2016 ANNUAL SCHOOL REPORT

Mother Teresa Primary School, Westmead
Darcy Road, Westmead 2145
Principal: Mr Gary Borg
Phone: 9687 5852   Fax: 9687 5893
Email: motherteresa@parra.catholic.edu.au
http://www.motherteresawestmead.catholic.edu.au
Introduction

About the Annual School Report

Mother Teresa 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

I am proud to present to you the 2016 Annual School Report for Mother Teresa Primary School, Westmead.

Mother Teresa Primary School is a co-educational Catholic school situated in Westmead that opened as a new school at the beginning of 2012. We currently cater for students from Kindergarten to Year 6, and in 2017, will cater to a total enrolment of up to 385 students.

In a world that is constantly changing, the students of today and tomorrow will need to develop creative minds and gentle hearts. Mother Teresa Primary School, through our Catholic heritage, will develop children’s minds and hearts by providing:

- learning environments enriched by Catholic faith and values
- education tailored to individual needs, passions and creativity
- a safe and well-resourced learning environment
- an emphasis on active student engagement utilising 21st century learning technology

As a school community we follow in the footsteps of Mother Teresa, whose generous spirit inspires us to focus our energies on bringing dignity and compassion into the lives of those who are less fortunate than ourselves.

Parent

Mother Teresa Primary School continually strives to develop strong and positive relationships with our parents. The school has developed an inviting and welcoming culture. Parents are particularly involved through our Parent Support Networks. These are opportunities for parents to be involved in the life of the school. These include:

- reading programs
- parent university opportunities with a focus on an aspect of the primary curriculum, including offering feedback to the leadership team in relation to current school goals
- welcome morning tea for new parents
- welcome barbecue for new families
- visits to learning spaces for Catholic Schools Week and accompanying Learning Studio videos
- Mothers Day and Fathers Day stalls and picnics
- bingo and disco family night
- Olympic Celebration Day
- book covering of library books

The school offers unique opportunities for parents to see their children's learning through:

- Celebrations of Learning held once a term - allowing students an opportunity to showcase their learning with their parents
- access to Year 4 to 6 students' digital learning journal
- various learning studio blogs
- parent/teacher/student conferences, providing an opportunity for parents to collaborate with their child in discussing goals and challenges
- attendance at Eucharistic and other liturgies

Mother Teresa Primary School employs a number of ways to communicate with parents. These include our fortnightly on-line newsletter, Heartlinks, our YouTube and Facebook sites. Our
*Skoolbag* app is a vital communication tool to keep parents informed of key school events.

**Student**

Over the past six years we have worked to establish a culture of collaboration and compassion. Students at Mother Teresa Primary are encouraged to offer feedback continually on the practices and procedures within their learning studios and playground.

In 2016, there were a number of learning opportunities in which our students participated including:

- our opening and end-of-year masses
- the continued practice of daily Christian meditation
- the celebration of the canonisation of St Teresa of Kolkata which included the participation of the communities of Sacred Heart parish and school, Catherine McAuley and Parramatta Marist High School
- the reception of the diocesan Mercy Cross and relics
- a Holy Week pilgrimage as part of the Year of Mercy
- term visits to our local nursing home, Mayflower
- the continuation of our 1-1 iPad Learning program in Years 4, 5 and 6
- representing the school in extra-curricular activities including swimming, athletics, soccer, netball, gymnastics, keyboard lessons, cross country, ANZAC day ceremonies and the Captivate Creative Arts program
- leading social justice initiatives eg 'Vinnies' Winter Appeal
- celebration of our school Feast Day at St Patrick's Cathedral, Parramatta
- leading and assisting school liturgies
- 'Mother Teresa's Got Talent' quest
- Olympic Celebration Day focusing on teamwork and a healthy, active lifestyle
- student representative meetings with the principal and assistant principal on the practices and procedures at the school
Who we are

History of the school

The school's unofficial history began in 2009 when the Diocese of Parramatta decided that there was a need for a second primary school in the Westmead area. In 2010 an extra Kindergarten class was established on the Sacred Heart Primary School, Westmead site. These students, while enrolled in their host school, were actually the first class of Mother Teresa Primary School. As construction of the new school took longer than expected, in 2011 two Kindergarten classes and a Year 1 class remained at the Sacred Heart Primary School site.

Mother Teresa Primary School is very grateful for the generosity shown by the Sacred Heart Primary School community in supporting the establishment of our school.

At the beginning of 2012, the Darcy Road site was completed and Mother Teresa Primary School was officially opened, sharing the site with two established secondary schools, Catherine McAuley and Parramatta Marist High, Westmead. When we opened our doors, the school had two Kindergarten classes, two Year 1 classes, one Year 2 class and a Year 3/4 composite class.

The final stage of the school building project was completed in 2014 allowing for enrolments from Kindergarten to Year 6.

Location/drawing area

In 2016, Mother Teresa Primary School catered for students from Kindergarten to Year 6. In 2016, there were two streams of Kindergarten to Year 5 and single stream of Year 6. The school will reach capacity in 2017.

Located in the Westmead Catholic Education Precinct, the school serves the parish of Sacred Heart and draws on students from the local Westmead district and beyond.
### 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>23</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>19</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>7</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>93.9</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>100</td>
</tr>
</tbody>
</table>
Prayer, Liturgical Life and Faith Experiences

Mother Teresa Primary School prays traditional Catholic prayers, including the Angelus, daily. Christian meditation occurs at 12 o’clock, which incorporates Scripture passages, relevant to the current unit of study, across the school community. Christian meditation aims to teach children to find God in stillness, silence, and simplicity.

Staff pray and meditate on the Scriptures weekly, as does the Leadership Team. One staff meeting a term is dedicated to extended prayer and reflection. The school community prays The Rosary in October.

The school’s major celebration each year is the Feast Day of St Mother Teresa of Kolkata. This is a liturgical celebration at St Patrick’s Cathedral, Parramatta, presided over by our parish priest, and shared with families of our community. Kindergarten children and other students new to the school take part in an informative, guided tour prior to the liturgy.

The Eucharist is celebrated:
- to begin the school year with the combined staff of Parramatta Marist High and Catherine McAuley
- at our Staff Formation and Professional Learning Day
- by Kindergarten to Year 6 (K-6) in the Mercy Chapel at Catherine McAuley
- at the beginning and end of the school year in the Morley Centre
- Year 6 graduation

Reconciliation is offered twice a year for students in Years 4 to 6.

Liturgies of the Word are held for important events and feast days such as Ash Wednesday, Holy Week, Easter, Pentecost, ANZAC Day, Remembrance Day, Mothers Day and Fathers Day. Primary students take part in liturgies once a term at the local nursing home.

Emphasis on the seasons of the church through liturgical colour, banners and focus points can be found around the school and in the learning studios. Inspirational quotes by Mother Teresa are displayed in each learning studio as well as art works depicting stories of Jesus which are linked to the school’s ‘5 Learner Qualities’.

Social Justice

Through the example of Mother Teresa, and our school motto of Gentle Hearts and Creative Minds, we strive to develop a deep sense of social justice that forms our expression of love for others within and beyond our local community. Examples of outreach at Mother Teresa Primary include the following:
- The students have a close relationship with the residents in a local nursing home making regular visits, and inviting residents to a concert at the end of the year.
- Easter egg collections for Mayflower nursing home, Ronald McDonald House and the Westmead Children’s Hospital
- participation in the Project Compassion Lenten appeal raising funds for Australian Catholic Mission; and supporting St Vincent de Paul through their Winter Appeal with money, clothing, food and blankets for those in need, and the Christmas Appeal by supplying goods for hampers
- an active Mini Vinnies group of senior students who participate in organising funds to support St Vincent de Paul and the Missionaries of Charity at Surry Hills by organising a winter sleep-out and Whacky Winter Races Day and various mufti days throughout the year.
- students sent personal Christmas cards to nursing home residents and for distribution to the lonely and homeless through the St Vincent de Paul society
- support for World Youth Day (WYD) pilgrims through our contributions to the Sacred Heart Parish, WYD Raffle and a Gold and Fold Day
- supporting families who have been relocated to Ronald McDonald House.

Learning programs actively promote a sense of social justice and a call to mission through our faith.

**School home and parish partnerships**

The school supports the parish Sacramental program by linking, where possible, our Religious Education units. Children are recognised with personal letters, a memento and are congratulated at school following the celebration of the Sacraments.

We issue reflections by the principal and Religious Education coordinator (REC) regularly through the on-line newsletter, *Heartlinks*, our Facebook page and Skoolbag app. Parish events are noted through a link to the parish newsletter.

Parents are welcome to be part of the community with celebrations of learning once a term; parent reading programs; assisting with celebrations for Mothers Day and Fathers Day, etc. Parents also take part in sporting events, excursions, learning opportunities and social events such as our end of year Christmas concert.

**Religious Education**

The school Religious Education program is based on the Parramatta Diocesan curriculum document, *Sharing Our Story*. Each year, every grade studies units of work relating to mission with a direct correlation with the story and work of Mother Teresa, the Easter season, Advent and Christmas. The units are supported through *Exploring Scripture*, the *To Know Worship and Love* series and *Understanding Faith* website. Where appropriate, units of work complement the Sacred Heart Parish–based Sacramental program.

Knowledge of the Sunday cycle is promoted through weekly images and references for learning studio discussion, noting the liturgical year and the gospel for that week.

Students in Years 4 and 6 participate in the Diocesan Religious Literacy Assessment (RLA).

Students prepare grade liturgies linked to their units of study. Scripture from the current units of work is incorporated into daily prayer.

**Professional Learning of staff in Religious Education**

Teachers are supported in their professional learning in Religious Education through our:
- staff development day dedicated to knowing Jesus through the Scriptures, led by the Religious Education coordinator (REC) and parish priest
- ongoing professional learning: theological and educational background, access to the *Inform* magazine
- planning sessions with the REC, supported by diocesan staff (Catholic Education Office), regarding deep understanding of the three levels of Scripture and Religious Education
- involvement in two twilight professional learning community meetings with St Margaret Mary's Primary School, Merrylands, and St Anthony's Primary School, Girraween
- regular staff meetings focusing on our Religious Education goal
- informative readings and materials shared with staff
- professional reference library for all staff members including the key texts, *Coming Home and Sacred Space*
- prayer and formation seminars focusing on St Teresa of Kolkata and Holy Week
- attendance at diocesan led professional development including, Forming Intentional Disciples in Every School (FIDES), REC reflection days and improving religious literacy
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>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>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>95</td>
<td>96</td>
</tr>
<tr>
<td>Literacy</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
<td>96</td>
</tr>
</tbody>
</table>

| Year 5              |        |           |        |           |
| Grammar and Punctuation | 100    | 94        | 65     | 62        |
| Literacy            | 100    | 93        | 71     | 57        |
| Reading             | 96     | 93        | 71     | 62        |
| Writing             | 98     | 93        | 69     | 48        |
| Spelling            | 94     | 93        | 69     | 58        |
| Numeracy            | 100    | 95        | 58     | 57        |

At Mother Teresa Primary School both Years 3 and 5 student results were at, or above, the Australian national minimum standard. What was pleasing was the number of students in Year 3 who scored in the top three bands in a number of areas in the NAPLAN assessments. Our Year 5 students had positive results, with reading showing great improvement. An area of development
for Year 5 students is the area of Numeracy.

The analysis of these results is highlighted in the projected priorities for 2017.

School curriculum

As all children are on a unique learning journey, with diverse needs and interests, it is imperative to personalise the learning to meet their needs with sound pedagogy, exemplary practice and a curriculum that is responsive to students of the 21st century. At Mother Teresa Primary School, the Board of Studies, Teaching and Educational Standards (BOSTES) requirements are being met within a contemporary curriculum focused on the future needs of all students. In addition to the Key Learning Areas (KLAs) prescribed by BOSTES the students have been provided with courses of study in Religious Education in accordance with the Parramatta Diocesan curriculum, *Sharing Our Story*.

The student support team assists with the inclusion and integration of students with special needs in a range of activities and programs across the school. This includes assisting in planning and implementing a range of adjustments and curriculum differentiation, and providing individual, small group and in-class support across all Key Learning Areas. Itinerant teachers, provided by the diocese, assist students with particular needs.

Mother Teresa Primary School is also fortunate to have received funds under the Commonwealth Government School Language program to employ a language teacher one day per week for 2016. This teacher was employed to develop the children’s understanding of the Japanese culture and language, supporting the Australian cross-curriculum priority focus on Asia and Australia’s engagement with Asia.

There are opportunities for the children to try out for representative sporting events such as swimming, cross country, athletics and gymnastics.

Initiatives to promote respect and responsibility

Mother Teresa Primary School is a place of diversity, respect, belonging, celebration and quality learning and teaching. Our school is based on the dignity of the whole person and provides witness to gospel values as a means of living our daily life. The principle initiative designed to promote respect and responsibility is the Pro-active Learner policy. It is based on the use of restorative practices that helps our students build the capacity to self-regulate behaviour. This is where students make choices about behaviour through the lens of respect and responsibility as well as focus on what they can do, ‘to make things right’. Our three principal school rules are formulated around the notion of care for self, others and the environment.

This policy reflects our endeavour to create an environment that fosters dignity, justice and respect. We are committed to providing a safe and caring environment where any form of bullying is neither accepted nor tolerated. This is predicated upon the notion that at Mother Teresa Primary School we all have the right to be happy, safe and to learn. As a community, we work together to build this environment.

Professional Learning

Areas of professional development in 2016 included:

- Workplace Health and Safety modules
- Mathematical Assessment Interview (MAI) purpose and analysis
- Child Protection modules, including Self Administered Legal Training (SALT)
- Disability Discrimination Act eLearning Course
- Information and Communication Technology, with a focus on iPads as learning tools for students
- Cardiopulmonary Resuscitation (CPR) training course
- anaphylaxis training
- effective use of running records
- data analysis of Progressive Achievement Test in Reading (PAT-R) and NAPLAN data
- supporting students with the use of comprehension strategies
- involvement in FOCUS 160 workshops on literacy and numeracy
- new Geography and History syllabus focus learning days
- instructional walks of learning studios
- Australian Literacy Education Association (ALEA) workshops
- analysis of Quality Catholic School survey data
**School Improvement**

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>By the end of 2016 for all students to have a deeper understanding of sacred Scripture and its application to their everyday lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Our Religious Literacy Assessment and student responses in Religious Education lessons (work samples) demonstrated a need for students to develop more meaningful responses to Scripture.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | These focused on teachers:  
  - developing strategies to unpack Scriptural texts eg Building the Field, Thinkpad  
  - utilising word walls and images to assist students in making connections with sacred Scripture  
  - developing marking criteria to demonstrate students' deeper understanding through their responses  
  - participating in professional learning with a clear focus on the Scriptures  
  - engaging in professional learning communities to develop marking criteria to assess student responses to Scripture |
<p>| Status of priority 1 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>By the end of 2016 for students in Years 3 to 6 to improve their comprehension skills to gain greater understandings of non-fiction texts, as measured by the school developed comprehension rubric developed from the NSW Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Only 43% of students achieved expected growth for reading in NAPLAN from Year 5 to 7. We decided to continue the focus on teaching explicit comprehension strategies for non-fiction texts. These strategies were drawn from the agreed school practices. The extra focus was on the ‘individual tasks’ students complete looking to ensure differentiation.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | These focused on teachers:  
- having a deeper knowledge of the text, (selecting texts for a specific learning intention) building the field  
- engaging with the mentor text to build knowledge to teach, use and assess comprehension strategies and the transference of these skills to writing  
- differentiating reading group activities using the ‘gradual release of responsibility’, with a focus on skills that have been developed in shared and guided reading  
- enhancing their reciprocal teaching practices |
| Status of priority 2 | Ongoing |

<table>
<thead>
<tr>
<th>Priority 3</th>
<th>By the end of 2016 for all students Kindergarten to Year 2 to achieve growth point 4 in the addition and subtraction domain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>This goal was selected to build on the professional learning commenced in 2015 and to enable students to comprehend numbers, moving from counting to reasoning.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | Teachers used the following steps:  
- using a variety of work samples for assessment and tracking  
- aligning growth points with the work samples/assessments  
- assessing and tracking student progress - developing a common practice for tracking growth points  
- exploring open-ended tasks  
- confidently identifying teachable moments in numeracy for first wave reflection time  
- using data to influence planning and differentiation |
<p>| Status of priority 3 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 1</th>
<th>All students will utilise comprehension strategies to understand accredited Scripture.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>- consolidating and extending on the successes in 2016&lt;br&gt;- to enable teachers to use the background and context of the Scripture to inform their teaching.</td>
</tr>
<tr>
<td><strong>Steps to be taken to achieve Priority 1</strong></td>
<td>Teachers will:&lt;br&gt;- read and reflect on the theological and educational background and the ‘In brief for students’&lt;br&gt;- select the key Scriptural passage for their unit and reflect on its meaning utilising the 3-2-1 strategy&lt;br&gt;- create learning intentions and success criteria which clearly outline the three levels of comprehension (know, reflect and apply)&lt;br&gt;- design and reflect on the data from a pre-test to inform student learning&lt;br&gt;- utilise a post-test to analyse student growth and provide feedback to students</td>
</tr>
<tr>
<td>Priority 2</td>
<td>All students will improve their comprehension of factual texts.</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Reason for Priority 2** | ■ consolidating and extending on the successes in 2016  
■ continuing our inquiry and investigating which ‘small data’ (formative assessment) will support and give insight to our ‘big data’ (NAPLAN, Progressive Achievement Tests in Reading)  
■ to develop an authentic tracking assessment which ensures comprehension is viewed holistically |
| **Steps to be taken to achieve Priority 2** | Teachers will:  
■ utilise purposefully chosen texts and learning experiences to support the development of comprehension strategies  
■ identify comprehension needs, utilising a success criteria and reciprocal reading rubric  
■ use data to select factual texts that provide challenges and support student needs  
■ model reciprocal reading strategies using the gradual release of responsibility  
■ provide ongoing, timely and specific feedback on student reading  
■ engage with the staff mentor text |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>All students will achieve a minimum of growth point 4 in addition and subtraction.</th>
</tr>
</thead>
</table>
| Reason for Priority 3 | - consolidating and extending on the successes of 2016 and to support professional learning for new staff in 2017  
- based on data from Mathematics Assessment Interview (MAI), 2016, NAPLAN, and current formative assessment data |
| Steps to be taken to achieve Priority 3 | Teachers will:  
- utilise data to inform student learning and track growth  
- conduct Mathematics Assessment Interviews for all students, assign growth points, input data in the Faces Learning Database and identify target students  
- analyse student data, regularly track and monitor student progress using a learning studio data wall and the Formative Assessment Tool  
- use data to inform planning for warm ups, rich tasks, enabling prompts and differentiated tasks  
- incorporate feed back  
- engage with a mentor text |
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. This survey is conducted annually.

The QCS data collected and analysed showed that parents:
- strongly believed that teachers were enthusiastic and passionate about their work
- saw their children enjoying and wanting to be a part of the learning at school
- viewed that the school culture was based on compassion and social justice
- believed their child's learning was safe and supported

The parents surveyed questioned the range and quality of extra-curricular activities provided by the school

Student satisfaction
The QCS data collected and analysed showed that students:
- overwhelmingly believed that motivation and confidence for learning was high
- perceived that teachers provided purposeful and stimulating teaching and learning opportunities
- felt emotionally supported, connected with their peers and supported by the whole school community
- had a strong sense of the importance of the Catholic culture at Mother Teresa Primary and the way 'compassion' is lived out
- valued the opportunities to be engaged and focused on learning tasks

Teacher satisfaction
The QCS data collected and analysed showed that teachers:
- valued the importance of our Catholic culture and the school's focus on social justice
- appreciated the opportunities for team work, especially in the area of effective communication when planning the curriculum
- understood and supported the school's Proactive Learner policy
- perceived that students behaved in a positive way in all facets of school life and were motivated to learn.

Over the past three years, the staff have consistently ranked compassion as a key feature of the school community.

The teachers surveyed questioned the challenges associated with the work demands of teaching and the stress this places upon them.
**Student Profile**

**Enrolment Policy**

Mother Teresa 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>169</td>
<td>216</td>
<td>385</td>
</tr>
<tr>
<td>2015</td>
<td>141</td>
<td>189</td>
<td>330</td>
</tr>
<tr>
<td>2016</td>
<td>146</td>
<td>211</td>
<td>357</td>
</tr>
</tbody>
</table>

Mother Teresa Primary continues to grow in enrolments as we move towards capacity. In 2016 there were two classes for each grade from Kindergarten to Year 5 and one class of Year 6.

**Student attendance rates**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>96</td>
</tr>
<tr>
<td>Year 1</td>
<td>93</td>
</tr>
<tr>
<td>Year 2</td>
<td>93</td>
</tr>
<tr>
<td>Year 3</td>
<td>94</td>
</tr>
<tr>
<td>Year 4</td>
<td>94</td>
</tr>
<tr>
<td>Year 5</td>
<td>94</td>
</tr>
<tr>
<td>Year 6</td>
<td>93</td>
</tr>
<tr>
<td>School Average</td>
<td>94</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>179</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>7</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1</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 Proactive Learner policy is reviewed yearly. Its focus is on facilitating positive behaviours with students. It includes Positive Relationships programs developed to assist teachers in unpacking the Proactive Learner policy with students.

The following outlines some of the key principles of this policy:

Facilitating Positive Behaviours focuses on teachers distributing merit postcards on a weekly basis as a way to reinforce positive expectations. Staff members look for moments when they observe students displaying positive behaviours. This is also reinforced with spoken positive reinforcement to highlight the specific skill or action displayed by students. Our school focus is on 'intrinsic' motivators and we avoid the use of awards to engage the students.

Procedural fairness is key to how we manage behaviour within the school. We believe that procedural fairness is a right of all children when dealing with school authorities. We apply the 'hearing rule' and the 'right to an unbiased decision'. Children have the right to know the nature of an allegation made against them and understand the process by which the matter will be considered. Members of staff make every effort to demonstrate objectivity in their decision making when working with students.

Preventing problem behaviour and responding to unacceptable behaviours is at the heart of our policy. We unpack the specific steps used when there is a need to respond to unacceptable behaviour in the learning studio and in the playground. Time is taken to assist students in developing an understanding of these steps, and includes a student reflection sheet to assist with understanding and reflecting on their behaviour. We are committed to restorative practices and assisting students in moving forward so they can make better choices.

The school’s Anti-bullying policy clearly states that the school does not tolerate bullying in any form. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed.

The full text of all the policies highlighted focusing on student welfare, discipline and anti-bullying can be accessed at the school’s website. There has been no change in these policies 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 were no changes to the policy during 2016.
Section Eleven: Financial Statement

### Income

- Commonwealth (60.1%)
- Capital (0%)
- State (19.5%)
- Fees (17.4%)
- Other (3%)

### Expenditure

- Capital (3.9%)
- Salary (69.5%)
- Non-Salary (26.6%)

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants(^1)</td>
<td>$2,483,178</td>
</tr>
<tr>
<td>Government Capital Grants (^2)</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants (^3)</td>
<td>$805,944</td>
</tr>
<tr>
<td>Fees and Private Income (^4)</td>
<td>$719,107</td>
</tr>
<tr>
<td>Other Capital Income (^5)</td>
<td>$124,779</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,133,008</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>$155,557</td>
</tr>
<tr>
<td>Salaries and Related Expenses (^7)</td>
<td>$2,788,897</td>
</tr>
<tr>
<td>Non-Salary Expenses (^8)</td>
<td>$1,068,723</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,013,177</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.

Mother Teresa Primary School, Westmead