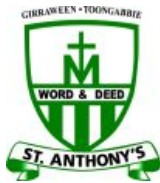


# 2015 ANNUAL SCHOOL REPORT



## St Anthony's Primary School, Girraween

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Catholic Education  
Diocese of Parramatta

## Introduction

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### About the Annual School Report

St Anthony's Primary School is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, 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 2015 and gives information about the 2016 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

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### Principal

I am proud to present to you the 2015 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 and school resources but also the provision of pastoral care for families and social functions.

The SCG met regularly each term throughout 2015. Many events were organised to help us 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. Plans were set in place for organising the 50th anniversary Spring Fair in 2016 which will be 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 2015, 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. They also organised a sports themed trivia night for parents.

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 have 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. Students also enjoyed many incursions throughout the year such as Musica Aviva, Life Education 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

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### 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 by Cardinal Gilroy 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 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 370 children. We are a multicultural community with children from different nationalities and languages represented.

## Workforce Composition

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Category	Number of Staff
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	23
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	0
Number of teachers accredited to teach Religious Education	22
Number of teachers currently undertaking accreditation to teach Religious Education	2
Number of non-teaching staff (includes teachers' aides)	10
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	93.46
Percentage of 2015 teaching staff who were retained from 2014	95

## Catholic Identity and Religious Education

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### 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 celebrates 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 gathers 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 work with the Religious Education Coordinator to prepare liturgical celebrations. Students are 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 are invited to, and included in, our celebrations. On particular occasions during the year, the school participates in masses with the parish community, both during school hours and on Sundays.

Prayer is an important part of our school community, integrating the richness of the gospel with the life of the community. Throughout 2015:

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

In 2015, the Religious Education coordinator (REC) participated in a pilgrimage to the Holy Land, Rome and Assisi organised by Catholic Education Diocese of Parramatta to deepen the faith formation of RECs.

### Social Justice

As a school founded in the tradition of the Sisters of Mercy, St Anthony's Primary School has 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 2015 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

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 has a large number of students who are part of Mini Vinnies. Supported by the St Vincent de Paul Society, Mini Vinnies provides 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 2015 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 participate in, and support, 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 is parish-based and family-centred. The school community supports this process by teaching Religious Education units in class that support 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 are invited to train for, and participate in, parish liturgical ministries, which they then engage in at school and parish liturgical celebrations. The principal is an ex officio member of the parish council and attends meetings and retreats. Parent forums are held to assist in building relationships between parish and school.

The School Community Group has 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, supports 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 strives to deepen students' understanding of the Catholic faith by connecting church teaching and the Scriptures with students' life experiences. In this way, students may see how their faith is a constant and integral part of their lives. The Religious Education program is complemented by prayer, liturgy, social justice and faith formation initiatives that contribute to the faith formation of students.

A key focus for learning in Religious Education in 2015 was on deepening students' understanding of Scripture texts. 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 demonstrates the adaptations and variations teachers make 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

Professional Learning in Religious Education is aligned with the school goal for Evangelisation and Religious Education (ERE).

In 2015, staff professional learning was focused on implementing teaching strategies to improve teachers' and students' understanding of Scripture texts. The school collaborated with ERE staff from Catholic Education Diocese of Parramatta to explore ways of preparing units of work that were more clearly focused on improving understanding of the Scriptures and connecting them to the Catholic teachings. This work included structured learning opportunities both as a whole-staff, and in grade groups, where the work for teachers could be intently focused on the learning taking place with their students.

Staff made increased use of word walls, images and the *Exploring Scripture* storytelling method to deepen students' understanding of Scripture as a result of this work.

As St Anthony's Primary School was originally founded by the Sisters of Mercy, the principal and assistant principal participated in formation workshops with the Sisters of Mercy Parramatta to learn more about the tradition of the Sisters, and the particular ways they are called to live out the gospel of Jesus Christ.

One professional learning day each year is dedicated to the faith formation of staff.



## 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 2015. 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.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	100	94	83	73
	Literacy	98	95	86	72
	Reading	98	95	76	71
	Writing	100	96	95	76
	Spelling	100	93	85	65
	Numeracy	98	94	60	61

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	94	93	55	61
	Literacy	90	93	42	57
	Reading	96	93	51	58
	Writing	94	92	49	52
	Spelling	96	93	59	61
	Numeracy	96	95	43	56

This year we celebrated great Year 3 results in all areas. We achieved our 2014 goal to improve our Year 3 reading and Numeracy data. This was achieved with only one child in reading and one child in numeracy achieving below national minimum standards. There was also growth in children achieving bands 3, 4 and 5.

Our Year 5 cohort showed growth in all areas with over 50% of students making expected growth.

When identifying areas for development, the school is examining the students in Year 5 who are performing below state and national average in both reading and numeracy.

## 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.

As necessary we provide specific interventions to meet the learning needs of our students. These include:

- Reading Recovery
- Extending Mathematical Understanding (EMU) - Early Years
- Extending Mathematical Understanding (EMU) - Middle Years
- R3 Reading Intervention - Stage 3

Other programs that complement our curriculum include:

- Diocesan Voice of Youth competition
- Premier's Reading Challenge
- Summer Reading Challenge
- school choir
- 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 engages in programs for Kindergarten to Year 6 that promote respect and responsibility. These are explicitly taught and give students the opportunity to practise these skills. These programs include:

- weekly social skills program presented at assembly where teachers implement a small lesson each week reinforcing the skill - also articulated in our school newsletter
- Peer Support program focused on anti-bullying
- 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 is delivered at weekly staff meetings, fortnightly Stage meetings, staff development days, Catholic Education Office (CEO) system led professional learning as well as other outside agencies such Australian Literacy Educator's Association (ALEA).

Professional learning in 2015 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
- 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
- Religious Literacy Assessment
- safeguarding children
- workplace harassment, bullying and discrimination
- Board of Studies, Teaching and Educational Standards (BOSTES) teacher accreditation workshops
- managing challenging behaviours
- FACES (diocesan student data management system) training
- ALEA conference
- ALEA workshops

## School Improvement

### Annual school priorities

<b>Priority 1</b>	To deepen student understanding of Scripture in Religious Education on a day to day basis by further establishing and understanding data of where students are at, creating tailored and targeted learning to move children from their 'comfort zone' to a more challenged level and to evaluate and provide feedback to students
<b>Reason for priority 1</b>	Based on our 2014 Religious Literacy Assessment (RLA) results from Year 4 and Year 6, the Scripture strand was identified to be the area in most need of improvement. The use of data, challenge and feedback (system initiatives) were acknowledged as the best means of developing this area with staff.
<b>Steps taken to achieve priority 1</b>	Professional learning of staff focused on implementing the <i>Exploring Scripture</i> story telling method, as well as word walls and other strategies to deepen teachers' and students' understanding of, and ability to, make meaning from Scripture texts. Staff engaged in workshops to improve their preparation to teach Scripture texts in Religious Education units of work. Prayer bags were started as a way of encouraging students to make Scripture a part of their prayer experiences with families at home.
<b>Status of priority 1</b>	Ongoing
<b>Priority 2</b>	To further develop students as writers who have an understanding of audience and purpose by establishing daily collection of data of where students are at, creating tailored and targeted learning to move children from their 'comfort zone' to a more challenged level and to evaluate and provide feedback to students
<b>Reason for priority 2</b>	In English, our priority was identified from our NAPLAN data, particularly data from Year 5. This data highlighted the need for our students to develop a greater understanding of audience and purpose. This also aligned with the diocesan focus on teacher professional learning in the area of writing.
<b>Steps taken to achieve priority 2</b>	As a staff we looked at the place of writing in the syllabus documents and the traits of effective teachers of writers. Staff chose a trait and conducted their own individual inquiry on this trait to improve their writing practice. Teachers were exposed to, and became familiar with, the Literacy Continuum as a way of tracking student progress in writing but found gaps. As a result we made our own writing analysis grid and teachers tracked student writing against this twice a term.
<b>Status of priority 2</b>	Ongoing

<b>Priority 3</b>	To further develop students' knowledge and application of multiplication and division by establishing daily collection of data of where students are at, creating tailored and targeted learning to move children from their 'comfort zone' to a more challenged level and to evaluate and provide feedback to students.
<b>Reason for priority 3</b>	Our analysis of the 2014 NAPLAN student growth data from Year 3 to Year 5 as well as the trend data from our 2014 Mathematical Assessment Interviews (MAIs), highlighted a need to improve the areas of multiplication and division.
<b>Steps taken to achieve priority 3</b>	Mathematical data was collected at the beginning of the year using the Mathematical Assessment Interview. This data was discussed at a school level and goals and strategies were set for professional learning. Teachers then tracked students' growth against the elements of this assessment. Teachers worked with a teaching educator on specific professional goals that would improve their numeracy practice. We developed an agreed practice and now display a 'Good Mathematician' poster in all our rooms.
<b>Status of priority 3</b>	Ongoing

## Projected school priorities

<b>Priority 1</b>	For students to articulate and express their understanding of Scripture using the three levels of learning and by the end of 2016, Religious Literacy Assessment scores to improve by at least 7% for Year 4 and 3% for Year 6
<b>Reason for Priority 1</b>	This goal is a continuation and refinement of our 2015 Evangelisation and Religious Education goal based on our Religious Literacy Assessment (RLA) data and anecdotal information and instructional walk observations. There remains within the school a need to understand and make connections with Scripture texts beyond the level of literal retelling of the text.
<b>Steps to be taken to achieve Priority 1</b>	Teachers will use a model of 'Listen - Share - Act' when working with Scripture texts to scaffold students' learning and engage in deeper understanding; focusing on understanding the messages and implications of these texts and how students put that learning into action. Staff will develop more effective preparation and assessment strategies, and use learning intentions and success criteria to make learning clearer to students.
<b>Priority 2</b>	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
<b>Reason for Priority 2</b>	This goal is a continuation of last year's goal. Teachers need to become more familiar with analysing student writing samples and understand how this analysis is used, not only to gain data about student's writing and track their progression, but how this data can also be used to inform their teaching in modelled writing sessions.
<b>Steps to be taken to achieve Priority 2</b>	Two writing samples will be analysed per term for each student using our writing analysis document. Teachers will choose three students from their class group (top, middle, bottom) to profile on the whole-school data wall using aspects of the K-6 Writing Continuum. A whole-school agreed practice on what good writers do will also be constructed with staff input so that common language is being used. Staff will work in triad groups to have a go at using this poster in modelled writing sessions.

<b>Priority 3</b>	By the end of 2016 all students will improve at least one growth point in the domain of multiplication and division. Students will know and apply a broader range of multiplication and division strategies.
<b>Reason for Priority 3</b>	Our 2015 MAI and NAPLAN data highlighted challenges in the area of multiplication and division. Multiplication and division with a continued lens of data, challenge and feedback needs consistent data collection on a daily basis, collaborative weekly planning and deepening practice through familiarity with multiplication and division in syllabus and growth points and regular use of targeted extending/enabling prompts.
<b>Steps to be taken to achieve Priority 3</b>	Staff will take part in professional learning centred around multiplication and division. These five modules which will be delivered over 7.5 hours are researched based and written by Monash University. Our Stage 2 teachers will be a part of a research project that will run simultaneously with the professional learning of all staff, K-6. The aim is to deepen our knowledge of multiplication and division and in turn improve student outcomes in this strand of the Mathematics curriculum.

## Community Satisfaction

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### Parent satisfaction

Our parent survey responses indicated quite high levels of support and satisfaction in most areas of school life. Parents felt that they had greater input into the life of the school, that the staff were approachable and that the school was focused on improvement. They recognised the opportunity for their children to participate in extra-curricular activities. The biggest improvements for parents was how they perceived their children's engagement and social skill development. They said that their 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 in the St Anthony's Parish. 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 St Anthony's Primary School and acknowledged the opportunities within the life of the 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 to occur.

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 and opportunities to work 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

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### 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>

### Current and previous years' student enrolment

Year	Boys	Girls	Total
2013	195	200	395
2014	182	193	375
2015	179	191	370

A number of families moved out of the area between 2014 and 2015, accounting for a slight decrease in overall enrolment.

### Student attendance rates

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

<b>Kindergarten</b>	93.97
<b>Year 1</b>	92.69
<b>Year 2</b>	94.59
<b>Year 3</b>	94.34
<b>Year 4</b>	94.65
<b>Year 5</b>	92.83
<b>Year 6</b>	94.75
<b>School Average</b>	93.97

### 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)	227
Students with disabilities (SWD)	12
Indigenous	3

### 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

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### 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 was reviewed in 2013 by staff, students and parents. The rights and responsibilities were updated and a criteria matrix for the appropriate behaviour in all areas of the school was developed and included. 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 has been developed so that the children may grow in their love and respect for themselves, for others and for the environment.

Through this policy we aim 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 has an articulated set of agreements that recognise that each student has rights and responsibilities. These are displayed throughout the classrooms and promoted through daily interactions with students.

A behaviour management committee of teachers was established in 2015 to discuss and respond to the most current patterns of classroom and playground behaviour. The aim of this committee is 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.stanthonygirraween.catholic.edu.au>

### Complaints and grievances policy

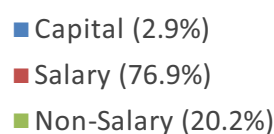
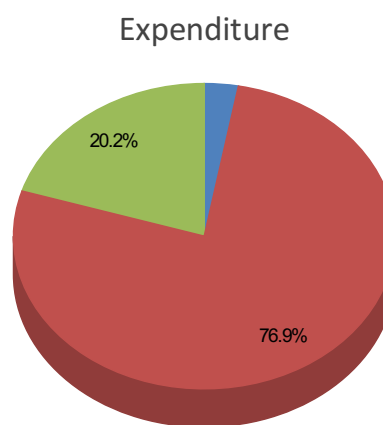
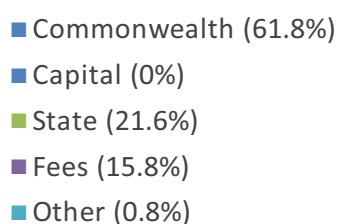
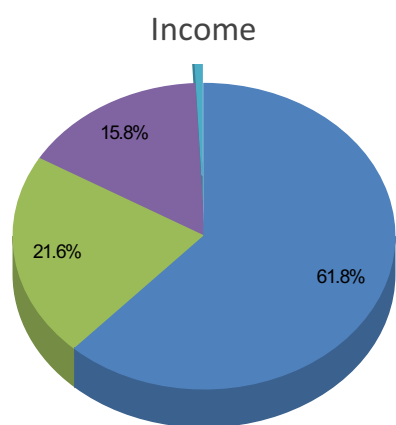
At St Anthony's Primary School, all complaints and grievances are taken seriously and responded to according to current policies and procedures.

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 2014 and are available on the school website <http://www.stanthonygirraween.catholic.edu.au>.

There has been no change in 2015.

## Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,567,302
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$898,078
Fees and Private Income <sup>4</sup>	\$654,056
Other Capital Income <sup>5</sup>	\$32,399
<b>Total Income</b>	<b>\$4,151,835</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$113,526
Salaries and Related Expenses <sup>7</sup>	\$3,038,585
Non-Salary Expenses <sup>8</sup>	\$798,949
<b>Total Expenditure</b>	<b>\$3,951,060</b>

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 fundraisers.
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.

