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 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 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 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
- further enrich the active partnership between the school and family
- foster community relationships

Parent
Parental involvement at St Madeleine's Primary School is strong. Parents support 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 are elected by their peers and teachers to have a specific role at St Madeleine's Primary School. Their leadership responsibilities include 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 have a special role in showing leadership, good example and responsibility to the rest of the student population. They take this role very seriously and live up to the high expectations asked of them.

At St Madeleine's Primary School we also conduct 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 is to be a voice for the students and address relevant issues and set achievable goals which support the needs of our school community. The SRC also supports 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 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. 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>23</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>21</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>9</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>96.14</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>87</td>
</tr>
</tbody>
</table>
Prayer, Liturgical Life and Faith Experiences

At St Madeleine's Primary School we celebrated whole-school masses at the beginning of the year, and on St Madeleine's Feast day, Ash Wednesday, Catholic Schools Week and the Feast of the Assumption. All classes were rostered to celebrate mass on Tuesday and Friday. 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 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 multiple charities at our Mission Day carnival.

During Advent each class gathered food for hampers that were delivered to another parish in our diocese and also HHH.

This year we appointed spirit house leaders to run the Social Justice programs for 2017.

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 welcome 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 is not confined to Religious Education (RE) classes, but is 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 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 2016 was for staff and students 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.
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>Grammar and Punctuation</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>96</td>
</tr>
</tbody>
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<tr>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>95</td>
</tr>
</tbody>
</table>

In 2016 St Madeleine's Primary School received excellent NAPLAN results in both Year 3 and Year 5.

Students achieving in the top two bands in both years continued to be above the state average,
Students achieving in the top two bands in both years continued to be above the state average, reflecting the ongoing focus and work done in both literacy and numeracy across the school, Kindergarten to Year 6 (K-6). In Year 5 writing, the number of students who received either a band 6, 7 or 8 was nearly double the state average. Grammar and punctuation was a particular strength across the school and more than half the cohort in both grades received a place in the top two bands.

Particular areas to be targeted in 2017 are the use of running records to assist teachers’ depth of knowledge about reading behaviours and using this formative assessment to target the needs of emerging readers better.

In Mathematics we continued to focus on the growth points in the number strand in order to target our teaching effectively at the point of need for each individual student. To support this a whole-school approach to assessment, recording and programming using the knowledge gained will be developed.

**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 2016 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 2016

Our 2016 Transition to High School program included:
- continuing to use diaries in Years 5 and 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
- Social Skills programs
- representative sport
- Voice of Youth and debating
- Kindergarten to Year 6 (K-6) speaking competition
- music, choir and dance
- Book Week celebrations including the book swap in support of indigenous literacy
- Garden Club
- Swimming program
- 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. Student were awarded with the Social Skills Award and the St Madeleine’s Achievement Award. We also recognised 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

During 2016 St Madeleine’s Primary School promoted social skills. Each teacher explicitly taught our Social Skills program and modelled respectful responses and behaviour. The students participated in a social skills lesson each fortnight and teachers used every opportunity throughout the school day to reinforce appropriate social skills. Each fortnight an award was presented at the assembly to students who had been identified as demonstrating these social skills.

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 which, 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 seven staff development days throughout the year. Staff also met to discuss
We also held seven staff development days throughout the year. Staff also met to discuss their work in half hour Stage meetings held each fortnight. During 2016 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
- English - writing and comprehension, and Stage 3 critical literacy
- 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
- student management and wellbeing
- growth mindset
- cardiopulmonary resuscitation.asthma/anaphylaxis training
### School Improvement

#### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For all students to know and understand Catholic values and how they can be connected in all Key Learning Areas</th>
</tr>
</thead>
</table>
| Reason for priority 1 | We aimed to connect the students' understanding of Catholic values to everyday situations and learning experiences.  
Formative assessment had demonstrated our students had limited knowledge of Catholic values and their application across the curriculum.  
*Catholic Values Across the Curriculum* was also a system-wide initiative of the Parramatta Diocese in 2016. |
| Steps taken to achieve priority 1 | These included:  
- Teachers explored the Catholic values using the correct terminology of each and the relevant church teachings associated with each value.  
- Teachers used the website *Catholic Values Across the Curriculum* to support their programming.  
- Professional learning for staff assessed the inclusion of these values across all Key Learning Areas.  
- We established an agreed practice for notation of Catholic values in our programs and established Catholic values displays for each classroom. |
<p>| Status of priority 1 | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>All students to achieve expected growth in writing, with accelerated growth for all vulnerable students, as measured by Stage statements and the writing continuum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Teacher assessment and evaluation of student writing, using NAPLAN data and student work samples, revealed required growth in the primary years in writing was inconsistent. To assist student growth, targeted teaching and effective feedback aligned to the writing continuum was implemented Kindergarten to Year 6 (K-6) and, as an outcome of this, teacher knowledge of 'where next to' steps was enhanced.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | During 2016:  
- Student progress was benchmarked along the writing continuum to recognise areas of growth and areas of vulnerability in writing.  
- Data walls were established to track student growth K-6.  
- Teachers analysed student writing and provide refined, rich and descriptive feedback.  
- Teachers were involved in professional learning about the use of mentor texts and feedback in writing. |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>Testing all students, differentiating numeracy tasks and parent education</th>
</tr>
</thead>
</table>
| Reason for priority 3 | Last year was our first year of gathering whole-school data and our focus for the year was to develop differentiated numeracy tasks to allow the students to improve their mathematical understanding in all domains.  
Parents were very interested in the Mathematics Assessment Interview (MAI) testing and asked for parent workshops so that they understood the Mathematics Assessment Interview. |
| Steps taken to achieve priority 3 | In 2016:  
- Students undertook MAI testing in week 1.  
- Teachers planned a structured numeracy block including warm ups, explicit teaching, rich tasks (styled on NAPLAN questions) and reflection time.  
- Students were involved in sharing strategies and justifying their reasoning with the teacher and peers.  
- Warm-ups were based on MAI data.  
- Students' growth point data were collated and tracked.  
- A parent forum was organised to enable parents to understand the MAI testing and growth points. |
| Status of priority 3 | Achieved |
### Projected 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 to be taken to achieve Priority 1** | These steps will include:  
- exploring the Catholic perspective and values, and the relevant church teachings associated with them  
- providing ongoing support to teachers in class and with programming, utilising the website *Catholic Values Across the Curriculum* and our CEDP teacher educator  
- providing professional learning, including a staff development day to understand the Catholic perspectives in everyday situations and classroom lessons |
| Priority 2 | 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 - minimum 90% of students at or above benchmark with the remaining students to achieve their personalised goals |
| Reason for Priority 2 | 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. |
| Steps to be taken to achieve Priority 2 | To achieve this priority:  
- Students will participate in structured guided reading lessons daily with vulnerable students catered for through extra guided reading time.  
- We will develop anchor charts K-6 to assist with reading and responding.  
- Students will participate in reading activities targeted at their needs, driven by formative assessment.  
- Teachers will co-plan and track progress to cater for student needs in reading activities that reflect the data from their formative assessment. |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>Students will progress at least one growth point. A whole-school data wall for most vulnerable domain will be established. Teachers will effectively track students. Rich tasks will be further developed to reflect NAPLAN style questioning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>At present there is no established whole-school data wall. The most vulnerable domain will be a focus to allow for the majority of students to reach their on the way growth point. Our tracking of students across the school has not been effective and there is a need for teachers to be mentored and encouraged with their tracking. NAPLAN data suggests a need to encourage multi-step problem solving and deepen knowledge of mathematical language.</td>
</tr>
<tr>
<td>Steps to be taken to achieve Priority 3</td>
<td>These steps will include:  - staff meetings - analysing MAI data, developing appropriate warm ups, and develop Google doc outlining warm ups and justification  - looking at rich tasks and NAPLAN style questioning, and develop Google doc sharing rich tasks which encompass a range of content areas  - developing whole-school data wall for most vulnerable domain  - establishing tracking sheets and conversations around movement of children and use of formative assessment</td>
</tr>
</tbody>
</table>
Community Satisfaction

Parent satisfaction

During 2016, 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 2016 showed that parents were happy with the direction the school was taking.

Parents reported:
- They believed the school had a focus on improving the quality of education we provided.
- They felt that the teachers delivered classes which were interesting and enjoyable for their child and that they were passionate about what they did.
- They believed we had a clear understanding of our strengths and areas for development.
- They felt that their children developed positive relationships with their peers.
- Their child felt safe at school.
- They felt their children were well-prepared and supported during their transition to Kindergarten and high school.
- They appreciated the opportunity to be involved in the school and valued being part of a Catholic community.

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 teachers listened and understood their needs and assisted them with their learning. Our students felt socially connected and got on well with their peers. They generally felt safe in the 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 feel very clear about their professional responsibilities. They felt encouraged to improve their skills, knowledge and performance. They felt their professional learning took into account their individual needs and interests.

Teachers felt that they were working hard and that there had been improvements in the quality of teaching in the classroom. They felt the school had developed more consistent practice across all Key Learning Areas in 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.

Staff felt that there was greater recognition and feedback about the work they did. They felt encouraged in their work by praise, thanks or other recognition. Staff identified an increased focus on school improvement and they support the school and system goals.

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>2014</td>
<td>208</td>
<td>197</td>
<td>405</td>
</tr>
<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>
</tbody>
</table>

Enrolments have remained steady over the past three years, indicating the high regard the community has for the school.

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>82.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>92</td>
</tr>
<tr>
<td>Year 2</td>
<td>87.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>88.9</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.9</td>
</tr>
<tr>
<td>Year 5</td>
<td>84.4</td>
</tr>
<tr>
<td>Year 6</td>
<td>86.2</td>
</tr>
<tr>
<td>School Average</td>
<td>87.7</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) | 69 |
| Students with disabilities (SWD)              | 5  |
| Indigenous                                     | 2  |

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 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.

The school also runs a Social Skills program which forms part of the *Student Management* policy. The program encourages all members of the school community to work together in a caring, secure and supportive way. This program is acknowledged through the newsletter, school assemblies and reinforced in each classroom.

Throughout 2016 we continued to reinforce:
- 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 and Social Skills program did not change in 2016 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 has been no change to this policy in 2016.
### Section Eleven: Financial Statement

#### Income

- Commonwealth (53.8%)
- Capital (0%)
- State (15.9%)
- Fees (15.1%)
- Other (15.3%)

#### Expenditure

- Capital (28.4%)
- Salary (52.4%)
- Non-Salary (19.2%)

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants (^1)</td>
<td>$2,552,115</td>
</tr>
<tr>
<td>Government Capital Grants (^2)</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants (^3)</td>
<td>$756,104</td>
</tr>
<tr>
<td>Fees and Private Income (^4)</td>
<td>$715,207</td>
</tr>
<tr>
<td>Other Capital Income (^5)</td>
<td>$724,584</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,748,010</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 (^6)</td>
<td>$1,581,677</td>
</tr>
<tr>
<td>Salaries and Related Expenses (^7)</td>
<td>$2,915,913</td>
</tr>
<tr>
<td>Non-Salary Expenses (^8)</td>
<td>$1,071,045</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$5,568,635</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.