St Anthony's Primary School, Girraween
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Introduction

About the Annual School Report

St Anthony's 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 St Anthony's Primary School, Girraween.

Our school provides Christ-centred education for all our students. This education develops the spiritual, academic, emotional, social and physical potential of all our children. Our philosophy is best described through the following beliefs.

We believe students learn best when:

- They are in an environment that nurtures the formation of gospel values throughout the school community and where each individual is affirmed as unique.
- They are immersed in learning that is meaningful, dynamic and challenges each individual in a just and secure environment.
- They are immersed in a learning culture that encourages inquiry, risk taking and embraces the opportunity to explore the ever changing world in a supportive environment.
- They interact and work collaboratively and are encouraged to communicate ideas, clarify their understanding and reflect on their learning.
- They are working within their zone of proximal development and their daily individual data is being used to provide them with feedback and plan their next step for learning.

Our motto, *Word and Deed*, centres us on the needs of the whole child - what we do and what we say, with the realisation that we only achieve our potential when we allow ourselves to be loved by God and the community that surrounds us.

Our school values our partnership with families in continuing to shape a safe, challenging, and nurturing school that is full of life, energy, and productivity. Through modelling openness, understanding, acceptance, sensitivity and forgiveness, we hope to inspire the students to become vibrant members of our diverse, multicultural society.

Parent

The St Anthony's Primary School Community Group (SCG) is a parent body made up of dedicated parents whose desire is that all children and families can come together as a community for the good of the school. This may include fundraising for children's resources and school resources but also the provision of pastoral care for families and social functions.

The SCG met regularly each term throughout 2016. Many events were organised to help build positive relationships and to reach our goals and foster a welcoming and inclusive environment.

The annual St Anthony's Spring Fair, held in September, demonstrated a great sense of community, family and fun. Over many decades, the St Anthony's Spring Fair has been a well known event in the local area and is a great opportunity for building relationships with the wider community. This year saw the 50th anniversary Spring Fair which was a significant community event.

The SCG promoted celebrations for Shrove Tuesday, Easter, Mothers Day, Fathers Day, Grandparents Day and the annual Christmas breakfast. They also supported the wonderful work of our dedicated teachers by providing them with a special celebration on International Teachers Day.

In 2016, the SCG provided a welcoming dinner for Kindergarten and new families as well as coffee and chat mornings after the Monday assembly to greet parents, grandparents and friends of St Anthony's Primary School.

The children were entertained throughout the year with discos, mufti days, raffles and other
seasonal celebrations. Groups of parents assisted with sporting carnivals and fundraising events, Mothers Day and Fathers Day stalls. Parent volunteers also facilitated student banking as a service for the students.

**Student**

All students at St Anthony's Primary School are encouraged to contribute positively to the life of the school and engage in activities that promote the development of the whole student and their enjoyment of school life.

In Year 6, students had the opportunity to apply for, and be elected to, student leadership positions. Leaders received a 'School Leader' badge and made a commitment to serve the school community with pride and integrity. All Year 6 students had the opportunity to participate in a team that had different areas of responsibility - media, hospitality, environment, religious, library.

The students participated in a Kindergarten to Year 6 (K-6) Peer Support program to help them build positive, healthy relationships with others. The program delivered a strong anti-bullying message, equipping students with strategies for dealing with conflict and issues that arise in human relationships.

In each grade, an excursion was organised that supported the learning taking place in the classroom. Year 6 students attended an overnight excursion to Canberra and Year 5 students attended a targeted leadership activity at Vision Valley. Students also enjoyed many incursions throughout the year such as Musica Viva, Life Education, a play about the life of Mary Mackillop and various sporting clinics.

At St Anthony's Primary School the students had many opportunities to participate and represent the school in a range of sporting activities, especially through diocesan sports and gala days. These included swimming, cross country, athletics, soccer, netball, rugby league and cricket.

All students participated in the Dance Fever program in term 2. Kindergarten to Year 2 (K-2) performed a school-based concert for their families, while Years 3 to 6 competed in the Inter-schools Dance Challenge with other schools at Homebush.

Children had opportunities to participate in extra-curricular lunch-time activities such as Mini Vinnies, choir, band and games club.
Who we are

History of the school

The first Catholic school in Toongabbie, known as St Enda’s, was opened in January 1950 by the Sisters of Mercy who travelled daily from Parramatta. At that time, the school served part of the then larger parish of Wentworthville. The first classes were taught in the original church in Aurelia St, Toongabbie, which is now the parish hall.

The Parish of Toongabbie was established in 1951 and named in honour of St Anthony of Padua.

To accommodate the growing school, the present site was acquired on Targo Road, Girraween. The school relocated from the parish hall to the Targo Road site in 1956.

The first lay principal was appointed to the school in 1981. Although the Sisters of Mercy no longer work at the school, the staff remain committed to continuing the Mercy tradition and story, and the school works to continue to engage the sisters in the life of the school.

Major capital works were undertaken in 1997, and again in 2010 to provide St Anthony's Primary School with contemporary learning and teaching facilities.

Location/drawing area

Located in Girraween, the school serves the parish of St Anthony's, Toongabbie, and mostly draws on students from Girraween, Toongabbie, Seven Hills, Pendle Hill and Wentworthville. The school is a short walk to the St Anthony's Parish Church.

St Anthony's Primary School is a co-educational systemic school with a population of 375 children. We are a multicultural community with children from different nationalities and languages represented.
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>23</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>23</td>
</tr>
<tr>
<td>Number of teachers accredited to teach Religious Education</td>
<td>21</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>12</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>93.25</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>87</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

As a Catholic school, participation in prayer and liturgical celebrations forms an integral part of life at St Anthony's Primary School.

The school celebrated the major feast days and seasons of the church year, such as Lent, Holy Week, Easter, the feast day of St Anthony of Padua, Mercy Day, Advent and Christmas. It also gathered to pray on occasions important in the lives of the students, such as Mothers Day and Fathers Day.

At St Anthony's Primary School, all staff worked with the Religious Education Coordinator to prepare liturgical celebrations. Students were encouraged to participate fully, consciously and actively in liturgical celebrations through thoughtful listening, singing, actions, responding and reflection, appropriate to the students' level of social, intellectual and faith development. Our parishioners, parents and friends were invited to, and included in, our celebrations. On particular occasions during the year, the school participated in masses with the parish community, both during school hours and on Sundays.

Prayer was an important part of our school community, integrating the richness of the gospel with the life of the community. Throughout 2016:

- The school community prayed together and reflected on the Scriptures at Monday morning assembly each week.
- Classes participated in parish masses, celebrated the Sacrament of Reconciliation, Eucharist and Confirmation and participated in class prayer experiences on a daily basis.
- Staff came together in prayer each week and participated in an overnight Spiritual Formation Day.

Social Justice

As a school founded in the tradition of the Sisters of Mercy, St Anthony's Primary School continued to promote and engage in social justice initiatives as a way of putting faith into practice. Some of the works the school community generously contributed to in 2016 included:

- Caritas Australia's annual Project Compassion appeal
- Winter and Christmas Appeals of the St Vincent de Paul Society
- Diocesan Works Fund 'Faith at Work' appeal
- Mercy Works
- Catholic Mission
- Mercy Connect
- Immaculata High School in the Philippines

Over the course of the year, grades took responsibility for leading and promoting social justice projects within the school community.

St Anthony's Primary School also had a large number of students who were part of Mini Vinnies. Supported by the St Vincent de Paul Society, Mini Vinnies provided an opportunity for children to engage in the society's work of prayer, identifying social justice needs in the community and responding through practical action. One of the many activities the Mini Vinnies' group led during 2016 was a winter sleep-out, where Mini Vinnies' members gained some understanding of the problem of homelessness, while raising funds for the St Vincent de Paul Society's Winter Appeal.

School home and parish partnerships

Our parish priest is an integral part of the St Anthony's Primary School community, linking parish and school. Wherever possible, the school and parish work together to provide rich faith experiences for the students and parents. The parish priest, deacon and pastoral associate
participated in, and supported, the life of the school, as well as the faith development of students and families.

The process of preparation for the Sacraments of Initiation and Sacrament of Reconciliation in St Anthony's Parish was parish-based and family-centred. The school community supported this process by teaching Religious Education units in class that supported parish preparation programs, by having staff members participate in the celebrations and engaging the school community in supporting the students and families throughout the process.

Our Years 5 and 6 students were invited to train for, and participate in, parish liturgical ministries, which they then engaged in at school and parish liturgical celebrations. The principal was an ex officio member of the parish council and attended meetings and retreats. Parent forums were held to assist in building relationships between parish and school.

The School Community Group had members with the specific role of promoting pastoral care among families in the school community.

The school, particularly through the work of the Religious Education coordinator, supported the parish catechists in state schools in sharing resources for teaching Scripture classes.

Religious Education

Religious Education is based on the Parramatta Diocesan Religious Education curriculum, Sharing Our Story. This document provides a developmental course of studies in Religious Education from Kindergarten to Year 12.

The Religious Education program strove to deepen students' understanding of the Catholic faith by connecting church teaching and the Scriptures with students' life experiences. In this way, students could see how their faith is a constant and integral part of their lives. The Religious Education program was complemented by prayer, liturgy, social justice and faith formation initiatives that contributed to the faith formation of students.

A key focus for learning in Religious Education in 2016 was on deepening students' understanding of Scripture texts rather than just the literal. New strategies for learning were implemented to support this focus.

The St Anthony's Primary School school-based scope and sequence of learning in Religious Education demonstrated the adaptations and variations teachers made to the units of work to meet students' learning needs; support the parish Sacramental process; and integrate learning in Religious Education with learning in other Key Learning Areas.

Professional Learning of staff in Religious Education

During 2016, staff explored ways for children to make deeper understandings of the Scriptures. Staff attempted to move children from the literal to an inferential and then to a deeper meta-cognitive level whereby students would be able to recognise the value of God's Word and message in their world. Staff at St Anthony's Primary School also worked with staff from two neighbouring schools as well as a diocesan teaching educator. This allowed the staff to talk, plan and create learning activities and programs with greater depth and capacity.
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>Grammar and Punctuation</td>
<td>94</td>
<td>96</td>
</tr>
<tr>
<td>Literacy</td>
<td>94</td>
<td>96</td>
</tr>
<tr>
<td>Reading</td>
<td>93</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>91</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>96</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>96</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
<td>95</td>
</tr>
</tbody>
</table>

This year we celebrated some pleasing Year 3 results in most areas. We managed slightly below our previous results but there were only three children in reading and numeracy achieving below national minimum standards. The numbers of children achieving bands 3, 4 and 5 was also slightly lower this year. It was still higher, however, than the national averages.
Our Year 5 cohort showed growth in most areas, most notably in Literacy, grammar and punctuation and writing, with over 50% of students making expected growth. It was pleasing to see our Year 5 students performing considerably better than the national averages in most areas. Reading is most notably the area we will continue to develop in 2017.

School curriculum
Our school curriculum strives to meet the needs of all our students by differentiating the curriculum to enable all students to achieve success in their learning. We have specialised literacy and numeracy lead teachers and educators who work with teachers to build their capacity to deliver high quality instruction.

In 2016, as necessary, we provided specific interventions to meet the learning needs of our students. These included:
- Reading Recovery
- Extending Mathematical Understanding (EMU) - early years Extending Mathematical Understanding
- middle years R3 Reading Intervention - Stage 3

Other programs that complemented our curriculum included:
- Diocesan Voice of Youth Public Speaking competition
- Premier’s Reading Challenge
- Summer Reading Challenge
- school choir and school band
- Dance Fever
- musical instrument lessons offered to students at break time and after school, two days per week
- Life Education
- Musica Viva
- Maths Olympiad
- Kid’s Lit Quiz
- Environmental Team
- extra-curricula activities - lunchtime games club, dancing, cooking

Initiatives to promote respect and responsibility
Our school motto, to live in Word and Deed, along with our school rules of respect for ourselves, respect for others and respect for our environment are the basis of our school beliefs around respect and responsibility.

Our school engaged in programs for Kindergarten to Year 6 that promoted respect and responsibility. These were explicitly taught and gave students the opportunity to practise these skills. These programs included:
- weekly Social Skills program presented at assembly where teachers implemented a small lesson each week reinforcing the skill - also articulated in our school newsletter
- Peer Support program focused on anti-bullying and resilience
- buddy system
- opportunities for senior students to develop their leadership skills
- Games Club - social skills group at lunchtime

Our Wellbeing policy is directed towards encouraging our students to become effective, responsible and resilient members of society.
Professional Learning

Professional learning opportunities for staff was delivered at weekly staff meetings, fortnightly Stage meetings, staff development days, Catholic Education Office (CEDP) system led professional learning, as well as other outside agencies such Australian Literacy Educators’ Association (ALEA).

Professional learning in 2016 included:
- Cardiopulmonary Resuscitation (CPR), anaphylaxis and asthma
- multiplication and division understanding intervention training
- implementing strategies for deepening understanding of Scripture texts in Religious Education
- Extending Mathematical Understanding (EMU) Year 1 and middle years
- numeracy lead teacher re-connector workshops
- Diversity is the Norm - (differentiation of learning)
- Kindergarten to Year 2 (K-2) writing
- Personal Development, Health and Physical Education (PDHPE) road safety course
- Catholic values across the curriculum - Science, English, History
- Science, History and Geography syllabus workshops and inquiry days
- running records
- Early Years Assessment (EYA)
- Religious Literacy Assessment (RLA)
- safeguarding children
- workplace harassment, bullying and discrimination
- Board of Studies, Teaching and Educational Standards (BOSTES) Teacher Accreditation workshops
- managing challenging behaviours
- Work Health and Safety (WHS)
- FACES (diocesan student data management system) training
- ALEA conference and workshops
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For students to articulate and express their understanding of Scripture using the three levels of learning and by the end of 2016 for Religious Literacy Assessment (RLA) scores to improve by at least 7% for Year 4 and 3% for Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>This goal was a continuation and refinement of the 2015 Formation goal based on our Religious Literacy Assessment and anecdotal information as well as instructional walk data.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | Teachers focused on:  
- key Lenten/Easter, and Advent/Christmas Scripture from the syllabus which were examined collaboratively  
- modelling the language of SEE, THINK, DO in regard to the Word of God and used this as a scaffold for teaching the 'three levels of learning'  
- developing learning intentions and success criteria  
- devising and utilising more meaningful methods of assessment |
| Status of priority 1 | Achieved |

| Priority 2 | By the end of 2016 all students to improve at least one growth point in the domain of multiplication and division, and students to know and apply a broader range of multiplication and division strategies |
| Reason for priority 2 | Our 2015 and 2016 Mathematics Assessment data and NAPLAN data highlighted multiplication and division to be areas for development. |
| Steps taken to achieve priority 2 | The professional learning teachers engaged in was:  
- critical understanding of the data  
- using challenge and feedback for all students  
- more consistent daily data collection  
- collaborative weekly planning with supervisors  
- deepening practice through familiarity with multiplication and division in syllabus and growth points  
- regular use of targeted extending/enabling prompts |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th><strong>Priority 3</strong></th>
<th>By the end of 2016 95% of Stage 2 and 3 students will have reached at least grade appropriate clusters on the Department of Education and Communities (DEC) writing continuum.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 3</strong></td>
<td>Our goal from 2015 was around writing. We wanted, however, to further develop children as writers with a greater understanding of the meaning, as well as structural and visual features of their texts. Therefore we decided to continue writing as our focus for 2016.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 3** | The professional learning teachers engaged in was:  
- case managing vulnerable students  
- more concise learning intentions  
- more succinct modelling  
- greater use of anchor charts to reinforce learned concepts  
- developing tracking procedures  
- familiarisation with the Department of Education’s writing continuum clusters  
- creating a data wall identifying vulnerable students  
- engaging in professional dialogue and rich discussions around practice and first wave teaching |
<p>| <strong>Status of priority 3</strong> | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 1</th>
<th>All students will demonstrate a deeper understanding of the key concepts focusing on God.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>Work on our 2016 goal has led to improved understanding of teachers on knowing and breaking open Scripture through the three senses, which in turn has led to growth in students’ ability to do the same. A key challenge remained in fully opening up the Scripture through the second sense, and understanding the aspects of Catholic faith and teaching that could be connected to the text.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | Staff professional learning will include:  
  - analysing whole-school assessment data  
  - understanding key concepts of God in *Sharing our Story*  
  - aligning key concepts, units of work and Scripture texts  
  - using *YouCat* (Youth Catechism) and other resources  
  - teachers drawing out specific learning about God in class assessments related to their units and then measuring and reflecting on the data  
  - providing a range of learning experiences and resources to deepen understanding about God |
| Priority 2 | To improve spelling in the context of writing |
| Reason for Priority 2 | We want our students to continue to develop as writers with an understanding of the meaning, structural and visual features of their texts. In 2016 we tracked students on aspects of the Department of Education’s writing continuum and worked on creating a whole-school agreed practice on what ‘good’ writers do. As a result, spelling was a feature that teachers identified for further professional learning. |
| Steps to be taken to achieve Priority 2 | Staff professional learning will include:  
  - developing learning intentions and success criteria around our good writer’s poster  
  - creating a scope and sequence of spelling skills and strategies using the Australian Curriculum Assessment and Reporting Authority (ACARA) spelling continuum  
  - professional reading from the text, *Spelling it Out*  
  - tracking two pieces of student writing per student per term and then using this data to inform future modelled and guided writing sessions |
<table>
<thead>
<tr>
<th><strong>Priority 3</strong></th>
<th>By the end of 2017, 95% of students will achieve at least the ‘on the way’ growth point according to their grade, for multiplication and division.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 3</strong></td>
<td>Our 2016 professional learning was very robust and intense and teachers' personal knowledge and understanding of multiplication and division has been enriched and hence has impacted on classroom practice. End of term 3 data showed that 28 fewer students were vulnerable in multiplication and division compared to beginning of the year data. Teachers, however, still need to refine, practise and deepen this learning with particular focus on division, assessment and the development of rich tasks.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 3** | Staff professional learning will include:  
  - analysing Mathematics assessment data and update the school data wall  
  - engaging in data conversations and setting learning goals for each student  
  - teachers planning with the lead numeracy teachers  
  - participating in professional learning groups with other staff who have set a similar personal numeracy goal  
  - using work samples to analyse and plot multiplication and division skills and strategies against the growth points and syllabus  
  - refining assessment tools |
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.

Survey responses indicated support and satisfaction in most areas of school life. Parents felt that they had greater input into school life, that staff were approachable and that the school was focused on improvement. They recognised the opportunity for children to participate in extracurricular activities. Parents saw improvements in their children’s engagement and social skill development. They felt children were more engaged, connected to peers, motivated in their school work and enjoyed coming to school.

Parents saw the importance of belonging to a Catholic community and they valued participating in prayer, ministry and liturgy. Partnership connections between the school and parish were highly valued. They felt that the behaviour of students was consistent with Catholic values and practices. Parents also recognised the Social Justice programs implemented at school and acknowledged opportunities at school to display acts of compassion and service.

Student satisfaction

Student surveys showed that students had high morale and felt enthusiasm, pride and connectedness towards their school. They showed motivation to do well in their learning and felt that their learning was stimulating in a classroom environment that facilitated learning.

Students also saw the importance of belonging to a Catholic community and they valued opportunities to participate in prayer, ministry and liturgy. Partnership connections between the school and parish were highly valued. Students valued the social justice programs implemented at St Anthony’s Primary School and recognised the presence of acts of compassion within their school community.

Teacher satisfaction

Staff surveys showed that staff valued the importance of, and opportunities provided for, working collaboratively with their colleagues and that there was a positive tone and energy in the school. Staff were collectively motivated towards the goals of the school and engaged in professional learning at both a personal and school level. There was an evident focus on the need to work constantly towards school improvement and to provide an effective learning environment for students. Staff acknowledged the importance of belonging to a Catholic community and they valued participating in prayer, ministry and liturgy in St Anthony’s Parish. Partnership connections between the school and parish were highly valued and they felt that the behaviour of staff was consistent with Catholic values and practices. Staff particularly saw the school to have greater empathy and engagement.
Student Profile

Enrolment Policy

St Anthony's 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>182</td>
<td>193</td>
<td>375</td>
</tr>
<tr>
<td>2015</td>
<td>179</td>
<td>191</td>
<td>370</td>
</tr>
<tr>
<td>2016</td>
<td>181</td>
<td>197</td>
<td>378</td>
</tr>
</tbody>
</table>

Enrolments have remained constant over the years due to the good name of the school within the community.

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>75.6</td>
</tr>
<tr>
<td>Year 1</td>
<td>77.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>88.8</td>
</tr>
<tr>
<td>Year 3</td>
<td>85.6</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.3</td>
</tr>
<tr>
<td>Year 5</td>
<td>88.9</td>
</tr>
<tr>
<td>Year 6</td>
<td>74.5</td>
</tr>
<tr>
<td>School Average</td>
<td>82.8</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>250</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>13</td>
</tr>
<tr>
<td>Indigenous</td>
<td>4</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

St Anthony's Primary School follows a Student Behaviour Management policy which is reviewed annually. The Wellbeing policy is due to be reviewed in 2017 by staff. At the beginning of each year and term the teachers reinforce the school behaviour expectations and identify the acceptable behaviours accordingly that are necessary for St Anthony's Primary School to be a safe, happy and secure environment for all students.

The Wellbeing policy was developed so that the children might grow in their love and respect for themselves, for others and for the environment.

Through this policy we aimed to:
- promote the three school rules: respect self, respect others and respect the environment
- direct and guide the children toward responsible decision making and self-control
- ensure that all members of the community are accepted, respected and valued
- promote justice, equity, honesty, compassion and consistency
- provide a safe environment where all understand their rights and responsibilities
- develop an awareness in students that all behaviour choices have a consequence

The school had an articulated set of agreements that recognise that each student had rights and responsibilities. These were displayed throughout the classrooms and promoted through daily interactions with students.

A behaviour management committee of teachers continued to operate in 2016 to discuss and respond to the most current patterns of classroom and playground behaviour. The aim of this committee was to monitor and review our behaviour management strategies ensuring consistency and alignment between teacher practice, with our wellbeing and behaviour policies.

The full text of the Wellbeing policy and related statements can be obtained via the school website: http://www.stanthonysgirraween.catholic.edu.au

Complaints and grievances policy

At St Anthony's Primary School, all complaints and grievances are taken seriously and responded to according to current policies and procedures.

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.

The school's Complaints and Grievances Procedures were reviewed in 2016 and are available on the school website http://www.stanthonysgirraween.catholic.edu.au.
Section Eleven: Financial Statement

### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth</td>
<td>$2,682,376</td>
</tr>
<tr>
<td>Capital</td>
<td>$0</td>
</tr>
<tr>
<td>State</td>
<td>$860,842</td>
</tr>
<tr>
<td>Fees</td>
<td>$698,493</td>
</tr>
<tr>
<td>Other</td>
<td>$29,594</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,271,305</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital</td>
<td>$166,468</td>
</tr>
<tr>
<td>Salary</td>
<td>$3,189,824</td>
</tr>
<tr>
<td>Non-Salary</td>
<td>$907,416</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,263,708</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.