St John Vianney's Primary School, Doonside
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Introduction

About the Annual School Report

St John Vianney’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 John Vianney's Primary School, Doonside.

St John Vianney's Primary School is a two stream coeducational Catholic school in the Diocese of Parramatta. At St John Vianney's Primary School we share in the mission of Christ. Our school motto, *I Will Show You the Way to Heaven*, reflects the shared commitment of our school community to know, love and serve God. The partnership between home, school and parish is integral in nurturing a love of our God. Our school is a place where gospel values and beliefs permeate, resulting in a climate where every student feels safe, secure, accepted and loved.

We are a welcoming Catholic community where gospel values and beliefs are visible in all aspects of school life. These values are modelled by staff in their interactions with one another, with students and with parents. Our pastoral care is based on the belief that a Catholic school is a faith community of love which is characterised by justice, tolerance, forgiveness and respect for each other. This culture is the foundation upon which our students can develop and enjoy an enriching, challenging and fulfilling education. St John Vianney's Primary School is a school that values quality learning and teaching, built on strong relationships between students, teachers and parents in a safe, nurturing and stimulating environment.

At St John Vianney's Primary School the students are provided with learning experiences which empower them to be responsible, reflective and independent lifelong learners, in a safe environment, where the use of technology is integrated into classroom practice. Our school has been recognised by the wider community through the achievement of national awards in literacy and numeracy. Each year, for the past four years, our Stage 3 students have been state winners of the ANZAC Day Schools' Award in the Primary School category.

Parent
The Parents and Friends Association (P&F) actively promotes the public image of St John Vianney's Primary School by bringing together parents, students, clergy and staff in a spirit of collaboration and close cooperation. In 2016 the partnership between the school and the P&F allowed for funds to be raised for learning and teaching resources and school improvements. The provision of essential resources enhanced the students' school experience. Resources provided in 2016 include additional reading resources for Stage 2, aluminium playground picnic tables and bench seats for the primary eating area. The P&F also subsidised the cost of the Year 6 day out by paying for the bus charter. The P&F paid the entry fee for students' art work to be entered into the Operation Art competition.

Parents were involved in the life of the school in many ways including attendance at morning assembly; term 1 parent information evening; attendance at curriculum and reporting information sessions; parents and friends association meetings; parent/teacher conferences; fundraising; oral comprehension program; sport days; excursions; Transition to School program; sausage sizzles; cake, ice block and fruit stalls; attendance at various assemblies and liturgies; and presenting information at the Kindergarten information evening.

Student
'As school captains and student council members of St John Vianney's Primary School we were honoured to take a leadership role in our school. We love and are proud of our school because of all the opportunities we have had to be involved in activities like: inter-school chess competitions, Operation Art, T2 Milo cricket day, Captivate choir, eisteddfods, and musical theatre. We are proud of our achievements. We have been state winners for four years in a row in the ANZAC Day competition awards and have achieved two awards for our remembrance gardens. We are also proud of our teachers who have given us the best education possible'.

Student leadership roles included:
- leading the school in prayer each morning
- leading the midday Angelus prayer
- conducting merit and 'student of the term' assemblies
- assisting with liturgical and special assemblies
- raising student awareness of policies within the school
- acting as role models for all students
- taking suggestions to the school leadership team
- encouraging all students to do their best
- welcoming visitors to the school
- assisting with the coordination of fundraising events
- organising Student Council roles via a job roster
Who we are

History of the school

St John Vianney's Primary School was established in 1986. The school opened with two classes, Kindergarten and Year 1, with a total enrolment of 68 students.

In 1989 the first lay principal was appointed. By 1992 all classroom construction was complete. The new administration block was completed in October 2000. In 2002 a major fundraising project was initiated to air condition all learning spaces and by 2005 this goal was achieved.

The provision of Federal Government funding enabled the completion of the multi-purpose hall in 2011 which now provides a facility for whole-school gatherings, collaborative learning and parish functions. By the end of 2016, Apple TVs, iPad Pros and document cameras had been provided for all learning spaces, library and learning support (16 in total). Every learning space is now equipped for 21st century learning and our students enjoy a modern interactive and stimulating learning environment. A conference room was completed within the Library in August 2016, providing staff with a facility for professional learning conversations and a space for teachers to view and analyse Kindergarten to Year 6 (K-6) numeracy and literacy data, tracking of student progress and future planning. The refurbishment of the staffroom and the Infants' and Year 3 and 4 toilet blocks were completed at the end of 2016.

Two thousand and sixteen marked 30 years of Catholic Education at St John Vianney's Primary School.

Location/drawing area

St John Vianney's Primary School is located in Doonside and draws students from Doonside, Woodcroft, Edgewood, Bungarribee and surrounding areas. The school serves the parish of St John Vianney, Doonside.
## 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>25</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 accredited to teach Religious Education</td>
<td>24</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>8</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>94</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>92</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

In 2016 school began each day with prayer at morning assembly and students organised and led class prayer. Celebrations were held for the seasons of Lent, Easter, Pentecost, Advent, Christmas and St John Vianney's Day. Prayer focus and sacred spaces were used for prayer each day in classrooms. All meetings involving staff and/or parents began with a prayer. Staff prayer was led by staff members each fortnight and the merit assembly prayer and the Angelus were led by the Student Council. Welcome Assembly, Ash Wednesday, Holy Week, Easter, Mothers Day, Fathers Day, Catholic Schools Week, Grandparents Day and Year 6 Graduation, Advent and Christmas have been celebrated every year.

All Primary students attended parish mass every Thursday. Students in Years 3 to 6 received the Sacrament of Reconciliation each term. Years 3 to 6 attended mass to celebrate holy days and special feast days.

Each grade led the preparation and presentation of liturgies, focusing on the liturgical seasons and special events. During Catholic Schools Week students participated in a special liturgy to welcome Kindergarten students, new students to Years 1 to 6 and new staff members. Parents and friends were invited to this liturgy which was followed by a morning tea and an invitation to visit classrooms.

During Holy Week each class spent time in reflection and prayer, focusing on the events of Holy Week. Each Monday students had the opportunity to come together during lunchtime to pray the Rosary which was led by parish volunteers.

A major event for 2016 at St John Vianney's Primary School, and in the Parramatta Diocese, was the celebration of the Year of Mercy. During August, our school was involved in the Year of Mercy hub celebration day at St Patrick's Primary School, Blacktown and parish church. Our school, parish and parent community also celebrated the Year of Mercy by welcoming the Mercy Cross and relics and participating in a moving and prayerful liturgy and veneration of the cross.

Social Justice

During Lent 2016 students, their families and staff supported the work of Caritas through Project Compassion. A family in need was also supported by St John Vianney's Primary School staff members who provided home cooked meals for the family. During October, mission month, the school raised funds for the poorest and most disadvantaged communities of Cambodia, to support the work of the Daughters of Charity by holding a Crazy Hair and Sock Day which the staff and students enjoyed immensely.

School home and parish partnerships

Our partnership with the parish strengthened the Catholic identity of our school in many ways. Senior students were trained by the parish priest to be altar servers. Students attended the Junior Legion of Mary. Each Monday students had the opportunity to come together during lunchtime to pray the Rosary which was led by parish volunteers.

The parish priest and assistant parish priest attended special events such as the Year 6 Graduation and Welcome Assembly and visited classrooms. They also made regular visits to classrooms. The St John Vianney's Catechism was used to complement our Religious Education program. Students, prepared for Sacraments through parish programs, were acknowledged at assemblies and in the school newsletter.

Parent involvement included:

- joining in the morning assembly prayer each day
- attendance at all school assemblies and liturgies
- reading in the infants’ grades
- Oral Comprehension program
- excursions and sporting events
- parent information night in term 1 to outline the year’s program
- parent/teacher conferences
- information meeting for Kindergarten parents
- attendance at curriculum and reporting information sessions
- school transition group for the 2017 Kindergarten students
- parents and friends meetings and fundraising events
- class daily prayer in Holy Week, focusing on each event of the Easter story

**Religious Education**

The Diocesan Religious Education syllabus, *Sharing Our Story*, was used from Kindergarten to Year 6. Teachers developed pathways to teach each unit so the learning and teaching strategies catered for the readiness of each group.

Our school used a variety of resources for our Religious Education program to provide a solid foundation of knowledge about our Catholic faith. These included:

- *Sharing Our Story* (Parramatta Diocese)
- *Senses of Scripture* (Parramatta Diocese)
- *To Know, Worship and Love* (Sydney Diocese)
- St John Vianney's Parish Catechism (parish resource)
- *Exploring Scripture* kits (Parramatta Diocese)

The liturgical seasons of Lent, Easter, Advent and Christmas were celebrated with specially prepared liturgies. The student body, as well as parents and visitors, attended these liturgical celebrations.

**Professional Learning of staff in Religious Education**

Staff professional learning in Religious Education in 2016 focused on teachers deepening students’ knowledge of Scripture and prayer. Staff professional learning involved building a deeper understanding of the *Senses of Scripture*. Teachers implemented this understanding to co-construct learning intentions and success criteria at each level (literal, spiritual and application), to allow for a greater understanding and contextualisation of Scripture, and to display how it could be acted upon in our everyday lives. Staff professional learning also focused on prayer, why we pray, prayer experiences and traditional prayers, linking prayer with Scripture.

All staff at St John Vianney's Primary School participated in a staff formation day focusing on the Year of Mercy: 'Teaching an Embodiment of Mercy'. The day was facilitated by a teacher educator from the Catholic Education, Diocese of Parramatta, and the school Religious Education coordinator.
Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

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

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

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>96</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>94</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>94</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>

St John Vianney's Primary School had more students in the top three bands in Year 5 in all assessed areas of Literacy and Numeracy than the Australian average. In Year 3, St John Vianney's Primary School had more students in the top three bands in three of the five assessed areas of Literacy and Numeracy than the Australian average. The school also
surpassed the national average in most areas of assessment for students being at, or above, the national minimum standard.

Strategies were implemented to improve these results further. Strategies included:
- continued implementation of the Extending Mathematical Understanding (EMU) of the Middle Years program
- targeted professional learning to shift students in the domains of addition and subtraction, multiplication and division and measurement and geometry
- literacy professional learning to focus on developing reading strategies and the implementation of the writing continuum to track growth

**School curriculum**

Quality teaching and learning programs were offered in the seven Key Learning Areas.

**Additional teaching and learning programs:**
- The students identified with learning difficulties were supported by the Learning Support team comprised of a full-time specialist learning support teacher and learning support teacher assistants.
- Special art classes were held for our talented students. Entries were submitted to the Operation Art competition.
- The Literacy Support team provided support to students with a variety of needs.
- Support was also provided to Kindergarten to Year 2 students through daily guided reading groups
- The Extending Mathematical Understanding (EMU) specialist teachers supported Years 1 to 3 students in numeracy.
- The Reading Recovery teacher supported Year 1 students with reading difficulties.

The Kindergarten Orientation program included:
- parent/child/teacher/conference
- student school visit
- Oscar and Samantha school transition group - students and new parents had the opportunity to become familiar with school surroundings and routines
- Kindergarten information evening for parents

New students to the school in Years 1 to 6 joined the 'changeover' afternoon, where new students had the opportunity to meet their teacher and classmates for 2017.

The school was involved in a number of co-curricular activities to provide for the diverse interests and needs of our students and to enrich learning opportunities. These included:
- debating
- Voice of Youth
- International Competitions and Assessment (ICAS) in Digital Technologies, Science, Spelling, Writing, English and Mathematics
- Year 6 Canberra excursion (one day)
- Kindergarten to Year 5 grade excursions
- inter-school chess competition
- school, zone and diocesan sporting events
- Operation Art
- vegetable gardens
- theatre opportunity - *Aladdin*
- ANZAC Day awards submission and remembrance gardens
- Captivate Primary Choir Ensemble and Captivate Voices Year 5 and 6 Ensemble
- junior and senior school and Penrith Eisteddfod choirs
- The Year of Mercy Hub Celebration

**Initiatives to promote respect and responsibility**

Our *Mission Statement* clearly articulates our values and beliefs which permeates all we do at St John Vianney’s Parish School.

Other activities included:
- *Our Student Management, Pastoral Care and Feel Safe* policies aimed to guide the students towards responsible decision making, self control and respect for themselves and everyone in the school community.
- School captains and Student Council members addressed the student body.
- Student Council members attended the National Young Leaders Day and reported to the school community via the school newsletter.
- Year 5 and 6 students were involved in peer tutoring in the infants’ classes.
- Year 4 students buddied with Kindergarten for one session per week for Mathematics.
- Year 6 students participated in the establishment of a memorial garden.
- Primary students established a vegetable garden.
- Year 6 students buddied with a Kindergarten student for the first week of the school year.

**Professional Learning**

Professional learning undertaken by teaching staff included:
- analysis and interpretation of NAPLAN data
- *Diocesan Strategic Intent*
- school goals and action plans
- Extending Mathematical Understanding (EMU)
- spiritual formation - ‘Teaching: An Embodiment of Mercy’
- professional development for teachers aimed towards becoming more familiar with clusters and indicators on the writing continuum (aspects of writing)
- Mathematics assessment and developing rich tasks in the domains of addition and subtraction, and multiplication and division to promote mathematical reasoning and problem solving
- Quality Catholic Schools survey
- Information Technology
- new Australian curriculum History and Geography syllabus
- data walls
- learning/instructional walks
- case management
## Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Evangelisation and Religious Education: to deepen students' knowledge of Scripture and prayer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>This goal was chosen because Scripture is central to the students’ understanding of their Christian faith, and staff at St John Vianney's Primary school recognised the importance to continue with this focus in 2016. While our data for 2015 showed growth across all seven strands, the strand of prayer was 7.6% above the diocesan variance and this was the smallest percentage of all strands.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | These were:  
- the Religious Education coordinator, teachers and Catholic Education Diocese of Parramatta formation personnel leading the professional learning of staff linking Scripture and prayer to the Year of Mercy  
- providing professional learning for staff on prayer - why we pray, prayer experiences and traditional prayers  
- students interpreting Scripture and implementing the three senses of Scripture with attention given to the spiritual sense, using learning intentions and success criteria |
<p>| Status of priority 1 | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>Numeracy: for all students Kindergarten to Year 6 (K-6) to display development of a minimum of two growth points, in the number domains of addition and subtraction, multiplication and division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>This goal was chosen because despite the growth displayed in our Mathematics Assessment Interview (MAI) data, it was evident that there was a significant number of students who demonstrated no growth in one more of these domains, making it necessary for teachers to focus on shifting these students, notably beyond Growth Point (GP) three and four in addition and subtraction and GP four in multiplication and division, to develop their reasoning skills and strategies.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 2</td>
<td>The Numeracy lead teacher, leadership team and Catholic Education Diocese of Parramatta (CEDP) personnel led the professional learning of staff to interpret and use the data to move students through the growth points, and to implement strategies integral to developing students' reasoning and problem solving skills. Students used mathematical language to respond to teachers' probing questions, reflecting on and clearly stating their mathematical thinking and reasoning strategies.</td>
</tr>
<tr>
<td>Status of priority 2</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Priority 3</td>
<td>Literacy: for all students Kindergarten to Year 2 (K-2) to show at two clusters growth and Years 3 to 6 one cluster growth in the aspects of writing continuum</td>
</tr>
<tr>
<td>Reason for priority 3</td>
<td>This goal was chosen because analysis of our 2015 NAPLAN data revealed that many of our students were in the middle bands for writing. We recognised the need to use the cluster descriptors to track growth throughout all the grades as this offered a more consistent overview of student growth.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 3</td>
<td>Literacy lead teacher, leadership team and CEDP personnel led the professional learning of staff towards becoming more familiar with clusters and indicators on the writing continuum (aspects of writing). At module and staff meetings staff analysed students' writing, reflecting on data collected to plan 'where to' for students, using syllabus outcomes and the writing continuum. Students engaged in feedback/feedback sessions with teachers to improve their writing.</td>
</tr>
<tr>
<td>Status of priority 3</td>
<td>Achieved</td>
</tr>
</tbody>
</table>
### Priority 1
Formation, Mission and Religious Education: to deepen students' knowledge and understanding of Scripture as evident from 2016 Religious Literacy Assessment (RLA) data and class assessments

**Reason for Priority 1**
Our Year 4 RLA data shows that in the strand of Scripture we are below the diocesan average. Feedback from staff indicated that there was a need to develop teaching and learning in the strand of Scripture further.

**Steps to be taken to achieve Priority 1**
The Religious Education coordinator, leadership team and CEDP Evangelisation and Religious Education (ERE) personnel will lead the professional learning of staff on assessment in Religious Education and contextualising Scripture.

### Priority 2
Literacy: for all students in Kindergarten to Year 2 to show a minimum of two clusters growth and Years 3 to 6 one cluster growth on the aspects of writing literacy continuum by the end of 2017 through a focus on guided writing and for vulnerable students to experience accelerated growth in line with their personal plans

**Reason for Priority 2**
Teacher assessment and evaluation of student writing in relation to the syllabus expectations, the writing continuum and NAPLAN results confirm that there is a need to focus on the improvement of writing.

**Steps to be taken to achieve Priority 2**
The lead literacy teacher, leadership team, and CEDP personnel will lead the professional development of staff on guided writing practices and develop a common language and understanding when analysing writing samples aligned with aspects of writing in the literacy continuum and English Syllabus.

### Priority 3
Numeracy: for all students K-6 to achieve a minimum of one growth point in the number domain of multiplication and division, with accelerated growth in vulnerable students

**Reason for Priority 3**
It is evident from MAI data, that there is a significant number of students who have demonstrated no growth in multiplication and division, making it necessary for teachers to focus on shifting these students, notably beyond growth point three and four in these domains, to develop their reasoning skills and strategies such as multiplicative thinking. The feedback from staff in the evaluation of 2016 Action Plan suggests the need to focus on these number domains.

**Steps to be taken to achieve Priority 3**
The lead numeracy teacher, leadership team, and Catholic Education Diocese of Parramatta (CEDP) personnel will lead the professional development of staff on multiplicative thinking to develop rich mathematical tasks, word walls and questioning to help challenge the students' mathematical thinking and reasoning skills in multiplication and division.
Community Satisfaction

Parent satisfaction
During 2016 the 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. This survey is conducted annually.

The QCS data collected and reported showed that there were many positive trends emerging in the parent survey. The main points arising from the parent survey were:
- Staff were very approachable.
- The school had a culture of improvement.
- Students felt safe at school.
- The school had a learning focus which addressed the needs of the children.
- The school had a fair and appropriate behaviour management process.
- Students had a connectedness to the school.
- Students were stimulated in their learning and motivated to learn.
- Students were transitioned very well in their learning.
- Homework set by teachers aided learning and taught organisational skills.

Student satisfaction
The 2016 QCS data showed that the students:
- were very enthusiastic about completing the survey
- had low levels of distress and identified an improvement in student safety
- had a very solid connectedness to the school
- were engaged in their learning
- saw the teaching as purposeful
- were stimulated and motivated in their learning
- were connected to their peers
- knew that the teachers were empathetic towards them

Teacher satisfaction
The 2016 QCS data showed that teachers:
- believed that the school was focused on quality teaching and that the school created an engaging learning environment that maximised outcomes for students
- believed that the school implemented effective curriculum processes to maximise student learning
- saw the students as motivated learners who wanted to do well
- treated the students with respect and as responsible individuals
- had a school improvement focus in which they tried to improve and achieve high standards
Student Profile

Enrolment Policy
St John Vianney'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>187</td>
<td>187</td>
<td>374</td>
</tr>
<tr>
<td>2015</td>
<td>187</td>
<td>205</td>
<td>392</td>
</tr>
<tr>
<td>2016</td>
<td>170</td>
<td>217</td>
<td>387</td>
</tr>
</tbody>
</table>

Enrolment numbers have remained strong owing to the good name and reputation the school has in the local 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>Attendance Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>81</td>
</tr>
<tr>
<td>Year 1</td>
<td>84</td>
</tr>
<tr>
<td>Year 2</td>
<td>85</td>
</tr>
<tr>
<td>Year 3</td>
<td>91</td>
</tr>
<tr>
<td>Year 4</td>
<td>88</td>
</tr>
<tr>
<td>Year 5</td>
<td>84</td>
</tr>
<tr>
<td>Year 6</td>
<td>72</td>
</tr>
<tr>
<td>School Average</td>
<td>84</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>313</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>18</td>
</tr>
<tr>
<td>Indigenous</td>
<td>10</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

Our school has developed a highly effective Student Management policy. This policy encourages and affirms positive behaviour in students. The program is supported by the principles of procedural fairness and includes:

- the Feel Safe policy to create a bully free environment
- school rules
- classroom code of conduct
- recognition for positive behaviour and response to inappropriate behaviour
- bully audit
- weekly merit certificates
- Student of the Term assembly

The Student Management policy is available on the school website in the parent handbook. Primary students are provided with a copy of the Feel Safe policy and a copy is included in the newsletter each year.

There were no changes made to the Student Management policy or the Feel Safe policy in 2016.

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.

The CEDP policy is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

There were no changes made to the complaints and grievances policy policy in 2016.
Section Eleven: Financial Statement

RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,807,706</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$838,143</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$608,970</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$41,332</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,296,151</strong></td>
</tr>
</tbody>
</table>

RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$463,473</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$3,292,347</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$804,000</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,559,820</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.