

# 2015 ANNUAL SCHOOL REPORT



## St Mary MacKillop Primary School, South Penrith

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Catholic Education  
Diocese of Parramatta

# Introduction

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## About the Annual School Report

St Mary MacKillop Primary School is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, 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 2015 and gives information about the 2016 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

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### Principal

I am proud to present to you the 2015 Annual School Report for St Mary MacKillop Primary School, South Penrith.

St Mary MacKillop Primary School is a Catholic co-educational school where we strive to fulfil our vision to glorify God in all aspects of life and learning. We place great emphasis on establishing a partnership between home and school. Our mission is to:

- provide for the learning and development needs of each child
- provide a supportive, safe and nurturing environment
- encourage lifelong 21st century learning
- recognise the worth of every individual
- celebrate together in faith

At St Mary MacKillop Primary School, we believe that teaching and learning should be an engaging experience for both students and teachers. This engagement is characterised by the setting of high expectations, explicit teaching, quality relationships and a belief in lifelong learning.

In 2015, all teaching staff participated in professional learning focusing on religious formation, numeracy and literacy as part of the school's implementation plan. There is a strong sense of community at the school which is focused on building positive relationships through the use of restorative practice.

During 2015, we provided educational opportunities for members of the school community to develop intellectually, spiritually, creatively, emotionally and physically. This was achieved within a positive and supportive environment of the school community within the Catholic tradition.

At St Mary MacKillop Primary School, we seek to live out our school motto of *Together We Grow* by supporting one another and nurturing our growth as individuals, and as a school and parish community. The children are encouraged to be safe respectful learners. St Mary MacKillop Primary School continues to develop as an exciting centre for quality 21st century learning.

### Parent

From the initial planning of St Mary MacKillop Primary School, the involvement of the parents of the children attending the school has been vital to the success of the school. Parents and extended families are consistently involved in liturgies and assist students' learning in literacy, sport, technology and the creative arts.

The Parent and Friends Association (P&F) supports, encourages and resources teaching and learning for the children, and helps maintain the school site.

Parental involvement is a vital part of life at St Mary MacKillop Primary School. We have a very active parent and friends' committee, comprised of elected members from the school community. Every year nominations for parent class representatives are called for and they support the teachers, students and the class parent group in a voluntary position for a period of twelve months.

### Student

Our student leaders are elected by their peers and teachers to have a specific role at St Mary MacKillop Primary School. Their leadership responsibilities include organising and running assemblies, buddies for our Kindergarten students, flag raising, special ambassadors to important events, and taking on various tasks as requested by the principal. We have a number of student leadership teams which include Early Childhood, Library, Religious Education, Environment, Class Representatives, Technology and Sound.

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. During term 2 the Year 6 leaders facilitate the Peer Support program for students in Kindergarten to Year 5.

Our students have wonderful facilities, playing spaces, learning spaces and technological resources to assist them with their learning and leisure at St Mary MacKillop Primary School. They are given a great deal of responsibility in organising masses, and celebrations like Grandparents Day, cross country, swimming and athletic carnivals.

## Who we are

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### History of the school

Bishop Bede Heather blessed the buildings on 23 October 1983. Mary MacKillop Primary School, Penrith South opened its doors for the first time to 460 pupils on 31 January 1984.

The foundation principal was Sr Anne Cooper rsj, a member of the Josephite Order. The school took on the name of the founder of this unique Australian congregation, Mary MacKillop. Being dedicated to the memory of Australia's first saint, our school has a clear Josephite tradition. Feast days around Mary; her parents, St Joachim and St Anne; and St Joseph, are celebrated annually. There is also a strong bond with the Josephite sisters at the Mary MacKillop Institute for East Timorese studies. This connection gives the students first hand knowledge of the plight of a people in need as they work to support them in their own unique ways.

A two year refurbishment program of the school and grounds was completed in 2008. The fully air-conditioned facilities provide flexible learning spaces which facilitate the contemporary learning needs of our students.

During 2012 the school community honoured our first Australian saint by changing the school name to St Mary MacKillop Primary School. During 2015 the Charism of St Mary Mackillop and the rich history of the Josephite Sisters continue to inspire, motivate and inform the teaching community of St Mary Mackillop Primary School.

### Location/drawing area

St Mary MacKillop Primary School is a two-stream school located in Penrith South and draws on students from Penrith South, Jamisontown, Orchard Hills and Kingswood South. It serves the St Nicholas of Myra Parish, Penrith.

The site selected for the school gives a clear view to the Blue Mountains. Atop the playground is the very large Morton Bay Fig, which features proudly as the symbol of the school, and has the motto, *Together We Grow*, printed below it.

## Workforce Composition

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<b>Category</b>	<b>Number of Staff</b>
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	24
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	0
Number of teachers accredited to teach Religious Education	24
Number of teachers currently undertaking accreditation to teach Religious Education	0
Number of non-teaching staff (includes teachers' aides)	6
Percentage of teachers who are indigenous	3
The average teacher attendance for 2015	95.6
Percentage of 2015 teaching staff who were retained from 2014	88

# Catholic Identity and Religious Education

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## Prayer, Liturgical Life and Faith Experiences

St Mary MacKillop Primary School has an active liturgical life. The school celebrates major events in the liturgical and secular calendar including Lent, Easter, St Mary MacKillop Feast Day, Christmas, Mothers Day, Fathers Day and Grandparents Day. All classes have regular liturgies at school and we gather in our parish church, St Nicholas of Myra, for our school feast day on the 8th August and for our Year 6 students to graduate.

Staff prayer takes place weekly and, along with daily prayer in classrooms, there is whole-school prayer time once a week. All meetings commence with a prayer and prayer focuses are in place throughout the school.

The canonisation of St Mary MacKillop was a significant milestone in the school's history. It was celebrated with a mass which St Nicholas of Myra Primary School also attended and we had a live web feed to staff at the canonisation in Rome.

As a St Mary MacKillop Primary School, Year 5 students each year also visit Mary MacKillop Place, North Sydney, as part of faith experiences. ANZAC Day is also celebrated as an important national day. Our parish priest and assistant priest visit the school regularly to celebrate mass and class Reconciliation. The priests and parish Sacramental coordinator assist children and their families in the parish based Sacramental preparation.

## Social Justice

At St Mary MacKillop Primary School, we have a *Social Justice* policy and students are actively encouraged to express their faith in this way. As a Catholic school we support various charities, including Project Compassion, St Vincent de Paul, Catholic Mission and Penrith Community Kitchen. We also have broader social justice connections with East Timor. Prayer at assemblies is used to draw attention to social justice issues. We aim to raise awareness, pray, raise funds and perform acts of kindness. In 2015, students spent time collecting money and items for St Vincent de Paul. All our social justice activities reflect the actions of St Mary MacKillop's call to serve others.

## School home and parish partnerships

There is a strong relationship between our parish of St Nicholas of Myra and the school.

Priest, parents and staff work tirelessly to provide quality Catholic education. Sacramental programs are actively supported by staff through the Religious Education curriculum and members of staff are present and provide musical support at Sacrament celebrations. This is a significant expression of the unity of school and parish, and occurs each year.

Our parish priests visit the school weekly to work and pray with our students. Families are invited to diocesan celebrations. Families in financial, spiritual or emotional need are supported with liaison between the school, Catholic Education, Diocese of Parramatta (CEDP) and the parish.

Parents are encouraged to take an active role in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social barbecues, reading programs, canteen, and library assistance. Regular communication with parents occurs through the students' diaries, phone calls, meetings, electronic sign, facebook, twitter, skoolbag app and the fortnightly newsletter.

## Religious Education

The Diocesan Religious Education syllabus, *Sharing Our Story*, is followed at St Mary MacKillop Primary School. The units provide the students with a range of experiences to promote and enhance their knowledge and understanding of key concepts about God, Jesus, prayer, Scripture, church and Christian life. Many aspects of the units are integrated into the everyday experience of the students. All students are encouraged to participate actively in their faith through prayer, mass and liturgical celebrations. Students are supported through the Sacramental program by the Religious Education coordinator and class teachers who work in collaboration with the Parish Sacramental Team.

## Professional Learning of staff in Religious Education

One of the priorities for 2015 was to improve teacher and student knowledge, understanding and participation of the celebration of the Eucharist (mass) and Sacraments of the church. Our community continued in 2015 to build a relationship with God by participating in, knowing and understanding a variety of prayer forms. Teachers were engaged in professional learning sessions which included professional readings, Exploring Scripture, Lectio Divina, project-based learning and shared prayer in Religious Education.

A staff development day was held in order for staff to spend time in prayer and reflection, focusing on the place of God in their lives through prayer, the Eucharist and Sacraments of the church.



## 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 2015. 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.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	98	94	87	73
	Literacy	100	95	90	72
	Reading	98	95	80	71
	Writing	100	96	92	76
	Spelling	100	93	82	65
	Numeracy	98	94	70	61

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	98	93	72	61
	Literacy	96	93	80	57
	Reading	96	93	69	58
	Writing	98	92	76	52
	Spelling	98	93	80	61
	Numeracy	98	95	71	56

A NAPLAN action plan was developed at St Mary MacKillop Primary School from all data gathered from national and local assessments. This presents a targeted approach to meeting the student needs in Literacy and Numeracy. The *St Mary MacKillop Primary School Plan* outlines our observations from the data and a detailed outline and approach to developing individual plans

for our most vulnerable students. The percentage of students in the top three bands at St Mary MacKillop Primary School in Year 3 and Year 5 were above the national percentage in Literacy, Numeracy, reading, writing, spelling, grammar and punctuation. The percentage of students at St Mary MacKillop Primary School who were at, or above, national minimum standard were above the national percentage in all areas of NAPLAN testing in Years 3 and 5.

Professional development of teachers in the area of Mathematics and English will focus on the effectiveness of learning programs for all students and addressing those areas where individual children require further assistance.

## School curriculum

The academic curriculum at St Mary MacKillop Primary School is constantly under review as we aim to meet the individual learning needs of all our students. Individualised learning programs cater for the diverse range of learning styles and needs of students in their classes.

At St Mary MacKillop Primary School, we provide programs, activities and experiences to enrich and support the school curriculum and to promote improved learning outcomes for all students.

We have adopted an inclusive educational approach in relation to students with all learning needs. Through this approach, we strive to provide appropriate support, resources, funds and teacher training to ensure that students with learning needs can have their learning and social needs met in the regular classroom.

Programs may incorporate:

- individual group strategies
- extension activities within and across classes
- enrichment days at local high schools and with visiting workshops
- contract work
- open-ended questions, activities and assignments
- online learning
- hypothesis testing and problem solving
- individual research investigation
- opportunities for peer tutoring and assessment
- mentors with specific expertise
- academic competitions

There is a three phase Orientation program for entry to Kindergarten. Students with specific needs entering Kindergarten are tracked from preschool and experience a number of school visits.

Students entering secondary school from Year 6, with specific needs, are prepared with individual orientation programs.

The school was involved in a number of co-curricular activities during 2015, including:

- Captivate performances - choir and strings ensemble
- talent quest
- sports carnivals
- touch football, soccer, netball, Australian Rules Football camps
- academic qualifications
- Voice of Youth
- camps
- Young Leaders Day
- author visits
- Strings program

- strings private tuition
- Peer Support program
- danceathon
- school concert
- performances for the students

### Initiatives to promote respect and responsibility

The St Mary MacKillop Primary School model of restorative practice has been established within the school for a number of years. The program provides a framework of activities, from Kindergarten to Year 6, that promotes the use of restorative practice questions to create a harmonious environment of respect and responsibility for ourselves, others and the environment.

Student leadership and responsibility is promoted from Kindergarten to Year 6. Students of all grades lead liturgies and assemblies.

Students in Year 6 belong to teams responsible for specific areas of school organisation (eg sound, environment, library, safety teams). Year 6 lead peer support groups, focusing on specific values and relationships. The Peer Support program is conducted annually at St Mary MacKillop Primary School and promotes social skills, resilience, networking, empathy and self-awareness.

### Professional Learning

Professional learning undertaken by staff in 2015 included:

- effective pedagogy and teaching practice in all Key Learning Areas (KLAs)
- project-based learning
- using iPads in primary learning spaces
- individual plans for special learning needs students
- Diversity is the Norm
- Exploring Scripture
- assessment in Mathematics
- numeracy and pedagogical content knowledge
- programming using the New Australian Syllabus
- effective talking and listening activities
- effective comprehension strategies
- running records and the early years assessment
- quality teaching
- assessment of reading using the Progressive Achievement Tests in Reading (PAT-R)
- child protection training
- first aid training
- anaphylaxis training

## School Improvement

### Annual school priorities

<b>Priority 1</b>	For all students to build a relationship with God by participating in, knowing and understanding at least 5 -10 prayer forms.
<b>Reason for priority 1</b>	Analysis of RLA data has shown that students' knowledge of prayer is an area of need as there has been minimal improvement in this strand of Religious Education over the last two years. This data along with professional discussion and teacher observations indicates a need to explore the meaning of prayer, the explicit naming and teaching of the variety of prayer forms and the intentional providing of rich prayer experiences for all students and staff.
<b>Steps taken to achieve priority 1</b>	<ul style="list-style-type: none"> <li>▪ All students K-6 engaged in daily prayer as per the Religious Education agreed practice.</li> <li>▪ All students K-6 were engaged in a variety of rich prayer experiences during the weekly whole school prayer.</li> <li>▪ All students in K-6 were given the opportunity to explain, appropriate to their age, the different forms of prayer.</li> </ul>
<b>Status of priority 1</b>	Achieved
<b>Priority 2</b>	All students to improve their inferential comprehension skills evidenced in running record levels, Pat-R, Naplan and at least the expected growth in writing using the NSW DEC Literacy Continuum.
<b>Reason for priority 2</b>	<p>As a school, NAPLAN, PAT R, EYA and informal teacher assessments continue to indicate a need for further growth in reading, especially for the students operating in the top bands.</p> <p>Professional discussions, reflections and self-assessments of teacher practice indicate a need to further explore the explicit teaching of the 'infer' strategy, in order to improve student-learning outcomes in reading comprehension, especially for those students operating in the top bands for reading.</p>
<b>Steps taken to achieve priority 2</b>	<p>All students K-6 were engaged daily in guided reading/ reciprocal reading/ reader's circle groups, where they were operating in their zone of proximal development (Vygotsky).</p> <p>After instruction and modelling, the students had the opportunity to regularly practice reading comprehension skills, with a focus on Inferring</p> <p>Teachers frequently monitored individual student reading comprehension to ensure all students were operating in their zone of proximal development.</p>
<b>Status of priority 2</b>	Achieved

<b>Priority 3</b>	All students to improve by at least one growth point and reach their stage appropriate growth point in all domains.
<b>Reason for priority 3</b>	Data gathered via instructional walks, teacher feedback, National School Improvement Tool (NSIT 2014) indicated the need for teachers K-6 to develop a consistent approach to tracking student growth points throughout the year. Whilst student growth points was tracked and displayed on a K-6 Data Wall based on February data, the next step was for staff is to individually track student growth using a consistent measure and reflect this ever changing data during the year on the data wall.
<b>Steps taken to achieve priority 3</b>	<p>The children were engaged in a daily numeracy block as outlined in the agreed practice and participated in tasks at their appropriate stage of development.</p> <p>Teachers confidently discussed students' growth points and strategies for moving students on</p> <p>Teachers collected data on all students regularly, including annotated work samples</p> <p>Teachers discussed tracking and assessment at Stage meetings</p> <p>Teachers used evidence-based data and conferring with colleagues before data wall was updated</p>
<b>Status of priority 3</b>	Achieved

## Projected school priorities

<b>Priority 1</b>	Students improve their knowledge of God/Jesus and Sacraments through a deeper understanding of Scripture (as evidenced by classroom assessment data and RLA)
<b>Reason for Priority 1</b>	Yr 4 and Yr 6 RLA assessment data along with class summative and formative assessments have identified that SMMK students need to develop a greater understanding of God/Jesus and Sacraments. Overall students show a good literal understanding of Scripture, however, they are not making the connection between scripture, God/Jesus and Sacraments (traditions and practices).
<b>Steps to be taken to achieve Priority 1</b>	<p>All students will be involved in grade pre, mid and post testing of SOS units.</p> <p>Students will be participating in good teaching pedagogy including warm-ups and reflections aimed at sparking their spiritual curiosity.</p> <p>Teachers will read and highlight 'Theological and Educational Background' from SOS and/or the teacher content from Understanding Faith website.</p> <p>Teachers will use 'In brief for students' and unit outcomes to develop assessment tasks.</p>
<b>Priority 2</b>	All students will achieve at least the expected growth when responding to and composing texts, using the DEC Comprehension and Writing Continuum.
<b>Reason for Priority 2</b>	<p>In the NAPLAN trend data Year 3 students have achieved less growth than the Year 3 cohort in 2014. The results show under the NSW CEC trend data.</p> <p>In NAPLAN 35.4% of Year 5 students made less than expected growth in reading. The majority of students achieved Bands 6 and 7, we need to increase the number of students in the top bands. In the NAPLAN trend data Year 5 have experienced 0.1% percent growth.</p> <p>In NAPLAN 2015 41.4% of Years 5-7 students made less than expected growth in reading.</p>
<b>Steps to be taken to achieve Priority 2</b>	<p>All students K-6 engaged daily in 100 minutes of Literacy Instruction (FOCUS 160)</p> <ul style="list-style-type: none"> <li>▪ Purposeful Talk</li> <li>▪ Daily reading aloud to students</li> <li>▪ Small group reading instructional practices</li> <li>▪ Daily independent reading</li> <li>▪ Daily Modelled Writing or Shared Writing</li> <li>▪ Guided Writing</li> <li>▪ Daily Independent Writing</li> </ul>

<b>Priority 3</b>	For all students to improve by at least one growth point in multiplication and division and for vulnerable students to achieve accelerated growth in this domain.
<b>Reason for Priority 3</b>	The 2015 MAI Data indicates Multiplication and Division is the domain with the highest vulnerability level. There are large numbers of vulnerable students (students who have not made the on the way growth points and students who have not made growth in the past year) in this domain. In the 2015 NAPLAN Data, students demonstrated misconceptions with questions involving multiplication and division concepts.
<b>Steps to be taken to achieve Priority 3</b>	<ul style="list-style-type: none"> <li>▪ Teachers will use up-to-date growth point data when planning teaching learning tasks.</li> <li>▪ Teachers will use a consistent tracking sheet for tracking.</li> <li>▪ Leaders will be collecting tracking sheets for updated data.</li> <li>▪ Case management will be organised for students not showing desired growth.</li> </ul>

## Community Satisfaction

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### Parent satisfaction

During 2015, 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.

The QCS data collected and reported showed that parents felt that:

- The school focused on improvement and was receptive of, and understood, their views and concerns.
- The educational programs and standards of the school addressed the needs of the children.
- The children were well prepared and supported during their transition to secondary school.
- The children enjoyed the learning community of St Mary Mackillop Primary School.

### Student satisfaction

The 2015 QCS student survey data showed that:

- The students experienced positive emotions at school.
- The students enjoyed attending school and felt that they belonged to the community.
- The students believed that the teaching was effective in meeting their needs.

### Teacher satisfaction

The 2015 QCS data collected and reported to our parents, students and teachers showed that teachers:

- valued the importance of education
- believed that the school was focused on quality teaching and created a learning environment which maximised outcomes for the students



## Student Profile

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### Enrolment Policy

St Mary MacKillop 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

Year	Boys	Girls	Total
2013	215	199	414
2014	212	193	405
2015	210	190	400

As our school is in an established residential area within South Penrith, our enrolments over the past three years have appeared to be relatively stable. We have a small number of families which leave the area which are replaced by new families who move into the South Penrith neighbourhood.

### Student attendance rates

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

<b>Kindergarten</b>	96
<b>Year 1</b>	95
<b>Year 2</b>	97
<b>Year 3</b>	95
<b>Year 4</b>	95
<b>Year 5</b>	94
<b>Year 6</b>	94
<b>School Average</b>	95

### 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)	55
Students with disabilities (SWD)	18
Indigenous	7

### 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

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

St Mary MacKillop Primary School is a school which promotes the restorative practice model for student management. Student management is maintained via a framework which helps build healthy relationships and repairs the harm when things go wrong. This is a whole-school approach and there is training for staff, parents and students, so that agreed practices (being a safe, respectful learner) and understanding, ensure we are all speaking with one voice. The school continues to support parents through information in newsletters and other opportunities of professional learning.

As stated in our *Pastoral Care* policy: 'Staff at St Mary MacKillop Primary School are committed to taking the problem of bullying seriously and trying to eliminate it in the school'. Staff and students are aware that bullying behaviour is never acceptable and all incidents of bullying behaviour are dealt with through out *Student Management* policy.

The Restorative Practice Framework is available from the school's website:  
<http://www.mackilloppenrith.catholic.edu.au>

The school *Pastoral Care* policy, is available from the school's website:  
<http://www.mackilloppenrith.catholic.edu.au> or the school office. This policy outlines approaches to student management and the procedures to be followed both in classrooms and playground. These plans are also displayed in the school in areas such as the administration building and classrooms.

There area also detailed procedures for such areas as first aid; dispensing of medication sun sage provisions; excursions; asthma management; anaphylaxis; evacuation procedures and critical incidents. These are also available from the school office

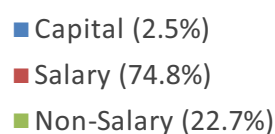
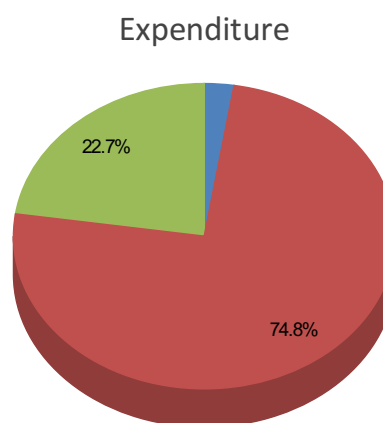
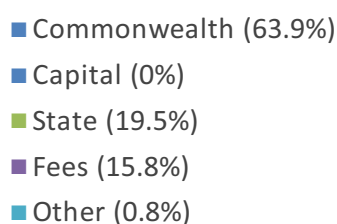
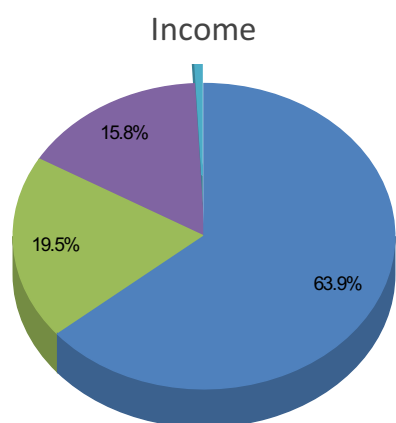
There are no changes in the in the student welfare policies in 2015.

### 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) *Compliant 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 were no changes to the policy during 2015.

## Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,645,808
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$807,202
Fees and Private Income <sup>4</sup>	\$652,923
Other Capital Income <sup>5</sup>	\$33,473
<b>Total Income</b>	<b>\$4,139,406</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$98,897
Salaries and Related Expenses <sup>7</sup>	\$2,954,892
Non-Salary Expenses <sup>8</sup>	\$895,106
<b>Total Expenditure</b>	<b>\$3,948,895</b>

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 fundraisers.
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.

