St Patrick’s Primary School, Guildford
34 Calliope Street, Guildford 2161
Principal: Mr Philip Mahony
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Introduction

About the Annual School Report

St Patrick'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 Patrick's Primary School, Guildford.

As a Catholic school we exist to support and celebrate the beliefs and values of our Catholic faith. At St Patrick's Primary School we value and celebrate:
- the Catholic church and its mission, giving witness to gospel values
- the individuality and the dignity of each member of our community
- respect, partnership and open communication between staff, students, parents, parish and the wider community
- quality teaching and learning opportunities

Our school aims to provide a supportive environment in which each person can grow and learn. The parish and school work closely together to provide children with many opportunities to experience God's love and to nurture their faith in prayer, celebration, Sacrament and community.

St Patrick's Primary School celebrated 100 years of learning in 2010 and is proud of the high standard of education that it provides.

Parent
Parent involvement at St Patrick's Primary School is highly encouraged and parents are very much welcomed by the principal, staff and children. Parents appreciate the opportunity to see first hand the children's progress and the rapport that the teachers have with their children. The very rich collaboration of parents and the school contributes to the strong spirit of the school community.

In 2017 the Parent Group met once a term and was very active in supporting the school by organising fundraising events, community activities and providing warm hospitality for visitors to St Patrick's Primary School.

Student
The students at St Patrick's Primary School learn in classrooms that are well-resourced and equipped with modern technologies.

All children, in 2017, were provided with many opportunities to showcase their talents and achievements, and were very mindful of the need to support those less fortunate in the community.

Students in Year 6 were elected by their peers and teachers to be school leaders. They took responsibility for preparing the whole-school assembly each Monday; leading the whole-school assemblies in the school hall; welcoming special guests to the school; and for assisting staff whenever there was a need. The student leaders also participated in significant celebrations and ceremonies throughout the year, such as Grandparents Day, Mothers Day, Fathers Day and special school masses.

All students in Year 6 were trained as peer support leaders and took responsibility to lead the Peer Support program.
Who we are

History of the school
In the early 1900's the people of Guildford realised they needed a Catholic parish and school to accommodate the growth of the area. On 2 April 1910, the community celebrated the opening of a new church building. Later that year the building began to serve a dual purpose when the Sisters of St Joseph started to use it as a school room. The initial enrolment of students in 1910 was 50 pupils.

The Sisters of St Joseph rented a cottage in Guildford Road to be closer to the church/school building. Every Friday the school room would be transformed back into a church and vice versa on Monday mornings. In 1935 the old church was moved to accommodate a new one, and a convent was built for the Sisters of St Joseph. A presbytery beside the church was completed by 1940. The school continued to grow and over time many more buildings and facilities were added to both the school and the church.

This year, the school celebrated 107 years of delivering Catholic education to children in Guildford.

Location/drawing area
St Patrick's Primary School, Guildford, is a multicultural school catering for the needs of its many students. It is a three stream school, Kindergarten to Year 6 (K-6) with a current enrolment of 565 students. There are over 48 teaching and non-teaching staff. An extensive building program in recent years has given the school a mix of well-maintained older buildings as well as well-appointed modern buildings. Teachers and children enjoy air-conditioned classrooms and large covered areas that provide shade on hot days.

On the completion of their primary education, the majority of students attending St Patrick's Primary School attend Cerdon College, Merrylands (girls), St Paul's, Greystanes (boys), Delany College, Granville (coeducational) and Patrician Brothers, Fairfield.
## 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>40</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>35</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>2</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>11</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>94</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences
St Patrick's Primary School is proud to have had a very active liturgical life in 2017. Feast days, holy days and special events such as Grandparents Day, St Patrick's Day, Mothers Day, and Fathers Day were celebrated with liturgies and special prayer services. ANZAC Day and Remembrance Day were also celebrated as they are important national days.

Students took part in various religious experiences which guided and developed their faith. Students participated in Sacramental programs that were taught and celebrated as part of the school's Religious Education program and the parish priest visited the school regularly to celebrate mass and class penance.

Regular prayer was an important part of school life including daily prayer in classrooms, staff prayer and community prayer at whole-school assemblies.

The staff gathered together every Tuesday to pray and share their spirituality.

Social Justice
Students and staff were very mindful of social justice and readily promoted special occasions such as Harmony Day, Multicultural Day and Mission Week. The students generously donated to causes such as Project Compassion - Caritas, The Manning Foundation and Catholic Missions, as well as national and worldwide disasters. The students were encouraged to assist with local community projects that supported the underprivileged and needy. The Year 6 students were involved in a winter sleep-out to raise funds to support the Manning Foundation.

School home and parish partnerships
Parents regularly assisted teachers in the classroom with reading, art, sport, in the library and on excursions. The Parent Group met every term with an emphasis on building community, sharing in the decision making process and setting directions for fundraising. Special morning teas were organised for special events such as Grandparents Day, Mothers Day and Fathers Day. A small second-hand uniform shop was organised each month by a group of volunteer parents.

St Patrick's Primary School has had a very strong link to the parish. A mass was held every week for children and parishioners and the parish priest was a regular visitor to school assemblies, staff prayer and special school events.

Regular communication with parents occurred through the Skoolbag App, phone calls, meetings and the fortnightly school newsletter.

Religious Education
Religious Education followed the Sharing Our Story syllabus document of Catholic Education, Diocese of Parramatta. The major concepts studied were God, Jesus, church, Sacraments, Scripture, Christian life and prayer. Learning in each Stage built on the learning in previous Stages of schooling. Emphasis was placed on the school community modelling the gospel values and talking to God through participation in the Sacraments, liturgy and prayer. Students were prepared for the Sacraments of Penance, Holy Communion and Confirmation as part of the school's Religious Education program.

The Religious Education coordinator led teachers in ways to prepare for liturgy, the Sacraments and using resources such as Exploring Scripture techniques and Information and Communication Technologies (ICT) to enhance teaching and learning activities.

Professional Learning of staff in Religious Education
The priority for 2017 was to continue to deepen the knowledge and faith development of students and teachers through the continued professional learning about how to unpack Scripture using the three senses of literal, spiritual and application sense, and assisted the students in understanding religious vocabulary as well as making a link to our Christian living.

Staff had opportunities to deepen their understanding of the Sacraments in professional learning.
meetings facilitated by the parish priest and pastoral associate. A major focus was on Confirmation as well as the significance and historical link between the Scriptures and holy sites.
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 3</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>Grammar and Punctuation</td>
<td>93 School 94 Australia</td>
<td>75 School 75 Australia</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>95 School 95 Australia</td>
<td>70 School 73 Australia</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>95 School 95 Australia</td>
<td>68 School 74 Australia</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>98 School 96 Australia</td>
<td>64 School 74 Australia</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>91 School 94 Australia</td>
<td>68 School 69 Australia</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>94 School 96 Australia</td>
<td>57 School 67 Australia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</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>Grammar and Punctuation</td>
<td>94 School 92 Australia</td>
<td>58 School 59 Australia</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>93 School 93 Australia</td>
<td>58 School 57 Australia</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>90 School 94 Australia</td>
<td>58 School 63 Australia</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>90 School 92 Australia</td>
<td>32 School 48 Australia</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>94 School 94 Australia</td>
<td>67 School 63 Australia</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>97 School 95 Australia</td>
<td>57 School 58 Australia</td>
</tr>
</tbody>
</table>

The NAPLAN results for 2017 showed that in most aspects of Literacy we were performing at, or above, the national minimum standard. In Numeracy, Year 3 were performing just below the national minimum standard while Year 5 were performing above national minimum standards.
In Year 3 our percentage of students in the top three bands was just below the state average for reading, spelling, and grammar and punctuation. Writing was well below state average. In Numeracy our students were also well below the state average.

In Year 5 our percentage of students in the top three bands was just below the state average for grammar and punctuation, reading and Numeracy. Spelling was in line with the state average, while writing was well below the state average.

Ongoing review of existing programs and strategies will be conducted throughout the year to ensure that the children’s educational needs are being met.

School curriculum
At St Patrick’s Primary School we take pride in providing a supportive environment in which each person can grow and learn. Our highly qualified and committed staff work together to nurture children as they grow academically, spiritually, emotionally and socially.

In 2017 teachers worked collaboratively in grades and as a whole-staff to plan and implement teaching and learning programs. Literacy, numeracy and Religious Education were strongly emphasised, and teachers developed challenging school-based integrated units to meet the many outcomes of the NSW Education Standards Authority (NESA) curriculum.

A dedicated and hard-working learning support team liaised closely with class teachers to identify and support children with learning needs. A highly successful learning program was implemented and members of the Learning Support team met regularly to monitor students’ progress. This team provided in-class support as well as small group and individual instruction. The learning needs of all children who received Commonwealth funding were met through individual plans and these children were closely monitored.

Specialist teachers in Music, Personal Development and Health provided children with many opportunities to enrich their learning and to showcase their talents. Children participated in many sporting events, Dance Fever dance and gymnastics, school choir, chess club and debating.

Students entering Kindergarten met teachers and were guided through a series of activities to gauge their readiness for school during an Orientation Day. Those assessed as needing greater assistance the following year were invited to attend a Transition program which ran a day a week for two weeks. Specific learning activities, focused on occupational therapy and language deficiencies, formed the basis of this program. Year 6 students enrolling in high school were visited by their high school principal and Year 7 coordinator throughout the year.

Initiatives to promote respect and responsibility
The core of our Student Management policy is respect and responsibility for self and others and consequences are in place if these expectations are not followed.

A whole-school assembly was held each Monday. Parents were welcomed and shared in the assembly. Children from each class were presented with the principal’s Values Award. This award recognised behaviour that reflected the values promoted by the school.

Module assemblies were held twice each term. At these assemblies, children received merit awards for following: class and school rules; doing their best work in class; or improving in a specific Key Learning Area. At the end of each term, two students from every class and learning support group received a principal's Gold Award. This award was presented to children who had consistently achieved high standards in their learning and behaviour. They were invited to attend the principal's morning tea in recognition of their hard work.

Professional Learning
Our professional learning in 2017 aligned with our implementation plan goals for Religious Education, literacy and numeracy. Lead teachers and teacher educators worked during professional learning meetings and staff developments days, and provided in-class mentoring, to build staff capacity in collecting data, as well as using this data to inform the next steps for student learning.
We continued our professional development of teachers’ and teachers aides' knowledge in:
- Extending Mathematical Understanding (EMU)
- developing students’ knowledge and understanding of Scripture and the Sacraments
- the writing process
- the Department of Education and Training (DEC) literacy continuum
- gradual release of responsibility model
- effective data collection in literacy and numeracy
## Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Our first priority was to continue to improve the students' knowledge of Scripture and identify aspects of Catholic teaching that stem from it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>We continued the work begun in 2016 of unpacking Scripture at three levels in order to assist the teachers to develop a richer understanding of the Scriptures and in turn enrich their teaching so that the students could relate the underlying message to their daily lives.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | These included:  
- involvement in professional learning on programming using the three senses and using data to inform teaching  
- teachers and students demonstrating a deeper knowledge when interpreting Scripture and relate it to Catholic teaching at three levels: literal, spiritual and application  
- teachers and students using the correct religious vocabulary and terminology  
- professional learning in how to program and plan using the three senses  
- the development of learning intentions and success criteria |
<p>| Status of priority 1 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>Our second priority was to promote word consciousness and vocabulary growth, so that by the end of November 2017, 80% of students K-6 would be at, or above, their expected grade clusters in vocabulary and comprehension on the Department of Education and Training (DET) literacy continuum and English Syllabus Stage outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>The 2016 literacy goal around writing had been difficult with the focus from Catholic Education, Diocese of Parramatta (CEDP) being around reading in Stage 3 and a focus on Stage 1 reading as a result of our Early Years Assessment (EYA) data. We needed to continue working on this goal, as students were still not meeting benchmarks. We needed, however, to look beyond just the clusters.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | These included:  
- modelling and co-constructing exemplars, anchor charts and word walls, as well as modelling using them in context to deepen comprehension during shared reading and improve written vocabulary during modelled writing  
- modelling responses to texts using a variety of forms and formats, as well as providing opportunities and tasks for students to respond to texts deeply in a variety of forms and formats  
- developing a vocabulary rich print environment that students interact with daily |
| Status of priority 2 | Ongoing |
| Priority 3 | Our third priority was that by the end of 2017, all students would move at least one growth point in all number domains, with at least 70% achieving the on the way growth point in place value and multiplication and division. |
| Reason for priority 3 | We aimed to be more specific in areas needing growth such as place value and multiplication and division as this was a sticking point across the whole-school data for 2016 Mathematics Assessment Interview (MAI). Data showed movement in each grade and we planned to continue to develop with teacher professional learning in estimation and working with tracking. The school has consistently performed below the state in Numeracy in Years 3, 5 and 7 and, since 2011, in number, measurement and geometry. |
| Steps taken to achieve priority 3 | We planned to:  
- use the syllabus and growth point data to  
  - plan purposeful warm ups and challenging open, rich tasks  
  - plan enabling and extending prompts to meet student needs  
- take part in multiplicative thinking professional learning  
- plan good questions to track student progress and use tools such as Venn diagram, class data walls - evidence of a tracking system in grades/classes for place value and multiplication and division |
| Status of priority 3 | Ongoing |
**Projected school priorities**

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To improve the student’s understanding of the Sacraments and religious terminology through the use of Scripture and the three senses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>To continue the journey of refining programming so that the students are readily able to recall and use religious terminology when expressing their ideas, as well as articulating the connection between Scripture, Catholic teaching and the Sacraments. Term 3, 2017, survey data reflected that students were able to identify more Sacraments, however, their descriptions of the Sacraments and use of Religious terminology was unrefined.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | These will include:  
- reprogramming using the three senses and one or two pieces of Scripture that highlight the Sacraments or strand  
- Involvement in collegial conversations and analysis of data to indicate what has worked well and set learning goals for the following unit of work  
- resources required to enhance learning through the use of agreed practices such as the use of word walls, prayer, exploring Scripture kits, selecting suitable Scripture to focus on, and Religious Education (RE) warm ups |
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>For 80% of our students, by the end of 2018, to make expected growth as readers in their comprehension skills (a minimum of one year’s growth along the DEC continuum/learning progressions, diocesan reader profiles, text levels, and Progressive Achievement Tests in Reading (PAT-R) scale scores) for a range of written, spoken and visual texts</th>
</tr>
</thead>
</table>
| **Reason for Priority 2** | Our analysis of data showed:  
- Mid-year and end of year Early Years Assessment (EYA) data indicated an increase in the number of children not achieving benchmark  
- EYA data also highlighted that children are not self-correcting at an appropriate rate  
- data from running records Meaning, Structure and Visual (MSV) shows variance across Kindergarten to Year 2 (K-2)  
- that our students were vulnerable in comprehension, revealed by the comprehension aspect on the literacy continuum |
| **Steps to be taken to achieve Priority 2** | We will be:  
- implementing the agreed reading practices within their literacy block  
- tracking students' progress in reading through various 'for, of and as' assessments  
- explicitly teaching the comprehension strategies to the students |
| Priority 3 | By the end of 2018, all students to move at least one growth point in all number domains, with at least 80% achieving the on the way growth points in multiplication and division, and place value |
| **Reason for Priority 3** | Our data continues to show an area of concern around multiplication and division and place value and a need to build on from 2017 work around multiplicative thinking professional learning across the school. Our results have seen an increase in percentage from one grade cohort to the next grade and we need to unpack this further as a school. |
| **Steps to be taken to achieve Priority 3** | We will use syllabus and growth point data to collaboratively plan and program Mathematics and to embed multiplicative thinking across all strands.  
We will also:  
- plan purposeful warm ups and challenging rich tasks  
- write enabling and extending prompts to meet student needs  
- focus on problem solving, communicating and reasoning  
- model and consistently use the correct mathematical language appropriate to the Stage |
Community Satisfaction

Parent satisfaction

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

The QCS data collected and reported showed that parents were happy with the school and with the programs offered. Parents particularly identified connectedness to the school; learning focus; student motivation; homework; classroom behaviour; behaviour management; stimulating learning; transitions and school improvement as areas of strength for the school. Parents also acknowledged teacher morale, student safety, approachability and reporting as being very high.

The one area identified by parents for improvement was in extra-curricular activities. In 2017, extra-curricular programs that were organised by the school included: Dance Fever dancing and gymnastics, soccer/rugby/netball gala days, choir involved in the Captivate program, debating and peer support.

Student satisfaction

The QCS data showed that students felt very connected to the school. They found learning stimulating and were motivated to learn. Most students reported that they had a close connection to their peers and enjoyed positive friendships.

Overall, student morale was high as was student learning confidence. Students felt supported and valued by their teachers and enjoyed learning in a safe environment.

Teacher satisfaction

The QCS data showed that teachers and staff strongly supported the student management programs in the school and believed that these contributed to the positive school learning environment. There were concerns about clarity in the school’s future direction. These were discussed and communicated to ensure clear understanding for all members of the community.

Teachers reported that they were supported in their work by the leadership team and, while they acknowledged the many challenges of their profession, felt empowered in their teaching roles and supported the curriculum processes that were followed. Teachers actively shared the goals and direction of the school and valued the opportunities to work together in teams. Teachers also valued the support given by parents and believed that, overall, students were motivated to learn.
Student Profile

Enrolment Policy

St Patrick'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>275</td>
<td>283</td>
<td>558</td>
</tr>
<tr>
<td>2016</td>
<td>269</td>
<td>293</td>
<td>562</td>
</tr>
<tr>
<td>2017</td>
<td>273</td>
<td>268</td>
<td>541</td>
</tr>
</tbody>
</table>

St Patrick's Primary School has not had any significant change in our enrolment numbers. The enrolment numbers have been reducing slightly owing to the transit nature of the population and the reduction of Catholic families in the area. During 2017 we received a few Syrian refugee enrolments. It is anticipated that our current enrolment numbers will continue.

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>93</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td>93</td>
<td>94</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>489</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>74</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

St Patrick's Primary School has a strong stance against bullying and immediate action is taken to resolve any reported incidents of bullying. Parents are contacted by the assistant principal if serious breaches of the school rules occur. Their support is greatly appreciated.

In 2012, the Student Management policy was updated and this process involved staff, students and parents. A Code of Conduct clearly outlined acceptable behaviours and consequences for failing to uphold these behaviours. These consequences varied according to the level of misbehaviour, with parents being informed at all levels.

Students were rewarded for positive behaviours at a weekly school assembly and at a principal’s morning tea each term.

Corporal punishment is not permitted under any circumstances.

All individuals are valued and their dignity preserved. Students are encouraged to practise explicit Catholic moral and ethical values. St Patrick's Primary School encourages a safe, protective and just school.

There were no changes to this policy in 2017. The full text of the Student Management policy is available on 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.

There were no changes to the policy during 2017.
Section Eleven: Financial Statement

![Financial Statement Pie Charts]

**RECURRENT and CAPITAL INCOME**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants(^1)</td>
<td>$4,341,122</td>
</tr>
<tr>
<td>Government Capital Grants(^2)</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants(^3)</td>
<td>$1,286,022</td>
</tr>
<tr>
<td>Fees and Private Income(^4)</td>
<td>$816,683</td>
</tr>
<tr>
<td>Other Capital Income(^5)</td>
<td>$115,025</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$6,558,852</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(^6)</td>
<td>$213,398</td>
</tr>
<tr>
<td>Salaries and Related Expenses(^7)</td>
<td>$4,856,070</td>
</tr>
<tr>
<td>Non-Salary Expenses(^8)</td>
<td>$1,157,334</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$6,226,802</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.