2017
ANNUAL SCHOOL REPORT

Our Lady of The Way Primary School,
Emu Plains
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Introduction

About the Annual School Report

Our Lady of The Way 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 Our Lady of the Way Primary School, Emu Plains. It represents the collaborative efforts of the children, staff and families of this vibrant faith and learning community.

Education at Our Lady of the Way Primary School is based on developing and nurturing the whole child in the Catholic tradition in order for the students to become lifelong learners who interact positively with others and with the world around them. Our educational belief is founded on enabling all children to discover: how to be; how to think; how to choose; how to learn; how to relate.

We are a Christ-centred Catholic faith and learning community. As Catholics who live by the gospel values of faith, hope and love, we believe integrity is essential in living the values of being a safe and inclusive community: compassionate; respectful; just and fair; responsible and cooperative.

We are a community who looks to Mary, Our Lady of the Way, to guide us on our journey and help us on our way, as we live out these values to be the best people we can be.

We aim to bring to life our school motto: To Act Justly, To Love Tenderly, and To Walk Humbly with our God. (Micah 6:8) This is the philosophy that drives all that we do and the way that we do it. We believe in the love of God and aim to foster the love of one another. We encourage respect of self and others through positive relationships and foster the values, which Jesus lived, such as service, mercy, reconciliation and compassion. We celebrate the value and individuality of each person and hope to develop young people who will go on to make a real difference in our world.

We believe that our purpose and identity flows strongly from within the parish of Our Lady of the Way and consider our work here as being integral to the broader parish and church community.

Parent
Our parent body is active and supportive of the school and parish community. The Parents and Friends Association (P&F) is involved in many aspects of community life and parents are always invited to participate in workshops, fun days and classroom activities such as gross motor and literacy support.

The Parents & Friends Association is a link between the school, staff and families of the school as well as the wider parish community. The goal of the P&F is to enhance the learning experiences of our students by providing fundraising and social activities that engage the broader school community throughout the year. Parents work with the school to address important issues that affect the students and families such as technology upgrades, uniforms, road safety, facilities and community relationships.

Two thousand and seventeen was a very successful year for our school and the P&F. After our fete and the many fundraising activities, the P&F was able to present to the school a cheque for $50,000.

The P&F would like to thank the staff of Our Lady of the Way who are all very passionate about improving not only the learning outcomes of the students, but also shaping the development of the whole child in the tradition of the Catholic faith.

We look forward to 2018 when the P&F will once again work in partnership with the children, staff and broader parish community to organise social and fundraising events, as well as contributing to key decisions that affect the children.

Student
Our Year 6 student leaders played a significant role across all areas of the life of our school as did the Student Representative Council made up of students from Years 1 to 6. In 2017 an emphasis was placed on all students being given voice and provided with opportunities to share their gifts and interests with others for the good of our school community.
Along with our Year 6 school captains, student representative leaders and sports leaders, our Year 6 students elected to join the Outreach, Civic and Technology portfolios.

Another important role fulfilled by the Year 6 students was to mentor the Year 5 students in order to prepare them for their leadership responsibilities in the coming school year.

A highlight of 2017 was the number of students from across all grades that displayed leadership in terms of social justice, fundraising and awareness raising. The student body has been very active in this regard.

The students would like to thank the Parents and Friends Association and all parents who helped at different times throughout the year. They would also like to thank the teachers and staff for all that they have done to help them. The students particularly liked to mention the School Fete held in term 4 and the school performance of the musical *A Swinging Summertime* in term 3.

The students take great pride in their school and have worked together to make it a happy and safe place to learn and grow.
Who we are

History of the school

Our Lady of the Way Primary School was established under the guidance of Fr Kevin Hannan, the first parish priest, and a highly motivated and faithful group of parish pioneers. The school began in 1979 with the first lessons being held in 'The Cottage'. The school had a total of 52 children in two classes - Kindergarten and Year 1.

By 1983 the school population had grown to 223 with nine classes, some students being housed in demountable buildings. In October of 1982 a new primary block, comprising eight classrooms, was officially opened and blessed by Bishop Bede Heather, and in 1985 four additional Infants classrooms were added.

In 2007, ten of the classrooms were refurbished to provide considerably expanded and modern learning spaces. During 2009–10, a further two learning spaces were built and the Kindergarten classrooms were completely refurbished.

In 2015, the school applied for a state government building grant for the upgrade of the school grounds and facilities. This was approved in 2016. Major building works were completed in 2017 with the building of a new administration block on the old Cottage Playground fronting Troy Street, demolition of the existing administration block and laying of artificial turf, erection of covered walkways throughout the school and major landscaping including the building of brick garden boxes and the covering of the senior stairwell. A large Covered Outdoor Learning Area (COLA) was built over the main playground.

Through the commitment and determination of families, staff and parishioners, our school has gone from strength to strength. A strong tradition of providing a high quality Catholic primary school education has been established and maintained. In 2017 we celebrated our 38th anniversary of Catholic education and we strive to continue to build upon existing customs and traditions.

Location/drawing area

Located in Emu Plains, Our Lady of the Way Primary School serves the parish of Our Lady of the Way and enrols students from Emu Plains, Leonay and Emu Heights. We also enrol students from surrounding areas whose families have chosen to become part of the Our Lady of the Way parish community.

Nestled at the foot of the Blue Mountains, just on the western side of the Nepean River, we enjoy a very beautiful, safe and peaceful setting. Penrith Valley offers many outstanding sporting and educational facilities, such as Penrith Lakes and Penrith Regional Gallery. We are also close enough to the city and the mountains to be able to access all the facilities and opportunities they have to offer.

As the population of the Nepean/Lower Mountains region continues to grow and expand, we can look towards a very encouraging future where Catholic education can evangelise and continue to spread the Word of Christ.
## 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>6</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>32</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>30</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>2</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>9</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>93</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>97</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Our Beginning School Mass, Easter prayer, Fathers and Mother Day prayers, Our Lady Help of Christian (School Feast Day) Mass, parish family masses, Grandparents Day Mass, Christmas Concert, End of Year Thanksgiving Mass and Year 6 Graduation Mass were just some of the liturgical highlights of 2017. The involvement and inclusion of families and friends were the things that made this community so rich in terms of its liturgical life.

Our Christmas Concert allowed our faith and learning community to celebrate the birth of Jesus around the world. This was a powerful and joyous experience for us all.

Prayers were an integral part of daily life at Our Lady of the Way School including saying ‘The Angelus’ at 12 noon each day. Prayer was also a focus at gatherings of staff and parents. Both formal and informal prayer opportunities occurred, with an emphasis on sharing and proclaiming the Catholic faith through Scripture. A high level of student and parent involvement was encouraged.

We worked closely with the parish and families to ensure that children were well prepared for the Sacraments of Reconciliation, First Eucharist and Confirmation, which took place throughout the year. As a whole school we celebrated together as children received the Sacraments of Initiation.

Social Justice

We placed a strong emphasis on social justice experiences. They were learning experiences that deepened the children’s knowledge and understanding of social justice.

Project Compassion, the Winter Food Appeal for the Penrith Community Kitchen and making up hampers for the Vinnies Christmas Appeal are some of the practical ways our school community displayed a sense of social justice and care for those in greatest need within our local and worldwide community. We also had close ties with the local chapter of the St Vincent de Paul Society and Mama Lana’s Community Foundation.

We strongly believe that social justice begins at home as we strive to: Act Justly, Love Tenderly and Walk Humbly with our God. In this way we are conscious of social justice being ever present in the way we do things within our own community in order to model this concept for the children and to engage them in it.

A concerted effort was made to reach out and care for families and children within our own school who were in the greatest need of support and compassion.

School home and parish partnerships

The presence of staff on the Parish Pastoral Council ensured that strong links existed between the school and parish. School liturgies and events were an integral part of the life of the wider parish community. Parishioners were always welcomed and invited to participate in school celebrations. Combined efforts were common in 2017 where expertise and skills were shared for the good of all such as special masses, the parish-based Sacramental program, Trivia night, Fete and working bees.

Also indicative of the positive relationship that existed between the school and the wider parish community are the sharing of facilities and resources such as the parish hall and canteen, school resources and equipment, the 'Cottage Playgroup' and the parish's support of school families in need.

Parents supported the children and the overall wellbeing of this faith and learning community by:

- participating in the liturgical and prayer life of the school
- attending parent, teacher and student conferences and personal planning meetings
- assisting in the classroom with activities such as reading and Making Up Lost Time in Literacy (MULTILIT)
helping in the library
- running the uniform shop and book club
- attending excursions
- being part of the Parents and Friends Association
- attending the Parent Representative Council meetings
- assisting with fundraising and catering for special community celebrations and events
- supporting social justice work
- attending working bees
- transporting, managing and coaching sporting teams
- attending social events such as the trivia night and school discos.

Religious Education

The *Sharing Our Story* Religious Education program was implemented in all classes. The program itself was modified to meet the particular learning needs of the children and was linked closely to the liturgical seasons and special celebrations relevant to this faith community.

Mary Help of Christians was the feast day we celebrated in honour of Our Lady. All classes completed 'Lent', 'Easter', 'Mission', 'Advent' and 'Christmas' units in line with the church year. Other units studied in each Stage of the school, focused on the following general learning themes:

Stage 1: Learning about who is God; who is Jesus; and stories about Jesus

Stage 2: Learning about the Sacraments; the mass; and the Bible as a special book

Stage 3: Learning about servant leadership; how to be a steward of creation; faith communities; and stories of the early church.

For classes where children are involved in the parish-based Sacramental program, the *Sharing Our Story* program complements the work being done within parish groups. As a school community we supported these programs in every way possible and celebrated with these children and families as they continued their faith journey.

Professional Learning of staff in Religious Education

In 2017, the professional development in Religious Education included building the capacity of staff to teach Scripture using the three senses: literal; spiritual and application. Professional Learning meetings, Leadership Team workshops and our Formation Day were all key opportunities for professional learning in this area.

The Leadership Team also spent time with leadership teams from the Nepean area reflecting on the book ‘*Will Catholic Schools be Catholic in 2030?*’.
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 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>Year 3</th>
<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>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98</td>
<td>94</td>
<td>73</td>
</tr>
<tr>
<td>Literacy</td>
<td>98</td>
<td>95</td>
<td>78</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>95</td>
<td>71</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
<td>69</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
<td>96</td>
<td>64</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<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>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>95</td>
<td>92</td>
<td>62</td>
</tr>
<tr>
<td>Literacy</td>
<td>98</td>
<td>93</td>
<td>73</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>94</td>
<td>75</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>92</td>
<td>56</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>94</td>
<td>67</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
<td>95</td>
<td>64</td>
</tr>
</tbody>
</table>

Our Year 3 and Year 5 students are to be congratulated for their wonderful efforts with NAPLAN testing held in May 2017. There were some excellent results in both grades and, as a staff, we were delighted with the results and growth.

Our Lady of The Way Primary School, Emu Plains
Our school averages in both Year 3 and Year 5 were above the national average in all areas and also above or the same as the Diocesan average.

A special mention should be made of the Year 3 writing results, which were outstanding. The school had 37 out of 48 students in the top two bands. Although each year’s results are dependent on the cohort of students, the general trend for our school is on the increase.

School curriculum

Additional teaching and learning programs provided for the students in 2017 included:
- early literacy learning support
- Reading Recovery program in Year 1
- Extending Mathematical Understanding (EMU) programs in Year 1 and Years 4 and 5
- Targeted Learning program
- collaborative planning and cooperative teaching
- Project Based Learning (PBL) in Stage 3
- Year 5 Leadership Development program
- Year 4 Community and Road Education Safety (CARES) bicycle safety

Other experiences which supported teaching and learning included:
- Creative Arts Musical
- grade excursions and incursions
- AFL and NRL program
- Gymnastic and Skipping program
- Swimming program for Kindergarten to Year 4
- Music program for guitar, violin, cello and double bass
- Keyboard program
- Speech and Occupational Therapy program run by Skills For Kids
- MultiLit program
- Japanese lessons Kindergarten to Year 6 (K-6)
- Voice of Youth speeches K-6

A Kindergarten Orientation program ran throughout term 4 to make the transition to school a successful one for the children and their parents. This involved an information morning and visit to Kindergarten with their new classmates for the following year. Information sessions for parents were run concurrently with the children's time in the classrooms. Additional small group visits were held, ensuring that the new Kindergarten group would enjoy a very settled start to their formal years of schooling.

Processes were implemented for the transition of children with special needs either into Kindergarten or onto secondary school. Individual planning meetings were held for Year 6 children where necessary. Some participated in the Step-up to High School program and teachers worked with the secondary schools who ran their own orientation programs for Year 7 students, including information sessions held at Our Lady of the Way Primary School.

Initiatives to promote respect and responsibility

In collaboration with children, staff and parents, key values have been identified and a school Values Statement and supporting documentation developed and implemented. This was achieved largely through our significant work in the area of Choice Theory and Reality Therapy. These values were again the focus of our whole school program in 2017. Our focus has been on developing principles and practices of mutual respect and personal responsibility.

Our whole-school Behaviour Agreement was the key reference for guiding and supporting the children with their behaviour.
To be the best person I can be, I agree to:
- include and accept everyone
- be respectful
- be honest and fair
- be responsible for my behaviour
- make safe choices'

Our Quality Behaviour and Student Wellbeing policy and practices were based on developing mutual respect and taking personal responsibility for our choices and behaviour.

**Professional Learning**

Our professional learning in 2017 was centred around our school goals and action plans related to:
- writing
- multiplicative thinking
- religious formation

Staff Development Days and the majority of Professional Learning meetings were devoted to the collaborative achievement of improvements in the children’s learning in these three areas.

In order to achieve our professional learning goals we also worked in collaboration with neighbouring Catholic primary schools and teacher educators from the Catholic Education, Diocese of Parramatta (CEDP)

Staff engaged in a wide range of other related professional learning programs and courses including: CEDP Leadership program; EMU Specialist training; a Quality Behaviour/Choice Theory workshop; Targeted Learning program; Personalised Plans; Project-Based Learning and teaching pedagogies.

A number of staff also undertook independent self-directed learning, additional tertiary study and/or online courses during 2017.
### Annual School Priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>That every student would show a deeper understanding of Scripture as evidenced in Religious Literacy Assessment (RLA) results and classroom-based assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>After consultation, staff requested further professional development in deepening their understanding of Scripture in order to lead the students authentically to make personal connections to our Catholic faith tradition and respond in words and actions.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | These included:  
- engaging with texts at the literal, spiritual and application levels  
- making connections with Christ, Sacraments, church teachings and Catholic life through Scripture and applying these in their interactions with others  
- using the bible and understanding bible references  
- unpacking the language of Scripture by engaging with the Scripture word wall  
- a Scripture kit to share with families  
- making a personal response to the Scripture passage - applying the message to their daily life |
| **Status of priority 1** | To be developed further in 2018 |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That every student would improve as a writer as evidenced through pre and post testing and Year 3 and Year 5 NAPLAN results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 2</strong></td>
<td>This priority was based on NAPLAN results, pre and post testing results as well as teachers within our Professional Learning Community (PLC) expressing their need to deepen their learning and teaching practices around vocabulary, spelling, grammar and punctuation.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 2** | These included students:  
- revisiting the writing continuum to refine their writing  
- developing their understanding of the writing process: stimulus, generating ideas, discussion, planning, using rich texts (mentor texts) constructing, proofing/editing, sharing, refining  
- discussing and relating to learning intentions  
- co-constructing success criteria showing strategies for writing - process of writing, focusing on purpose, audience, vocabulary, spelling, grammar and punctuation |
<p>| <strong>Status of priority 2</strong> | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>That every student would advance a minimum of one growth point in multiplication and division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>Data showed that children in Kindergarten to Year 6 (K-6) were ‘stuck’ on growth point 2 in which all objects are perceived in multiplicative and sharing situations. Children were challenged in being able to generalise their mental computation thinking across multiple Mathematical contexts.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | Steps included students:  
- setting mathematical goals that reflected their growth point profile and growth mindset behaviours  
- working with their peers to explain and justify the strategic use of equipment and mental strategies  
- selecting appropriate equipment to assist in their problem solving  
- selecting the most appropriate approach to problem solving and/or investigation  
- using varied and appropriate equipment leading to partial models |
| Status of priority 3 | To be developed further in 2018 |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Every student will show a deeper understanding of the three senses of Scripture, with a more specific focus on the spiritual sense.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>After reviewing our professional learning from 2017, staff felt that a deeper understanding of the spiritual sense of Scripture was required to further support the learning in the classroom.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | These will include students:  
- articulating their understanding of Scripture with a particular focus on the spiritual sense: Catholic teaching; Catholic values and Sacraments  
- using learning intentions and success criteria (based on the senses); descriptive feedback; peer and self-assessment, for individual goal setting specific to the spiritual sense  
- demonstrating their learning of the three senses through formal and informal work samples |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>Every student will improve their use of purposeful talk, active listening and interaction to develop their writing skills further.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>Having reviewed and evaluated our learning through our PLC (Twilight) and staff feedback we identified the need to continue to focus on and further develop our writing in particular connecting it to oral language. Through ongoing assessment of student writing, student work samples, tracking, (clusters/progessions) constructive feedback/ feed-forward; staff felt the need to build on our previous writing goal, highlighting the role of oral language to develop student writing.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 2** | Students will continue to engage in daily purposeful talk and active listening in order to gain more clarity with their reading and writing to expand their vocabulary.  
- As part of students’ literacy goals, each student will devise a goal specifically related to speaking and listening.  
- Students will communicate with peers and known adults through informal and formal conversations including the Our Lady of The Way Primary School K-6 speeches. |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>Every student will show evidence of using efficient reasoning and critical thinking strategies when solving multiplication and division problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 3</strong></td>
<td>Mathematics Assessment Interview (MAI) data, grade wall data and anecdotal data from the Numeracy block (K-6) have informed us that students are reliant on inefficient and irrelevant strategies in multiplication and division. Children are challenged in being able to generalise their mental computation thinking across multiple Mathematical contexts (the whole numeracy block, connections within the block and outside the Key Learning Area).</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 3** | Students will:  
- apply a variety of multiplicative strategies appropriately and reflect on these  
- select the most appropriate approach to problem solving and/or investigation  
- use varied and appropriate equipment leading to partial models  
- use scaffolds of multiplicative strategies when problem solving  
- set mathematical goals that reflect their growth point profile and growth mindset behaviours |
Community Satisfaction

Parent satisfaction

The Quality Catholic Schools Survey data collected in 2017 showed parents felt the school had a significant focus on improvement. The school was receptive and understanding of the views of parents. However, parents would like more opportunities to be part of the school decision-making process. Parents felt there were lots of extra-curricular opportunities for students and the school was very pastoral.

Student satisfaction

The Quality Catholic Schools Survey data collected in 2017 showed that our students felt emotionally attached to the school and experienced feelings of enthusiasm and pride. They related well to their teachers and felt that learning was stimulating and met their learning needs. Although the students lacked confidence in their abilities, they had positive relationships with their peers. They felt safe at school.

Teacher satisfaction

The Quality Catholic Schools Survey data collected showed that teachers were very dedicated and would do anything for their students, often to the detriment of the teachers' own well-being. The staff worked very well together and enjoyed working through issues as a team. However, they would like more opportunities to be involved in the decision-making processes. Teachers provided feedback to one another, challenged one another and helped one another learn. The staff felt working in a Catholic school was important to them and that the school was compassionate and caring.
Student Profile

Enrolment Policy

Our Lady of The Way 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>176</td>
<td>174</td>
<td>350</td>
</tr>
<tr>
<td>2016</td>
<td>184</td>
<td>162</td>
<td>346</td>
</tr>
<tr>
<td>2017</td>
<td>198</td>
<td>166</td>
<td>364</td>
</tr>
</tbody>
</table>

Student attendance rates

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

| Kindergarten | 95 |
| Year 1       | 95 |
| Year 2       | 94 |
| Year 3       | 94 |
| Year 4       | 93 |
| Year 5       | 94 |
| Year 6       | 93 |
| School Average | 94 |

Characteristics of the student body

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

| Language background other than English (LBOTE) | 3 |
| Students with disabilities (SWD)              | 23 |
| Indigenous                                    | 8 |

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

Student management policies and procedures are in place to help ensure the safety and wellbeing of all children, staff and parents. The emphasis is on the development of the children's ability to make safe and positive choices and to take responsibility for their own actions. They are supported in this by the presence of clear expectations and the consistent monitoring of these expectations by all staff.

Parents can access our Quality Behaviour and Student Wellbeing and our Bullying and Cyberbullying policies on the school website or from the school office. Aspects of our policies and procedures are also highlighted in the school newsletters throughout the year.

A great deal of importance is placed on open communication between home and school so that any issues which arise, can be dealt with quickly and effectively before major problems occur. As a result of this overall positive and constructive approach, the behaviour of the students is generally exemplary. Children care for each other and show their genuine happiness for, and interest in, the welfare and achievements of their classmates.

At Our Lady of the Way Primary School everyone is valued. We are all different but that is what makes us unique and special. Everyone has a right to be themselves and to be safe and happy at all times. We have the responsibility to treat others, as we would have others treat us.

At Our Lady of the Way Primary School we have zero tolerance towards any bullying behaviours. Silence allows people to suffer. If any members of our community see bullying they must report it immediately.

There have been no changes to the policy 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 Complaints and Grievances policy is available from the school website, school office and is also available on the CEDP website.

There have been no changes to the policy in 2017.
Section Eleven: Financial Statement

![Income and Expenditure Pie Charts]

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>Capital Expenditure ⁴</td>
</tr>
<tr>
<td></td>
<td>$1,184,391</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>Salaries and Related Expenses ⁷</td>
</tr>
<tr>
<td></td>
<td>$3,391,666</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>Non-Salary Expenses ⁴</td>
</tr>
<tr>
<td></td>
<td>$995,647</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>Total Expenditure</td>
</tr>
<tr>
<td></td>
<td>$5,571,704</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$241,106</td>
</tr>
<tr>
<td>Total Income</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$4,975,397</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.