Our Lady of The Nativity Primary School, Lawson
7 Somers Street, Lawson 2783
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Introduction

About the Annual School Report

Our Lady of The Nativity 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 pleased to present the 2016 Annual School Report for Our Lady of the Nativity Primary School, Lawson. Our Lady of the Nativity Primary School is a Catholic co-educational primary school. The members of this school community strive to fulfil the school's vision to glorify God in all aspects of life and learning. As a community, we place an emphasis on establishing a partnership between home and school. The community focus is to build positive attitudes and relationships which support student learning.

Our mission is to:
- recognise the worth of each individual
- advance the educational and emotional needs of our students
- facilitate a safe and encouraging environment
- provide skills beneficial to life-long learning
- celebrate life and our faith together

Our Lady of the Nativity Primary School is characterised by quality learning and teaching, and is enhanced by embedding lived faith and shared values.

Parent
In 2016 the parent community at Our Lady of the Nativity Primary School supported the emphasis on building a partnership between home and school. A most significant way in which this occurred was through the School Council, a representative body, and its subcommittees. Membership of the School Council was made up of parents, clergy and staff who together promoted the school and improved resources. The School Council also supported parents by facilitating social and information events at the school.

Parents had further opportunity to build community at Our Lady of the Nativity Primary school by:
- assisting teachers during student reading sessions and at sporting events
- helping in the library, at working bees, in the canteen, on excursions and assisting with the uniform pool
- fundraising with the School Council

A significant number of parents contributed to the community through the Care Group and its established support programs.

Student
Our Lady of the Nativity Primary School is welcoming and helpful. Teachers care for the students. They listen to students and provide challenging work to help us achieve. The school community works to keep the grounds pleasant and cares for the physical environment.

Each year, students vote for school captains and house captains. These student leaders represent the school, welcome visitors and set a good example.

One leadership responsibility, in 2016, was to present Monday morning assemblies. The student leaders met with the principal to plan events that needed leadership skills to be put into action. Some of the plans began with ideas from other students. The house captains helped at sporting events and encouraged their teams to participate. School captains and house captains did their best and were an important part of school life.

Our Lady of the Nativity Primary School is a good place to learn, meet new people, make friends and enjoy learning.
Who we are

History of the school

Our Lady of the Nativity Primary School was established in 1929. It was founded by the Good Samaritan Sisters as a boarding school for girls and was officially opened on 7 April 1929 by Archbishop Kelly. Over time, the Sisters also began teaching the children of local parishioners. The school is indebted to the energy and foresight of the Archbishop and the Good Samaritan Sisters for establishing the school and laying the foundations for what was to become its current mission of supporting families of Lawson and the mid Blue Mountains in educating their children.

The school continues to be recognised for its unique place in serving the Blue Mountains community and the wider mission of the church.

Location/drawing area

Located in the picturesque Blue Mountains, Our Lady of the Nativity Primary School is a one stream school. In 2016, there were 110 students enrolled. The school serves the Parish of Our Lady of the Nativity and draws on students from the villages of Lawson, Hazelbrook, Woodford, Bullaburra and Wentworth Falls.
## 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>14</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>14</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 2016</td>
<td>95.39</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>68</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Prayer is foundational to the life of the school. Throughout 2016, a variety of prayer experiences were offered to the school community. Each term, a whole-school liturgy was celebrated. The school community celebrated community events, feast days of the Catholic Church, church seasons and other school celebrations.

The liturgical celebrations integrated life and faith, giving Our Lady of The Nativity Primary School its Catholic identity and a strong sense of mission. The daily life of the school was rich in opportunities for all in the community to live their faith. Students and staff gathered for prayer each day.

One staff development day was dedicated to reflection and the inner renewal of staff which was consequentially supportive of teachers as they edified students, and one another, in the Catholic faith. Staff members had the opportunity to gather weekly as a colleague led the gathering in prayer. These prayers varied in form: formal or informal, prayer or song, story or discussion about our shared faith.

Social Justice

Social justice is embodied in the four core values of respect, compassion, justice and integrity and is integrated throughout the students' learning experiences. The school focused on one core value each term to assist students in understanding social justice and to develop an active sense of empathy.

Some practical ways in which social justice issues were addressed included:

- There was fundraising for a range of charities such as Caritas, St Vincent De Paul, Sisters of St Joseph East Timor Appeal and the Diocese of Parramatta's Bushfire Appeal. As well, education about the work of these agencies occurred.
- Outreach to our community took place through the activities of the care group and support for the work of the St Vincent de Paul Society was achieved through participation in the Vinnies' Winter Appeal and by contributing to Christmas food hampers.
- There was a Seasons for Growth program which assisted students.

The staff also ran a regular soup kitchen to raise funds for families in our community experiencing difficulty.

School home and parish partnerships

Our school maintained a strong link with the parish. There was a strong commitment to the development of each student as a partnership between home and school. Each class experienced attending a weekday parish mass at least once each term. The parish-based Sacramental program was well supported by the school and the Religious Education coordinator. Our parish priest continued giving support and leadership to the school within the context of the parish faith community. School, home and parish links were also given expression through class and school newsletters; parent-teacher interviews; individual programs for students with special needs; and opportunities for parent education evenings on curriculum and developments in learning.

Many parents involved themselves in the life of the school. The School Council integrated the community, parent education, fundraising and maintenance committees and made valued contributions to the school. A significant number of parents contributed to the community through the Care Group. Other involvement included a knitting club, library and classroom assistance, uniform shop, fundraising, student banking and book club.

Religious Education
The Diocesan Religious Education syllabus, Sharing Our Story, was taught from Kindergarten to Year 6. The syllabus provided sequenced units of work enabling students to build on their knowledge, values and attitudes of the Catholic faith. Units were covered using a two year cycle, with the exception of Kindergarten where units were covered yearly. Generally, units were designed from the various teaching and learning activities provided by the syllabus and teachers designed learning pathways to suit the needs and experiences of their class. In planning units across Key Learning Areas, teachers also took the opportunity of integrating content from Sharing Our Story and embedding Catholic values across the curriculum.

The appropriate Sharing Our Story units were taught in the Sacramental years as a support for, and reinforcement of, concepts taught through the parish-based Sacramental programs.

A focus on our core values integrated personal development and a faith response as students continued to grow as Christians in the Catholic tradition.

The school participated in the Parramatta Diocesan Religious Literacy Assessment which involved students in Years 4 and 6. The students achieved high results which attests to the support they received from their parents, teachers and each other as they came to understand and value the Catholic faith.

The Religious Education program provided students with the opportunity to hear, reflect on and respond to Scripture as appropriate to the unit being studied.

Professional Learning of staff in Religious Education

The teaching staff engaged in ongoing formation. Additionally, teachers attended a day set aside especially for their personal and professional faith formation. In 2016 teachers engaged with the Papal Bull, Misericordiae Vultus. The document and associated material were used to deepen teachers' understanding of Christ's mercy in our lives.
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>Grammar and Punctuation</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>100</td>
</tr>
<tr>
<td>Year 5</td>
<td>Grammar and Punctuation</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>92</td>
</tr>
</tbody>
</table>

In all components of Year 3 Literacy, 100% of student scored above the minimum standard with a higher than average representation in the top three bands. Results evidenced a strengthening of grammar and punctuation, Literacy, reading and spelling. The school will continue to build and develop student comprehension skills and strategies through engagement with a variety of texts.
and small group learning opportunities.

In Year 3 Numeracy, 100% of students achieved above the national minimum standard with greater than average representation of students in the top three bands. Planning priorities are in place for Kindergarten to Year 6 to extend student knowledge of number. Lessons are designed to support the extension of Mathematical understandings while completing purposeful tasks during numeracy blocks.

In Year 5, 100% of the students scored above the minimum standards in grammar and punctuation, Literacy, reading and writing. There was also a greater than average representation in the top three bands for grammar and punctuation, Literacy, reading and writing. The school will continue to develop student understanding of the role of purpose and audience on text structure and language selection.

In Year 5 Numeracy, a high percentage of the students scored above the national minimum standard with greater than average representation of students in the top three bands. The school will continue to build student number sense and mental strategies throughout the numeracy block.

The data from NAPLAN, in conjunction with classroom assessments, has been analysed by teachers to contribute to the development of school priorities and planning.

**School curriculum**

Individual learning programs were provided for students with identified additional needs. The learning support teacher, literacy support teachers and teacher aides provided leadership and support in this area. Parents were also involved in the planning of programs for the students concerned. Literacy support was provided in the classrooms. Teachers continued to focus on differentiating the curriculum for all students, including those identified as gifted and talented.

Specialist teachers in Music, Drama and Japanese worked closely with classroom teachers in planning and implementing programs based on the Board of Studies, Teaching and Educational Standards (BOSTES) Kindergarten to Year 6 (K-6) syllabus.

Opportunities to assist in transition were provided for preschool children entering Kindergarten. The principal spent time with each child and his or her parents to understand developmental strengths and needs better, as well as to familiarise each child and family with the school environment. There were two occasions for each new Kindergarten student to spend a morning in the classroom and two further parent information meetings. The toddlers' group, which operated through the year, was a valuable experience in terms of school readiness and community building.

In the transition from primary to secondary school, students visited the schools concerned during term 4. Stage 3 students who had applied to St Columba's High School for Year 7 participated in an Orientation program.

The school offered a broad range of experiences within a comprehensive and holistic curriculum. Students competed in district and regional sporting events including indoor soccer, touch football, netball, and diocesan cross country, swimming and athletics.

**Initiatives to promote respect and responsibility**

One of the goals at Our Lady of the Nativity Primary School is to be supportive of students, building in being capable of developing respectful behaviour through personal accountability.

In 2016 the promotion of respect and responsibility were important aspects of school life. Students were encouraged and assisted to develop respectful relationships and to accept responsibility for their actions and behaviour. The school had high expectations regarding behaviour and there was a continual emphasis on respecting and caring for people and property.

The importance of developing and maintaining respectful relationships was a core value of our *Student Wellbeing* policy.

**Professional Learning**

In 2016 teacher professional learning included:
- weekly staff meetings
- professional learning days which facilitated learning in literacy - specifically relating to planning, teaching and assessing reading and writing
- first aid training
- analysis of existing units of study across Key Learning Areas to identify and plan for opportunities to integrate writing for a variety of purposes and audiences
- workshops in formulating learning intentions and success criteria
- promoting student engagement and learning through learning intentions and success criteria
- Reading Recovery teacher training
- analysis of NAPLAN data and development of school plans to enhance student learning opportunities
- support for the new History syllabus implemented in 2016
- support for the new Geography syllabus implemented in 2016
- staff formation experiences involving engaging with the Papal Bull, Misericordiae Vultus
- collection and analysis of Early Years Assessment (EYA)
- compliance training
- Extending Mathematical Understanding (EMU) early years intervention teacher training
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For all students to improve their knowledge of God through connecting Scripture and prayer - to be evidenced by assessment growth in Scripture and prayer strands of Religious Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Kindergarten to Year 6 class based assessments both summative and formative as well as Year 4 and Year 6 Religious Literacy Assessment data, on Scripture and prayer informed the creation of this goal and the focus for development.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | The students participated in:  
- reflecting on Scripture by placing themselves into a selected passage to personalise a connection with Christ  
- using the PRAY scaffold to connect with Scripture  
- recording written or oral prayers in response to Scriptural images  
- examining Scripture using a three senses scaffold  
- Scripture and prayer life interviews to access student voice about what they had been learning |
<p>| Status of priority 1 | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>For ninety percent of each class to achieve the expected cluster for the Year/class as measured by Stage outcomes and the NSW Literacy writing continuum, aspects of writing, and for our vulnerable students, in particular our male students, to experience accelerated growth measured by Stage outcomes and the NSW Literacy writing continuum, aspects of writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Teacher assessment and evaluation of student writing in relation to the syllabus expectations, the writing continuum and NAPLAN results confirmed that our male students, in particular, required additional support in planning and composing persuasive, informative, and imaginative texts to improve writing quality.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | The students participated in:  
- independently planning, composing and experimenting with their writing style daily (persuasive, informative, imaginative)  
- identifying the purpose and intended audience for their writing  
- articulating their thinking with peers and the teacher as part of the writing process  
- editing their written work for clarity of ideas, organisation, and conventions, ie omissions and spellings  
- self-assessing their written work using strong examples and criteria |
<p>| Status of priority 2 | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For 90% of students to achieve expected Stage outcomes, as measured by the NSW Syllabus, in multiplication and division with emphasis on developing reasoning skills, and for vulnerable students to experience accelerated growth by the end of 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>Teacher assessment and evaluation of NAPLAN item analysis and Mathematics Assessment Interview (MAI) data indicated student performance was constrained by student difficulties when reasoning to solve multiplication and division problems.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | The students participated in:  
- representing their thinking in concrete, pictorial and symbolic representations (moving from simplistic to formal)  
- understanding and knowing how to evaluate, explain and justify their thinking within the problem solving process  
- applying known problem solving strategies (draw it, visualise, guess and check, work backwards) within familiar and unfamiliar open and rich tasks.  
- checking for accuracy and validating their answers using efficient strategies |
| Status of priority 3 | Achieved |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To deepen student understanding of Scripture, in the context of the three senses as evidenced by improvement in classroom assessment data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>Classroom assessment data has shown students are not making connections to Sacraments and Catholic traditions in Scripture.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | The students will participate in:  
- completing pre-testing on the main Scripture passage for their units of work  
- examining Scripture using the three senses scaffold  
- completing midway testing on the main Scripture passage for their units of work  
- completing post testing on the main Scripture passage for their units of work |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>All students will achieve growth of one cluster as measured by Stage outcomes and the continuum, aspects of writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 2</td>
<td>Teacher assessment and evaluation of student writing in relation to the syllabus expectations; the continuum, aspects of writing, and NAPLAN results confirm that whilst students are showing improvement more work is needed to ensure that all students are achieving the desired growth.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 2 | The students will participate in:  
- daily writing for a variety of purposes and audiences  
- using learning intentions, success criteria, anchor charts, writing continuum, strong and weak samples to enhance writing, and goal setting  
- opportunities to discuss their ideas prior to writing  
- planning for writing in a variety of ways  
- engaging in Information and Communications Technology to meet purpose and audience  
- setting goals - being able to comment on their own progress |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>Every student will grow a minimum of one growth point in the domain of multiplication and division.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>NAPLAN, MAI and class-based data shows students need to develop their knowledge and problem solving skills in multiplication and division.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | The students will participate in:  
- a daily 60 minute numeracy block  
- applying a range of strategies and making use of thinking and organisational tools to solve problems  
- talking using Mathematical language  
- co-constructing the success criteria  
- referring back to learning intentions and success criteria to assess their learning |
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 of students attending Our Lady of the Nativity Primary School felt staff were enthusiastic about teaching and learning. Parents indicated their children were motivated to learn at school and that the teachers were passionate about what they did.

Parent feedback at school events, at parent-teacher interviews, parent surveys and through the parent School Council meetings indicated an agreeable level of satisfaction with the school’s ability to engage their children through the provision of learning activities. Many parents were happy to be involved in supporting school events.

Student satisfaction
The QCS data collected and reported to our parents, students and staff, showed that our students felt they had a very good professional relationship with their classroom teachers, one in which they felt safe and connected with their learning and other classmates. Students were ready to comment about their teachers' care, and that teachers were ready to listen to students and were giving purposeful work assisting students to develop their confidence. Students demonstrated respectful understanding of the different educational abilities of one another and student morale remained high.

Teacher satisfaction
The QCS data collected and reported to our parents, students and staff, showed that our staff survey indicated teachers felt they had applied teaching and learning strategies that were effective. Staff perceived participation in prayer, liturgies and Sacraments at school as an important part of their role. Staff also viewed social justice as important and believed they, themselves, had opportunities to participate in social justice activities within school life. Staff believed the school was focused on quality teaching and had created a learning culture which was of assistance in maximising student learning outcomes.
Student Profile

Enrolment Policy

Our Lady of The Nativity 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>75</td>
<td>89</td>
<td>164</td>
</tr>
<tr>
<td>2015</td>
<td>68</td>
<td>97</td>
<td>165</td>
</tr>
<tr>
<td>2016</td>
<td>41</td>
<td>69</td>
<td>110</td>
</tr>
</tbody>
</table>

Our Lady of the Nativity Primary School experienced a drop in enrolments during 2016 owing to smaller cohorts in Kindergarten and Year 1. Some of our families moved out of the area and the families moving into the area are beyond primary school age.

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>100</td>
</tr>
<tr>
<td>Year 1</td>
<td>82.7</td>
</tr>
<tr>
<td>Year 2</td>
<td>83.3</td>
</tr>
<tr>
<td>Year 3</td>
<td>100</td>
</tr>
<tr>
<td>Year 4</td>
<td>85</td>
</tr>
<tr>
<td>Year 5</td>
<td>76.6</td>
</tr>
<tr>
<td>Year 6</td>
<td>73.2</td>
</tr>
<tr>
<td>School Average</td>
<td>86.1</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>0</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>5</td>
</tr>
<tr>
<td>Indigenous</td>
<td>5</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

There has been no change in 2016 to the school's Student Wellbeing policy.

The policy can be accessed through the school office. It outlines expected approaches to student management and the procedures followed both in the classrooms and playground. Student versions of the expectations are displayed for students on the playgrounds and in the classrooms. The policy contains a comprehensive section on anti-bullying. It clearly states a definition of what constitutes bullying and the school’s role in minimising the risk of bullying behaviours.

The school has policies to detail the procedures required in regard to first aid, the dispensing of medication, sun safe provisions, excursions, asthma management, anaphylaxis, evacuation procedures and critical incidents. These are also available from the school office.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education Diocese of Parramatta, CEDP, Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central

There has not been any change to this policy in 2016.
Section Eleven: Financial Statement

Income

- Commonwealth (66.4%)
- Capital (0%)
- State (21.4%)
- Fees (8.8%)
- Other (3.4%)

Expenditure

- Capital (4.1%)
- Salary (72.6%)
- Non-Salary (23.3%)

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**RECURRENT and CAPITAL INCOME**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$1,573,153</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$508,047</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$207,419</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$80,098</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$2,368,717</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>$95,045</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$1,694,445</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$544,000</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$2,333,490</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.