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 2017 and gives information about the 2018 priorities.

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

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

Principal

I am proud to present to you the 2017 Annual School Report for 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 2018, will cater to a total enrolment of up to 420 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 have been particularly involved through our Parent Support Networks. There were opportunities for parents to be involved in the life of the school. These included in 2017:

- 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 offered unique opportunities for parents to see their children’s learning through:

- attendance at Eucharistic and other liturgies
- Celebrations of Learning held once a term - students had an opportunity to showcase their learning
- access to Years 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

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

**Student**

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

In 2017, there were a number of learning opportunities in which our students participated. These included:

- our opening and end-of-year masses
- the continued practice of daily Christian meditation
- the celebration St Teresa of Kolkata’s Feast Day
- term visits to our local nursing home, Mayflower, and reciprocal visits to our school by Mayflower residents
- 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, cross country, ANZAC day ceremonies and the Captivate Creative Arts program
- leading social justice initiatives such as the 'Vinnies' Winter Appeal and the Jesuit Refugee Appeal
- leading and assisting school liturgies
- 'Mother Teresa’s Got Talent' quest
- 'Summer Slam' 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 2017, Mother Teresa Primary School catered for students from Kindergarten to Year 6. In 2017, there were two streams of Kindergarten to Year 6.

Located in the Westmead Catholic Education Precinct, the school serves the Sacred Heart Parish 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>18</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>18</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>0</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 2017</td>
<td>94</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>83</td>
</tr>
</tbody>
</table>
Prayer, Liturgical Life and Faith Experiences

In 2017 Mother Teresa Primary School community prayed traditional Catholic prayers, including the Angelus, daily. Christian meditation occurred at 12 o’clock, which incorporated 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 prayed and meditated on the Scriptures weekly, as did the Leadership Team. One staff meeting a term was dedicated to extended prayer and reflection. The school community prayed The Rosary in October.

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

The Eucharist was celebrated:
- to begin the school year with the combined staff of Parramatta Marist High, Catherine McAuley and Sacred Heart Primary, Westmead
- 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 was offered throughout the year for students in Years 4 to 6.

Liturgies of the Word were 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 took 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 could be found around the school and in the learning studios. Inspirational quotes by Mother Teresa were displayed in each learning studio as well as art works depicting stories of Jesus, which were 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 included the following:
- The students had 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 eggs were collected for Mayflower nursing home, Ronald McDonald House and the Westmead Children’s Hospital.
- The school participated 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.
- There was an active Mini Vinnies group of senior students who participated in organising funds to support St Vincent de Paul and the Missionaries of Charity at Surry Hills by organising a winter sleep-out; 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.

There was support for World Youth Day (WYD) pilgrims through our contributions to the Sacred Heart Parish, WYD raffle and a Gold and Fold Day.

Families who had been relocated to Ronald McDonald House were supported.

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

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

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

Parents were welcome to be part of the community with celebrations of learning once a term; parent reading programs; and assisting with celebrations for Mothers Day and Fathers Day. Parents also took 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.

In 2017 knowledge of the Sunday cycle was 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 participated in the Diocesan Religious Literacy Assessment (RLA).

Students prepared grade liturgies linked to their units of study and Scripture from the units of work was incorporated into daily prayer.

Professional Learning of staff in Religious Education
Each year staff undertake a number of Religious Education professional learning opportunities.

In 2017, these have included the following:

- Formation Staff Development Day - led by our parish priest and Religious Education coordinator
- twilight meeting led by our bishop and our parish priest
- staff briefings and staff meetings focusing on Religious Education teaching and learning
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

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

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

At Mother Teresa Primary School there were no students in Years 3 and Year 5 below the national minimum standards in reading, writing, spelling, grammar and punctuation or numeracy.
A significant number of students in Year 3 scored in the top three bands in multiple areas in the NAPLAN assessments. Year 5 students also had positive results, with numeracy and reading showing great overall improvement.

Areas for development are grammar and punctuation.

The analysis of these results is highlighted in the projected priorities for 2018.

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 NSW Education Standards Authority (NESA) requirements were met within a contemporary curriculum focused on the future needs of all students. In addition to the Key Learning Areas (KLAs) prescribed by NESA the students were provided with courses of study in Religious Education in accordance with the Parramatta Diocesan curriculum, Sharing Our Story.

The student support team assisted with the inclusion and integration of students with special needs in a range of activities and programs across the school. This included 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, assisted students with particular needs.

Mother Teresa Primary School was also fortunate to have received funds under the Commonwealth Government School Language program to employ a language teacher one day per week for 2017. 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 were 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 was the Pro-active Learner policy. It was based on the use of restorative practices that helped our students build the capacity to self-regulate behaviour. This was where students made choices about behaviour through the lens of respect and responsibility as well as focus on what they could do, ‘to make things right’. Our three school rules were formulated around the notion of care for self, others and the environment.

This policy reflected our endeavour to create an environment that fostered 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 2017 included:

- analysis of Religious Education Assessment Data - Part A
- 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 (Canberra Modules)
- 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
- 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>That all students would utilise comprehension strategies to understand sacred Scripture</th>
</tr>
</thead>
</table>
| **Reason for priority 1** | - consolidating the previous year’s success and building on knowledge gained in 2016  
- enabling teachers to use the background and context of the Scripture to inform their teaching |
| **Steps taken to achieve priority 1** | We:  
- read and reflected on the theological and educational background and the ‘In brief for students’ for each Religious Education unit  
- selected the key Scriptural passage for their unit and reflected on its meaning  
- created learning intentions and success criteria which clearly outlined the three levels of comprehension  
- designed and reflected on the data from a pre-test to inform student learning and further teaching  
- utilised a post-test to analyse student growth and provide student feedback |
<p>| <strong>Status of priority 1</strong> | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That all students would improve their comprehension of factual texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>We wanted to build on the foundation work of 2016. We continued our inquiry and investigation into which ‘small data’ (formative assessment) would support and give insight to our ‘big data’ (NAPLAN, Pat-R).</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | We:  
- identified comprehension needs utilising the ‘I can’ success criteria and reciprocal reading rubric  
- used data to select factual texts that provided challenges and supported student needs  
- modelled reciprocal reading strategies using the gradual release of responsibility  
- provided ongoing, timely and specific feedback on student reading  
- engaged in professional reading using a mentor text  
- provided Parent University sessions  
- purchased a range of quality resources to engage students in their reading |
| Status of priority 2 | Ongoing |

<table>
<thead>
<tr>
<th>Priority 3</th>
<th>That all students would achieve a minimum of growth point 4 in addition and subtraction</th>
</tr>
</thead>
</table>
| Reason for priority 3 | We wanted to consolidate the learnings of 2016 and support new staff in 2017.  
The collection of data from the Mathematics Assessment Interview in 2016, and our NAPLAN data highlighted addition and subtraction as areas of development. |
| Steps taken to achieve priority 3 | We:  
- provided ongoing, timely and specific feedback to students  
- engaged in professional reading using a mentor text  
- provided Parent University sessions  
- purchased a range of quality resources to support Working Mathematical skills  
- provided differentiated professional learning opportunities  
- provided ‘warm up activities’ during our Celebrations of Learning  
- created and distributed learning resources to support the development of reasoning strategies for at risk students at home |
| Status of priority 3 | Ongoing |
## Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>By the end of 2018, all students will interpret and apply sacred Scripture to their lives, through the process of critical thinking.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reason for Priority 1</th>
<th>Students' literal understanding of Scripture has developed to the point where they can build their capacity to apply the message in the context of their lives. Deeper understanding of the three levels of Scripture will enhance religious literacy.</th>
</tr>
</thead>
</table>

| Steps to be taken to achieve Priority 1 | Teachers will:  
|                                        | - make Religious Education thinking visible in learning studios  
|                                        | - read and reflect on the theological and educational background and the ‘In brief for students’  
|                                        | - engage in sustained opportunities for Religious Education inquiry  
|                                        | - create learning intentions and success criteria which clearly outline the three levels of comprehension  
|                                        | - utilise pre-testing and post-testing to analyse student growth and provide feedback to students |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>By the end of 2018, all students will improve the quality of their writing of all texts for a wide range of purposes and audiences.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reason for Priority 2</th>
<th>Following on from our previous goal of reading comprehension, this is a natural progression which will lead us to look deeper at the reciprocity between reading and writing.</th>
</tr>
</thead>
</table>

| Steps to be taken to achieve Priority 2 | Teachers will:  
|                                        | - make writing strategies and thinking visible in learning studios  
|                                        | - model the writing process daily  
|                                        | - provide students with opportunities to compose texts for varied purposes and authentic audiences  
|                                        | - create anchor charts with annotations that align with success criteria  
|                                        | - engage in professional reading with a mentor text  
|                                        | - engage in sustained opportunities for literacy inquiry |

<table>
<thead>
<tr>
<th>Priority 3</th>
<th>By the end of 2018, all students will use multiplicative thinking to move at least one growth point in multiplication and division.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Our data highlights an emerging vulnerability across the grades in multiplication and division. Furthermore, formative assessment data indicates a need for all students to develop reasoning structures for thinking multiplicatively, rather than additively. In recognising reasoning strategies within multiplication and division, students will also develop their ability to display the other working mathematically processes.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | Teachers will:  
- make multiplication and division strategies and thinking visible in learning studios  
- engage in professional reading with a mentor text  
- administer, collect and analyse Mathematical Assessment Interview (MAI) data  
- engage in sustained opportunities for Mathematical inquiry |
Community Satisfaction

Parent satisfaction

During 2017 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:
- believed that the Catholic culture of the school was enhanced by the behaviour of students and staff and that the school culture was based on compassion and social justice
- strongly believed our teachers were passionate and provide stimulating learning activities for their child
- saw their child as having strong connections with their peers
- believed that their children were motivated to learn

The parents who were surveyed questioned the range of extra-curricular activities provided by the school and opportunities for their input.

Student satisfaction

The QCS data collected and analysed showed that students:
- found learning activities stimulating and interesting
- believed that the teachers were inspiring
- felt socially connected and got along with their peers and felt supported by the whole school community
- believed that students demonstrated compassion
- valued learning and were keen to do well at school

Teacher satisfaction

The QCS data collected and analysed showed that staff:
- valued the importance of our Catholic culture
- valued the positive behaviour of the students
- highly valued the formal and informal processes for feedback and recognition
- highly valued the opportunities they had to learn and develop

Over the past four years, the staff 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 parent partnerships.
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

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>141</td>
<td>189</td>
<td>330</td>
</tr>
<tr>
<td>2016</td>
<td>146</td>
<td>211</td>
<td>357</td>
</tr>
<tr>
<td>2017</td>
<td>166</td>
<td>214</td>
<td>380</td>
</tr>
</tbody>
</table>

For the first time there were two streams of Kindergarten to Year 6 at Mother Teresa Primary School in 2017.

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>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>90</td>
</tr>
<tr>
<td>Year 1</td>
<td>91</td>
</tr>
<tr>
<td>Year 2</td>
<td>86</td>
</tr>
<tr>
<td>Year 3</td>
<td>81</td>
</tr>
<tr>
<td>Year 4</td>
<td>88</td>
</tr>
<tr>
<td>Year 5</td>
<td>94</td>
</tr>
<tr>
<td>Year 6</td>
<td>79</td>
</tr>
<tr>
<td>School Average</td>
<td>87</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>278</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>8</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 2017.

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 2017.
Section Eleven: Financial Statement

RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$2,726,453</td>
</tr>
<tr>
<td>Government Capital Grants²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants³</td>
<td>$866,978</td>
</tr>
<tr>
<td>Fees and Private Income⁴</td>
<td>$742,883</td>
</tr>
<tr>
<td>Other Capital Income⁵</td>
<td>$87,046</td>
</tr>
<tr>
<td>Total Income</td>
<td>$4,423,360</td>
</tr>
</tbody>
</table>

RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure⁶</td>
<td>$207,067</td>
</tr>
<tr>
<td>Salaries and Related Expenses⁷</td>
<td>$3,022,746</td>
</tr>
<tr>
<td>Non-Salary Expenses⁸</td>
<td>$1,024,371</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$4,254,184</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.