Introduction

About the Annual School Report

St Monica'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 Monica's Primary School, North Parramatta.

St Monica's Primary School is a welcoming Catholic community that is an integral part of pastoral life of the St Monica’s Parish, North Parramatta. The culture of our school can be best described in its two school rules: learn well and look after each other. This is the outward expression of our aim to provide quality teaching and learning, and pastoral care to our students. Underpinning these aims is the constant goal of helping children to be the best people they can be through recognising and developing gospel values.

Our aims in teaching and learning are based on three areas: developing basic skills as a foundation to life long learning; challenging students to be lateral and critical thinkers; and offering experiences that will encourage creativity.

Pastoral care is the active response to the gospel values that are the basis for all our work and our relationships. We acknowledge, celebrate and live our Catholic faith and traditions with strong connections to our parish community.

At the foundation of our mission there are five key beliefs that reflect the vision of the community. These are:

- We believe that our community must be Christ-centred in all its endeavours.
- We believe that all people in our community are valued for the individuals they are, and the gifts they bring to our mission.
- We believe in structuring a caring environment that encourages personal freedom and responsibility for all.
- We believe in a holistic approach to learning that allows for the development of the individual to grow in all aspects of personal life.
- We believe that quality education involves positive structures that allow for effective teaching and learning approaches.

As the principal, I hope that this Annual School Report will give an insight to our wonderful community.

Parent

St Monica's Primary School recognises parents as the primary educators of the students in our care and values the contribution of all our families to the life of the school.

In 2017 St Monica's Primary School welcomed new children and families from a variety of backgrounds and offered a supportive community which upheld the Sisters of Mercy traditions.

Parents assisted in various aspects of the learning, including reading and writing groups, mathematical activities, creative arts and sport coaching. Parents also assisted with book club and at many school events including social justice initiatives, working bees, excursions and sporting events.

The parent involvement committee met every term and coordinated a number of events including a welcome morning tea for new families, theme lunch days, Pancake Day, NAPLAN breakfast, International Day, Mothers Day and Fathers Day. There were two major fundraisers during the year - the Trivia Night and the St Monica’s Parish Fete.

Each term the school held a Parents of St Monica’s (POSM) meeting. These meetings were a great way for parents to keep informed about the learning. In 2017, the topics covered included: outlining school goals for literacy, numeracy and Religious Education (RE); sun smart, Chromebook demonstration and use, Google classroom, NAPLAN online, reading comprehension workshops for all grades; and the school analysis of the school’s results in the
comprehension workshops for all grades; and the school analysis of the school’s results in the National Assessment Program - Literacy and Numeracy (NAPLAN), Religious Learning Assessment and Early Years Assessment (EYA).

Student

St Monica’s Primary School has a proud tradition of servant leadership in response to our Mercy tradition.

Our school has wonderful facilities including a modern learning space, play equipment and technology to assist students in their learning and leisure.

Student leaders were elected by their peers and teachers to have a specific role at the school. Year 6 students were inducted as leaders and wore their school leader’s badge with pride. In 2017 the student leaders were active in their roles as ambassadors, Christ-centred community, technology or sports leaders. They also had a significant role in supporting the Kindergarten students as buddies.

The leadership responsibilities involved greeting official visitors to our school, organising the fortnightly school assembly and the weekly assembly where the community joined in singing our national anthem. The students took an active role in organising liturgies, St Monica’s Day, swimming and athletics carnivals, and in promoting school events.

A new leadership group was introduced in 2017 to promote social justice issues. The students from Stage 3 were very active in raising the awareness of people in our community and in overseas communities living without life’s basic necessities including food, water, shelter, clean clothing and access to an education. The team held two major Christmas appeals for the St Vincent de Paul and a local migrant drop-in centre in term 4.

The Student Representative Council (SRC) was elected from each class and met with the assistant principal each week to discuss issues and initiatives. The SRC was responsible for the daily raising and lowering of the flag and the weekly assembly. Members of the council also assisted with, and promoted, special events including St Monica’s Day, Mercy Day and our Positive Behaviour Support for Learning initiatives.

Our school concert, End of Year Mass, Graduation and Awards Assembly marked a fantastic way to finish 2017.
Who we are

History of the school

St Monica’s Primary School, North Parramatta, was established in 1892 by the Sisters of Mercy. The first pastor supported the sisters in their work and guided the parish structure through its first year. In 1918 the first school building was erected and in 1955 additional buildings were added to the school. By 1971 the school’s enrolment had increased to 475 and another building was erected to form the current school site.

Today, just under 200 students attend St Monica’s Primary School which is in Stage groups, rather than Year groups, to provide more effectively for the different learning needs and learning styles of each student.

The completely rebuilt school was unveiled at the beginning of 2010. Designed for learning rather than schooling, 30 traditional student classrooms have been replaced with connected, contemporary learning spaces for each Stage group with one learning centre.

New administration and after-school facilities are located underneath the learning centre on the ground floor. A library, kitchen, breakout rooms and practical wet areas, and the latest learning technology have been integrated into the new, flexible, open-plan spaces.

Location/drawing area

St Monica’s Primary School is a coeducational Catholic systemic school in the Diocese of Parramatta. Located at North Parramatta, our school caters for families from Northmead, Westmead, North Rocks and Winston Hills. Our school serves the parish of St Monica’s, North Parramatta.
<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>13</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>11</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>4</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>79</td>
</tr>
</tbody>
</table>
Prayer, Liturgical Life and Faith Experiences

Prayer, liturgy and faith experiences have been embedded in the daily life of St Monica's Catholic Primary School.

As a school we celebrated significant feast days by attending mass or gathering together for a liturgy. Parents were always invited to these celebrations. At the commencement of the school year our school community joined together with the parish community on a Sunday for our Missioning Mass. At this mass all our student leaders received their badge. Other significant celebrations during 2017 included Ash Wednesday, Holy Week and Easter Celebration, Mothers Day, Grandparents Day, Pentecost, St Mary of the Cross Mackillop, St Monica's Day, All Saints' Day, Fathers Day and our End of Year Mass and Graduation.

Each day at the morning assembly the school community joined together in prayer, led by either the teacher on duty or the Christ-centred leaders. In each of the learning spaces, the visitors' foyer and the staff room there was a prayer focus where religious symbols were displayed prominently. The Christ-centred leaders ensured that all focus tables had a coloured cloth depicting the church season. Students were invited to share their prayers and intentions with their class throughout the week. A sacred space was created in our Mercy Foyer this year and the Christ-centred leaders and members of the Social Justice Team contributed to creating and maintaining the space, with a particular focus on refugees and servant leadership.

Each class attended the daily parish mass twice a term. The gospel of the day was linked to the students' learning in the classroom so that they could gain a deeper understanding of the gospel and how it applied to their daily life.

Students also participated in the Sacrament of Reconciliation prior to taking part in the Sacramental program within the parish. This was held in the learning space and the teacher led a class reflection prior to the students attending Reconciliation.

Social Justice

Applications were open at the beginning of 2017 for students in Stage 3 to apply to be a member of the Social Justice Team. Eight students were chosen. These students worked closely with the Religious Education coordinator (REC) throughout the year to plan, organise and execute events that would raise awareness on social justice issues within our local community. The team wore green Social Justice Team T-shirts at every event so they were clearly visible. They met weekly to work on different tasks and prepare for each event, with updates and suggestions provided on a google classroom that was created for members of the team.

Our social justice initiatives for 2017 included fundraising and social justice awareness issues with a refugee focus. Our Social Justice Team in Stage 3, alongside the Christ-centred Leaders and the Religious Education coordinator assisted in organising support for:

- Caritas during the Lenten season
- Fun Day (lollies and popcorn sales) - money donated to Girls from Oz Choir for indigenous youth
- Monetary donations used to purchase supermarket vouchers for Arrupe Place Winter Appeal
- Christmas Toy Appeal for Arrupe Place
- St Vincent de Paul Christmas Hamper Appeal

School home and parish partnerships

School, home and parish have been connected initially by the visible face of the principal and parish priest. Both leaders worked together in close partnership to improve the learning outcomes for all students. The parish priest regularly made class visits and spoke to the students regarding aspects of their faith and their understanding of their class unit from Sharing Our Story and making links to our school goal using the three senses of Scripture.
The relationship of home, school and parish was strengthened by:
- school, parish and diocesan information being conveyed to parents via the school website, the school newsletter and the Religious Education newsletter
- school and parish support of parish-based Sacramental programs
- the Religious Education coordinator and teachers meeting to plan liturgies and Religious Education lessons, with the support of a teaching educator from the Catholic Education Diocese of Parramatta
- invitations to special events including Mothers Day mass, St Monica’s Day celebrations, Fathers Day breakfast and mass and the annual Christmas celebration
- parents being informed of our school goal throughout the year and examples of what it looks like from the perspective of students at parent information meetings and in the Religious Education newsletter
- Religious Education work books being sent home twice every term for parents to see what their children were learning
- all parents being encouraged to give their child feedback on their learning

Religious Education

Our 2017 school Formation Goal was ‘For all students to have a deeper understanding of sacred Scripture and its application to Catholic life’. The goal encouraged teachers to focus specifically on explicitly teaching Scripture using the three senses of Scripture (literal, spiritual and application). Throughout the year teachers used a variety of learning strategies that invited students to question, respond to, and connect with, real-world experiences. The teachers used their learning from professional meetings to assist their students to gain a deeper understanding of Scripture. The staff had additional planning time with the Religious Education coordinator and teaching educator to plan explicit lessons using the three senses.

St Monica’s Catholic Primary School followed the Religious Education curriculum outlined in the Catholic Education Diocese of Parramatta (CEDP) syllabus, Sharing Our Story.

Throughout the school the text, To Know, Worship and Love and the website Understanding Faith was used to support the Religious Education program. Teachers conducted daily Religious Education lessons, incorporating aspects of our Catholic traditions including traditional prayers, feast days and celebrations.

Students were encouraged, through the Sharing our Story curriculum, to respond to their understanding of faith through written reflection, art, music, movement and technology.

A Religious Education newsletter was sent home to all the parents twice a term outlining liturgical events, student work, curriculum and an editorial from our Christ-centred leaders.

During 2017 the students in Years 4 and 6 participated in the diocesan Religious Literacy Assessment (RLA) program. All the staff were invited to mark Part B of the Religious Literacy Assessment.

Professional Learning of staff in Religious Education

The focus for Professional Learning for staff in 2017 was to develop their knowledge and understanding on how to use the three senses of Scripture (literal, spiritual and application) and for students to gain a deeper understanding of Scripture.

Throughout the year the Religious Education coordinator worked alongside a teaching educator from the Catholic Education Diocese of Parramatta to plan and implement staff meetings, and planning time for each teacher. Teachers were provided with additional planning time to develop a unit of work using the scaffold of the three senses of Scripture. Additional staff meetings were used for teachers to reflect on, and discuss, how they had been implementing the senses into their Religious Education programs. The teachers supported their learning by sharing their students’ learning displayed in workbooks. The teachers also provided feedback so that the school leadership team could plan a way forward, based on the needs of the teachers.
Our Formation Day, held mid-term 4, was focused on examining different activities that teachers could use in their programs, with a focus on the spiritual and application senses.
# 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>Grammar and Punctuation</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

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<td></td>
<td>School</td>
<td>Australia</td>
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<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>95</td>
</tr>
</tbody>
</table>

The NAPLAN results for St Monica’s Primary School in 2017 continued to follow the trend of increasing numbers of students achieving consistently within the top two bands in aspects of both English and Mathematics. During 2017, a focus area of teaching and learning has been reading comprehension skills.
In Year 3, students achieving band 6 in reading improved by 21.5% from 2016. Both cohorts had more than 50% of students in the top two bands for reading.

Writing results for 2017 were not as strong as expected. The majority of students in Year 3 achieved band 5 and Year 5 were in the middle bands. In order to address the needs of the students, the 2018 focus for both teacher and student learning will be in the area of writing.

The results for spelling in Year 3 (61%) and grammar and punctuation (71%) in bands 5 and 6 were similar to the results in 2016. Year 5 were well above national results in spelling (65.9%) and grammar and punctuation (66.1%) in the top two bands.

Professional development during 2017 focused on developing a range of reading comprehension skills. The improved NAPLAN results across both cohorts reflected this intensive focus. Students achieving the top bands had increased significantly from 2016.

The Numeracy results for 2017 showed a consolidation of mathematical concepts and skills for both Year 3 and year 5. There was significant growth in Year 3, with students achieving improved results from 2016 within bands 5 and 6. Year 5 results were again above the national percentages in both bands 7 and 8.

Measurement, space and geometry for both cohorts recorded a decline in the number of students achieving the top band compared to 2016.

A goal for 2018 will be to explore further measurement concepts and geometric relationships and apply this learning to problem solving tasks.

**School curriculum**

St Monica's Catholic Primary School provides stimulating and relevant education programs that focus on the needs of the 21st century learner. Every student was catered for through a differentiated curriculum that was underpinned by Catholic values and our Mission Statement.

Our school had a strong commitment to providing every student with 30 minutes of religious instruction, 100 minutes of literacy and 60 minutes of numeracy everyday. Specialised numeracy and reading recovery teachers supported identified vulnerable learners with daily, explicit instruction.

Stage teachers worked in teams and worked together to plan, program and assess so that they were delivering a differentiated curriculum to meet the needs of all their learners. Staff were all actively involved in the ongoing review and monitoring of teaching and learning. Support was given to students with learning difficulties and disabilities, including intellectual disabilities, communication and language disorders and physical disabilities within their learning space.

Students in our primary grades gained knowledge and skills by working in a team of four, for an extended period of time to investigate and respond to a complex question, problem or challenge. A number of key learning areas were integrated into projects depending on the open-ended question that the students were investigating. Students built competencies valuable for today's world, such as problem solving, critical thinking, collaboration, communication, creativity and innovation. Students were immersed in in-depth inquiry and were engaged in a process of asking questions, using resources and developing answers. Students gave and received feedback on the quality of their work, leading them to make revisions or conduct further inquiry. At the conclusion of their inquiry the students presented their work to other people, beyond their peers and teachers.

**Initiatives to promote respect and responsibility**

In 2017 our Positive Behaviours Support for Learning (PBS4L) program continued to promote an environment that was safe and where everyone was respectful.

We believe in forming a collaborative community where the freedom to explore is encouraged. Respect for one another is fostered through the celebration of gifts and differences in the Mercy tradition of compassion, justice and love.

The Buddies program and the explicit teaching of co-operative and reflective skills empowered our students to self manage and to solve conflicts.
At the school we co-operatively aimed to:
- be safe
- be respectful
- be a learner

Every member of the school community collaboratively reviewed our matrix of expected norms and behaviours of all areas within our school. These expected behaviours were explicitly taught by class teachers and were reinforced at the daily morning assembly and at the fortnightly school assembly. Students continued to receive a 'stinger' on a bee loyalty card when they demonstrated being safe, respectful and a learner. Award levels of bronze, silver, gold and platinum were awarded when students attained 10, 20, 30 or 40 completed loyalty bee cards.

Signage was placed all around the school to reinforce our school rules and a focus area was established at our assembly area.

All students were involved in co-operative learning groups where they worked in teams to accomplish a task. Groups took place within a structured learning environment designed to generate a culture that maximised the learning opportunities of all learners. The key skills that we aimed to achieve were positive interdependence, individual and group accountability, collaborative and social skills, face to face interaction, and reflection.

As a way of acknowledging servant leadership, our Year 6 students assisted throughout 2017 as:
- ambassadors
- student council representatives
- library monitors
- Kindergarten buddies
- Christ-centred leaders
- community leaders
- technology leaders
- sport leaders
- Social Justice Group
- peer support

**Professional Learning**

A major focus of our professional learning in 2017 was to support our literacy and numeracy goals. In addition to this learning the staff completed professional learning in a variety of other areas including:
- Early Years Assessment (EYA) and running records for training and analysis
- Mathematical Assessment Interview (MAI) analysis
- case management meetings to evaluate students in literacy, numeracy and social skills - collaborative planning with a team of teacher specialists to formulate an intervention plan for the class teacher
- project learning mentoring and coaching
- learning from student work protocols
- specific comprehension strategies for all grades
- reading continuum
- multiplicative thinking
- personalised learning plans
- assessment for, as, and of learning
- Progressive Achievement Tests in Reading (PAT-R) analysis
- analysing running records
analysing sacred Scripture using the three senses
Religious Literacy Assessment (RLA) analysis
NAPLAN analysis
Positive Behaviour Support for Learning (PBS4L)
maintaining right relations
child protection
anaphylaxis training
Cardio-Pulmonary Resuscitation (CPR)
live life well
Just Like You - cerebral palsy workshops
Google Docs and Google Classroom
peer review
Work Health and Safety (WHS)
risk assessments
online Family and Community Engagement Strategy (FACES) reports
### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To develop a deeper understanding of Scripture and its application to Catholic life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Our RLA data for Year 4 and Year 6 indicated that Scripture was an area for further development. A staff survey indicated that more assistance was needed for the students to understand, interpret and respond to scriptural passages at the literal, spiritual and application level.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | These included:  
- engaging in reading and writing activities on Scripture differentiated to student learning needs  
- creating multi-modal texts on Scripture and applying the message to daily life  
- creating and using biblical timelines  
- clearly stating learning intentions and success criteria  
- establishing protocols to reflect and assess learning  
- encouraging peer feedback and reflections |
<p>| Status of priority 1 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>For all students, by the end of 2017, to demonstrate growth as readers through improvement in their comprehension skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Data from running records and our NAPLAN results indicated that students in the top levels and bands were not utilising higher order thinking skills when they were reading more challenging texts. Data from running records showed variance across the Kindergarten to Year 2 and NAPLAN results indicated a decline in the number of students in the top bands.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | These included:  
- students participating in daily, explicit reading instruction using a variety of imaginative, informative, persuasive and multi-modal texts  
- students having opportunities for daily purposeful talk to discuss the reading comprehension strategies being used before, during and after reading  
- teachers explicitly teaching comprehension strategies  
- teachers engaging in professional learning to improve their pedagogical content knowledge in reading comprehension |
| Status of priority 2 | Ongoing |

<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For students to increase by at least one growth point in place value, and multiplication and division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>NAPLAN, MAI data and teacher tracking data indicated that a high number of students were below expected results in multiplication and division.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | These included:  
- students engaging in challenging tasks to explore place value using concrete material, pictorial representation through to visualising and abstracting of the empty number line  
- students using mathematical language and reasoning skills to justify placement of numbers on the number line  
- teachers regularly analysing and updating the data wall to identify ‘where to next’ for teaching and learning  
- teachers providing constructive and timely feedback to students |
| Status of priority 3 | Achieved |
## Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To develop a deeper sense of Scripture and its application to school life</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>During 2017 we focused on the literal sense with all teachers and students having a clear understanding of this sense. There is a need in 2018 to focus on the spiritual sense and its application.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps to be taken to achieve Priority 1</th>
<th>Students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- develop an understanding of the elements within the Spiritual sense and application of Scripture interpretation</td>
</tr>
<tr>
<td></td>
<td>- engage in reading and writing activities on Scripture differentiated according to their learning needs</td>
</tr>
<tr>
<td></td>
<td>- use protocols to reflect on, and assess, their learning</td>
</tr>
<tr>
<td></td>
<td>- use teacher designed scaffolds, word walls and images displayed to support learning</td>
</tr>
<tr>
<td></td>
<td>- participate in Religious Education warm ups</td>
</tr>
<tr>
<td></td>
<td>- complete pre, mid and post tests</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>All students will increase their knowledge of ideas, structure and cohesion when composing a range of texts as measured by NAPLAN marking criteria and Department of Education and Communities (DEC) continuum.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>We need to build teacher confidence in the primary grades with explicit instruction ie modelled, guided and independent writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Steps to be taken to achieve Priority 2</th>
<th>These will include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- collaboratively constructing vocabulary building resources with students, including word walls and anchor charts</td>
</tr>
<tr>
<td></td>
<td>- exemplars available for students to inform success criteria</td>
</tr>
<tr>
<td></td>
<td>- coaching and mentoring program</td>
</tr>
<tr>
<td></td>
<td>- analysis of 2017 NAPLAN writing data</td>
</tr>
<tr>
<td></td>
<td>- learning walks</td>
</tr>
<tr>
<td></td>
<td>- resources and support materials</td>
</tr>
<tr>
<td></td>
<td>- regular analysis of student writing samples</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Priority 3</th>
<th>To improve student capabilities and NAPLAN results for measurement and geometry through a focus on visualisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Students experience difficulty when applying skills and knowledge of concepts across other key learning areas. To develop visualisation as a strategy that students can use to explore measurement concepts and geometric relationships.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | These will include:  
  ■ visualisation prompts co-constructed with students  
  ■ providing a variety of experiences using concrete materials and equipment in order to develop visual imagination skills  
  ■ using the syllabus requirements for measurement and geometry across all Stages  
  ■ conduct pre, mid and post tests to determine further teaching and/or reteaching |
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 that our teachers were very approachable and that the parents had opportunities for input and were very satisfied with the learning focus and transition programs. The parents believed that the staff morale was high and they valued the stimulating learning in the classrooms.

While the parents indicated their children felt safe at school they also indicated that social skills out on the playground could be an area of focus for the school.

Student satisfaction
The QCS data reflected that the students had a strong connectedness to the school. They indicated that the learning in the classroom was stimulating and they were engaged in their learning as their teachers were responding to their interests. The students also indicated that there was improvement in the behaviour of their peers in the classroom.

Teacher satisfaction
All teachers completed the annual Quality Catholic School survey in 2017. The data indicated that the teachers were working together in a positive teaching and learning climate. The organisational structures at the school, student behaviour in class and the team based practices contributed significantly to the overall school climate. Teachers collaborated and problem solved together. Role clarity was strong amongst teachers and this has been consistent in comparison with previous years.

Teachers believed that the behaviour of students in the classroom and on the playground had improved.
Student Profile

Enrolment Policy

St Monica’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.

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>93</td>
<td>95</td>
<td>188</td>
</tr>
<tr>
<td>2016</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>2017</td>
<td>89</td>
<td>107</td>
<td>196</td>
</tr>
</tbody>
</table>

Our enrolments remain very stable which is a reflection of the community support for the school. High rise apartments were opened near the school in the later part of 2017 with a rise of enrolments in all grades as a result.

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>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>96</td>
<td>87</td>
<td>93</td>
<td>83</td>
<td>93</td>
<td>91</td>
<td>89</td>
<td>90</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>121</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>9</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

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

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

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

In 2017 St Monica's Catholic Primary School continued to implement Positive Support for Learning (PBS4L). This whole-school framework was designed so that we maximised student learning in a positive learning environment and also enhanced the wellbeing of our students and staff. The staff were led by a committee composed of Catholic Education Office, Diocese of Parramatta personnel and staff members in the review of our school expectations, using data to inform our progress. PBS4L strongly encouraged all staff to be consistent in their approach to behaviour management in all learning spaces and while on playground duty. Teachers spent two terms successfully explicitly teaching and re-teaching students how to enact positive behaviours.

At the school we co-operatively aimed to be safe, be respectful and be a learner. Student positive behaviour was rewarded. In the classroom, teachers rewarded students displaying positive behaviours, using a reward card.

The school community was opposed to bullying in any form. We celebrated our gifts and differences, formed a collaborative learning community and co-operated to achieve. We were united by gospel values and as such, bullying in any form had no place in our school. We were committed to ensuring that we provided a safe and caring environment at all times.

We believe that procedural fairness is a basic right of all children when dealing with school personnel. Every student is entitled to a fair hearing and the right to an unbiased decision.

All parents and students signed a Code of Acceptable Use of Technology at the beginning of the year. All primary students undertook cyber safety lessons in 2017 with their teachers. They were also well supported by the local area police liaison officer who presented a workshop to the students during the year to highlight the safe use of social media. During the year a parent meeting was held to demonstrate the student use of the Google platform. At the meeting our Code of Acceptable Use of Technology was discussed and safe home practices were reinforced.

A copy of our school policy can be obtained from the school office.

Complaints and grievances policy

St Monica's Catholic Primary School has formal written protocols in place to address complaints and grievances. These protocols follow the strict guidelines of the Catholic Education, Diocese of Parramatta Complaint Handling policy. Our policy has been clearly communicated through the Parent Handbook and has been placed on the school website. Copies of the policy have been placed in the school foyer.

Clear guidelines were regularly placed in the school newsletter informing the parent community of the process if they had a concern regarding their child. Parents were encouraged to make an appointment with their child's teacher at their earliest convenience to discuss the matter. An appointment could also be made with the principal or any other member of the school leadership team to discuss a concern further.

The issue raised and the discussion at these meetings was documented and an agreed action was developed by those in attendance. Any follow up meeting or action was documented.

There have been no changes to the policy in 2017.
**Section Eleven: Financial Statement**

**Income**

- Commonwealth (61.3%)
- Capital (0%)
- State (20%)
- Fees (15.9%)
- Other (2.8%)

**Expenditure**

- Capital (1.8%)
- Salary (73.4%)
- Non-Salary (24.8%)

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,712,241</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$557,911</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$445,269</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$78,875</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$2,794,296</td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$46,234</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$1,912,757</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$647,502</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$2,606,493</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.