Introduction

About the Annual School Report

St Matthew'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 Matthew's Primary School. Our school is a special community with a well-deserved reputation for responding to the needs of children and families. We have a rich heritage and embrace the future with excitement, hope and a strong sense of community.

We continue to strive to:
- build a supportive Catholic faith community that nurtures all with a sense of welcome, forgiveness and hope
- develop and nurture strong loving relationships
- work towards educational excellence, where each child is assisted and supported to work and learn at the highest level possible
- have fun together as we work, gather, pray, and achieve in the classroom, playground, on stage and on the sporting field

Our school, in partnership with the parish and community, is a faith-filled centre of learning, renowned for educational excellence and innovation.

Student management is founded on the principles of being safe, responsible and respectful to myself, others, the school environment. It is through these core principles that a climate of acceptance between students, staff and the wider community is fostered.

Our work in the area of Extending Mathematical Understanding (EMU), reading, as well as a focus on deepening student understanding of the Scriptures, has had a significant impact on the professional learning of staff and improved learning outcomes for students.

During 2017 staff undertook professional training in enhancing their knowledge and understanding of the principles of the EMU program. This was supported by instructional walks, use of data walls and case management.

We are pleased and encouraged with our achievements in 2017 and we believe that we have added significant value to the school community. Our teachers have reviewed the effectiveness of our teaching practice and put into place new strategies to improve student learning outcomes.

We are looking forward to 2018 with a strong sense of purpose and commitment

Parent

Parents are key to the life of the school. There are many ways in which parents could be involved including:
- supporting classroom learning
- coaching teams and helping on excursions
- supporting school fundraising and initiatives
- social events working on special task forces and committees
- involvement in the local parish community (liturgical, pastoral and social activities)

Our parents, in 2017, were always present in large numbers at community events such as our annual welcome barbecue as well as our Mothers and Fathers Day breakfasts. Our parents were very strong advocates for our school. Our school student population continued to increase in 2017 because of the positive reputation of St Matthew's Primary School in the Hawkesbury district.

Our parents were very enthusiastic about the school's use of technology to improve both learning and communication. We made extensive use of web applications including Facebook, SkoolBag and our school web pages and these were always well-visited and used for newsletters.
and other communications.

**Student**

Our student leaders were elected by their peers and teachers to have a specific role at St Matthew's Primary School. Their leadership responsibilities included organising and running school assemblies; our Kinder Buddies program; special ambassadors to important events and taking on various tasks as needed.

Our Year 6 students also had a special role in showing leadership, setting a strong example for the students to follow, and responsibility to the rest of the student population. They took this role very seriously and they lived up to the high expectations asked of them. Our students had wonderful facilities, playing spaces, learning spaces and technological resources to assist them with their learning and leisure at St Matthew's Primary School. They were given a great deal of responsibility in organising masses, celebrations like Grandparents Day, carnivals and other activities.

Through the Diocesan Quality Catholic Schooling survey, students voiced their appreciation of the work of the school in assisting their wellbeing and learning. They valued themselves as learners and approached their schooling with a very positive attitude.
Who we are

History of the school
St Matthew’s Catholic School was established in 1832 and it is one of the oldest Catholic schools in Australia.

The Good Samaritan Sisters continued the fine work of the laity, bringing to the school their own unique spirit. These Sisters had a continuous association with St Matthew's Primary School until 1990.

The history of St Matthew's Primary School is also the human story of a wonderful parish, the region, of pupils past and present and the dedication of those who served the school, often against adversity. St Matthew's Primary School is a small but growing school where tradition meets innovation.

Location/drawing area
St Matthew's Primary School is nestled in the beautiful historic town of Windsor, a short walk from the scenic Hawkesbury River.

It is one of the oldest Catholic schools in Australia and its earliest written record is a letter from the Colonial Secretary, dated 24th August 1833.

St Matthew's Primary School has continued to provide a warm and secure educational environment, with a strong focus on quality teaching and student engagement. Our students are encouraged to model positive behaviour and to value the uniqueness of each person created in God’s image.

Our students come from a broad drawing area across the Hawkesbury district.
## 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>21</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 accredited to teach Religious Education</td>
<td>19</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>5</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>93</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

These were a central part of our daily routine at St Matthew's Primary School and included:

- Monday morning prayer at assembly and weekly infants/primary assemblies
- special prayers and assemblies to honour and highlight the lives of Mary, St Patrick, St Joseph and St Mary MacKillop, All Saints, All Souls, Sacred Heart, Our Lady of Fatima and St Matthew
- liturgies held for important events in the liturgical year such as Ash Wednesday, Holy Week, Easter, Advent and Christmas
- celebrating Mothers Day, Fathers Day and Grandparents Day with liturgies
- Welcoming Mass and barbecue at the beginning of each year, Graduation Mass, Parish/School Mass each term on a Saturday night
- celebrating National Aboriginal Islander Day Observance Committee (NAIDOC) Week
- important national days
- regular school visits by the parish priest and assistant priest to celebrate mass and class Reconciliation
- attendance by every class at parish mass once/twice a term
- the Angelus prayed together as a school community every day facing the Our Lady statue
- a special focus on the Rosary during May and October
- Prayer bags (two each class) went home each day - each family writing a prayer for the next day's class prayer
- the priest’s and parish Sacramental coordinator’s assistance for children and their families in the parish based Sacramental preparation
- regular prayer - an important part of school life including daily prayer in classrooms, staff prayer and community prayer at whole-school assemblies

In 2017, we welcomed families to be involved further in the parish life of our school by gathering for weekend Sunday masses.

Social Justice

The school’s Social Justice program allowed students to live their faith in a practical way, through supporting causes such as:

- Project Compassion
- St Vincent de Paul appeal
- Harmony Day
- Catholic Mission appeals for victims of natural disasters
- hardship meals for community members
- Hawkesbury Helping Hands
- Windsor Soup Kitchen
- Project Based Learning (PBL) units for mission in each class raising money for their own focus charity
- Christmas time - community events of singing to the elderly - Peppercorns, Hawkesbury Hospital, The Monday Club at St Matthew’s Parish, Fitzgerald House
School home and parish partnerships

St Matthew's Primary School has a strong connection with St Matthew's Parish.

Students from the school attended the morning mass in St Matthew's Church on a rostered basis. Students in each grade from Kindergarten to Year 6 attended at least once each term in their class groups.

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 and library assistance.

The Sacramental programs of Penance, Eucharist and Confirmation were parish-based with some groups attending at school with two teachers from St Matthew's facilitating a group.

Regular communication with parents occurred through the phone calls, meetings and the fortnightly newsletter which was available to parents through the school website. The school also had a Skoolbag App and a Facebook page for the distribution of up-to-date school information.

Religious Education

St Matthew's Primary School was very much part of our parish, interacting with, and enjoying, the pastoral support of our parish priest and our parish community.

Our priests were actively involved with the school and the staff in our daily celebrations and liturgies. Each class participated in regular liturgy and Sacrament celebrations. The students had the opportunity to receive Reconciliation each term.

The school implemented the Parramatta Diocesan Sharing Our Story syllabus as a central component of our Religious Education curriculum.

Professional Learning of staff in Religious Education

This included:

- survey on Christian life - for each stage written and refined
- questions formulated by teachers for words/thoughts and actions to be used across Key Learning Areas (KLAs) with emphasis on Christian life in Religious Education (RE)
- gallery walk of teaching/learning from each class displayed and discussed
- discussion and reflection on the three senses
- use of visuals to unpack Scripture - Icons eg Rembrandt's Forgiving Father
- the three senses planning sheet
- mission units
- social justice
- Scripture on Mary
- understanding our Catholic faith at St Matthew's Primary School
- development of RE agreed practice
- collection of confidence data
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>98</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>97</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>96</td>
</tr>
</tbody>
</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>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>97</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97</td>
<td>95</td>
</tr>
</tbody>
</table>

The school has maintained its level of achievement in standardised/normative testing such as NAPLAN.

For Numeracy, in Year 3 there has been significant improvement across all domains assessed in...
NAPLAN. In Year 5 there has been an overall increase in Year 5 results. The largest improvement was noted in the data and measurement strand. A slight decrease, however, was experienced in the results for number, patterns and algebra.

School curriculum
Our students participated in a number of additional programs. These included:
- Year 6 students participated in the annual Diocesan Voice of Youth speech competition.
- A number of students continued to learn musical instruments through Musicorp.
- All primary students were offered the opportunity to enter the Australasian English, Mathematics, Science, Computer Skills, Spelling and Writing competitions.
- Whole-school carnivals were provided for athletics and cross country events.
- The primary students participated in a swimming carnival.
- Representative teams were formed from these events to compete in zone and diocesan carnivals.
- Guest speakers presented to classes Kindergarten to Year 6 (K-6).
- All students were involved in the Dance Fever program.
- Some students in Years 3 to 6 participated in the Captivate Choral program.
- The Stage 3 students participated in a three day integrated studies excursion.
- Students participated in diocesan sporting team events such as touch, basketball, soccer and netball.

Initiatives to promote respect and responsibility
The whole-school focus on holy ground at St Matthew’s Primary School formed the basis of our student management system and Values Education program. The school rules were reflected in all assembly meetings and displayed around the school for consistency.

At St Matthew’s Primary School there was an expectation that all who entered our grounds did so knowing that we were all learners who were safe, responsible and respectful of self, others, school and learning. This applied not only to our students and staff but equally to our parents and visitors.

Our school motto of 'In All Things Glorify God' is supported by our mantra of 'Our school is a place of Holy Ground'.

Professional Learning
Professional Learning for staff in 2017 included:
- teaching reading comprehension strategies with a focus on reciprocal teaching
- using the literacy continuum to track student progress
- project based learning
- exploring higher order thinking skills in Religious Education focusing on words, thoughts and actions
- teaching effective numeracy strategies related to multiplicative thinking and problem solving
- Years 4 and 6 religious literacy
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To enhance and deepen student understanding of their faith, particularly focusing on the Christian life strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Year 4 and Year 6 Religious Literacy Assessment (RLA) and classroom data indicated a need for a deeper focus on Christian life in our teaching. Religious Literacy Assessment (RLA) data showed improvement in the 'Christian Life' strand in both years but a decline in the other strands.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | We:  
  - focused on learning intentions and success criteria for precision and direction  
  - conducted conversations around all assessment data - mapping to the Three Levels Framework  
  - connected the RE concepts, using the Three Levels Framework  
  - created assessment tasks and rubrics that promoted higher order thinking, and had a link to Christian life - words, thoughts and actions  
  - used the three reflective questions - in classroom practice  
  - used agreed practice to develop consistency in teaching practices |
<p>| Status of priority 1 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That students would improve their reading comprehension, with a focus on inferential comprehension across a range of texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>PAT-R data, NAPLAN, Department of Education and Communities (DEC) reading continuum data indicated that inferential comprehension had consistently been an area of under achievement in comparison to normed groups such as NAPLAN. School data such as running records, anecdotal records and Diocesan reading profiles Kindergarten to Year 2 (K-2), Years 3 to 6) also indicated that more work was required in this area.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | These steps included:  
- Professional Learning (PL) in reciprocal teaching, inferential comprehension strategies, comprehension continuum, diocesan reading profiles (K-2, Years 3 to 6)  
- PL about the range of instructional practices that are part of a balanced literacy block  
- PL about comprehension strategies, including inferential comprehension  
- developing agreed practice on teaching of inferential comprehension  
- explicitly teaching and supporting reciprocal teaching |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To develop the ability of students to use visual reasoning strategies when solving challenging multiplication and division problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>Our NAPLAN and MAI data both indicated that a high percentage of students were vulnerable in the domain of multiplication and division. Our growth point data indicated that a sticking point existed in the movement from concrete to partial and then to abstract for our students. Understanding moving from concrete to abstract is an area of challenge, along with connecting between multiplicative thinking and division and the concept of quotative and partitive thinking.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | We:  
- continued a focus on multiplication and division for warm-up tasks  
- held professional learning meetings focused on multiplicative thinking to assist with problem solving  
- focused professional learning meetings on the various models of multiplication and division eg lots of, times as many, multiplicative thinking, partitive-quotative relationship, transitions from concrete-partial-abstract  
- continued to work using the Growth Point Framework each term to increase teacher confidence and knowledge |
| Status of priority 3 | Ongoing |
**Projected school priorities**

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To enhance student learning by establishing and implementing a consistent whole-school agreed practice in Religious Education lessons</th>
</tr>
</thead>
</table>
| **Reason for Priority 1** | Growth in Christian Life Strand was consistent in Religious Literacy Assessment (RLA) data, but has not achieved growth in all other strands of the RLA.  
It is expected that a 5% growth in the other strands of the RLA can be achieved through consistent whole-school agreed practice in Religious Education. |
| **Steps to be taken to achieve Priority 1** | These will include:  
- establishing an agreed practice to develop consistency in teaching practices in RE throughout the school  
- application of the three levels of Understanding Scripture embedded in planning, teaching and assessment  
- more focused and central RE display in the classroom  
- prayer liturgies celebrated in classes incorporating concepts taught in unit  
- embedding Catholic values in all units |
| Priority 2 | Students will improve their reading comprehension with a focus on inferential comprehension. |
| **Reason for Priority 2** | School data (NAPLAN, PAT-R) is still telling us that this is our highest need for improvement. We need to consolidate the agreed practice around Reciprocal Teaching and inferential comprehension.  
Our small data such as running records, anecdotal records indicate this is still an area of need. |
| **Steps to be taken to achieve Priority 2** | These will include:  
- use of common comprehension strategies across the school  
- PL in comprehension and inferential comprehension  
- PL in the range of instructional practices that should be in a balanced literacy block  
- developing an agreed practice on inferential comprehension  
- collegial visits to observe, discuss and reflect on instructional practices |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all students to use efficient reasoning strategies in Multiplication and Division.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Our NAPLAN and MAI data both indicated that a high percentage of students were vulnerable in the domain of multiplication and division. Our growth point data indicated that a sticking point existed in the movement from concrete to partial and then to abstract for our students. Understanding moving from concrete to abstract is an area of challenge, along with connecting between multiplicative thinking and division and the concept of quotative and partitive thinking.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | We will:  
  - continue a focus on multiplication and division for warm-up tasks  
  - hold professional learning meetings focused on visualisation and reasoning to assist with problem solving  
  - focus professional learning meetings on the various models of multiplication and division eg lots of, times as many, and other multiplicative structures  
  - continue to work connecting the syllabus with the Growth Point Framework to increase teacher confidence and knowledge in working with their students |
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. This survey is conducted annually.

The parents valued involvement in all aspects of school life and consistently sought to support, and be involved in, the school.

Innovations for communication were widely embraced across the parent population. Parents were very positive about the continued development of our library, as well as the purchasing of additional reading resources to support literacy acquisition across the school.

Opportunities for parents to be more knowledgeable about their child’s learning were well received and further encouraged. Student-led conferences were extremely well received by both students and parents. Both felt more informed and empowered in this process.

A revised Orientation/Transition program for the Kindergarten students was seen as a positive move by the parents. They valued the opportunity for their children to meet their class peers and teachers, as well as make connections with other parents new to the school.

Student satisfaction

In many aspects of the recent QCS data, students’ responses indicated that they recognised and valued highly their teachers’ work with them. They did indicate that they wished to feel more personally empowered as learners, and they wanted their peers to be more supportive of their efforts to succeed in class. They were positive about the changes brought about in response to previous data about their satisfaction and needs.

Innovations in teaching and learning appeared to be significantly addressing their requests around the learning environment and the behaviour of their peers. They were very positive about the direction of the school and provisions made for them.

The use of 21st century technologies has been changing the opportunities of personalised learning and this has made the school a more relevant and exciting place in which to grow and develop.

Teacher satisfaction

Through our most recent Quality Catholic Schooling data, staff communicated significant satisfaction in the collaborative work of the school as a whole. Provision for ongoing professional learning and dialogue continued to be a focus of our work together. Teachers sought to be professionally empowered in their work, with a high degree of respect for colleagues and the students. Student behaviour and its impact on learning was given a high priority, leading to the exploration of models of high levels of student engagement in learning.

As we have adjusted to meet the needs of our students and the dynamics of our working lives, the support teachers asked for appropriately varied. Staff indicated that the school leadership team was supportive of their work and provided the structure to achieve a balance in professional learning, work and personal lives.

Our teaching staff indicated that they had clarity over their role at school, were challenged by quality professional learning and were highly dedicated to the goals of the school and to one another.
Student Profile

Enrolment Policy

St Matthew'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>131</td>
<td>141</td>
<td>272</td>
</tr>
<tr>
<td>2016</td>
<td>132</td>
<td>143</td>
<td>275</td>
</tr>
<tr>
<td>2017</td>
<td>136</td>
<td>134</td>
<td>270</td>
</tr>
</tbody>
</table>

Our student enrolment numbers are stable in 2017 on numbers from 2015 and 2016. This is largely owing to the changing nature of the area with significant development happening now and into the future. In 2017 a number of our expected enrolments relocated to schools closer to their parents places of work. This was compounded by the limited number of before and after school care places available to families in the school COSHC as well as in the local area. There is also a number of new K-12 schools that have, or will shortly begin, in the areas that border our school drawing area. These schools have had the effect of drawing some numbers to them. Also whilst we have had a number of new families enrol there has been a significant number of existing families who have moved out of the district to pursue opportunities.

We expect that the growth in the school’s drawing area will result in a further growth in enrolments in the coming 12 to 24 months.

**Student attendance rates**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>94</td>
</tr>
<tr>
<td>Year 1</td>
<td>94</td>
</tr>
<tr>
<td>Year 2</td>
<td>94</td>
</tr>
<tr>
<td>Year 3</td>
<td>95</td>
</tr>
<tr>
<td>Year 4</td>
<td>93</td>
</tr>
<tr>
<td>Year 5</td>
<td>95</td>
</tr>
<tr>
<td>Year 6</td>
<td>93</td>
</tr>
<tr>
<td>School Average</td>
<td>94</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>52</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>12</td>
</tr>
<tr>
<td>Indigenous</td>
<td>8</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.

St Matthew’s Primary School, Windsor
Student wellbeing

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

Our Student Management policy was implemented in 2007 and reviewed in 2016. There was a strong link to the Religious Education program. There were protocols in place based on procedural fairness. A copy of the Student Management policy can be obtained by contacting the school office.

There was no modification of our discipline or anti-bullying policies during 2017. We continued to work with students and families on the successful implementation of those policies. We also looked at our school rules and added the concept of being safe, responsible and respectful learners.

The Catholic Education Office, Diocese of Parramatta, (CEDP) has system policies for student management and these can be viewed at the CEDP website or by making contact with the school office.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), Complaints 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

### Income

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth</td>
<td>63.8%</td>
<td>$2,438,530</td>
</tr>
<tr>
<td>Capital</td>
<td>0%</td>
<td>$0</td>
</tr>
<tr>
<td>State</td>
<td>19.3%</td>
<td>$739,676</td>
</tr>
<tr>
<td>Fees</td>
<td>14.3%</td>
<td>$548,445</td>
</tr>
<tr>
<td>Other</td>
<td>2.5%</td>
<td>$96,941</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td></td>
<td>$3,823,592</td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital</td>
<td>8.2%</td>
<td>$312,540</td>
</tr>
<tr>
<td>Salary</td>
<td>71.3%</td>
<td>$2,711,315</td>
</tr>
<tr>
<td>Non-Salary</td>
<td>20.5%</td>
<td>$781,221</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td></td>
<td>$3,805,076</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.