St Mary MacKillop Primary School, South Penrith
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Introduction

About the Annual School Report

St Mary MacKillop 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 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 2017, 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 2017, we provided educational opportunities for members of the school community to develop intellectually, spiritually, creatively, emotionally and physically. This was achieved within the 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.

In 2017 parents and extended families were consistently involved in liturgies and assisted students' learning in literacy, sport, technology and the creative arts.

The Parent and Friends Association (P&F) supported, encouraged and resourced teaching and learning for the children, and helped 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.

In 2017 their leadership responsibilities included 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 had a number of student leadership teams which included Early Childhood, Library, Religious Education, Environment, Class Representatives, Technology and Sound.
Our Year 6 students also had a special role in showing leadership, good example and responsibility to the rest of the student population. They took this role very seriously and lived up to the high expectations asked of them. During term 2 the Year 6 leaders facilitated the Peer Support program for students in Kindergarten to Year 5.

They were also given a great deal of responsibility in organising masses, and celebrations like Grandparents Day, cross country, swimming and athletic carnivals.

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.
Who we are

History of the school
The buildings were blessed by our bishop 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 a member of the Josephite Order and the school took on the name of the Order's founder, 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 2017 the charism of St Mary MacKillop and the rich history of the Josephite Sisters continued 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. St Mary MacKillop Primary School is a part of, and 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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>24</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>24</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>9</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>96</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>87</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

St Mary MacKillop Primary School has an active liturgical life.

In 2017 the school celebrated major events in the liturgical and secular calendar including Lent, Easter, St Mary MacKillop Feast Day, Christmas, Remembrance Day, ANZAC Day, Mothers Day, Fathers Day and Grandparents Day. All classes had regular liturgies at school and we gathered in our parish church, St Nicholas of Myra, at various times throughout the year.

Staff prayer took place weekly and, along with daily prayer in classrooms, there was whole-school prayer time once a week. All meetings commenced with a prayer and prayer focuses were 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.

Our parish priest and assistant priest visited the school regularly to celebrate mass and class Reconciliation. The priests and parish Sacramental coordinator assisted 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 in 2017 we supported various charities, including Project Compassion, St Vincent de Paul, Catholic Mission, Penrith Community Kitchen and Mary MacKillop International (supporting East Timor). We aimed to raise awareness, pray, raise funds and perform acts of kindness. All our social justice activities reflected 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 worked tirelessly in 2017 to provide quality Catholic education. Sacramental programs were actively supported by staff through the Religious Education curriculum and members of staff were present and provided support at Sacrament celebrations. This is a significant annual expression of the unity of school and parish.

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

Class prayer bags provided a prayer link between home and school. They helped to foster family prayer within homes.

Parents were 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 occurred through phone calls, meetings, electronic school sign, facebook, skoolbag app and the fortnightly newsletter.

Religious Education

The Diocesan Religious Education syllabus, Sharing Our Story, was followed at St Mary MacKillop Primary School. The units provided 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 were integrated into the everyday experience of the students. All students were encouraged to participate actively in their faith through prayer, mass and liturgical celebrations. Students were supported through the Sacramental
program by the Religious Education coordinator and class teachers who worked in collaboration with the parish Sacramental team.

**Professional Learning of staff in Religious Education**

One of the priorities for 2017 was to improve teacher and student knowledge and understanding of, and participation in the celebration of the Eucharist (mass) and Sacraments of the church. Our community continued 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, senses of Scripture, 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 model of St Mary MacKillop.
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 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>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
<td>96</td>
</tr>
</tbody>
</table>

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<th>NAPLAN RESULTS 2017</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

An action plan was developed at St Mary MacKillop Primary School from all data gathered from national and local assessments. This presented a targeted approach to meeting the student needs in Literacy and Numeracy. The St Mary MacKillop Primary School Plan outlined our observations from the data and provided 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 was 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 standards were mostly above the national percentage in all areas of NAPLAN testing in Years 3 and 5.

**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 catered for the diverse range of learning styles and needs of students in their classes.

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

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

Programs might have incorporated:
- individual group strategies
- extension activities within and across classes
- enrichment days at local high schools and 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 was a three phase Orientation program for entry to Kindergarten. Students with specific needs entering Kindergarten were tracked from preschool and experienced a number of school visits prior to entering Kindergarten.

Students entering secondary school from Year 6, with specific needs, were prepared with individual Orientation programs.

The school was involved in a number of co-curricular activities during 2017, including:
- Captivate performances - choir and strings ensemble
- talent quest
- Sports carnivals
- touch football, soccer, netball, oztag
- academic qualifications
- Voice of Youth
- camps
- Young Leaders Day
- Strings program
- strings private tuition
- Peer Support program
 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 provided a framework of activities from Kindergarten to Year 6, that promoted 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 was promoted from Kindergarten to Year 6. Students of all grades led liturgies and assemblies.

Students in Year 6 belonged to teams responsible for specific areas of school organisations (eg Sound, Environment, Library and Technology teams). Year 6 led peer support groups, focusing on specific values and relationships. The Peer Support program was conducted in 2017 at St Mary MacKillop Primary School and promoted social skills, resilience, networking, empathy and self-awareness.

Professional Learning

Professional Learning undertaken by staff in 2017 included:

- effective pedagogy and teaching practice in all Key Learning Areas (KLAs)
- learning intentions and success criteria.
- using chromebooks and iPads in learning spaces
- individual plans for students with additional needs
- Diversity is the Norm - Canberra modules
- exploring Scripture through the senses of Scripture.
- building staff spirituality through the charism of St Mary MacKillop
- assessment through data walls
- numeracy and multiplicative thinking
- effective small group reading instruction
- effective comprehension strategies
- running records and the Early Years Assessment (EYA)
- assessment of reading using the Progressive Achievement Tests in Reading (PAT-R)
- child protection training
- first aid training
### School Improvement

#### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For all students to improve their knowledge and understanding of Scripture and its application to their lives, as evidenced by Senses of Scripture Framework, Religious Literacy Assessment (RLA) data, and class assessments/student work samples - written responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Class summative and formative assessments, along with student written responses have identified that our students needed to develop a deeper understanding of the meaning of Scripture and its application to their lives. Overall students showed a good literal understanding of Scripture. They were not, however, making deep connections between Scripture, God/Jesus and Sacraments; and this has had far reaching implications for their overall understanding of Catholic traditions and practices.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | These included all students:  
- being involved in grade pre, mid and post testing of Scripture  
- participating in good teaching pedagogy including: learning intentions, success criteria, warm-ups, word walls, visuals to contextualise Scripture and reflections aimed at sparking their spiritual curiosity  
- engaging with the Senses of Scripture Framework to deepen their understanding of Scripture |
<p>| Status of priority 1 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That all students would improve their comprehension skills, evidenced by: Kindergarten to Year 1 80% of students to have a self-correction rate of 1:3, analysed through running records and Years 2 to 6 to have an increase in the number of students in the stanines 7 to 9 of PAT-R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>When analysing our 2016 PAT-R results we noticed a trend in Years 3 to 6 of shifting our students from the two lower bands into the middle bands. Our students were predominately in stanine 6, suggesting the need for further differentiation in our teaching and learning experiences. We have achieved moving most of our vulnerable readers into the average stanines.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | These included:  
- all literacy tasks, expressive and receptive, reflecting explicit teaching of comprehension strategies, as outlined in the syllabus  
- Stage 2 and Stage 3 students (independent readers) participating in reciprocal teaching and/or Reader’s Circle during small group instruction  
- students using a range of digital and multimodal texts in their literacy lessons |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>That all students would achieve a minimum of at least one growth point in multiplication and division with a focus on using a variety of multiplicative strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>NAPLAN, growth point data and other syllabus based student assessments indicated that students needed to continue to develop structures for thinking multiplicatively rather than additively. This had implications for many sub-strands of Mathematics.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | These included:  
- using reasoning strategies to solve multiplication and division problems  
- moving beyond models to use visualisation and abstract thinking in multiplication and division  
- using multiplicative structures such as arrays, times as many, and allocation and rate to solve problems  
- explaining their thinking through multiplicative structures  
- solving multiplication and division problems mentally where possible |
| Status of priority 3 | Achieved |
## Projected school priorities

### Priority 1

**That all students will improve their understanding of Scripture, with a specific focus on the spiritual sense, demonstrated by deeper student oral and written responses to Scripture passages**

#### Reason for Priority 1

In 2017 teachers began using the Senses of Scripture Framework to encourage students to reflect deeply on the meaning of Scripture. Whilst class summative and formative assessments have shown an improvement in student understanding of Scripture, the students still need to make more connections between Scripture, God/Jesus and Sacraments.

#### Steps to be taken to achieve Priority 1

Students will:
- be familiar with the Senses of Scripture Framework and participate in a variety of activities that focus on developing the spiritual sense of Scripture such as:
  - reach the target
  - ten word strategy
  - Frayer Concept Model
- use and refer to the learning intentions and success criteria to self regulate and assess their own learning
- discuss and use key comprehension strategies to interpret and understand Scripture

### Priority 2

**That all students will demonstrate a growth in reading comprehension through a focus on building vocabulary knowledge, evidenced by: 80% of students in Kindergarten to Year 2 will have a self-correction rate of 1:3, analysed through running records, and Years 2 to 6 will have an increase in the number of students in the stanines 7 to 9 of PAT-R**

#### Reason for Priority 2

2017 PAT-R data showed a decrease of students in the the top stanines. Our vulnerable students, however, have showed growth. Our students in the top stanines for writing in Year 7 was 4%. In spelling it was 5% in Year 3, 2% in Year 5, and 2% in Year 7. There is a correlation between reading and writing, and this is impacting on comprehension. Vocabulary came through as a common thread.

#### Steps to be taken to achieve Priority 2

Students will:
- co-construct success criteria to assist them to articulate their learning
- self assess
- set personal learning goals

All literacy tasks, expressive and receptive, will reflect explicit teaching of comprehension strategies, as outlined in the syllabus.

Students will use their knowledge of vocabulary and word consciousness in their oral and written language.
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To develop students' ability to use visual reasoning skills and efficiently use strategies when problem solving, evidenced by students growing a minimum of one growth point in multiplication and division, Newman’s Prompt samples and an increase in correct answers in visual reasoning questions in NAPLAN and Progressive Achievement Tests in Mathematics (PAT-M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>In 2017 it became apparent that a number of students remained ‘stuck’ at particular growth points across a number of years.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | Students will:  
  - use and refer to the learning intentions and success criteria to self regulate and assess their own learning  
  - develop visual reasoning strategies to help solve problems and explain their thinking  
  - develop a range of problem solving strategies  
  - use productive, accountable talk in the Mathematics classroom such as talk moves, think aloud, use sentence stems |
Community Satisfaction

Parent satisfaction
During 2017, Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school.

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.

There was also an incremental increase from 2016 in the areas of extra-curricular programs and behaviour management.

Student satisfaction
The 2017 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.

There was a slight drop in the strength of student morale from the previous year's survey results.

Teacher satisfaction
The 2017 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
- experienced increased clarity, engagement, learning and empathy from the previous year, and, in particular, the pillars of engagement and empathy were very strong
Student Profile

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>210</td>
<td>190</td>
<td>400</td>
</tr>
<tr>
<td>2016</td>
<td>203</td>
<td>200</td>
<td>403</td>
</tr>
<tr>
<td>2017</td>
<td>207</td>
<td>212</td>
<td>419</td>
</tr>
</tbody>
</table>

Enrolments have remained very healthy due to the school's good name in the community.

Student attendance rates

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

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>95</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>95</td>
</tr>
<tr>
<td>Year 2</td>
<td>95</td>
</tr>
<tr>
<td>Year 3</td>
<td>95</td>
</tr>
<tr>
<td>Year 4</td>
<td>95</td>
</tr>
<tr>
<td>Year 5</td>
<td>93</td>
</tr>
<tr>
<td>Year 6</td>
<td>94</td>
</tr>
<tr>
<td>School Average</td>
<td>95</td>
</tr>
</tbody>
</table>

Characteristics of the student body

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

| Language background other than English (LBOTE) | 3 |
| Students with disabilities (SWD)              | 11 |
| Indigenous                                    | 12 |

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

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 the 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 are also displayed in the school in areas such as the administration building and classrooms.

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

There were no changes in the student welfare policies in 2017.

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 2017.
Section Eleven: Financial Statement

![Financial Statement Chart]

<table>
<thead>
<tr>
<th>Income</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth (64.5%)</td>
<td>Capital (0.7%)</td>
</tr>
<tr>
<td>State (19%)</td>
<td>Salary (74.5%)</td>
</tr>
<tr>
<td>Fees (16.1%)</td>
<td>Non-Salary (24.7%)</td>
</tr>
<tr>
<td>Other (0.4%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>Capital Expenditure</td>
</tr>
<tr>
<td>$2,826,186</td>
<td>$30,032</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>Salaries and Related Expenses</td>
</tr>
<tr>
<td>$0</td>
<td>$3,098,569</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>Non-Salary Expenses</td>
</tr>
<tr>
<td>$834,519</td>
<td>$1,028,201</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>Total Expenditure</td>
</tr>
<tr>
<td>$705,780</td>
<td>$4,156,802</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td></td>
</tr>
<tr>
<td>$17,816</td>
<td></td>
</tr>
<tr>
<td>Total Income</td>
<td></td>
</tr>
<tr>
<td>$4,384,301</td>
<td></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.