St Margaret Mary's Primary School, Merrylands
7 Chetwynd Road, Merrylands 2160
Principal: Mr Kevin Mills
Phone: 9637 4600   Fax: 9637 0509
Email: StMargaretMarys@parra.catholic.edu.au
http://www.stmmmerrylands.catholic.edu.au
Introduction

About the Annual School Report

St Margaret Mary'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 Margaret Mary's Primary School, Merrylands.

At the core of St Margaret Mary's Primary School's Mission Statement is the value placed on allowing each child to reach his or her potential. Over the last few years we have continued to create and develop learning spaces that provide for innovative learning and teaching. This has allowed our teachers to work collaboratively and given us the opportunity to personalise the learning for each of our students. It has provided different opportunities for children to learn in groups, small learning teams or individually. All staff have been engaged in additional professional learning so that we are able to utilise fully the benefits of teaching and learning in these spaces. Our focus over the past year has been improving both the literacy and numeracy levels of our students.

The professional learning opportunities we engaged in during the past year have enabled us to develop a whole-school approach and understanding of the components of an effective literacy block, as well as numeracy learning within the classroom. This has also led to a deeper analysis of student data that provides teachers with an understanding of the teaching cycle's 'Where to next?'. All staff have been involved in forming an annual professional learning plan in teams to provide a framework for their professional learning that is linked to our School Implementation Plan. Staff report back and receive feedback on their professional learning. We have undertaken learning in Extending Mathematical Understanding (EMU). All grades will be tested once a year to ascertain growth points and these will be followed through on a yearly level to judge growth.

Parent

St Margaret Mary's Primary School recognises the central role parents play in their child’s education. The school has a very active Parents and Friends (P&F) community. Thanks to the support of a generous parent body, the school is well resourced in many curriculum areas. Parents are very supportive in their attendance at school assemblies and prayer services. They support all our sporting events and are keen to be involved in their children’s education. We have implemented a Parent Education program, focused on literacy and numeracy.

Our P&F work hard to fundraise for our school and our students benefit from the hard work and generosity of all of our parents. During 2016 the P&F provided funds to support more technology, particularly Chromebooks. Parents have been supportive, attending information sessions provided by the school to understand better how to help their children with various homework activities, as well as having a better understanding of how Mathematics is taught.

The parents have been appreciative of the initiatives used by the school to improve their child’s learning, in particular the subscriptions to Manga High, Study Ladder and Mathletics, where parents are able to become involved at home using technology.

Student

Students at St Margaret Mary’s Primary School take pride in all aspects of their school community through sharing faith and providing a safe environment where everyone is welcomed and respected. They are very aware of social justice issues and attempt to be strong people of Christ displayed by their actions. Student learning is paramount and enhanced by staff using strategies, resources and technologies that promote quality learning.

All students, Kindergarten to Year 6 (K-6), join in grade liturgies where the students create a sacred space and listen to, and act out, the Word of God. This supports units of work that they are studying in Religious Education. It also supports the important fact that Catholic schooling plays an important part in our lifelong relationship with Christ.

Our Year 6 senior students enjoy the educational opportunity of going to Canberra on a two-day excursion. Year 5 students, in preparation for leadership expectations in Year 6, attend a leadership day at Narrabeen. All grades have the opportunity to experience incursions and excursions to complement the units of work being covered.

All students are able to participate in sporting activities to represent the school in diocesan
All students are able to participate in sporting activities to represent the school in diocesan carnivals and gala days.

Extra-curricular activities that students are able to become involved in include: the St Margaret Mary's Primary School band, 'Minnie Vinnies', student leadership, the Student Representative Council and the school choir.
Who we are

History of the school

St Margaret Mary’s Primary School is a well-established primary school situated at Merrylands, Sydney, within the Diocese of Parramatta. The school was founded in 1942 by the Sisters of St Joseph, and in 1950 the school came under the care of the Marist Sisters. By 1965 over 500 students were enrolled at the school. As a result, the parish purchased cottages on the block bounded by Merrylands Road, Davies Street, Henson Street and Chetwynd Road. These cottages were used as classrooms until they were demolished to allow for new buildings. The administration building was completed in 1981 and the hall was completed in 1986. During 1987, the Marist Sisters informed the Catholic Education Office in the Parramatta Diocese that they would no longer be able to allocate one of their sisters to hold the position of principal and as a result the first lay principal of St Margaret Mary’s Primary School was appointed, effective from January 1988.

The school caters for girls and boys from Kindergarten to Year 6 and is rich in cultural diversity. Approximately fifty different nationalities are represented in the school, along with twenty different languages. The school currently caters for approximately 550 students. A special feature of St Margaret Mary’s Primary School is the friendly atmosphere and rapport that exists amongst all members of our school community: students, parents, staff and priests.

Location/drawing area

St Margaret Mary's Primary School, located at 7 Chetwynd Rd in Merrylands, is a Catholic systemic school educating girls and boys from Kindergarten to Year 6 within the Diocese of Parramatta, Sydney. The school is rich in cultural diversity and is a growing community of cooperative learners. The school is on a bus line and a train station is a 15 minute walk away.
## 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>35</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>35</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>0</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>11</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>93.15</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>98</td>
</tr>
</tbody>
</table>
Prayer, Liturgical Life and Faith Experiences

Liturgy and prayer are central to the Catholic identity of St Margaret Mary's Primary School. Every Monday morning, the school assembles for the singing of the national anthem and the reciting of the school prayer led by the student leadership team. Morning prayer is held on a daily basis in the classroom where a sacred space is the focus of the students' attention. The traditional prayers of the Catholic faith are taught throughout the school at an appropriate age. At midday we join with all Catholic schools in the Parramatta Diocese to pray the Angelus. Each grade prepares a prayer service that is attended by parents and held in the learning space once a term.

The whole school joins together in our church at mass to celebrate important events such as the beginning and ending of the school year, along with feasts such as the Feast of St Margaret Mary, the Feast of the Sacred Heart, and the Feast of the Assumption, All Saints Day and Ash Wednesday. We also celebrated a wide range of important and significant events during the school year. These included Fathers Day, Mothers Day, Mary MacKillop's Feast Day and the events of Holy Week and Easter, Advent and Christmas.

A noteworthy addition to the prayer life at St Margaret Mary’s Primary School is the student prayer sessions. These are planned and run by our Mini Vinnies group and demonstrate a greater commitment by the children to living out their faith. We ensure that our Catholic identity is present everywhere within our community — playground, church and classrooms. Meaningful prayer, liturgy and Sacramental practices give expression to our religious dimension of school life.

Social Justice

In keeping with the ideals of St Margaret Mary’s Primary School, social justice takes a priority in the school. The focus for this year has been around the Year of Mercy. Our Mini Vinnies group has actively promoted this theme through the winter sleep-out, creating a mercy wall, promoting mercy on the playground, and at our Way of the Mercy liturgy. The children are actively encouraged to support appeals such as Project Compassion and donated very generously to them. Many students in Years 5 and 6 are part of the Mini Vinnies group. This year we held a winter sleep-out for our Mini Vinnies group and a pyjama day throughout the school to support the St Vincent De Paul Winter appeal. In term four we held 'Busking under the Sun' to raise money for the St Vincent De Paul Christmas Appeal.

The students are encouraged to express their social justice insights through actions and they are given opportunities to reflect and respond at appropriate levels. The students and community of St Margaret Mary’s Primary School are very proud of their demonstration of their faith in action following the call to Listen to the Word of God, Share the word of God and Act on the Word of God. Our school works hard to have a strong relationship between teacher and student that is based on the gospel values of respect, empathy and genuine reciprocity. From the moment our students enter our school we involve them, their families and the parish community in the process of evangelising and catechising our students.

School home and parish partnerships

Strong school/home/parish partnerships are necessary in the building of a strong Catholic community. At St Margaret Mary’s Primary School we try to link the three areas in a variety of ways. We continue to enjoy a strong partnership with our parish priest and assistant priest who belong to the Pauline Fathers Religious Order. Classes prepared prayer services once a term where the priests and parents were invited to join in. Parents and clergy were encouraged and welcomed to attend celebrations of our Catholic faith, as well as learning achievements in the school environment. When possible our parish priest attends our Monday morning assembly. This year two of our teachers attended World Youth Day and they shared the many experiences they had with the school community around the theme of mercy and the joy of being a Catholic.

The school cooperates and assists in the parish-based Sacramental program. The Religious Education coordinator, as well as class teachers, work with the Sacramental leader to ensure the success of the program. The school choir continues to sing at each of the First Eucharist and the Sacrament of Confirmation as well as other parish celebrations, masses and liturgies.
Religious Education

As a Catholic school we are committed to our Catholic Identity and one way that we achieve this is through the teaching of Religious Education (RE). Our students are shown and taught that the Word of God and the Sacraments will support them in their Catholic journey.

Religious Education at St Margaret Mary’s Primary School follows the Catholic Education Diocese of Parramatta curriculum, Sharing our Story. Teachers are encouraged to adapt the teaching and learning strategies for Sharing our Story to the needs of the students. This year we have introduced the 'three levels of understanding' to assist the students to a deeper understanding of the Scriptures and to put that understanding into action. Our curriculum is sound and professionally taught by teachers with appropriate RE qualifications. Resources are updated and teachers receive professional development to ensure best practice.

Students in Years 4 and 6 are involved in a Religious Literacy Assessment (RLA) online that occurs across the whole diocese. We receive data that has been analysed to deepen our teaching of Religious education to meet the needs of the students.

The Religious Education program at St Margaret Mary’s Primary school values the children’s life experiences and encourages them to discuss, question and make judgments and decisions. All grades from Kindergarten to Year 6 demonstrate their Catholic religious literacy through appropriate assessments and religious activities. The students who are old enough participate in the Sacraments of Reconciliation and Eucharist regularly. Our classroom based Religious Education uses the most effective pedagogical methods including group work, research, critical thinking, display and dramatic presentation.

Professional Learning of staff in Religious Education

We acknowledge that we have a commitment to quality learning and teaching in all areas of the curriculum and this is most important in the teaching of Religious Education. We understand that we must offer the most effective means of learning and teaching to support our students in their knowledge of the Catholic faith. We are therefore committed to ongoing professional development that will offer students a wide range a teaching approaches, whilst catering for all needs and abilities of our students. This year, teachers worked through two twilight sessions and a number of staff meetings exploring the use of the three levels of understanding.

We, as teachers, are authentic witnesses to our faith and all our staff is committed to the mission of the school and teach in accordance with the teachings of the church. Teachers are also nurtured in the deeper development of personal faith through the use of Lectio Divina during staff prayer held once a fortnight. This year the teachers participated in a staff reflection day held at the Pauline Fathers’ Centre at Penrose Park.

All staff are involved in the correcting of student work in particular grades and the religious education coordinator and the principal run professional learning for teachers. Resources are updated in accordance with needs within the school and the staff are encouraged to incorporate Scripture in all prayers and liturgies. The whole school is using ‘Listen, Share, Act’ to make the teachings of Religious Education relevant and purposeful for all students, parents and staff.
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>99</td>
<td>96</td>
</tr>
<tr>
<td>Literacy</td>
<td>99</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>94</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>

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</tr>
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<td>96</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>91</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91</td>
<td>95</td>
</tr>
</tbody>
</table>

NAPLAN is one of the data collections that helps us link learning across all teaching within our school and supports us in all curriculum areas in terms of assessing our students. Our area of priority over the last three years was in reading and our results display growth.
This year our priority is to improve writing processes for all students Kindergarten to Year 6 (K-6). As a staff we acknowledge areas of concern, analyse and ask important questions from the data given on NAPLAN; and we act accordingly to improve student learning and growth. The school continues to work on improving student results in writing by highlighting the importance of engaging in writing instruction.

In addition to NAPLAN the school uses other standardised assessments that the students at St Margaret Mary’s Primary School undertake. These include Progressive Achievement Tests in Reading (PAT-R), Early Years Assessments, Kindergarten to Year 1 (K-1), and Mathematical Assessment Interviews to determine growth points for students. The results help inform teachers of students individual needs and progression.

School curriculum

All curriculum is from NESA, and we are compliant in every area of our schooling, including curriculum.

All classroom teachers have the responsibility to ensure that all appropriate adjustments are made to an individual’s program to support the child’s progress. The teachers, in doing this, complete personalised plans for a number of students in their care. Children are supported in a variety of ways including one-to-one basis, small groups, targeted skills lessons, home/school programs and the introduction of a gifted and talented program for identified students.

Our learning support program falls in line with the Catholic Education Diocese of Parramatta guidelines of ‘Diversity is the Norm’. The new way of working highlights the individual needs and interests of all students and caters for a range of different learning strategies for the children. Our learning support team provided support for a great number of our children, particularly in the area of English and Mathematics. These children worked in groups at the level of their English competencies.

A new arrivals teacher provided support for children new to the country, as the need arose. All special needs children were provided for in all school educational and co-curricular activities and, where needed, aides provided the support for these children to compete in sporting activities.

Initiatives to promote respect and responsibility

We use the initiatives of the Four Pillars across our school to promote respect and responsibility. The faith community pillar encourages us to live our Catholic faith. We practise our faith by participating in liturgies, prayers and lessons. We follow our school motto, Love the Truth, by listening, sharing and acting on the Word of God. Our teaching and learning pillar allows our students to work to the best of their ability in all Key Learning Areas. We work with other students, teachers and staff to ensure quality work and our best efforts. We want to work together, listening, sharing and helping others at all times. Our personal growth pillar allows us to set our individual goals and strive to achieve them. We use our gifts and talents when working towards our goals in the areas of learning and attitude. We want to show respect and be more like Jesus. Under our partnership pillar we believe that partnership is communicating, interacting and co-operating with others. Partnership is having a connection with others inside and outside of school. It involves allowing others to have a go; it is agreeing on an idea and completing it together.

Professional Learning

The following are the range of professional learning activities that were engaged in:

- effective pedagogy and teaching practice, particularly in writing and reading comprehension
- individual plans for special learning needs of students
- individual learning plans for all students at risk
- revisiting reflection, empowerment and learning in Mathematics
- literacy and pedagogical content knowledge
- looking at new Board of Studies, Teaching and Educational Standards (BOSTES) Geography and History curriculums and undertaking workshops in how best to program and include...
all elements of the new curriculum
- effective writing activities
- guided reading, comprehension and writing
- running records and miscue analysis
- putting faces on the data
- Work, Health and Safety (WHS), anaphylaxis, cystic fibrosis, asthma, first aid, Cardiopulmonary Resuscitation (CPR) and fire information and training
- Early Years Assessment (EYA) training and data analysis
- Progressive Achievement Tests in Reading (PAT-R) comprehension data analysis and where to from here
- professional development also included guided reading, analysis of running records, teams formed to look at a consistent approach in Key Learning Areas (KLAs), revisiting the inquiry approach (Timperley cycle) to concentrate on ‘what knowledge and skills do we as teachers need?’
- tracking of reading recovery students in writing
- NAPLAN marking and preparation
- Extending Mathematical Understanding (EMU)
- staff reflection day
- individual personal development
- professional readings on staff weekly sheet
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Students will deepen their knowledge and understanding of the gospels by the use of the three levels of understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>Over the last two years our data in Year 4 shows 'knowledge of Jesus' and 'church' have declined. The staff survey on the elements of religious literacy indicate a strong need for professional learning on the life of Jesus and its links to the Sacramental life of the church.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | - improvement in teacher knowledge and understanding (staff survey)  
- deepening knowledge and understanding through the Religious Literacy Assessment (RLA) test  
- collection of student samples and of literal, spiritual and application assessments |
| **Status of priority 1** | Ongoing |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>All students will improve self-monitoring skills by using efficient strategies in reading and writing.</th>
</tr>
</thead>
</table>
| **Reason for priority 2** | The staff and school leadership team have identified:  
- moving from the PRODUCT to the PROCESS  
- Data from running records across the school shows variance.  
- Early Years Assessment (EYA) along with reading recovery data focuses on product.  
- NAPLAN and Progressive Achievement Tests in Reading (PAT-R) indicate the need for whole-school practice consolidation. |
| **Steps taken to achieve priority 2** | These included:  
- mapped student progress on the aspects of writing on the literacy continuum  
- running record analysis demonstrated improved student self-correction of one out of every four words or fewer  
- continued to use School Measurement, Assessment and Reporting Toolkit (SMART) as a professional learning tool |
<p>| <strong>Status of priority 2</strong> | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all students to improve their understanding and use of place value</th>
</tr>
</thead>
</table>
| Reason for priority 3 | The staff and school leadership team identified:  
  - Data in Year 1 indicated 11% of students vulnerable in place value.  
  - Data in Year 3 indicated 84% of students vulnerable in place value. |
| Steps taken to achieve priority 3 | These steps included:  
  - students applying their new knowledge to solve mathematical problems  
  - students using mathematical language to unpack their thinking in the area of place value  
  - teaching at the point of need and differentiating the learning space tasks  
  - creating an engaging, mathematically warm environment  
  - using common mathematical language and definitions  
  - analysing data with teachers |
| Status of priority 3 | Ongoing |
| Priority 1 | All students will respond to Scripture using the three levels of understanding by focusing on Sacramental living and prayer to deepen their knowledge of living the Catholic faith. |

| Reason for Priority 1 | The Religious Literacy Test has shown the area of Sacraments as being one of our lowest areas. Prayer is another area where there is inconsistency between Years 4 and 6. In addition, looking at teachers’ programs, prayer and Sacraments are areas where further professional development needs to be done to enable students to respond beyond the lines. |

| Steps to be taken to achieve Priority 1 | ▪ professional development on what is prayer and when and how it is used in the learning space  
▪ the use of prayer as an integral part of the three levels of understanding approach to the teaching of religion  
▪ professional development on programming using the three levels of understanding with a focus on Sacraments  
▪ collection of work samples showing three levels with an emphasis on prayer and Sacraments |
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>All students will grow in comprehension skills measured by improvement on the comprehension clusters on the Department of Education and Communities (DEC) literacy continuum/literacy progressions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 2</td>
<td>Students are challenged by their ability to comprehend texts that they can decode, as evidenced by results in running records which show disparity between reading accuracy and comprehension. NAPLAN 2016 test results showed that in Year 3 the mean reading score was 398.6 and in Year 5 it was 491.9, both below state and diocese level. Comprehension is an essential skill and growth in this area will result in reciprocal gains in all Key Learning Areas.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 2 | - analyse and interpret data with a focus on comprehension  
- make objective observations through instructional walks  
- ensure alignment of literacy procedures from Kindergarten to Year 6 (K-6) that follow Focus 160 guidelines  
- revisit the DEC literacy continuum or literacy progressions and syllabus Stage statements  
- agreement on whole-school procedures  
- track student growth on the comprehension clusters on the literacy continuum/literacy progressions  
- identify teacher learning needs in comprehension skills |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>Students will improve their understanding and use of a range of multiplication and division strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Mathematics Assessment Interview (MAI) data in 2016 showed large numbers of students in each grade are vulnerable in the multiplication and division domain: Year 1: 38%; Year 2: 38%; Year 3: 86%; Year 4: 63%; Year 5: 67%; Year 6: 74%.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | - following Focus 160 numeracy block: warm up; open and challenging task; reflection  
- exposing students to a variety of multiplication and division strategies  
- using learning intentions and success criteria.  
- differentiated questioning based on student needs  
- identifying individual professional learning needs of teachers and responding to these needs accordingly eg professional reading, coaching  
- participating in regular data conversations with teachers, learning support and leadership team |
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 will be conducted annually. A random selection of parents were issued with the survey by the Catholic Education Diocese of Parramatta.

The QCS data collected and reported showed that our parent community, along with teacher and student community, valued the Catholicity of our school. Our parent data also told us that the most satisfactory area within the community engagement was our reporting system. Parents felt that behaviour at our school was managed effectively and saw that their children enjoyed coming to school. The parents felt that their children were well connected to their peers and that added to the student’s school experience. Homework was another area with which our parent community was very pleased.

Student satisfaction
The QCS Survey was completed, online at school, by Year 5 and Year 6 students. All students were keen to complete the survey. The QCS data showed that our students liked, and felt connected to, the school. Students also felt that what they were learning was interesting and enjoyable. The data also showed that on the whole students were motivated to do well, but at times might have lacked confidence in their ability to learn. The students indicated strong relationships with their teachers and their engagement in learning.

The students valued their involvement in the St Margaret Mary’s parish and believed they had a role to play in the area of social justice. They rated the behaviour of their peers as good and articulated their respect for their teachers. The children also appreciated the opportunities they were given at St Margaret Mary’s Primary School to fulfil their potential.

Teacher satisfaction
The QCS data showed that staff were highly motivated and positive about their work at St Margaret Mary’s Primary School. The data also indicated that staff were personally enthusiastic and passionate about their work. Staff were also intrinsically on board with goals and objectives of the school. The level of ownership was self-motivated. Staff results also showed that teamwork and ownership were closely aligned, which indicated that staff appreciated the opportunities to work together collegially and support one another. It also indicated that staff goals and their approach to work were aligned with the goals and approach of the school. There was great growth in the areas of staff engagement, empowerment and school morale. There was also a positive increase in student behaviour and supportive leadership.

There was growth in regard to the four main pillars of the QCS survey: empathy (supportive leadership), clarity (role clarity), engagement (teamwork, empowerment, ownership) and learning (feedback and recognition, professional learning). These pillars all scored within 10 points of each other, indicating a balanced view of St Margaret Mary’s Primary School and its operation.
Student Profile

Enrolment Policy

St Margaret Mary'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>267</td>
<td>293</td>
<td>560</td>
</tr>
<tr>
<td>2015</td>
<td>272</td>
<td>274</td>
<td>546</td>
</tr>
<tr>
<td>2016</td>
<td>255</td>
<td>280</td>
<td>535</td>
</tr>
</tbody>
</table>

Our numbers will increase in 2017 owing to having three classes per grade, as opposed to this year, where grade 6 had 2 classes.

Student attendance rates

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>94.00</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.09</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.78</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.55</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.91</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.64</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.71</td>
</tr>
<tr>
<td>School Average</td>
<td>93.52</td>
</tr>
</tbody>
</table>

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>452</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>34</td>
</tr>
<tr>
<td>Indigenous</td>
<td>3</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.
They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

The Catholic education system in the Diocese of Parramatta is committed to developing an educational and organisational culture based on mutual trust and respect that assists people to recognise and develop their personal capabilities.

Any type of bullying in Catholic schools is contrary to gospel values and the system’s Vision Statement: Catholic Schools in the Diocese of Parramatta (1999). These values and principles are outlined in the following statements:

To be inviting, inclusive and just is to ensure that we work to promote the common good in our schools, the system as a whole, and the wider society.

We will be inviting, inclusive and just by:
- embracing the diversity of people and cultures
- promoting collaborative practice
- encouraging staff to strive for growth
- providing staff with access to appropriate, growth-promoting development opportunities

All children and young people have a right to an education that is free from discrimination, harassment and bullying. Students who are the targets of persistent bullying can suffer long-term psychological, social and developmental damage that can continue into their adult years.

Violence, bullying and harassment affect everyone, not just the targets of bullies and the perpetrators themselves. It also affects those who witness the violence and aggression that is often associated with bullying and the distress and powerlessness of the victim or victims. Bullying behaviours can have a profound long-term effect on the culture of a school.

Staff in the Catholic education system in the Diocese of Parramatta are committed to developing and implementing policies, procedures and practices that protect students from bullying behaviours and creating educational communities that are proactive in the promotion of positive behaviours by all students.

This policy document is linked to the system’s Maintaining Right Relations (2003) policy and the school’s Student Management Policy (2005).

Bullying is repeated psychological or physical oppression of a less powerful person or group of persons by a more powerful person or group of persons (Rigby, 1996) that creates a risk to mental and physical health and safety. Bullying is ongoing in nature and the bully is encouraged by another’s pain, distress, fear and humiliation. Bullying may manifest itself in the form of emotional, social, verbal and/or physical incidents, all of which will cause distress.

At St Margaret Mary's Primary School our Student Management policy is based on three principles:
- everyone has a right to teach and learn
- everyone has a right to be valued and respected
- everyone has a right to feel safe

The school's anti-bullying policy is based on our three codes of conduct. Any complaints are investigated by a member of the leadership team and followed up accordingly. Parents of the offenders are called up for an interview and the appropriate consequences are put into place. This, of course, depends on the severity of the breach. In the case of cyber-bullying parents are encouraged to report this to the police because, as a primary school, we deem students too young to be using social media and it is a parent's responsibility to monitor their children's use of this.

The full text of student management, welfare, anti-bullying, and discipline policies can be obtained through the school.
There have been no changes to the policy in 2016

Complaints and grievances policy

The Catholic education system in the Diocese of Parramatta is committed to developing an educational and organisational culture based on mutual trust and respect. We are committed to providing a safe and supportive work and learning environment for all employees and students.

We acknowledge that employees, students and parents may sometimes have a complaint about a decision, behaviour, act or omission that they feel is unacceptable. Whilst most issues can be resolved through direct discussion with the parties, there may be instances in which this is not possible.

Complaints may relate to any practice or policy of a school or Catholic Education Office (CEO) related to the treatment of or education of students. The Parramatta Catholic education system has some specific complaints processes. The Child Protection Kit has specific policies and procedures to address complaints of child abuse and reportable conduct. Maintaining Right Relations policy and procedures addresses complaints of harassment, bullying and discrimination.

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education Diocese of Parramatta (CEDP), Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

There have been no changes to these polices in 2016.
Section Eleven: Financial Statement

### Income

- Commonwealth (64.3%)
- Capital (0%)
- State (20.1%)
- Fees (13.5%)
- Other (2.2%)

### Expenditure

- Capital (3.3%)
- Salary (72.9%)
- Non-Salary (23.8%)

#### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$3,853,239</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$1,202,260</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$810,110</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$129,266</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$5,994,875</strong></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>$197,191</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$4,290,418</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,399,094</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$5,886,703</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.