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 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 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 had provided 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 all school functions 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 worked hard to fund raise for our school and our students have benefited from the hard work and generosity of all of our parents. During 2017 the P&F held our 75th anniversary celebration fete to raise funds for further playground coverings. 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.

In 2017 all students, Kindergarten to Year 6 (K-6), joined in grade liturgies where the students created a sacred space and listened to, and acted out, the Word of God. This supported units of work that they were studying in Religious Education. It also supported the important fact that Catholic schooling played an important part in our lifelong relationship with Christ.

Our Year 6 senior students enjoyed the educational opportunity of going to Canberra on a three-day excursion. Year 5 Students, in preparation for leadership expectations in Year 6, attended a leadership day at Narrabeen. All grades had the opportunity to experience excursions and excursions to complement the units of work being covered.
All students were able to participate in sporting activities to represent the school in diocesan carnivals and gala days.

Extra-curricular activities that students were able to become involved in included: 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. This year we celebrated 75 years of Catholic Education at St Margaret Mary’s Primary School. We acknowledge those who have gone before us and draw on their strength to continue in the spirit with which St Margaret Mary's Primary School, Merrylands, was started.

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>2</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>94</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>97</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

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 in 2017, the school assembled for the singing of the national anthem and the reciting of the school prayer led by the student leadership team. Morning prayer was held on a daily basis in the classroom where a sacred space was the focus of the students' attention. The traditional prayers of the Catholic faith were taught throughout the school at an appropriate age. At midday we joined with all Catholic schools in the Parramatta Diocese to pray the Angelus. Each grade prepared a prayer service that was attended by parents and held in the learning space once a term.

The whole school joined 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 was the student prayer sessions. These were planned and run by our Mini Vinnies group and demonstrated a greater commitment by the children to living out their faith. We ensured that our Catholic identity was present everywhere within our community — playground, church and classrooms. Meaningful prayer, liturgy and Sacramental practices gave expression to the religious dimension of our school life.

Social Justice
In keeping with the ideals of St Margaret Mary's Primary School, social justice takes a priority in the school.

Our Mini Vinnies group actively promoted social justice through the winter sleep-out, promoting mercy on the playground, as well as collecting food and toys for disadvantaged and the sick. The children were 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. In 2017 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, as well as collecting and delivering food and money to the St Vincent De Paul Society, and our student representatives delivering toys to Westmead Children’s Hospital at Christmas.

The students were encouraged to express their social justice insights through actions and they were 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 continued 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 attended our Monday morning assembly. This year two of our teachers attended a three day Australian Youth Festival held at Homebush, NSW. This was a faith development opportunity for young teachers.
The school cooperated and assisted in the parish-based Sacramental program. The Religious Education coordinator (REC), as well as class teachers, worked with the Sacramental leader to ensure the success of the program. The school choir continued 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 in 2017 followed the Catholic Education Diocese of Parramatta curriculum, *Sharing our Story*. Teachers were encouraged to adapt the teaching and learning strategies for *Sharing our Story* to the needs of the students. We also continued to use 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 was sound and professionally taught by teachers with appropriate RE qualifications. Resources were updated and teachers received professional development to ensure best practice.

Students in Years 4 and 6 were involved in a Religious Literacy Assessment (RLA) online that occurred across the whole diocese. We received data that had 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 valued the children’s life experiences and encouraged them to discuss, question and make judgments and decisions. All grades from Kindergarten to Year 6 demonstrated their Catholic religious literacy through appropriate assessments and religious activities. The students who were old enough participated in the Sacraments of Reconciliation and Eucharist regularly. Our classroom based Religious Education used the most effective pedagogical methods including group work, research, critical thinking, display and dramatic presentation.

**Professional Learning of staff in Religious Education**

We acknowledge our commitment to quality learning and teaching in all areas of the curriculum, including Religious Education. We are committed to ongoing professional development that will offer students a wide range of teaching approaches, whilst catering for all needs and abilities of all students. We, as teachers, are authentic witnesses to our faith and all staff teach in accordance with the teachings of the church.

Teachers were nurtured in the deeper development of personal faith through the use of Lectio Divina during staff prayer, once a fortnight. We held a Staff Reflection Day in 2017, linking with our 75th anniversary. We looked at ‘memories’, celebrating where we had come from and where to, with our Catholicity, to where we go. Within professional learning our staff were involved in sessions run by our Religious Education coordinator, as well as our principal. Resources were updated in accordance with needs within the school and the staff were encouraged to incorporate Scripture in all prayers and liturgies. The whole school followed our ‘Listen’, ‘Share’, ‘Act’ to make the teachings of religious education relevant and purposeful for all in our community.
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>97</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>93</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
<td>95</td>
</tr>
</tbody>
</table>

NAPLAN is one of the data collections that helped us link learning across all teaching within our school and supported us in all curriculum areas in terms of assessing our students. This year’s data supported our Literacy and Numeracy action plan goals. Our priority was to improve our teaching and have student growth improve. As a whole staff we worked closely in our analysis of
NAPLAN and our key questions from our data were:

- Why were students in Year 3 performing better in writing than in reading?
- Why were our students not achieving results strongly in the top bands?

School curriculum

All curriculum is from NSW Education Standards Authority (NESA), except our Religious Education curriculum which is from our Diocesan office, and we are compliant in every area of our schooling.

All classroom teachers have had the responsibility to ensure that all appropriate adjustments were made to an individual’s program to support the child’s progress. The teachers, in doing this, completed personalised plans for a number of students in their care. Children were supported in a variety of ways including one-on-one basis, small groups, targeted skills lessons, home/school programs, gifted and talented programs and creative expression. Our learning support program was in line with the Catholic Education, Diocese of Parramatta (CEDP) guidelines of 'Diversity is the Norm'. It highlighted the individual needs and interests of all students and catered for a range of different learning strategies for the children. Our learning support team provided support for many students, particularly in the areas of literacy and numeracy. A new arrivals teacher provided support for children new to the country, as the need arose. All special needs students were provided for in all school educational and co-curricular activities and, where needed, aides provided the support for children on an extra basis.

Initiatives to promote respect and responsibility

We used the initiatives of the four pillars across our school to promote respect and responsibility. The faith community pillar encouraged us to live our Catholic faith. We practised our faith by participating in liturgies, prayers and lessons. We followed our school motto, *Love the Truth*, by listening, sharing and acting on the Word of God. Our teaching and learning pillar allowed our students to work to the best of their ability in all Key Learning Areas. We worked with other students, teachers and staff to ensure quality work and our best efforts. We wanted to work together, listening, sharing and helping others at all times. Our personal growth pillar allowed us to set our individual goals and strive to achieve them. We used our gifts and talents when working towards our goals in the areas of learning and attitude. We wanted to show respect and be more like Jesus. Under our partnership pillar we believed 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
- personalised plans for special learning needs of students
- personalised learning plans for all students at risk
- revisiting reflection, empowerment and learning in Mathematics
- literacy and pedagogical content knowledge
- looking at new NSW Education Standards Authority (NESA) 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), and 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
## Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>That all students would respond to Scripture using the three senses by focusing on Sacramental living and prayer to deepen their knowledge of living the Catholic faith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Our Religious Literacy Test showed the area of Sacramental knowledge as needing improvement. Prayer showed some inconsistency between Years 4 and 6. Further professional development was to be given to develop teacher knowledge to enable students to respond 'beyond' the lines.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | These included:  
- introduction of prayer policy  
- professional learning undertaken on using the three levels of understanding  
- engaging parents and community through prayer kits, newsletter articles and inviting parents into prayer spaces  
- exploration of Catholic prayers based on Scripture  
- exploration of the Sacraments using Scripture |
<p>| Status of priority 1 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That all students would improve their comprehension skills as measured by Aspects of Comprehension on the DEC continuum - at least 2 clusters in Stage 1 and a minimum of one cluster in Stages 2 and 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Data across the school showed a consistent vulnerability in comprehension evidenced by disparity between reading levels and comprehension ability in K-2, analysis of running records, NAPLAN data and Pat-R data.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | We:  
- provided professional learning and support in developing learning intentions and success criteria  
- conducted consistent and purposeful instructional walks to determine embedded practices and strategies to be developed  
- guided teachers to select appropriate texts for shared and guided reading and explicitly teaching comprehension strategies (prior knowledge, making connections, predicting, questioning, monitoring, inferring, visualising, summarising and synthesising)  
- used data wall to track growth |
| Status of priority 2 | Ongoing |

| Priority 3 | This was to increase the number of students who made learning gains across all domains with a particular focus on students who were stuck in three or more domains. |
| Reason for priority 3 | MAI data shows large percentage of students in each grade stuck in one or more domains. NAPLAN data showed less than expected growth in Numeracy in Year 5. |
| Steps taken to achieve priority 3 | Steps included:  
- use of data walls to inform deeper teaching and to track individual students  
- professional learning for teachers to deepen understanding of analysis of MAI testing and NAPLAN data  
- observations of numeracy blocks with students then given feedback to improve learning  
- students tracking their growth and discussing where to support given to teachers with limited experience in teaching |
| Status of priority 3 | Ongoing |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Students will deepen their knowledge of the Sacraments and prayer through using the three senses to explore our living Catholic faith.</th>
</tr>
</thead>
</table>
| **Reason for Priority 1** | These were:  
- consolidating 2017 learnings  
- introduction in late 2017 of *Prayer* policy and resource of prayers maintained as a focus  
- continued focus on Sacramental living |
| **Steps to be taken to achieve Priority 1** | These included:  
- whole staff professional learning on religion warm-ups based on units to be taught  
- doctrine and traditions to be discussed with grade teachers before units begin  
- REC to monitor through instructional walks, program evaluations and student work  
- Pre and post tests to track student growth |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>Students will develop their comprehension skills to make meaning of texts as measured by the sub elements of interacting and understanding texts.</th>
</tr>
</thead>
</table>
| **Reason for Priority 2** | NAPLAN data showed reading score growth in Year 5 needs intervention.  
Upper end of students in Year 5 need higher growth to lessen the gap between state, diocese and school. |
| **Steps to be taken to achieve Priority 2** | These included:  
- identification of students at risk from NAPLAN data - intervention to occur  
- monitoring of the differentiation of the curriculum, through supporting teachers at the beginning of their career, in literacy  
- professional learning of whole staff, small groups, individuals on explicit teaching strategies |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To improve student skills in selecting efficient multiplicative strategies to interpret and solve mathematical problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>NAPLAN individual item analysis shows Year 3 students performed below national benchmarks in four out of five multiplication and division problems. Year 5 pattern of growth was not strong in the above areas.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | We will focus on:  
- data walls to track multiplicative processes of all students in Years 3 to 6  
- instructional walks to determine what professional development is needed for staff  
- teachers being supported in differentiating tasks |
Community Satisfaction

Parent satisfaction

During 2017 the Catholic Education Diocese of Parramatta (CEDP) engaged insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our schools. A random selection of parents were issued with the survey by the CEDP.

The QCS data collected and reported showed that our parent community, along with the teacher and student community, valued the Catholicity of our school. Our parent data also told us that the behaviour at our school was managed effectively and parents stated 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. Parent satisfaction was strong with their children being engaged learners.

Student satisfaction

Our Year 5 and Year 6 students completed the QCS online. All students were keen to complete the survey.

The results indicated that students:
- liked, and felt connected to, the school
- felt that what they were learning was interesting and enjoyable
- on the whole, were motivated to do well, but at times may have lacked the confidence in their ability to learn
- indicated strong relationships with their teachers and in their engagement in learning
- valued their involvement in the St Margaret Mary's parish and believed they had a role to play in the area of social justice
- articulated respect for their teachers
- showed that they 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
- were personally enthusiastic and passionate about their work
- were intrinsically on board with goals and objectives of the school
- felt the level of ownership was self-motivated
- believed 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
- that staff goals and their approach to work were aligned with the whole-school goals
- believed there was growth in student behaviour, engagement and empowerment as well as school morale
- thought that the four main pillars of the QCS survey indicated a balanced view of St Margaret Mary's Primary School and its operation as an authentic Catholic school

The four pillars were:
- empathy - supportive leadership
- clarity - role clarity
- engagement - teamwork, empowerment, ownership
- learning - feedback and recognition, professional learning
**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](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>272</td>
<td>274</td>
<td>546</td>
</tr>
<tr>
<td>2016</td>
<td>255</td>
<td>280</td>
<td>535</td>
</tr>
<tr>
<td>2017</td>
<td>263</td>
<td>289</td>
<td>552</td>
</tr>
</tbody>
</table>

Enrolments are steady and it is anticipated that they remain strong over the years. Our parents often comment (at enrolment interviews) about wanting their children at the school as it is such a great Catholic school.

**Student attendance rates**

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

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>96</td>
</tr>
<tr>
<td>Year 1</td>
<td>96</td>
</tr>
<tr>
<td>Year 2</td>
<td>96</td>
</tr>
<tr>
<td>Year 3</td>
<td>97</td>
</tr>
<tr>
<td>Year 4</td>
<td>95</td>
</tr>
<tr>
<td>Year 5</td>
<td>96</td>
</tr>
<tr>
<td>Year 6</td>
<td>96</td>
</tr>
<tr>
<td>School Average</td>
<td>96</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>472</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>41</td>
</tr>
<tr>
<td>Indigenous</td>
<td>2</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 the parents’ 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 2017.

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 (CEDP) related to the treatment 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. The 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 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 2017.
Section Eleven: Financial Statement

RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$4,177,308</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$1,397,786</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$875,191</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$92,279</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$6,542,564</strong></td>
</tr>
</tbody>
</table>

RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$40,619</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$4,658,395</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,401,904</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$6,100,918</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.