St Joseph's Primary School, Schofields
78 Alex Avenue, Schofields 2762
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Introduction

About the Annual School Report

St Joseph'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 proud to present to you the 2017 Annual School Report for St Joseph's Primary School, Schofields.

At St Joseph's Primary School, we promote educational and personal excellence in our students, attending to their spiritual, intellectual, physical, social and emotional development.

We believe that quality education, in a supportive and Christ-centred community, enriches and empowers the individual.

We support the right of each child to learn about our Catholic heritage, our faith tradition and our God.

Parents, staff, our pastor and students work together as a community, valuing and celebrating all contributions because together we can truly achieve great things.

Parent

St Joseph’s Primary School promotes strong parent involvement in many levels of school life. A striking feature of this community is the way in which parents support and actively engage with the day-to-day life of the school.

In 2017 this included:
- helping in classrooms, library and with technology
- coaching and managing sport teams
- involvement in committees: fundraising, social, fete, maintenance
- Parent Representative Group
- information sharing at parent education meetings
- supporting teacher morale
- reaching out to families in need

Student

Our student leaders were elected by their peers and teachers to have a specific role at St Joseph’s Primary School. Their leadership responsibilities included organising and running the morning assemblies; flag raising; being special ambassadors to important events; and taking on various tasks as requested by the principal.

Our Stage 3 students also had a special role in showing leadership, good example and responsibility to the rest of the student population.

In 2017 they were given a great deal of responsibility in helping to organise masses, celebrations like Grandparents Day, carnivals, open school tours for enrolments, leading and facilitating fortnight whole-school assemblies, and other activities.

Our students have wonderful facilities, playing spaces, learning spaces and technological resources to assist them with their learning and leisure at St Joseph’s Primary School.
Who we are

History of the school

From the first moment of its inception the community enthusiastically welcomed the idea of a second school for the Mary Immaculate Quakers Hill/Schofields Parish. By September of 1997, our hopes and dreams were realised as we moved the pioneer 70 children and staff to 78 Alex Avenue, Schofields, directly behind St John Paul II Catholic College. From that point, enrolments grew from 70 to 100 by the end of the year. The school continues to expand today.

In 2017, the 20th Anniversary of the founding of the school, 310 students were enrolled.

Mary MacKillop shares pride of place with St Joseph as guardians of our school and both feasts are celebrated with due reverence in both May and August.

Location/drawing area

St Joseph's Primary School is a developing school with a highly motivated staff, committed to bringing the vision alive for themselves and each person in the community. Located in Schofields, Western Sydney, it draws its students from Schofields, Quakers Hill, The Ponds and surrounding areas. It is the third school (the second primary school) in the parish of Mary Immaculate, Quakers Hill/Schofields. Mary Immaculate Primary School and St John Paul II Catholic College are also in the parish and the three principals work closely together with the parish priest, to provide a quality education for the children of the parish.

During 2017, residential development has continued to populate the landscape around Alex Avenue, Schofields. Many new enrolments have been welcomed from the new estates.
## 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>21</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>19</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>2</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>9</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>94</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>84</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

In keeping with the Catholic ethos, daily prayer has been encouraged as a constant expression of the development of the faith journey of all students and staff at St Joseph’s Primary School and was practised in either formal or informal prayers. The week began with the whole school community saying the school prayer and a prayer linked to our weekly morning assembly, in which we expressed our commitment to the Catholic faith. Prayer was expressed at the beginning of leadership meetings, staff meetings and meetings involving the staff and the parent community (eg Parent Representative Group, and parent information evenings). Each week, the staff gathered together to pray. Prayer was based on the coming Sunday gospel in which a gospel action was formulated. The teachers reflected on the Scripture, its background, message and meaning with their classes. The classes then presented the gospel action to the school community at the Monday morning assembly.

The whole school community was engaged in liturgical celebrations (based on the church’s liturgical calendar) throughout the year such as the Beginning of the Year Mass, Ash Wednesday, Easter celebrations, St Joseph’s Mass, Saint Mary of the Cross MacKillop Feast Day Mass, Parish Family Sunday Masses, Graduation Mass and End of the School Year Mass. The Angelus was said everyday at 12.00 pm by all St Joseph’s Primary School members.

In 2017 we welcomed a Sister as a religious presence in our school for a day a week. She worked with parents, children and teachers to support our faith development and as a witness to religious life.

Social Justice

At St Joseph’s Primary School we always seek opportunities to reach out to those in need in both our local and wider community.

In 2017 students took initiatives such as the Mission Week Busking Day to raise awareness of needs in the local and wider community and highlight to all students the importance of serving each other at school and others in the community, and that together we can make a difference. We also supported Project Compassion and Catholic Mission, St Vincent De Paul Society (SVDP) and other community appeals.

School home and parish partnerships

The school community has always had a commitment to the evangelisation of all those involved in the religious life of the school. St Joseph’s Primary School is associated with the Mary Immaculate Parish at Quaker’s Hill along with St John Paul II Catholic College and Mary Immaculate Primary School. Although the church is not on the same site as the school, a close and committed relationship has been maintained between the school and the parish by actively participating in the parish-based Sacramental programs and the school hosting a Sunday mass each term.

Throughout 2017 the parish priest visited the school to celebrate Reconciliation and led special mass celebrations, such as St Joseph’s Mass, Blessed Mary of the Cross MacKillop Mass, end of term masses, Graduation Mass, and Easter and Christmas celebrations. The parish priest was also invited to participate in and/or lead liturgies of the Word celebrating special events such as class liturgies, Mothers Day, Fathers Day, Grandparents Day, ANZAC Day and Remembrance Day.

Each term the principals and the Religious Education coordinators from St Joseph’s Primary School, Mary Immaculate Primary School and St John Paul II Catholic College met with the parish priest to inform him about the religious life of the school.

Religious Education

At St Joseph’s Primary School, Religious Education was an integral part of school culture in 2017 and permeated all areas of the curriculum including the ‘values and attitudes’ strands of the Key Learning Areas. Christ, Mary MacKillop and St Joseph were models for our community and their qualities formed part of our weekly values.

Religious Education in the school supported parents in their role as the prime educators in the
Religious Education in the school supported parents in their role as the prime educators in the faith of their children and evolved from an integration of Christian tradition and our life experience. Religious Education lessons were based on the Parramatta Diocesan syllabus, *Sharing Our Story (SOS)*. A scope and sequence has been established in order to maximise the students’ learning. Teachers were encouraged to modify units when needed in light of the current thinking and a focus was put on closely examining the Scriptures for the units in terms of its cultural background, message and meaning, and its implication in our lives. The SOS units were taught in accordance with the liturgical calendar which meant that flexibility was used to streamline the teaching of the SOS units with important liturgical events. Units were also aligned with the parish-based Sacramental program.

The Year 4 and Year 6 students completed an on-line Religious Literacy Assessment (RLA) that assessed students’ knowledge and understanding in the following Religious Education domains: God, Jesus, Church, Sacraments, Prayer, Scripture and Christian Life. As part of this, the Year 4 students also completed an in-class task based on the SOS unit, 'Reconciliation; God’s Forgiveness and Healing'. A report was sent home to parents with the students’ results.

**Professional Learning of staff in Religious Education**

In 2017 staff participated in a number of professional learning opportunities. In order to be accredited to teach Religious Education two beginning members of staff undertook further studies in Religious Education. Religious Education and leadership at a masters level was undertaken by another staff member. As part of school professional learning staff regularly worked with an adviser from the Catholic Education Office to develop their understanding of the Sacraments and how success criteria might be used to further the children’s understanding of Religious Education concepts. The school’s results in RLA were examined by the staff and used to inform the direction of professional learning.
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>93</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>91</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</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>88</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>90</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>90</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
<td>95</td>
</tr>
</tbody>
</table>

The NAPLAN results for St Joseph’s Primary School indicated that more than 96% of our Year 3 students were at, or above, national minimum standards for Literacy, and 93% of students at, or above, national minimum standards for Numeracy.
For the past three years, we have continued a strong focus on reading, particularly in the early years and this is evident in our basic results. Our aim for 2018 will be to increase the number of students in the top three bands in both Year 3 and Year 5 through targeted activities that allow for deeper levels of comprehension, vocabulary and sentence structure.

In Year 5, 98% of students were at, or above, national minimum standards in reading. We continue to have strong results in reading, spelling and numeracy. In 2017 numeracy was a focus for staff professional learning, building teacher capacity in the delivery of multiplicative thinking. The aim of this approach was to lift the expectations of the children's learning in this key area for mathematical achievement.

All staff engaged in ongoing professional learning to ensure quality delivery of the curriculum and improvement in learning outcomes for all.

School curriculum

At St Joseph’s Primary School, students’ individual differences, talents, interests and learning styles were all taken into consideration when teachers were planning curriculum and learning activities. Our curriculum is based on the NSW Syllabus.

Students requiring assistance with learning were supported through a variety of teaching practices, learning support and programs including individual learning plans, individual and small group teaching.

Students also took part in co-curricular and extra-curricular activities. Students participated in:

- sporting activities, athletics, swimming and cross country carnivals - attended by all children from Years 3 to 6, as well as any interested eight year olds from Year 2
- gala days
- inter school competitions for soccer, gymnastics, touch football, Australian rules football and netball
- Gymnastics program for primary classes
- weekly sport lessons
- Dance Fever
- Captivate choir for Year 3 students

Other activities included:

- annual Christmas concert
- author and illustrator visit
- Kool Kids Music program
- whole-school beginning, term and end of year masses
- St Joseph’s Day and Mary MacKillop Day activities
- school discos
- Voice of Youth (inter-school for Year 6)
- 'Meet the Teacher' night
- parent education sessions
- Premier’s Reading Challenge
- Literacy and Numeracy Week activities
- Catholic Schools Week
- Sacramental programs
- chess program
- Guitar Club
- Games Club
- coding
Makerspace

Infants and Primary Drama Club

**Initiatives to promote respect and responsibility**

At Monday morning assembly students were reminded that respect for each other is of primary importance. School values were promoted each week and teachers identified students who were demonstrating specific values during the week. Value awards were presented at Monday morning assembly.

The senior graduating students at St Joseph’s Primary School were involved in leading various whole-school events and being actively involved in decision making. Students were demonstrating to their younger peers how leadership is valued and nurtured at St Joseph’s Primary School.

A buddy system was established where students were connected: for example, Kindergarten with Year 5, and Year 1 with Year 6. The buddy system created opportunities for the infant student to meet with the primary student. The aim of the buddy system was to provide a safety network for the infant students so they had an older student as a role model and companion. The students engaged in activities, such as reading, craft and sporting activities.

At the end of each school year, during the End of Year School Mass and the Year 6 Graduation Mass, certificates and awards were presented to students who had demonstrated academic achievement; who had shown compassion and respect to others; and who had shown commitment to promoting gospel values.

Students took responsibility for organising and hosting school assemblies, and taking an active part in Eucharistic and non-Eucharistic celebrations.

**Professional Learning**

All staff at St Joseph’s Primary School were continually engaged in professional learning experiences throughout the year. The staff participated in professional learning meetings each week. These meetings provided information on curriculum areas and required teachers to discuss and implement them in their classroom practices. Staff also attended professional learning opportunities facilitated by the Catholic Education Diocese of Parramatta (CEDP). Staff worked closely with leadership in a model of mentoring to improve literacy, numeracy and formation teaching.

Some of the areas we have focused on for professional learning included:

- formation - prayer and interpreting Scripture
- Reading Recovery training
- literacy classroom instructional practices - shared reading, guided reading and reciprocal teaching
- Stage 3 learning
- writing and the literacy continuum
- Extending Mathematical Understanding (EMU) and Mathematics Assessment Interviews (MAIs)
- EMU specialist teacher training - Year 1 and middle years
- running records - administration and analysis
- Stage 3 reading
- leading Mathematics learning and teacher mentoring
- managing challenging behaviours
- gathering data for the data wall
- Focus 160 - components of a balanced literacy block and a numeracy block, aligning practice across Kindergarten to Year 6 (K-6)
- Quality Catholic Schooling (QCS) survey - engagement, clarity, empathy
- observational survey and Early Years Assessment (EYA) in literature
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To deepen our understanding of the Sacraments within the Scriptures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>An analysis of a range of data including RLA data and pre, mid and post assessment, highlighted a need to build upon our understanding of Sacrament within the Scriptures. We continued to build upon our learning of Scripture and the three senses of Scripture.</td>
</tr>
<tr>
<td><strong>Steps taken to achieve priority 1</strong></td>
<td>Through professional learning meetings we worked on deepening teachers' understanding of the Sacraments and Scripture and effective classroom practices, with a focus on the teaching of Scripture and Sacraments: learning intentions and success criteria, exploring Scripture, word walls, and Religious Education warm ups. Staff prayer was also an opportunity for staff to deepen their understanding of the Scriptures through reflection, conversation and prayer.</td>
</tr>
<tr>
<td><strong>Status of priority 1</strong></td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>For students to compose texts of increasing complexity with a focus on sentence structure, vocabulary, spelling and ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 2</strong></td>
<td>Our data analysis including work samples, instructional walks, NAPLAN and EYA, and Progressive Achievement Tests in Reading (PAT-R) data indicated that students needed to deepen their understanding of complex texts.</td>
</tr>
<tr>
<td><strong>Steps taken to achieve priority 2</strong></td>
<td>At St Joseph’s Primary School we set up opportunities for staff to engage in professional learning conversations with a big focus on current student data and effective literacy practices to increase the complexity of students' writing. We also worked on outlining clear learning intentions and success criteria, and opportunities for descriptive feedback to be given from this to set learning goals. Coaching and mentoring opportunities were also established with teachers.</td>
</tr>
<tr>
<td><strong>Status of priority 2</strong></td>
<td>Ongoing</td>
</tr>
<tr>
<td>Priority 3</td>
<td>For students to use reasoning strategies to achieve accelerated growth in multiplication and division</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Reason for priority 3</td>
<td>Our data analysis (work samples, instructional walks, NAPLAN and MAI data) indicated that students needed to deepen their understanding of multiplicative thinking and apply effective reasoning strategies.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 3</td>
<td>We set up opportunities for staff to engage in professional learning conversations with a big focus on current student data and effective numeracy practices in the area of multiplicative thinking. We also worked on outlining clear learning intentions and success criteria and opportunities for descriptive feedback to be given from this to set learning goals. Professional learning meetings were set up with a big focus on reasoning strategies and its application in the classroom.</td>
</tr>
<tr>
<td>Status of priority 3</td>
<td>Achieved</td>
</tr>
<tr>
<td>Priority 1</td>
<td>To deepen our understanding of the Sacraments within the Scriptures - measured by growth on the St Joseph’s Primary School continuum of learning</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Reason for Priority 1</td>
<td>An analysis of a range of data including Religious Literacy Assessment data and pre, mid and post assessment, highlight a need to build upon our understanding of Sacrament within the Scriptures. We will continue to build upon our learning of Scripture and the three senses of Scripture.</td>
</tr>
<tr>
<td>Steps to be taken to achieve Priority 1</td>
<td>Through professional learning meetings we will continue to work on deepening teachers' understanding of the Sacraments and Scripture and effective classroom practices, with a focus on the teaching of Scripture and Sacraments: learning intentions and success criteria; exploring Scripture; word walls; and Religious Education warm ups. Our plan develops targeted and intentional teaching that will lead to self-regulated learning.</td>
</tr>
<tr>
<td>Priority 2</td>
<td>For students to be self-regulated viewers and composers of texts of increasing complexity</td>
</tr>
<tr>
<td>Reason for Priority 2</td>
<td>Our NAPLAN data in both reading and writing and PAT-R and EYA data reflect a need in this area,</td>
</tr>
<tr>
<td>Steps to be taken to achieve Priority 2</td>
<td>Leadership capacity will be developed with the assistance of the CEDP literacy team, particularly in the early years of schooling. Agreed quality teaching practices will be supported and data reviewed on a fortnightly cycle. We will focus on targeted and intentional teaching that will lead to self-regulated learning. Literacy learning for those children not achieving benchmarks will be supplemented by Making Up Lost Time in Literacy (MULTILIT) and Reading Recovery programs.</td>
</tr>
<tr>
<td>Priority 3</td>
<td>For students to be challenged to be self-regulated learners through the use of reasoning strategies</td>
</tr>
<tr>
<td>Reason for Priority 3</td>
<td>Our data analysis (work samples, instructional walks, NAPLAN and MAI data) indicates that students need to deepen their understanding of multiplicative and geometric reasoning strategies along with a broader application of reasoning strategies.</td>
</tr>
<tr>
<td>Steps to be taken to achieve Priority 3</td>
<td>Our plan focuses on targeted and intentional teaching that will lead to self-regulated learning. Agreed good quality teaching practices will be supported and data reviewed on a fortnightly cycle with the school leadership team alongside CEDP numeracy team support. Mathematical learning for those children who are not achieving benchmarks will be supplemented by the EMU in the early years, and EMU in the middle years, programs.</td>
</tr>
</tbody>
</table>
Community Satisfaction

Parent satisfaction
During 2017, 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 data showed that parents were very satisfied with the Catholic culture of the school, saw the importance of belonging to a Catholic community and they valued participating in prayer, ministry and liturgies at St Joseph’s Primary School. Partnership connections between the school and parish was valued. The parent community also valued the transition program from Year 6 to Year 7.

Big gains in parent satisfaction with communication and consultation were seen between 2016 and 2017.

Student satisfaction
The student data showed that students felt:
- they had positive relationships with their peers
- that they were understood by their teachers
- that their learning was interesting and enjoyable
- that they were safe at school
- that their learning was purposeful
- classroom behaviour had improved

Students also had a sense of connectedness with their peers and the wider school community.

Teacher satisfaction
Staff data reflected that teachers:
- were personally enthusiastic about their teaching and professional development
- appreciated and valued feedback and recognition in aiming for quality Catholic education
- felt supported by the school leadership team
- worked collaboratively as a team in achieving school goals
- demonstrated a high respect for students and valued the importance of fostering parent partnerships in our school community

Big gains were seen from 2016 to 2017 in all areas of teacher satisfaction.
Student Profile

Enrolment Policy

St Joseph’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>146</td>
<td>96</td>
<td>242</td>
</tr>
<tr>
<td>2016</td>
<td>154</td>
<td>114</td>
<td>268</td>
</tr>
<tr>
<td>2017</td>
<td>176</td>
<td>150</td>
<td>326</td>
</tr>
</tbody>
</table>

The school was promoted to the growing local community at the end of 2016 and more specifically at the beginning of 2017 in order to capture the interest of new residents.

Our increased enrolments meant that the full potential of our school was more readily achieved with more specialist and classroom teachers and increased opportunities for friendships amongst the children.

It is expected that the school will continue to grow.

A welcoming atmosphere has been nurtured for new children and their families.

Student attendance rates

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

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>94</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>90</td>
</tr>
<tr>
<td>Year 2</td>
<td>94</td>
</tr>
<tr>
<td>Year 3</td>
<td>89</td>
</tr>
<tr>
<td>Year 4</td>
<td>91</td>
</tr>
<tr>
<td>Year 5</td>
<td>93</td>
</tr>
<tr>
<td>Year 6</td>
<td>91</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.

| Language background other than English (LBOTE) | 23 |
| Students with disabilities (SWD)             | 24 |
| Indigenous                                   | 5  |
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

During 2017 the Positive Behaviour Support for Learning (PBS4L) behaviour management program was in its second year of full implementation. The focus of the program was on teaching and rewarding students for good behaviour. The reward system, called ‘Joeys’, was standardised across the school and proved highly motivating to the students. ‘Joeys’ were collected individually for bronze, silver and gold awards. Behaviour expectations were clearly defined around the three school expectations known as the Joey Code: ‘I am Safe’, ‘I am Respectful’ and ‘I am a Learner’ and these expectations were taught and reinforced with the children on a daily basis.

Along with the positive teaching and reward system there was a consequence system for poor behaviour that was standardised across the school. The consequences were different according to whether the behaviour was considered to be major or minor. Repeated minor incidents received an incident report and parents were informed. Major incidents were dealt with more directly by the coordinator, principal or assistant principal working closely with parents. Physical aggression and bullying were considered to be major incidents.

The school has a policy of zero tolerance for bullying. Children are taught to report bullying and not to condone bullying by being a passive bystander.

The PBS4L program is monitored every three weeks by a representative committee of staff and the school leadership team. Twice a term the incident records are reviewed for patterns and trends. The analysis of data in 2017 resulted in refinements to playground supervision and activities. A clear reduction in incidents, both major and minor, was seen in term 4.

The school has a Protective Behaviour program taught each year. We have a school counsellor based at school for a day a week who assists the staff with student welfare.

The policy was monitored and reviewed during 2017.

Complaints and grievances policy

The school uses the CEDP Complaints and Grievances policy. A link to this policy can be found on the school website. Complaints are investigated and resolved informally where possible using procedural fairness. Records of complaints and the steps taken to resolve the complaint are kept by the principal. Where complaints are not able to be resolved informally, formal procedures are followed, again using procedural fairness. In this case the policy outlines clear steps to follow.

There were no changes to the policy during 2017.
## Section Eleven: Financial Statement

### Income

- **Commonwealth (63.5%)**
- **Capital (0%)**
- **State (19.3%)**
- **Fees (14.2%)**
- **Other (3.1%)**

### Expenditure

- **Capital (1.9%)**
- **Salary (72.5%)**
- **Non-Salary (25.6%)**

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>Capital Expenditure ⁴</td>
</tr>
<tr>
<td>Government Capital Grants ²</td>
<td>$73,633</td>
</tr>
<tr>
<td>State Recurrent Grants ³</td>
<td>Salaries and Related Expenses ⁷</td>
</tr>
<tr>
<td>Fees and Private Income ⁴</td>
<td>$2,797,520</td>
</tr>
<tr>
<td>Other Capital Income ⁵</td>
<td>Non-Salary Expenses ⁸</td>
</tr>
<tr>
<td>Total Income</td>
<td>$986,764</td>
</tr>
<tr>
<td></td>
<td>Total Expenditure $3,857,917</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.