St Michael's Primary School, Baulkham Hills
3 - 5 Chapel Lane, Baulkham Hills 2153
Principal: Mrs Danuta Maka
Phone: 9639 0518   Fax: 9686 2910
Email: StMichaelsBHills@parra.catholic.edu.au
http://www.stmichaelsbhills.catholic.edu.au
Introduction

About the Annual School Report

St Michael'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 Michael's Primary School, Baulkham Hills.

St Michael's Primary School's motto is Knowledge, Faith and Love. We believe these are represented in our mission which states that 'the mission of our Catholic school is to provide quality education for our students in a caring and supportive environment'.

We are, therefore, committed to educating children in the Catholic faith. We believe that education enriches and empowers the individual. Our curriculum is dynamic, intellectually challenging and diverse, in order to respond to students' needs in a rapidly changing world. The value and dignity of each individual is reflected in the promotion of self-esteem, self-discipline and responsibility. The involvement of all members of the school community is demonstrated through their support and participation in all aspects of school life.

Parent

In 2017 parents were involved either formally through the Parents and Friends Association or assisting in various activities that were part and parcel of school life. For example, parents assisted with 'Stop and Drop'; school banking; book club; helping with reading; maintaining the library collection; special school events; class excursions; sporting activities; liturgical celebrations; review of school policies and Links Morning Tea.

Parents were supportive of the school and their interest and involvement was always welcomed and appreciated. Throughout the year parents were invited to contribute to the future direction of the school by taking part in the Quality Catholic School, Tell Them from Me, trial survey and feedback on the new policy and procedure for the election of our student leaders.

Student

Our student leaders were elected by their peers and teachers. There were twenty two leaders with specific roles. Their leadership responsibilities included acting as ambassadors at various in school and out of school functions, and assisting at our weekly assembly, carnivals, liturgies, and community building events.

All our Year 6 students were inducted as leaders and wore their school leaders' badges with pride. They were excellent role models to the rest of the school.

The students had the use of a great range of resources, well-equipped classrooms and beautiful playgrounds.

All students were able to make a contribution to the life of the school through active participation in school liturgies, and participation in school and diocesan functions. They were also provided with debating and public speaking opportunities, including Voice of Youth.
Who we are

History of the school

St Michael's Primary School, Baulkham Hills, is a Catholic, systemic school in the parish of Baulkham Hills within the Diocese of Parramatta. The history of St Michael's dates back to 1800 when land at Baulkham Hills was granted to a group of settlers. In 1849, Archbishop Polding purchased some land and laid the foundation stone for a Church dedicated to St Michael. It was 40 X 30 feet. It was extended in 1924, with stone from the 'fired ruins' of St Mary's Cathedral.

The school was established in 1971 by the Sisters of Mercy with the support of the then pastor, and with an enrolment of 73 students. During the past 46 years the area, and consequently the school, has expanded so that the school student population in 2017 was 802. There are currently 28 classes with four classes in each grade. Class sizes vary from 26 to 31.

The school is well-staffed with 50 full and part-time teaching staff and 10 ancillary staff. All staff members have appropriate teaching qualifications from universities or institutions of higher learning.

The parish priest and the assistant parish priests are extremely supportive of the school and its activities.

Location/drawing area

St Michael's Primary School, established in 1971, is one of the largest systemic primary schools in the Diocese of Parramatta, located in Baulkham Hills, a district in the north western suburbs of Sydney. Most of the students continue their education at Gilroy College after completing Year 6. A small percentage, however, move onto various high schools including Oakhill College, Castle Hill; Our Lady of Mercy College, Parramatta; Catherine McAuley, Westmead; Mount St Beneditcs College, Pennant Hills; and Parramatta Marist High School, Westmead.
<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>50</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>49</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>10</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>94</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>91.89</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

In 2017, the St Michael’s Primary School community was involved in a variety of whole-school Eucharistic Celebrations and non-Eucharistic liturgies throughout the liturgical year. All classes were also given the opportunity to attend parish morning mass on a term rostered basis. Children from Years 3 to 6 participated in grade celebrations of the 2nd Rite of Reconciliation and the Eucharist.

All children, Kindergarten to Year 6 (K-6), were involved in the prayer and worship life of the school, in a varied and meaningful way, irrespective of their ability. The reciting of the Angelus prayer took place daily at 12 pm. The children, in class groups, had the opportunity to lead school assembly prayer.

All staff were invited to participate in prayer experiences regularly throughout each term. These were prepared in a collaborative manner, focusing on Scripture.

A member of staff represented the school community at the 2017 Catholic Youth Festival.

Social Justice

All classes supported three main initiatives across the year. The main priorities were to raise awareness of social justice needs and to advocate ways in which the school community could respond actively to the needs of others. Social justice action initiatives were undertaken to support the following charities;

- Caritas Australia
- Jesuit Refugee Service
- St Vincent de Paul

The children were given the opportunity to take on actions of service in order to raise awareness and to obtain the necessary support in the form of food and hygiene packs, as well as obtaining small business and corporate donations. Classroom learning programs included an action response in which the children put their knowledge and faith into action.

School home and parish partnerships

The school worked very closely in partnership with the parish to support the Sacramental program. Members of staff facilitated the program and provided support at the various sacramental celebrations.

Parents played an active role in the prayer expression and the sacramental life of the children. Parents, for example, took on roles during Eucharistic/non-Eucharistic liturgies.

The school supported Parish Youth Group initiatives such as Junior Elevate, Children’s Liturgy and parish liturgical events: Stations of the Cross and acting out the Nativity at the children's mass. The school supported and encouraged the involvement of children in parish celebrations of the Eucharist such as providing altar servers.

The school choir supported the annual Seniors Christmas Party by singing Christmas carols.

The parish youth coordinator liaised with the Religious Education coordinator (REC) to work on initiatives to promote student formation and involvement in the life of the parish. Team leaders from the Parish Youth Team came down and spoke to the Year 5 and Year 6 children throughout the year in order to maintain youth engagement.

Religious Education

The *Sharing Our Story* syllabus was embedded in the school based Religious Education program. Ongoing professional learning and work was carried out to ensure that the units were planned and catered to support the needs of the students using the *Three Senses of Religious Education*. A review of the program template took place and was reintroduced ensuring that:

- Each unit had a Scripture focus that was explored and encountered using the *Three*
Senses of Religious Education.

- Teaching and learning activities provided rich and challenging teaching and learning activities focusing on sacred Scripture.
- The units were adapted to include differentiation that was designed to meet the needs of individual students.
- Quality resources were incorporated to support the learning needs of the students such as: Understanding Faith, Together at One Altar and Exploring Scripture kits.
- Each unit had clear learning intentions designed around clear outcomes and success criteria.
- Activities all involved collaborative planning by colleagues on every grade.

School Eucharistic celebrations and non Eucharistic liturgies supported the teaching and learning in the classroom. They were varied, meaningful and inclusive of all children irrespective of their ability, and were able to demonstrate their faith expression through reading, liturgical dance, singing, art and drama.

Professional Learning of staff in Religious Education

The Religious Education Implementation Plan focused on improving students' knowledge and understanding of sacred Scripture. Staff took part in professional development sessions around:

- what constitutes a rich learning task and how it can be assessed to help inform their teaching of sacred Scripture
- teaching and learning activities designed to enable the children to move from a deeper understanding of Scripture using the three senses of Religious Education
- religious Icons and Images and how to teach children to make connections to the Sacraments and the teachings of the church
- student tracking and analysis of work samples
- drama techniques that could be used to build understanding of Scripture, by enhancing the development of language
- the use of assessment to guide future planning and development of the teaching program
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>Year</th>
<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></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>3</td>
<td>Grammar and Punctuation</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>99</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>99</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>99</td>
<td>96</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<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>5</td>
<td>Grammar and Punctuation</td>
<td>99</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>99</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>99</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>99</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>98</td>
<td>95</td>
</tr>
</tbody>
</table>

The NAPLAN results were analysed by staff and as a result teaching programs were modified to address the needs of students. Individual learning plans were developed for at risk students. In Numeracy, the implementation goal looked at improving student performance in multiplication and division so that all students could make accelerated growth. The teachers had the...
and division so that all students could make accelerated growth. The teachers had the opportunity to take part in a professional learning program which consisted of six modules on multiplicative thinking. A teacher educator was assigned to work with our Stage 2 teachers. The school’s numeracy teachers worked with our Stage 2 teachers as a team to implement new strategies that would challenge the students’ thinking and develop new skills to be able to problem solve in the area of multiplication and division.

In Literacy, the implementation goal looked at improving the reading comprehension skills of all students Kindergarten to Year 6 (K-6). Staff were given opportunities for professional learning to bring more rigour into their practice and to develop the literacy block. Intensive professional learning was focused on shared reading as a component of the literacy block. Teachers looked at developing questions to challenge the students in their thinking, taking them beyond the literal messages of the text to be able to infer at a deeper level.

The Catholic Education Office supported us by providing a teacher educator to work alongside teachers in Stage 3. Teachers had the opportunity to observe, team teach and receive feedback about their own practice during the literacy block.

School curriculum

St Michael's Primary School has programs that provide the following:

- Individual Education Programs (IEPs) for children who have additional needs
- a support services team which monitors and works with children with social, emotional, educational and behavioural needs
- differentiated teaching that caters for students of all abilities
- inserviceing of staff in the use of Information and Communication Technologies (ICT) in all aspects of curriculum delivery
- support services for children who require additional assistance
- transition programs for Year 6 students with specific needs transferring to Year 7
- transition programs for Kindergarten children with specific needs

The school is involved in a number of co-curricular activities. These include:

- the international competitions and assessments for schools
- Voice of Youth
- debating
- band
- choir
- whole-school sports carnivals - athletics, cross country, swimming

Initiatives to promote respect and responsibility

St Michael's Primary School continued to review and support the Wellbeing policy which focused on the acronym RESPECT which articulates our school rules and values. The Peer Support program helped to promote respect and responsibility in the school. The Social Skills program was used to assist some younger children in their peer relationships and was promoted through the staff memo, school newsletter, and at our whole-school assembly. Working with school visitors also provided valuable training for children in their acquisition of social skills. To ensure the appropriate use of technology, the school provided information for parents regarding the acceptable use of technology. A police school liaison officer was invited to speak to students in Years 5 and 6 regarding the acceptable use of technology.

Professional Learning

All staff meetings were professional learning opportunities for staff. Throughout the year the professional learning focus was on our three learning goals in literacy, numeracy or Religious Education. The staff also completed online professional learning in the areas of child protection and the Disability Discrimination Act. Teachers developed two professional learning goals to support the school’s implementation plans. Staff also attended various professional learning
opportunities provided by the Australian Literacy Educators Association and the Primary English Teachers Association in the area of literacy.
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For all students to improve their knowledge and understanding of Scripture, as measured by class assessment tools and evidenced by an improvement of 3-5% in Religious Literacy Assessment (RLA) results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>The Religious Literacy multi-year reports and school based assessment data showed that there was a need for a standardised approach when teaching Scripture, using the three senses of Religious Education, in order to improve the children’s depth of understanding.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | Steps taken to achieve the goal included:  
- participation by all staff in whole-school professional learning on the three senses of Religious Education.  
- participation by all staff in collaborative workshops around the use of religious icons and images  
- focus on making connections to sacred Scripture using the three senses of Religious Education  
- regular tracking according to the three senses of Religious Education  
- planning and programing rich tasks, differentiated to meet the needs of students |
<p>| <strong>Status of priority 1</strong> | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>For all students to use reasoning strategies to solve multiplication and division problems and for Year 2 to be at, or beyond, partial modelling (growth point 3) and all students in Years 3-6 will be at or beyond abstraction (growth point 4 plus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>The priority was chosen from the analysis of the 2016 MAI data, which displayed high levels of vulnerability in the multiplication and division domains across the school. NAPLAN results also reflected this area of need.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | Steps taken to achieve the goal included:  
  - engagement by all teachers (K-6) in whole-school professional learning on multiplicative thinking  
  - individual Mathematics Assessment Interview (MAI) testing for all students K-6  
  - regular tracking of growth points  
  - focusing on vulnerable domains  
  - planning and programing rich tasks differentiated to meet the needs of students and ensuring students were being challenged.  
  - numeracy lead teachers worked collaboratively with Stage 2 teachers |
| Status of priority 2 | Ongoing |

<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all students to improve their comprehension skills with 80% of students achieving expected Year clusters in vocabulary and comprehension, and vulnerable students achieving accelerated growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>The priority was chosen from noting the challenges for our students from the reading results from NAPLAN, Early Years Assessment data and Progressive Achievement Tests in Reading (PAT-R).</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | Steps taken to achieve the goal included:  
  - Teachers selected a wide range of familiar texts, to support student needs in modelled, shared reading and guided reading sessions.  
  - Teachers explicitly modelled referring to the success criteria, to support their use of a variety of skills and strategies to develop a deeper understanding of a text.  
  - Teachers built vocabulary daily in all aspects of the literacy block and all Key Learning Areas (KLAs) using ‘Think Alouds’ to unpack unfamiliar vocabulary. |
| Status of priority 3 | Ongoing |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>All students will improve their knowledge and understanding of sacred Scripture, using the three senses of Religious Education, as measured by classroom assessment tools and evidenced by an improvement of 3 to 5% in RLA results.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>Religious literacy results and school-based data show a need to continue our focus on sacred Scripture.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1**                              | All staff:  
  - will participate in whole-school professional learning on the three senses of Religious Education, focusing on how connections can be made between Scripture and the Sacraments of the church.  
  - in RE will adapt their teaching timetable by including two 10 minute sessions per week focusing on the connections that can be made to Sacraments  
  - will use a rich variety of texts that will incorporate student led grand conversations |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>All students will use reasoning strategies to solve multiplication and division problems, with Year 2 achieving at, or beyond, partial modelling (growth point 3) and all students in Years 3 to 6 will be at or beyond abstraction (growth point 4 plus).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>The priority was chosen from the analysis of the 2017 MAI data, which displayed high levels of vulnerability in the multiplication and division domains across the school. NAPLAN results also reflected this area of need.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 2**                              | Steps taken to achieve the goal will include:  
  - all teachers (K-6) engaging in whole-school professional learning on multiplicative thinking  
  - individual Mathematics Assessment Interview (MAI) testing for all students K-6  
  - regular tracking of growth points  
  - focusing on vulnerable domains  
  - planning and programing rich tasks that are differentiated to meet the needs of students and ensuring students are being challenged  
  - numeracy lead teachers working collaboratively with Stage 2 teachers |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>All students will improve their comprehension skills so that 80% of students will reach expected Year clusters in vocabulary and comprehension; vulnerable students will continue to achieve accelerated growth; and bands 7 and 8 students will achieve accelerated growth through targeting links between reading comprehension, vocabulary and writing structure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Analysis of NAPLAN reading and PAT-R data showed 2017 goal was achieved for students up to band 6. Vulnerable students achieved accelerated growth but higher level students [bands 7 and 8] made less progress than expected or negative growth.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | Teachers will ensure that:  
- Students use a variety of skills and strategies to clarify words when reading to achieve a 1:3 self-correction ratio.  
- A wide range of familiar texts will be used to support student needs in modelled, shared reading and guided reading sessions.  
- Vocabulary will be a daily focus in all aspects of the literacy block and all Key Learning Areas (KLAs).  
- All teachers will take running records to monitor and track accuracy. |
Community Satisfaction

Parent satisfaction
The Quality Catholic Schools (QCS) data collected and reported showed that parents:
- believed that the partnership between school and families was strong and effective
- felt that communication was open and staff were approachable
- believed that the school was focused on school improvement and learning
- believed their children enjoyed going to school; were motivated in their learning; felt connected to the community; had developed valuable social skills, and had built positive relationship with their peers and were satisfied with the learning opportunities provided for their children
- felt that the school was receptive to their views and concerns
- believed the educational programs and standards of the school addressed the needs of their children

Parents identified the need to continue to review the student well-being policy in order to bring about consistency across the whole school with regard to student management. The need to identify the school's commitment to social justice was raised by the parents.

Parents valued the opportunity to participate in prayer celebrations, liturgies and the Sacraments to reflect on their faith.

Student satisfaction
The QCS data showed student motivation for learning was high.

Students:
- liked, and felt connected to, the school and had a sense of belonging
- felt their learning was engaging and interesting
- felt the teaching was effective and the learning environment was stimulating
- were positive about their ability to learn and grow as individuals
- felt the learning was effective and stimulating

Teacher satisfaction
The QCS data showed staff:
- believed there was a positive tone in the school with a lot of energy and passion being evident
- felt the Catholic culture was important to them
- provided each other with positive feedback
- were satisfied with the Catholic culture of the school

Data showed that the staff were highly motivated and showed a genuine concern for the learning and wellbeing of the students. Strategies were adopted to continue to support the wellbeing of teachers and students across the school.
Student Profile

Enrolment Policy

St Michael'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>410</td>
<td>386</td>
<td>796</td>
</tr>
<tr>
<td>2016</td>
<td>387</td>
<td>415</td>
<td>802</td>
</tr>
<tr>
<td>2017</td>
<td>405</td>
<td>384</td>
<td>789</td>
</tr>
</tbody>
</table>

Enrolments at the school have remained steady due to the school’s good standing 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>90.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>82.7</td>
</tr>
<tr>
<td>Year 2</td>
<td>86.4</td>
</tr>
<tr>
<td>Year 3</td>
<td>90.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>85.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>89.6</td>
</tr>
<tr>
<td>Year 6</td>
<td>83.7</td>
</tr>
<tr>
<td>School Average</td>
<td>86.8</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) | 144 |
| Students with disabilities (SWD) | 24 |
| Indigenous | 8 |

Managing Student Non-attendance

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

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

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

The *Student Management policy (Wellbeing policy)* was reviewed in 2017. At St Michael's Primary School we focused on positively encouraging and rewarding appropriate behaviour. We believed that it was important for children to develop responsibility for their own actions and to accept the consequences that occurred because of that behaviour. We focused on developing the children's social skills and encouraged them to become cooperative, resilient members of the community.

At the school, pastoral care and student management was a reflection of the practices and attitudes that operated in this parish school. Our school policies are also based on the principles of procedural fairness and natural justice.

St Michael's Primary School has an anti-bullying policy, which is based on the Parramatta Diocesan *Anti-bullying policy*. The school does not tolerate bullying in any form.

All members of the community are committed to ensuring that we provide a safe and caring environment at all times. Parents have access to all policies either in a hard copy from the school office or from the school's website.

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), *Complaint Handling policy*. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

The policy was reviewed in 2017.
Section Eleven: Financial Statement

![Pie charts showing Income and Expenditure breakdowns]

**RECURRENT and CAPITAL INCOME**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$5,067,398</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$1,504,868</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$1,536,621</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$1,308,427</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$9,417,314</strong></td>
</tr>
</tbody>
</table>

**RECURRENT and CAPITAL EXPENDITURE**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$4,058,801</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$5,917,194</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,827,565</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$11,803,560</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.

St Michael's Primary School, Baulkham Hills