St Finbar's Primary School, Glenbrook
PO Box 187, Glenbrook 2773
Principal: Ms Donna McFadzean
Phone: 4739 1796   Fax: 4739 8153
Email: stfinbars@parra.catholic.edu.au
http://www.stfinbarsglenbrook.catholic.edu.au
Introduction

About the Annual School Report

St Finbar'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 2017 and gives information about the 2018 priorities.

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

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

Principal
I am pleased to present to you the 2017 Annual School Report for St Finbar's Primary School Glenbrook. At St Finbar's Primary School we believe that it is our mission to educate the whole child: intellectually, spiritually, physically, socially and emotionally. We aim to empower students with the knowledge, skills, values and attitudes that will enable all students to be confident 21st century citizens.

St Finbar's Primary School Glenbrook is recognised for its community spirit, which is inspired by our Catholic faith, and its commitment to excellence in teaching and learning. All members of the community work together to provide a learning environment which:

- provides opportunities for members of the community to enrich their faith and spiritual development
- ensures that the values taught by Jesus are evident in our relationships with each other
- engages the student in a challenging environment which facilitates rich and meaningful experiences
- provides a supportive environment that nurtures the physical, social and emotional wellbeing of the community
- promotes partnership between home, school and parish

We provided a number of initiatives that met the individual needs of all students and developed the whole child: firstly, our Strings program where, as part of the Captivate program, all students learnt to play the violin, double bass or viola; secondly, our primary choir, which participated in a number of school, community, parish and diocesan events during the year; and thirdly, our Holy Week liturgies when students enacted the passion and resurrection of Christ. Finally we provided opportunities for students to engage in coding, gardening and chess.

Professional learning for teachers is a high priority at St Finbar's Primary School Glenbrook so that we may respond to the needs of the students in a strategic and productive way. Building teacher capacity ensures that skills, knowledge and strategies are current, evidence-based and productive towards students’ growth and gain.

Parent

At St Finbar’s Primary School our parents are a vital part of the school community and are involved in many aspects of school life. We have an active Parents and Friends Group (P&F) who collaboratively plan and coordinate a number of social, educational, fundraising and strategic direction planning activities. This group works collaboratively with the school and parish to promote partnership between the home, parish, school and wider community.

Throughout 2017, the Parents and Friends group, in partnership with the school, have organised several social events in order to promote fun and community spirit. These included an 'Amazing Race', family social barbecues, children's disco, Easter Raffles, Mothers and Fathers Day stores. There was also a Pastoral group which organised meals for the sick and needy. The P&F also supported our Kinder Parent Orientation Day, farewell gifts for families leaving the school community as well as coordinating our second hand uniform shop.

Our parents have been on advisory panels when we have had International guests at our school to enhance Project Based Learning.

Our Parents and Friends group met each month and at these meetings educational issues and initiatives were discussed, demonstrated and shared with parents. The Parent group was responsible for operating the very successful Special Food Days with many parents volunteering to assist throughout the year or donating items to sell at these days.

Parents were involved in many other aspects of school life including concerts, carnivals, gala days, excursions, Liturgies, Open Days and assisting in the learning spaces.

The school communicated openly and regularly with parents through fortnightly newsletters.
The school communicated openly and regularly with parents through fortnightly newsletters, Skool Bag App, Facebook and via the school website.

**Student**

Students at St Finbar's Primary School have many opportunities to be involved in the life of our school.

In 2017 these included taking on leadership roles; Kindergarten/Year 6 'Buddy' system; library monitors; sports captains; Religious Education student leaders; media leaders; school representation at zone and diocesan sporting events; Captivate choir and orchestra; attending educational excursions; organising social justice activities to raise money for Caritas; and taking part in our Music programs by learning to play a musical instrument.

Each child in our school was provided with opportunities for both academic achievement and personal growth.

We valued difference and strove for each student to give his or her best and to foster a love of life-long learning. We saw mistakes as a chance to grow and learn. We have always been a community where we were encouraged to be a learner, be safe and be responsible.

All students were involved in a whole-school approach to pastoral care. This program is known as the Positive Behaviour Support for Learning (PBS4L). It is an evidence-based, proactive system that establishes understandable expectations where teachers reinforce positive behaviour. It provides a common language and purpose in relation to behaviour. The program improves pupil behaviour and increases learning times. This program provides the platform for us to learn together in a safe and respectful environment.
Who we are

History of the school
St Finbar's Primary School is part of the proud history in the growth of the Blue Mountains.

St Finbar's Primary School had its beginnings back in 1912 when the Sisters of St Joseph taught railway workers’ children in our original church (which doubled through the week as our school). When the Glenbrook tunnel was completed, workers’ families moved on and the school closed.

As the population increased after World War II, the school reopened in 1954 to accommodate 40 children from Kindergarten to Year 3, staffed by the Sisters of St Joseph.

Our school proudly celebrated our 60th Anniversary in 2015. Throughout the years, St Finbar’s Primary School has continued to upgrade school buildings and resources, ensuring children have a rich and contemporary learning environment, built on the strong traditions of our past.

Our school song reflects our history and growth. We have now completed the refurbishment of the original church/school building. It has been named the Fr Thomas Barlow Community Centre in honour of our pioneering priest. The building turned 100 years old in August 2012.

Location/drawing area
The school is set in the beautiful surroundings of the lower Blue Mountains with panoramic views to the south and south west. Located in Glenbrook, the school population draws on students from the Lapstone, Glenbrook, Mt Riverview, East Blaxland, Blaxland and Warrimoo surrounding areas. We are indeed blessed to be located in such peaceful and secure surroundings. Our school serves as a part of the evangelical ministry of the parish of St Finbar's Parish, Glenbrook.
## 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>15</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>14</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>0</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>8</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>95</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>80</td>
</tr>
</tbody>
</table>
**Catholic Identity and Religious Education**

**Prayer, Liturgical Life and Faith Experiences**

Liturgy, prayer and faith experiences are embedded in the life of St Finbar's Primary School. Children, parents, teachers and parishioners attended regular grade and whole-school masses, liturgies of the Word, prayer assemblies and class prayer sessions. Prayer at our Monday assembly allowed us to gather as a faith community and focus our thoughts and intentions for the week. The whole school community prayed the Angelus on a daily basis. Our Thursday morning prayer was led by our Religious Education leaders and offered children, parents and teachers the opportunity to come together as a community to pray.

The St Finbar’s crest displays the school motto: *Faith, Truth and Knowledge*. One aspect of the ministry as teachers and leaders in Catholic schools is to nurture the developing faith of the children and their families as we strive to build our Catholic community. As leaders, we must be both authentic and truthful in all our relationships within our school community. We have no better model than Christ, to guide us. We believe that the pursuit of knowledge and learning is a life-long pursuit. As leaders we model this within our school community.

Each classroom and gathering space within the school, including the foyer and staffroom, had a prayer focus (sacred space) and symbols of our Catholicity were displayed prominently throughout the school. This included a prayer cloth representing the colour of the season of the church with teachers leading the discussion around the significance of the colour. As a school community we had regular opportunities to participate in Reconciliation and attend Sunday masses with the extended parish community.

The liturgical experience reflected the liturgical seasons of the church year. Significant feast days such as the feast of St Finbar and St Mary of the Cross MacKillop were occasions of special celebration for our school community.

**Social Justice**

St Finbar's Primary School fosters in its community members an emphasis on being active citizens through Social Justice. The learning experiences are not merely fundraising experiences but rather opportunities for all members of the community to deepen their awareness of the need for social justice by responding in a spirit of service.

At St Finbar's Primary School we valued our strong partnership with Caritas Australia through Project Compassion. We made up hampers at Christmas time for the St Vincent de Paul Christmas Appeal. Each class in the school selected a Catholic organisation and researched the ways this organisation supported those who were in need. After the research was conducted, each class hosted a social justice day where they informed the rest of the school about their organisation, and raised funds for the organisation.

Each class organised and led a social justice initiative that allowed them to reach out collectively and help others who were in need. The activities that were organised to raise funds were cake stalls, colouring in competitions and mufti-days.

The Student Leadership Cabinet led the school community in a workshop exploring the concept of social justice and developed an overall understanding of what it means. Children were invited to create a social justice group that had the aim to educate about social justice and discuss how we could all help others in need.

**School home and parish partnerships**
Parents were invited to attend all masses and liturgies conducted by the school. The children created personal invitations to take home and reminders about the dates and times of masses and liturgies were put onto Skoolbag for all parents to access.

We actively supported the parish Sacramental program. Two members of the school community attended the Parish Advisory Council meeting each term.

Our fortnightly school newsletter was placed in the church each week. Parents were encouraged to be part of our Parents and Friends activities which involved our meetings, social occasions and fundraising events. Copies of the St Finbar's Parish church bulletin were distributed to all staff and parents.

A welcoming day was held during Catholic Schools Week after the Sunday morning mass, so we could share with our parish and wider community the achievements and learning experiences that occurred each day at St Finbar's Primary School.

**Religious Education**

Our school followed the Diocesan Religious Education syllabus, *Sharing Our Story*. Students learnt through developmentally sequenced units of work which built their understanding of the key concepts of God, Jesus, church, Sacraments, Scripture, Christian life and prayer.

We are blessed to have our parish church on site, enabling the children to join together in liturgy with our parishioners. Each term masses were celebrated for our school community and, where relevant, prayer liturgies were held for our young students.

The Sacramental program was run as a parish-based program but was supplemented and supported with a high level of school involvement. The school is seen as one ministry among the many in the St Finbar's Parish.

Social justice initiatives were a key aspect of our school’s Religious Education program. Our school strove to live Mary MacKillop’s creed of: ‘Never see a need without doing something about it’. With this as our guide we supported initiatives including St Vincent de Paul and Caritas Australia.

A heavy emphasis was placed on a pastoral approach to discipline with a strong commitment to encouraging even the youngest students to ‘own their behaviour’ and take responsibility for their actions. This was fostered through the living of our school’s three expectations: be respectful; be a learner; be safe.

**Professional Learning of staff in Religious Education**

In 2017, the professional development undertaken by staff in the area of Religious Education included building the capacity of teachers in the area of prayer and coming to an understanding of the connection between Scripture, prayer and Sacraments. Professional learning meetings, leadership team workshops and our Formation Day were all key opportunities for professional learning in this area.

The leadership team also spent time with leadership teams from the Nepean area reflecting on the book, *Will Catholic Schools be Catholic in 2030?*
Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

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

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>96</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

Of our Year 3 students, 100% of students were above national minimum standards in reading, spelling and numeracy. 96% were above for writing and 87% for grammar and punctuation. This was at, or above, national levels of achievement.
These results outlined the strength in reading achievement. On average, we had over 67% of the students achieve in the top two bands. Also pleasing was the low representation of students in the two lowest bands. On average only 3.4% of Year 3 students were placed in the two lowest bands compared to 11% for the nation. In reading, spelling and numeracy, no students were placed in the bottom two bands. Additionally, there was a decrease in the number of students who achieved at or below the national minimum standards from 2016. Most pleasing was the increase in the gap between St Finbar’s Primary School and the nation in the top spelling band, with an increase of 12% from 2016.

In spelling, there was an increase (14.5%) of students scoring in band 6. This was an increase of 21% above the national average from the previous year.

In writing two students achieved band 6, which last occurred in 2013, 13 students achieved bands 3 and 4, whilst 10 students achieved bands 5 and 6.

In Numeracy, student scores were above national average. All students were above national minimum standards, with 18 out of 24 students scoring in the top three bands.

**School curriculum**

We offered a contemporary, balanced, rigorous and diverse curriculum that catered for the individual needs of all students. We had a strong focus on literacy and numeracy whereby each child was exposed to 160 minutes everyday in explicit, differentiated work.

Additional teaching and learning programs in 2017 also included early literacy and numeracy learning support:

- Reading Recovery occurred for students in Year 1 who were experiencing difficulties in reading and writing. This program was a one-on-one, half hour session for identified students each day for 20 weeks.
- The Extending Mathematical Understanding (EMU) program was a numeracy intervention program that supported students in Years 1 and 3 experiencing difficulties in numeracy. These sessions occur each day, in a small group setting of three students, for 25 weeks.
- Additionally, programs were also undertaken to provide students with support and opportunities to develop their social, emotional and extra curricular skills. These programs included:
  - Kids Zone (a lunchtime program for students requiring additional adjustments with social skills)
  - Strings program: guitar, violin, cello and double bass (Year 3 to Year 6)
  - Japanese language and culture program (Kindergarten to Year 6)
  - Visual Arts program (Kindergarten to Year 6)
  - collaborative planning and cooperative teaching (Kindergarten to Year 6)
  - Community and Road Education Safety (Kindergarten to Year 6)
  - Bounce Back resilience program (Kindergarten to Year 6)
  - Project Based Learning (Year 3 to Year 6)
  - computer coding (Year 3 to Year 6)
  - gardening (Kindergarten to Year 6)
  - Stage 3 personal development
  - Access to school counsellor

**Initiatives to promote respect and responsibility**

In 2017 we continued to enhance our Positive Behaviours for Learning program in order to promote an environment where we were all learners, we were all respectful and we conducted ourselves in a safe manner.
At the school, we explicitly taught students expectations so that there was a clear and universal understanding by the whole school community. The teaching had a positive focus, describing and modelling the quality behaviour we wanted from our children. These behaviours were reinforced at assemblies, in newsletters and in visuals around the school. Students could earn assembly awards for displaying behaviours of being a learner, being respectful and being safe, as well as 'like it' tokens for their class.

Student leaders were important in promoting positive role models. Our Year 6 leaders included school and vice captains, sports captains, Religious Education leaders, Mission leaders, Positive Behaviour Support for Learning (PBS4L) leaders and environmental leaders and buddies. At the completion of the students' primary school years awards were presented to students who lived out positive behaviours and who were active citizens in the wider community.

The school worked in partnership with parents to ensure that expectations were met and when further explicit modelling and discussions about behaviours were needed.

Learning goals were central to daily life at St Finbar's Primary School. Family learning conferences assisted with the formation of these goals and took place after diagnostic assessment had been administered, and involved the student, parent and teacher. We wanted to ensure that every child reached their potential each year. Central data walls assisted with the tracking of these goals and collaborative planning ensured that all stakeholders took responsibility for each child’s development.

**Professional Learning**

The primary focus of professional learning in 2017 was in numeracy, literacy and religion.

In numeracy, teachers focused on the construction and co-construction of learning intentions and success criteria; the co-construction of anchor charts to support learning and feedback; the use of visualisation to highlight student thinking and improve formative feedback; and development and use of targeted resources with a particular focus on the number domain of multiplication and division. In addition, one teacher trained as an EMU specialist teacher.

In literacy, teachers focused on analysing student writing in the areas of audience, structure and spelling as a result of our whole-school data collection, identifying individual goals around writing to focus on during the Professional Learning Community (PLC) meetings, applying learnings from professional development on spelling into classroom practice, developing an understanding of pedagogy concerning the morphological, phonological, etymological and orthographical origins of words, and using specific learning intentions and success criteria with students. In addition, teachers participated in the writing PLC, which was conducted each term with three other schools.

The whole staff also had professional learning in a variety of other areas including;
- positive behaviours for student learning
- case management meetings to evaluate students in literacy and numeracy and collaborative plan effective intervention plans
- data analysis and personalised plans with lead teachers and teacher educators early years assessment and running records training and analysis
- personal learning goals
- Year 3 to Year 6 reading
- child protection
- first aid
- National Assessment program analysis and use of the School Measurement Assessment and Reporting Toolkit (SMART) program
- project-based learning
- PLC with three other schools with a focus on Kindergarten to Year 6 writing
### School Improvement

**Annual school priorities**

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>That every student would make a connection between Scripture, prayer and Sacraments as evidenced by pre, mid and post classroom assessment and Religious Literacy Assessment (RLA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Religious Literacy Assessment (RLA) data, in-school assessments and teacher discussion identified prayer and Sacraments as key aspect of Catholic tradition and practice, as an area of need.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 1</td>
<td>Students engaged in warm up activities at the beginning of each lesson and were exploring and discussing Scripture at a literal, spiritual and application level of understanding. All children had a prayer journal to record their responses about Scripture, prayer and Sacraments and were given a variety of materials to express their faith through prayer and connecting to Scripture.</td>
</tr>
<tr>
<td>Status of priority 1</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That every student would improve as a writer as evidenced by pre and post testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Based on assessments in 2016, including NAPLAN data, students needed to improve the quality of their writing particularly in NAPLAN marking criteria, areas of audience and purpose.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 2</td>
<td>Students engaged in a whole-school Write a Book in a Day experience. Books were then published and available for students to borrow. Students also participated in whole-school writing experiences and this was used for gathering data, tracking and informing teaching and learning. Learning intentions and success criteria were co-constructed and made explicit to students in order for students to track growth.</td>
</tr>
<tr>
<td>Status of priority 2</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Priority 3</td>
<td>That every student would grow a minimum of one growth point in the domain of multiplication and division</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Reason for priority 3</td>
<td>To consolidate teacher development and to continue to develop and consolidate the children’s ability to use multiplicative thinking when solving problems.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | These included:  
| | - setting teacher goals around multiplication and division  
| | - implementing whole-school practice for numeracy  
| | - administering, coding and validating MAI Interviews  
| | - reflecting on children’s MAI Interviews and identifying needs  
| | - tracking student growth and moving children along the data wall based on students’ responses observations, and formative check in tasks  
| | - using syllabus and growth point data to plan warm ups and rich tasks that were differentiated using enabling and extending prompts. |
| Status of priority 3 | Ongoing |
## Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>All students will make a connection between Scripture, prayer and Sacraments, deepening their spiritual understanding through the three senses as evidenced by pre and post classroom assessment and RLA assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>We wished to consolidate teacher understanding around the three senses and to continue to develop and consolidate children’s ability to make the connection between Scripture, prayer and Sacraments through exploring the three senses.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | We plan to:  
- become familiar with the link between Scripture, prayer and Sacrament through responses in prayer journals  
- explore Scripture at a deeper level through the three senses  
- use word walls in classrooms and be engaged in daily religion warm ups |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>Student will achieve expected growth (and beyond) through tracking, analysis and application of descriptive feedback to develop as an exemplary writer.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>We plan to consolidate and extend current practice and student outcomes in writing which also aligns with system initiatives.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 2** | We plan to:  
- schedule daily compositions of texts by all students  
- regularly publish and celebrate student writing  
- facilitate staff professional development around descriptive feedback and how this impacts on student performance  
- emphasis on the importance of writing in all Key Learning Areas |
| **Priority 3** | For all students to develop their visualisation skills and reasoning, by making a connection between the abstract, modelled and visual representations of their thinking, in order to achieve their expected growth points, and beyond, in number |
| **Reason for Priority 3** | We needed to consolidate teacher development and to continue to develop and consolidate students' ability to use visualisation to deepen their thinking and strategies to solve problems. |
| **Steps to be taken to achieve Priority 3** | We plan to:  
- develop teachers' questioning to set high expectations for student achievement  
- undertake learning in visualisation techniques, such as the Bar Model  
- target our teaching, based on student MAI interviews and assessment data  
- have parents involved in understanding the numeracy block and visualisation strategies |
Community Satisfaction

Parent satisfaction
During 2017, the Catholic 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. The survey is conducted annually. The QCS data collected and reported showed that our parents believed that our school was a safe place for students to come and learn. They reported that they felt their children were motivated to learn and the school provided a number of opportunities for their children to experience success with their learning.

Student satisfaction
The QCS data collected and reported showed that our students felt respected by their peers and teachers. They believed that the environment at the school was one where they were encouraged to be learners. They were motivated to learn and they believed that the school had structures in place so that they had a voice in their learning.

Teacher satisfaction
The QCS data collected and reported showed that the staff were very dedicated and the school fostered an environment of continued improvement. The staff confirmed that many opportunities were provided for students to grow in a safe, learning focused environment. Teachers reported that they felt supported by leadership and that the professional development opportunities provided, enhanced and supported their teaching.
Student Profile

Enrolment Policy

St Finbar'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

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>100</td>
<td>77</td>
<td>177</td>
</tr>
<tr>
<td>2016</td>
<td>103</td>
<td>79</td>
<td>182</td>
</tr>
<tr>
<td>2017</td>
<td>104</td>
<td>79</td>
<td>183</td>
</tr>
</tbody>
</table>

The school population has remained stable. Student movement from the school has been owing to family relocation to other areas.

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>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>96</td>
</tr>
<tr>
<td>Year 1</td>
<td>90</td>
</tr>
<tr>
<td>Year 2</td>
<td>91</td>
</tr>
<tr>
<td>Year 3</td>
<td>94</td>
</tr>
<tr>
<td>Year 4</td>
<td>93</td>
</tr>
<tr>
<td>Year 5</td>
<td>91</td>
</tr>
<tr>
<td>Year 6</td>
<td>90</td>
</tr>
<tr>
<td>School Average</td>
<td>91</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>Characteristics</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>5</td>
</tr>
<tr>
<td>Students with disablities (SWD)</td>
<td>7</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</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**

Student welfare is important to the St Finbar's Primary School community. At St Finbar's we have shared values, which provide teachers and children with the language to discuss behaviour in a consistent way. These values are the basis for the agreements around responsible behaviour in the school and in each classroom, and provide the focus for reflection about any behaviour.

We have a whole-school approach to behaviour management and expectations both in and out of the classroom. These policies are a result of a collaborative approach. There are agreed consequences for acceptable and unacceptable behaviour. Students are encouraged daily to be learners, be responsible and to be safe. They are encouraged to take responsibility for their learning and behaviour. Explicit teaching of social skills is conducted in the classroom and at whole-school assemblies.

The QCS survey indicated that the school showed gains in 7 out of the 9 key areas that related to wellbeing. This area of our work is always evolving in order to respond to needs as they arise. All stakeholders were encouraged to provide feedback in order for the policies to be owned by the whole community. This was also fostered through open communication between the home and the school. Issues, if they arose, were dealt with as quickly and effectively as possible in order to avoid situations escalating.

The PBS4L framework was fully implemented in 2015. This framework involves the following process:

- using data to identify areas of concern across the school.
- making clear, simple procedures for students to follow in different settings of the school.
- teaching these procedures and expected behaviours explicitly to students.
- supporting Teachers with Tiered Prevention Logic (TPL) on implementation of PBS4L procedures
- rewarding good behaviour and having clear consequences for poor behaviour

All members of our school community understand the part they play in ensuring acceptable behaviour and from this our school community has identified the following school wide expectations:

- I am safe
- I am a learner
- I am respectful

The students were fully aware of the reward system and behaviour management strategies. Parents had access to Pastoral Care and Behaviour Management policies via the school office and school website.

St Finbar's Primary School had access to a student counsellor one day per week. The school counsellor could work with students, parents and staff to address school-based behaviours and issues.

Changes in these policies take place in response to developing needs. Policies are also reviewed by staff annually.

**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 http://www.parra.catholic.edu.au under 'You choose/Policy Central'.

There has been no change to the policy in 2017.
Section Eleven: Financial Statement

### Income

- Commonwealth (66.2%)
- Capital (0%)
- State (19.7%)
- Fees (13.5%)
- Other (0.7%)

### Expenditure

- Capital (6.5%)
- Salary (69.3%)
- Non-Salary (24.2%)

#### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$1,712,621</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>$509,025</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$348,877</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>$16,932</td>
</tr>
<tr>
<td>Total Income</td>
<td>$2,587,455</td>
</tr>
</tbody>
</table>

#### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure ⁶</td>
<td>$172,703</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$1,842,298</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$643,270</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$2,658,271</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.