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 2016 and gives information about the 2017 priorities.

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

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

Principal

I am proud to present to you the 2016 Annual School Report for Our Lady of the Way Primary School, Emu Plains. It represents the collaborative efforts of the children, staff and families of the 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 work around them. Our educational belief is founded on enabling all children to learn: 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. This is the philosophy that drives all that we do and the way 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 and 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. They 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.

This year was another very successful year for our school and the P&F. Events held included a welcoming pizza and bush dance, Mothers and Fathers Day stalls, Dance-a-thon, Trivia night, Gingerbread House night, hot cross buns just to name a few.

The Parent and Friends Association would like to express their thanks to the staff of Our Lady of the Way Primary School 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 2017 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 contribute to key decisions, which affect the children.

Student

Our Year 6 student leaders play a significant role across all areas of the life of our school. An emphasis is placed on all students being given opportunities to share their gifts and interests with others in the community.
Our Year 6 leaders joined the following portfolios: Social Justice; Pastoral Care; Civic and Citizenship; Sports and Technology. Two students from Years 1 to 5 were elected to the Student Representative Council with an emphasis on giving voice to student ideas and opinions.

Another important role fulfilled by the Year 6 students was to mentor the Year 5 students towards the end of the year in order to prepare them for their leadership responsibilities in the 2016 school year.

A highlight of 2016 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 Dance-a-thon that was not only great fun, but which also raised over $16,000 towards the installation of a new Covered Outside Learning Area (COLA).

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 Emu Plains 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.

A major refurbishment of the student toilet facilities was undertaken in 2012-2013, along with a ‘breezeway’, which connected each side of the school.

In 2015, the school applied for a state government building grant for the development of a new administration and staff room with frontage on Troy Street. This was approved at the beginning of 2016. In term 4 the building project began in earnest with the construction of the new administration block on the old Cottage Playground completed by the last day of school. The old buildings were due to be demolished in January 2017.

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 2016 we celebrated our 37th Anniversary of Catholic education and we strive to continue to build upon these 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 enrolls 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>26</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>24</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>8</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>93.86</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>91</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 Christians (School Feast Day) Mass, parish family masses, Grandparents Day Mass, Christmas Celebration, End of Year Thanksgiving Mass and Year 6 Graduation Mass were just some of the liturgical highlights of 2016. The involvement and inclusion of families and friends are the things that make this community so rich in terms of its liturgical life.

Our Easter prayer celebration allowed our faith and learning community to journey through Jesus' life, His death and His resurrection. These were powerful and moving experiences for us all.

Our Christmas Celebration involved all-day workshops with the students, culminating in a beautiful presentation of the Christmas story for their parents.

Prayers were an integral part of daily life at Our Lady of the Way Primary 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 Sacrament of Initiation.

Social Justice

We placed a strong emphasis on social justice experiences. They are learning experiences not just fundraising as they deepen the children's knowledge and understanding of social justice.

Project Compassion, Diocesan Works Fund, the Winter Food Appeal for the Penrith Community Kitchen and making up hampers for the Vinnies Christmas Appeal were some of the practical ways our school community displayed a sense of social justice and cared 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.

Strong interaction with, and support of, Caritas Australia was a highlight of 2016, including guest speakers who helped to deepen the children's knowledge and understanding of the needs in our world.

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 2016 where expertise and skills were shared for the good of all, such as special masses, the parish-based Sacramental program, Trivia Night, Mothers Day High Tea, parish grounds team and working bees.

Also indicative of the positive relationship that existed between the school and the wider parish community was 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. 
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 interviews, student led 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 (PRC) meetings
- assisting with fundraising and catering for special community celebrations and events
- supporting social justice activities
- 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 is the feast day we celebrate 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 were involved in the parish based Sacramental program, the Sharing Our Story program complemented the work being done within the 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 2016, the professional development undertaken by staff in the area of Religious Education included building the capacity of teachers to unpack the Scriptures and come to a deeper understanding of them. Professional learning meetings, leadership meetings, staff briefings, staff prayer and our Formation Day were all key opportunities for professional learning in this area.

The leadership team also spent time each term with other leadership teams from the Nepean area to reflect 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 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

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

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td>Literacy</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td>Reading</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
<td>96</td>
</tr>
</tbody>
</table>

<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 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>89</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
<td>95</td>
</tr>
</tbody>
</table>

Our Year 3 and Year 5 students are to be congratulated for their wonderful efforts with the NAPLAN testing held in May 2016. There were some excellent results in both grades and the staff were delighted with the results and growth, particularly in Year 5. The staff examined the results in detail which helped guide the school’s professional learning. Parents were encouraged to read
through the report and speak to their child’s teacher if they had any questions about the NAPLAN results.

**School curriculum**

Additional teaching and learning programs provided for the children in 2016 included:

- early literacy learning support
- Reading Recovery program in Year 1
- Reading Recovery monitoring in Years 2 and 3
- Extending Mathematical Understanding (EMU) programs in Year 1, Year 4 and Year 5
- Targeted Learning program (third wave reading)
- collaborative planning and cooperative teaching
- Year 5 Leadership Development program
- Year 4 Community and Road Education Safety (CARES) Bicycle Safety program
- Year 4 Friends for Life - social skills and resilience building program

Other experiences which supported teaching and learning included the:

- CAPTIVATE choir
- grade excursion and incursions
- Dance Fever and Gymnastics
- Sporting Skills 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 Our Lady of the Way speech presentation for all students

A Kindergarten Orientation program was run 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 Kindergarten 2017 group would enjoy a very settled start to their formal years of schooling.

Processes were implemented for the transition of children with diverse learning needs either into Kindergarten or onto secondary school. Personalised planning meetings were held for Year 6 children where necessary. Some participated in step-up to high school programs and teachers worked with secondary schools who ran their own orientation programs for Year 7 students, including information session 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 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 2016. Our focus has been on developing principles and practices of mutual respect and personal responsibility.

Our whole-school Behaviour Agreement is the key reference for guiding and supporting the children with their behaviour.

“*To be the best person I can be, I agree to:*

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**Our Lady of The Way Primary School, Emu Plains**
- 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 are based on developing mutual respect and taking personal responsibility for our choices and behaviour.

**Professional Learning**

Our professional learning in 2016 was centred around our school goals and action plan English - writing; Numeracy - place value and Religious Education and formation - Scripture.

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. The majority of our time was spent on professional learning in the area of numeracy.

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 such as:
- Extending Mathematical Understanding (EMU) specialist
- Reading Recovery specialist training
- numeracy and literacy block workshops
- quality behaviour/Choice Theory intensive workshop
- annual Cardiopulmonary Resuscitation (CPR) training
- Targeted Learning program training
- personalised plans
- assessment
- learning technologies
- project based learning workshop
- teaching pedagogies

A number of staff also undertook independent self-directed learning, additional tertiary study and/or online courses during 2016.
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For all students to advance a minimum of one Mathematics Assessment Interview (MAI) growth point in place value by showing they could read, write, order and interpret numbers using efficient mental computation strategies in multiple contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Based on MAI, grade and anecdotal data, students were reliant on inefficient and irrelevant strategies for the Mathematics context. Students were unable to articulate and name the strategies that they were using.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | Students have  
- worked with their peers to explain and justify the mental strategies they have used  
- applied a variety of mental strategies appropriately and reflected on these  
- selected the most appropriate approach to problem solving and/or investigations  
- used varied and appropriate equipment leading to partial modelling  
- used scaffolds of mental strategies when problem solving  
- set mathematical goals that reflected their growth point profile |
<p>| Status of priority 1 | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>For all children to show a deeper relationship with God and a stronger connection to Scripture and our Catholic faith tradition as evidenced by their authentic use of Catholic faith concepts in words and actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Based on Religious Literacy Assessment (RLA) data, students needed to improve in the areas of Scripture and church. The goal was to capture students’ use of Catholic faith concepts through ongoing formative assessments.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | These included:  
- Students were given warm up activities at the start of each Religion lesson with pre and post tests of Scripture to demonstrate understanding.  
- They were also given a variety of materials to express their faith, knowledge and understanding of the Scriptures.  
- Teachers created pathways that supported student learning for an extended RLA task.  
- Student work samples were sent home each term so parents could engage in conversations with their children about their learning in religion. |
| Status of priority 2 | Achieved |
| Priority 3          | For all students to develop as a writer, demonstrating and making continuous proximal learning growth, moving a minimum of two clusters for students in Kindergarten to Year 2 (K-2) and one cluster for students in Years 3 to 6 |
| Reason for priority 3 | Based on NAPLAN results, pre and post testing, students needed to develop their understanding of the writing process and ways in which they could improve the quality of their writing further. |
| Steps taken to achieve priority 3 | Students have:  
- engaged daily in writing tasks - modelled, independent and guided with a specific focus on purpose and audience  
- considered the different types of texts, imaginative, persuasive and informative  
- revisited the writing continuum as a reference tool to assist with refining their writing  
- discussed and related learning intentions and constructed success criteria |
| Status of priority 3 | Achieved |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>All students will show a deeper understanding of Scripture as evidenced in RLA results and classroom based assessment, by engaging with Scriptural texts on the line (literal), between the line (spiritual) and beyond the line (application - lived response).</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 to be taken to achieve Priority 1** | Students will  
- use the three levels of Scripture interpretation: literal; spiritual; application and understanding (ongoing)  
- make connections with Christ, Sacraments, church teachings and Catholic life through Scripture and applying these in their interactions with others  
- use the Bible, understanding references and unpacking the language of Scripture  
- take home Scripture kits to share with families  
- make personal responses to Scripture  
- take part in an advocacy projects within the local community |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>For all students to improve as writers as evidenced through pre and post testing and Year 3 and Year 5 NAPLAN results, by focusing on vocabulary, spelling, grammar and punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>Students need to continue to develop their understanding of the writing process and focus on using effective strategies within vocabulary, spelling, grammar and punctuation to improve the quality of their writing further. This is 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 within writing.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 2** | Students will:  
- engage in daily writing tasks: modelled, independent, and guided writing with a specific focus on purpose, audience, vocabulary, spelling, grammar and punctuation in imaginative, persuasive and informative texts  
- revisit the classroom writing continuum as a reference tool to assist with and refine their writing  
- discuss and relate to learning intentions and co-construct success criteria showing strategies for writing  
- review and evaluate their writing and that of their peers |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all students to advance a minimum of one growth point in multiplication and division by strategically manipulating equipment and by using efficient mental computation strategies across multiple contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>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. Data also shows that children K-6 are ‘stuck’ on growth point 2 in which all objects are perceived in multiplicative and sharing situations. Children are challenged in being able to generalise their mental computation thinking across multiple mathematical contexts.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | Students will:  
- set Mathematical goals that reflect their growth point profile and growth mindset behaviours  
- engage daily in a 60 minute numeracy block and work towards their potential  
- work with their peers to explain and justify the strategic use of equipment and mental strategies  
- select appropriate equipment to assist in their problem solving  
- select the most appropriate approach to problem solving and/or investigation  
- reflect upon feedback and use insights in future learning opportunities |
Community Satisfaction

Parent satisfaction

During 2016, the Catholic Education Office 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 showed that our parents felt the school was focused on improvement. The school was receptive and understanding of the views of parents. Parents felt there were lots of extra-curricular opportunities and the school was very pastoral.

Student satisfaction

The QCS data collected and showed that our students felt emotionally attached to the school and experienced emotions such as 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 QCS data collected showed that the staff were very dedicated and would do anything that was needed to improve the outcomes of every student. The staff worked very well together and enjoyed working through issues as a team. They 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 worked at social justice issues.
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>2014</td>
<td>198</td>
<td>166</td>
<td>364</td>
</tr>
<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>
</tbody>
</table>

Our Lady of the Way Primary School is well regarded within the local community. This community satisfaction with the school is indicated by the increase in enrolment numbers over the past few years.

Student attendance rates

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

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>95</td>
</tr>
<tr>
<td>Year 2</td>
<td>95</td>
</tr>
<tr>
<td>Year 3</td>
<td>94</td>
</tr>
<tr>
<td>Year 4</td>
<td>94</td>
</tr>
<tr>
<td>Year 5</td>
<td>94</td>
</tr>
<tr>
<td>Year 6</td>
<td>94</td>
</tr>
<tr>
<td>School Average</td>
<td>94</td>
</tr>
</tbody>
</table>

Characteristics of the student body

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>60</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>30</td>
</tr>
<tr>
<td>Indigenous</td>
<td>11</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 were no major changes to our student management policies and procedures during 2016. 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 policy on the school website at http://www.owemuplains.catholic.edu.au or through the school office. Aspects of our policy 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 do 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 other 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 member of our community sees bullying they must report it immediately.

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 2016.
Section Eleven: Financial Statement

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<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants(^1)</td>
<td>$3,019,804</td>
</tr>
<tr>
<td>Government Capital Grants (^2)</td>
<td>$259,112</td>
</tr>
<tr>
<td>State Recurrent Grants (^3)</td>
<td>$926,283</td>
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<tr>
<td>Fees and Private Income (^4)</td>
<td>$664,588</td>
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<tr>
<td>Other Capital Income (^5)</td>
<td>$341,808</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$5,211,595</strong></td>
</tr>
<tr>
<td><strong>Capital Expenditure</strong> (^6)</td>
<td><strong>$1,177,148</strong></td>
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<tr>
<td>Salaries and Related Expenses (^7)</td>
<td><strong>$3,424,244</strong></td>
</tr>
<tr>
<td>Non-Salary Expenses (^8)</td>
<td><strong>$1,052,071</strong></td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$5,653,463</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.