
<td>Year 3</td>
<td>91</td>
</tr>
<tr>
<td>Year 4</td>
<td>90</td>
</tr>
<tr>
<td>Year 5</td>
<td>92</td>
</tr>
<tr>
<td>Year 6</td>
<td>92</td>
</tr>
<tr>
<td>School Average</td>
<td>91</td>
</tr>
</tbody>
</table>

#### Characteristics of the student body

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

| Language background other than English (LBOTE) | 173 |
| Students with disabilities (SWD)             | 22  |
| Indigenous                                  | 7   |

#### 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

In 2008, the Positive Behaviour Management Committee worked on the implementation and consolidation of behaviour management practices within the school. This continued as a whole-school focus in 2016. The Behaviour Management system continued to be developed, based on the student needs present at the school. Any change was implemented after consultation with staff and communication with students and parents. The following awards were in place to recognise, promote and value positive behaviour in the school:

- class awards
- merit awards presented at school assemblies
- congratulations cards
- bronze, silver and gold awards
- principal’s awards
- Mary MacKillop awards

Teachers in the classroom and on the playground referred to the school rules to promote positive behaviour. This was reinforced in all learning environments to ensure consistency. Behaviour management flowcharts for the classroom and playground were revisited and reinforced in order to provide teachers with clear guidelines on how to deal with any behavioural concerns. Critical incident records were collected in order to gather school-based data to track and monitor undesirable student behaviours. The behaviour book continued to be used by staff to track and monitor classroom and playground incidents within grade groups.

The school's Anti-bullying policy outlined the rights and responsibilities of all stakeholders, based on the understanding that the way the matter was dealt with ensured appropriate consequences for all parties. Following any incident of bullying we provided structures for the healing of relationships and the building of resilience. Our anti-bullying stance was part of the Personal Development and Health areas and also protective behaviours programs.

The school Behaviour Management policy can be obtained from the school office and in essence remains unchanged. However, aspects of the policy were investigated in 2015 and have undergone slight changes as the school reviewing behaviour management practices in 2016. These areas included the systems of positive reinforcement focusing on the consistency of practice of the teachers, and the education of both students and parents.

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 in 2016.
Section Eleven: Financial Statement

Income

- Commonwealth (60.6%)
- Capital (0%)
- State (18.9%)
- Fees (19.3%)
- Other (1.2%)

Expenditure

- Capital (3.9%)
- Salary (73.9%)
- Non-Salary (22.3%)

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$3,846,100</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$1,198,843</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$1,225,002</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$76,667</td>
</tr>
<tr>
<td>Total Income</td>
<td>$6,346,612</td>
</tr>
<tr>
<td>Capital Expenditure ⁶</td>
<td>$232,064</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$4,428,754</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$1,334,361</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$5,995,179</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.