St Madeleine's Primary School, Kenthurst
28 Annangrove Road, Kenthurst 2156
Principal: Mrs Jeanette Black
Phone: 9654 6751   Fax: 9654 6799
Email: StMadeleines@parra.catholic.edu.au
http://www.stmadeleineskenthurst.catholic.edu.au
Introduction

About the Annual School Report

St Madeleine'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 Madeleine's Primary School, Kenthurst.

At St Madeleine's Primary School we are committed to the development of the individual child within a positive, supportive Catholic community.

Our mission is to:
- provide a supportive and stimulating educational environment
- nurture a love of God
- live out our Catholic faith
- value, respect and affirm the unique qualities of each member of our school community
- provide opportunities for children to discover and develop their individual strengths and potential
- enrich further the active partnership between the school and family
- foster community relationships

Parent

Parental involvement at St Madeleine's Primary School is strong. In 2017 parents supported the school with their time and financial commitment by:
- participating in the parish Sacramental program
- supporting the Parents and Friends Association (P&F) and engaging in fundraising activities to provide the school with many resources
- assisting teachers in the classroom, at sporting events and on excursions
- assisting in the uniform shop
- assisting in the canteen
- attending working bees to maintain the buildings and make the grounds child friendly
- coordinating the student safety zone ('kiss and drop') each morning

Student

Our school captains and vice captains were elected by their peers and teachers to have a specific role at St Madeleine's Primary School. Their leadership responsibilities included organising and running the Kindergarten to Year 6 assemblies; flag raising; special ambassadors to important events; and taking on various tasks as requested by the principal.

Our Year 6 students also had a special role in showing leadership, good example and responsibility to the rest of the student population. They took this role very seriously and lived up to the high expectations asked of them.

At St Madeleine's Primary School we also conducted a Student Representative Council (SRC), comprised of the four captains and vice captains and 10 students elected from Year 2 to Year 6. Their role was to be a voice for the students and address relevant issues and set achievable goals which supported the needs of our school community. The SRC also supported initiatives such as the Indigenous Literacy Foundation to raise awareness of social justice issues in our wider community.
Who we are

History of the school

St Madeleine's Primary School was established in 1987 to cater for the needs of children in the newly developing semi-rural areas of Kenthurst, Annangrove, Dural, Glenorie and Glenhaven. Easter of 1987 saw the opening of the first stage of St Madeleine's Primary School, consisting of Kindergarten, Year 1 and Year 2. Stage 2 was opened in July, 1989. The final stage was opened on the 25th March, 1994. Our hall was built in 2010. The hall, administration offices and oval are shared facilities with Marian Catholic College. Throughout 2015 and 2016 St Madeleine's Primary School has been completely refurbished to reflect contemporary teaching and learning for today and the future.

The logo chosen for St Madeleine's Primary School incorporates the Sacred Heart, surmounted by the cross, reminiscent of Jesus' love bought at the cost of sacrifice. The symbol of the heart is flanked by sheaves of wheat, the symbol of Jesus' self-giving in the Eucharist.

Location/drawing area

St Madeleine's Primary School is a Catholic school in a natural bush setting with a commitment to the development of the individual child within an inclusive Catholic community. Located at Kenthurst it draws on students from Kenthurst, Annangrove, Dural, Glenhaven and parts of Glenorie. It serves the parish of St Madeleine Sophie Barat, Kenthurst.
## 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>24</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>22</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>93</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>82</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

At St Madeleine's Primary School we celebrated whole-school masses at the beginning of the year, on St Madeleine's Feast day, on Ash Wednesday, in Catholic Schools Week, on the Feast of the Assumption, on All Saints day and at the End of Year Mass. All classes were rostered to celebrate mass on Tuesday and Friday with the parish community. Year 6 concluded their year with a Graduation Mass. Holy Week celebrations adopted different formats each year with every child following in Jesus’ footsteps. Each class led four classroom liturgies for their parents. Staff participated in weekly prayer.

The school community celebrated Mothers Day and Fathers Day, enriching the Catholic identity of our school, through prayer and liturgy. The school welcomed new members to our community at a Welcoming Ceremony at the start of the year mass. As a school we gathered to thank our parent helpers at a ‘Thank you’ liturgy. We recognised Saint Mary of the Cross MacKillop on her feast day.

The school community celebrated the Advent season with a Christmas concert. Students experienced varied forms of prayer including meditation, song, spontaneous prayer, traditional prayers, Scripture readings and personal response.

Social Justice

St Madeleine's Primary School supported Project Compassion, Hawkesbury Helping Hands (HHH) and the St Vincent de Paul Society with the help of our student-based Social Justice group. Our students raised awareness and funds for foreign aid charities at our Mission Day carnival.

During Advent each class gathered items for Operation Christmas Child, supporting the works of Samaritan’s Purse.

In 2017 we appointed spirit house leaders to run the Social Justice programs for 2018.

School home and parish partnerships

School/home/parish links were strongly encouraged. The Sacramental program was parish-based, and supported by the Sharing Our Story units taught at school in Years 3 and 5.

Parents received Term Overviews outlining the curriculum content to be taught each term. Parents attended a 'Welcome to Classroom' meeting at the beginning of the year. They were also invited to parent/teacher interviews that took place in term 2.

Staff members were very involved in the parish liturgical committee and jointly planned numerous events and celebrations. Parents were warmly welcomed to attend our many liturgical celebrations. The school supported the annual parish fundraisers.

Strong parental involvement was evident by support of the school through: the Parents and Friends Association; assisting teachers in classrooms and in the library; assisting at sporting events; assisting on excursions; working at the canteen and attending working bees. Parents were also encouraged to be part of our liturgies and celebrations throughout the year.

Religious Education

Religious Education was not confined to Religious Education lessons, but was an integral part of the culture of St Madeleine's Primary School.

Staff and students explored the seven core Catholic values and explored how they relate to our daily lives. St Madeleine's Primary School used the Catholic Education, Diocese of Parramatta, Religious Education (RE) syllabus, Sharing Our Story, throughout all classes. The Religious Education program was the core of the school's curriculum. Teachers ensured that Religious Education in their classroom was meaningful for all students. Other programs and activities concerning pastoral care included our whole-school Social Skills program and the buddy system with Kindergarten and Year 6 students.

Prayer was given special attention both in class and as a school, with the whole community
Prayer was given special attention both in class and as a school, with the whole community saying the Angelus together at midday each day. Staff guided students to unpack the gospels during RE lessons and prayers to allow them to gain a greater understanding of the Bible.

Spiritual and moral support were present from our parish priest and our pastoral associate.

The children were involved in masses, prayer services and whole-school celebrations throughout the year.

**Professional Learning of staff in Religious Education**

The formation goal for 2017 was for staff and students to continue to explore the seven core Catholic values in relation to their daily lives; to deepen their personal relationship with Christ; and to connect and relate personally with our loving God.

We continued our work to improve our students' knowledge of Scripture through improved pedagogy in Religious Education lessons by exploring the three levels of comprehension of Scripture.

Teachers worked with the Religious Education teaching educator to ensure our programs reflected our new learnings on the application of Catholic values across all Key Learning Areas.
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>92</td>
<td>94</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
<td>96</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>92</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></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>97</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>95</td>
</tr>
</tbody>
</table>

In 2017 St Madeleine's Primary School maintained its excellent achievements in both Year 3 and Year 5 NAPLAN results. Strong gains in both reading and numeracy in Year 5 reflect the ongoing professional development that had been the target of our school priorities in recent years.
Growth from Year 3 to Year 5 improved overall with students at both ends of the academic spectrum making solid progress.

The school will continue to use the NAPLAN data to focus on the needs of the students and will use this to guide the delivery of programs suited to the needs of the children we teach as evidenced by our school priorities.

School curriculum

Students engaged in seven Key Learning Areas:
- Religious Education
- English
- Mathematics
- Human Society and Its Environments - History and Geography
- Science and Technology
- Creative Arts
- Personal Development, Health and Physical Education

Our curriculum was designed to meet the needs of all students and we paid particular attention to students with learning difficulties and disabilities, including intellectual disabilities, communication/language disorders and physical disabilities. These students were supported in the classroom and in small withdrawal groups.

Our 2017 Kindergarten Orientation program welcomed the new children and families to our school community. Kindergarten induction included:
- child/parent interview with the principal and a tour of the school
- parent information evening
- testing with Kindergarten and special needs teachers
- orientation visit
- involvement in school Christmas concert
- Kindergarten children meeting their Year 6 buddy for 2017

Our 2017 Transition to High School program included:
- continuing to use diaries in Year 6 as a form of communication with parents
- cross-grade lessons exposing students to different teaching styles and expectations
- contract-based work
- specific ‘transition lessons’
- science lessons in the Marian College science laboratories
- Year 7 coordinator visit

St Madeleine’s Primary School supported the development of children in our school through extra-curricular activities. These included:
- Catholic Schools Week celebration
- debating
- Band program
- representative sport
- Voice of Youth and debating
- Kindergarten to Year 6 (K-6) speaking competition
- piano and ukulele lessons
- Infants Choir and Primary Choir
■ Dance Troupe
■ Book Week celebrations including the book swap in support of indigenous literacy
■ Garden Club
■ Swimming program
■ AFL and soccer clinics
■ Young Leaders Day
■ International Competitions and Assessments for Schools (ICAS) competitions in digital communications, reading, writing, Mathematics, spelling and Science

**Initiatives to promote respect and responsibility**

In order to promote respect and responsibility, St Madeleine's Primary School has four school rules:

1. I am respectful *eg using respectful language and behaviour.*
2. I am safe *eg keeping hands and feet to myself.*
3. I am responsible *eg caring for myself, others and my school.*
4. I am a learner *eg good listening, cooperating and collaborating.*

Awards were given out at assembly each fortnight. Students were awarded with the St Madeleine's Achievement Award. We also recognized Out of School Achievements at these assemblies. The Principal's Award was awarded at the end of each term.

■ Term 1 Encouragement Award
■ Term 2 Social Skills Award
■ Term 3 MacKillop Award for Christian Service
■ Term 4 Academic Excellence Award

The Australian flag was raised each morning and the National Anthem sung at Monday morning assembly.

In order to establish a respectful, responsible and safe learning environment, classroom teachers also established classroom rules with clear and explicit consequences to promote accountability for individual decisions.

The student leadership team was made up of two school captains; two vice captains, four prefects and eight colour house captains. The Student Representative Council (SRC) was made up of one student elected from each class in Years 2 to 6 and the captains, vice captains and prefects.

The SRC met regularly with the Year 6 teacher in charge to discuss issues and consider ways they could support projects at St Madeleine's Primary School.

**Professional Learning**

St Madeleine's Primary School provided professional development for staff, based on the Parramatta Catholic Education Office's Strategic Intent and St Madeleine's Primary School's Implementation Plan. Staff were engaged in professional development for one hour each week. We also held six staff development days throughout the year. Staff also met to discuss their work in half hour Stage meetings held each week. During 2017 the professional development meetings focused on:

■ Child Protection
■ Learning about FACES - our new online student information system
■ Mathematics - Mathematics Assessment Interview (MAI) testing; analysis of growth points; and the structure of the one hour Mathematics lesson each day to include rich tasks
- monitoring and tracking of students
- English - writing and comprehension, and Stage 3 critical literacy
- Dance Workshop
- formative assessment
- project based learning
- pedagogy around learning intent and success criteria
- work, health and safety training
- NAPLAN analysis
- Catholic values across the curriculum
- analysis of Scripture
- Geography and History syllabus documents
- analysis of teaching and learning programs to meet Board of Studies requirements
- personalised plans for students
- autism
- compliance and programming
- student management and wellbeing
- growth mindset and habits of mind
- cardiopulmonary resuscitation/asthma/anaphylaxis training
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For the St Madeleine’s Primary School’s learning community to know, understand and relate Catholic values and perspective in their everyday life</th>
</tr>
</thead>
</table>
| Reason for priority 1 | Summative assessment has demonstrated our community has a limited knowledge of core Catholic values and perspectives, and their application across the curriculum. Students could name most of the Catholic values but were unable to relate the values to their everyday life.  

*Catholic Values Across the Curriculum* is also a system-wide initiative of the Parramatta Diocese. |
| Steps taken to achieve priority 1 | These steps included:  
- exploring the Catholic perspective and values, and the relevant church teachings associated them  
- providing ongoing support to teachers in class and with programming, utilising the website *Catholic Values Across the Curriculum* and our Catholic Education, Diocese of Parramatta (CEDP) teacher educator  
- providing professional learning, including a staff development day to understand the Catholic perspectives in everyday situations and classroom lessons |
<p>| Status of priority 1 | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To improve reading comprehension skills for all students as evidenced by Progressive Achievement Tests in Reading (PAT-R), NAPLAN and classroom data measured against the literacy continuum cluster levels, with accelerated growth for all vulnerable students through the alignment of effective formative assessment to drive the teaching and learning with the minimum of 90% of students at, or above, benchmark with the remaining students to achieve their personalised goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>NAPLAN and PAT-R data showed that, as a school, we had begun to see a slowing in our performance as measured by results received in 2016. This was consistent with data from instructional walks which highlighted that there was inconsistency in practice, Kindergarten to Year 6 (K-6), of the use of formative assessment to inform teaching, and of descriptive feedback to inform students of their next steps.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | To achieve this priority:  
- Students participated in structured guided reading lessons daily with vulnerable students catered for through extra guided reading time.  
- We developed anchor charts K-6 to assist with reading and responding.  
- Students participated in reading activities targeted at their needs, driven by formative assessment.  
- Teachers co-planned and tracked progress to cater for student needs in reading activities that reflected the data from their formative assessment. |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>That students would progress at least one growth point with a whole-school data wall for most vulnerable domain of place value to be established so that teachers could effectively track students and rich tasks could be developed to reflect NAPLAN style questioning</th>
</tr>
</thead>
</table>
| Reason for priority 3 | - previously there was no established whole-school data wall.  
- The most vulnerable domain of place value needed focusing on to allow for the majority of students to reach their on the way growth point.  
- Our tracking of students across the school had not been effective and there was a need for teachers to be mentored and encouraged with their tracking.  
- NAPLAN data suggested a need to encourage multi-step problem solving and deepen knowledge of mathematical language. |
| Steps taken to achieve priority 3 | These steps included:  
- staff meetings - analysing MAI data, developing appropriate warm ups, and developing Google doc outlining warm ups used in the grade  
- looking at rich tasks and NAPLAN style questioning, and developing Google doc sharing rich tasks which encompassed a range of content areas  
- developing whole-school data wall for our most vulnerable domain of place value  
- establishing tracking sheets and conversations around the growth of children's skills and use of formative assessment |
| Status of priority 3 | Ongoing |
## Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For the students, parents and staff to develop a deeper knowledge and understanding of their Catholic faith through Scripture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>Data from Religious Education Assessments (RLAs) indicate that students' results could improve in several areas. There is a need to consolidate understanding of the three levels of scripture to assist our students' understanding in all areas in the RLA.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | Teachers will read the theological background and context of the biblical passages they plan to teach in class.  
Teachers and students will be encouraged to understand, interpret and respond to Scripture passages at three different senses: literal, spiritual and application.  
Staff from CEDP and our Religious Education coordinator will assist in this learning.  
The parent community will be given opportunities to explore Scripture during Lent at a Lenten gospel led by the REC and the parish priest. |
| Priority 2 | All students will achieve expected growth in writing, with accelerated growth for all vulnerable students, as measured by the writing continuum with a specific focus on spelling and vocabulary. |
| Reason for Priority 2 | Over the past four years while students at St Madeleine's Primary School have consistently received high scores in both spelling and vocabulary, evidence from NAPLAN data shows that there has been little growth in these areas. Teachers have identified that a consistent process from K-6 in both practice and pedagogy is required to stimulate growth and improve on the current good results. |
| Steps to be taken to achieve Priority 2 |  
- Teachers will identify which clusters students are currently working at and ensure consistency of marking through Stage and grade benchmarking.  
- Students, with teacher assistance, will set personal goals in vocabulary and spelling.  
- Teachers will work collaboratively to design a whole-school spelling approach based upon the NSW syllabus which encourages students to demonstrate their ability to use rich vocabulary that supports their reading, writing and viewing. |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For students from K-6 to improve their learning outcomes in multiplication and division by a minimum of at least one growth point and for vulnerable students to achieve individual growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Our MAI data shows that our second area of weakness across the school is in the domain of multiplication and division. This weakness was most evident in the middle and upper primary classes. We believe our focus should be shifting our students’ thinking from additive to multiplicative thinking.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | These will include:  
- staff meetings to deepen understanding of multiplication and division growth points  
- designing rich tasks that involve partial and abstract thinking to solve multi layered problems  
- strengthening the use of the success criteria clearly stating multiplicative thinking  
- tracking students in the multiplication and division domains |
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 QCS data collected and reported in 2017 showed that parents were happy with the direction the school was taking.

Parents reported that they:
- believed the school had a focus on improving the quality of education
- believed that the teachers were passionate about their work and that learning was interesting and challenging
- felt there was a significant improvement in perception of social justice, transition and extra-curricular activities in the school
- believed we had a clear understanding of both our strengths and areas for development
- felt that their children developed positive relationships with their peers
- their child felt safe at school
- felt their children were well-prepared and supported during their transition to kindergarten and high school
- appreciated the opportunity to be involved in the school and valued being part of a Catholic community.

They would, however, like more opportunity to contribute to school planning.

Student satisfaction
The QCS data showed that a very high proportion of our students were motivated to achieve and learn. They had a positive perception of their abilities as students. The students felt that classes were engaging and meeting their learning needs. The students said that learning at St Madeleine’s Primary School was interesting and enjoyable.

Many students stated that teaching was effective and learning was stimulating. They felt a higher degree of emotional wellbeing and the relationships with their teachers and student behaviour had improved. Students stated that they generally felt safe at school.

Our students placed a great deal of importance on participating in prayer and celebrating liturgies and the Sacraments at school. They also appreciated opportunities to act in compassionate ways.

Students placed a great deal of importance in being involved with their local Catholic parish.

Teacher satisfaction
The QCS data showed that the teachers felt that teaching in a Catholic school was very important to them. They valued the opportunity to participate in prayer, liturgies and the Sacraments with their community.

Staff felt a significant improvement in working collaboratively with their colleagues through teamwork, empowerment and ownership. They felt encouraged to improve their skills, knowledge and performance.

Teachers felt not quite so over-loaded with work in 2017 and there was a significant improvement in the wellbeing of staff. They were more positive, enthusiastic and energetic, and team spirit and morale were both higher.

Teachers felt the school had developed more consistent practice across all Key Learning Areas in St Madeleine’s Primary School, Kenthurst
curriculum processes and that there had been an increase in engaging practice for their students. They felt that there was effective coordination of the curriculum.

They did feel they needed greater recognition and feedback about how the work they did linked to their goals and the school’s action plans.

They believed that staff collaborated and communicated effectively with parents to optimise the learning of students.
Student Profile

Enrolment Policy

St Madeleine’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>196</td>
<td>208</td>
<td>404</td>
</tr>
<tr>
<td>2016</td>
<td>208</td>
<td>199</td>
<td>407</td>
</tr>
<tr>
<td>2017</td>
<td>205</td>
<td>197</td>
<td>402</td>
</tr>
</tbody>
</table>

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>93</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>91</td>
</tr>
<tr>
<td>Year 2</td>
<td>94</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>93</td>
</tr>
<tr>
<td>Year 6</td>
<td>92</td>
</tr>
<tr>
<td>School Average</td>
<td>93</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) | 51 |
| Students with disabilities (SWD)              | 5  |
| Indigenous                                    | 5  |

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

The school's Student Management policy is based on mutual respect and procedural fairness. This policy contains clear expectations and appropriate consequences when these expectations are not met. There is a whole-school and in-class award system to encourage good choices in behaviour.

We believe that:
- The value and dignity of each person should be reflected in all student management situations.
- Student management should be approached with openness and optimism.
- Our relationship with children should be governed by justice and integrity.
- Compassion and hope should be evident in consequences, resolutions of dispute and restitution.
- We follow a process of procedural fairness and restorative justice in our resolution of conflict and adopt a process of reconciliation to make our relationships good again.

St Madeleine's Primary School has an established Anti-bullying policy whereby no form of bullying will be tolerated in any grade or in any place in the school or at home in the case of cyber-bullying. Students and families know that they are to report any behaviour that they believe to be bullying and it will be investigated thoroughly.

Throughout 2017 we continued to reinforce:
- that all students needed to feel they belonged so we had team building and class building activities at the beginning of the year and at the beginning of each term to help students get to know one another and develop empathy for each student in their grade
- a procedure with the students to help them be more assertive in their dealings with their classmates, particularly on the playground
- a process for teachers in dealing with inappropriate behaviour in class and on the playground
- classroom and playground incident reports
- reflection sheets for infants and primary students
- respectful language procedure

Our Student Management policy did not change in 2017 and can be accessed from the school office.

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. We inform our school community of the protocols for managing a complaint in the newsletter throughout the year. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

There was no change to this policy in 2017.
Section Eleven: Financial Statement

### Income

- **Commonwealth (62.3%)**
- **Capital (0%)**
- **State (18.3%)**
- **Fees (16.6%)**
- **Other (2.8%)**

### Expenditure

- **Capital (7.6%)**
- **Salary (67.5%)**
- **Non-Salary (24.9%)**

#### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,740,116</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$807,258</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$728,347</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$124,606</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$4,400,327</td>
</tr>
</tbody>
</table>

#### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$334,474</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$2,990,721</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,104,461</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$4,429,656</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.