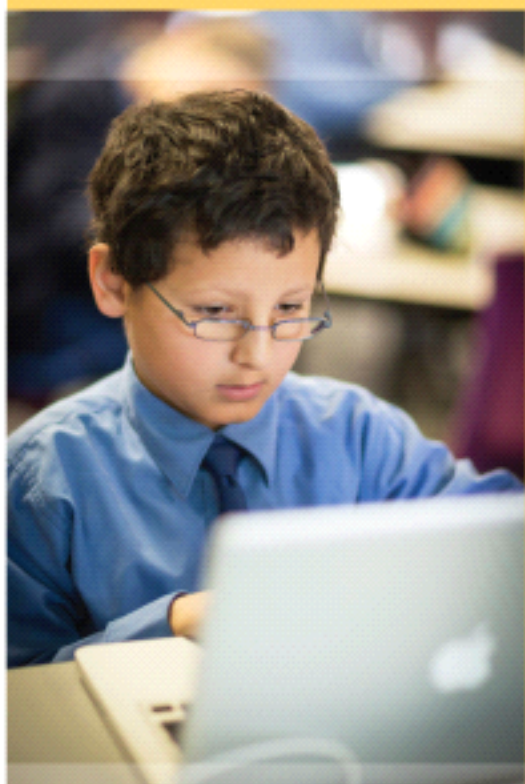


2012

annual school report



Mary Immaculate Primary School, Quakers Hill

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Catholic Education
Diocese of Parramatta

Introduction

About The Annual School Report

Mary Immaculate Primary School is registered by the Board of Studies (New South Wales) 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 2012 and gives information about 2013 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#).

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.

Message From Key School Bodies

Principal

I am proud to present to you the Annual School Report for Mary Immaculate Primary School, Quakers Hill.

At Mary Immaculate Primary School, we take pride in our endeavours and the Annual School Report reflects our achievements as a learning community. During 2012, we undertook many initiatives that have contributed to the learning of our students. The formation school goal allowed the teachers to focus on the importance of assessment in Religious Education while also further developing the Marian devotion of the school. The literacy and numeracy learning focus has contributed to solid learning gain in these areas by the analysis of data from school-based sources and also from the National Assessment Program - Literacy and Numeracy (NAPLAN) assessments undertaken by our Year 3 and Year 5 students.

Technology is seen as an essential tool within our society. At Mary Immaculate Primary School, we continue to utilise iPads, laptop computers, interactive whiteboards and other technologies to broaden the students' learning and improve their ability to express themselves on a multimedia platform.

Our partnership with parents continued with the further development of the Parents and Friends Association (P&F) throughout the year. This association gives the parents of the school a formal avenue to contribute to the school through the organisation of social and fundraising events, while also allowing them to contribute to school-based decisions at a consultative level.

I encourage you to read our Annual School Report and join with us as we celebrate the many wonderful experiences and events that have contributed to Mary Immaculate Primary School being a centre of love, learning and service.

Parent Body

Parents are the first educators of their children, particularly in matters of faith, and through co-operation between parents and teachers, the children have shown to be more proactive in their own development. As partners in education, the school wishes to work very closely with parents to ensure that each child receives the best possible learning opportunities available. The school and parents enjoy a healthy and open relationship based on quality communication that remains present throughout the year.

Mary Immaculate Primary School is blessed and fortunate to have both excellent facilities and committed educators for our children. As parents, we are invited and encouraged to participate in the development of our children through many forms of support which include, but are not limited to:

- The Parents and Friends Association helps to build the wonderful community of Mary Immaculate Primary School. The Association has representation from the school leadership team and the parent body within the community, and assists in the coordination of planned activities throughout the year. In addition to this, the Association allows for all matters related to learning and teaching to be discussed.
- The school's facilities committee works to ensure that the school is maintained as a well-resourced, clean and aesthetically pleasing environment.
- General parental support continues throughout the year as parents are invited to assist with school carnivals, school excursions, working bees and canteen support.
- Parish support is important. Religious Education is the cornerstone of our children's education at Mary Immaculate Primary School and, as parents, we are role models for our children in practising our faith. The parish welcomes all parental support from families. Some of the ways we can support the parish leadership team of Mary Immaculate include involvement in liturgies throughout the year; as ministers to the sick and of the Eucharist; or as educators for children's liturgy during weekend mass.

Student Body

At Mary Immaculate Primary School our students value:

- our open learning spaces

We get to work with different people. We are not just with one teacher, which is great because we may get different ideas off them and we can go to them for advice. In open spaces, everyone gets to have a go and there are many opportunities to reach your goals. Information is easily shared and delivered from three teachers.

- technology

We can research more by using laptops and iPads. We have a wide variety so it gives each person a chance to have a go. We can also learn new skills involved with technology, which lets us explore and experience more.

- our church

It is easy to access because it is connected to our school, which means we can go in when we want and can practise masses and liturgies in the church. Going to church gives people in all grades opportunity to learn about God and build their relationship with God.

- extra opportunities like Maths Olympiad and university competitions which give a great focus on learning
- the different opportunities to express ourselves creatively, such as Captivate, talent quest and choir
- the Peer Support program

We get a chance to meet new people and build friendships. We get an opportunity to organise and run a group and develop better relationships with children from Kindergarten to Year 6. We develop relationships, which can continue for many years.

Who We Are

History Of School

In 1987 Quakers Hill Parish School opened in demountable buildings in Pentland Street. As the Quakers Hill area grew from market gardens and poultry farms to housing estates, so too did the need for a larger primary school and in 1990, the school moved to its present site on Farnham Road. The school quickly became known for its focus on the growth of the child and for its excellent academic results.

The school is physically connected to the parish centre, so we can truly state that the parish and school are 'one'.

After further development the school became known as Mary Immaculate Primary School in 1997 and today is one of the three Catholic schools that serve the parish of Mary Immaculate, Quakers Hill.

During recent years, the school interior has been fully refurbished to reflect the most contemporary learning and teaching practices. We look forward to being able to continue to serve the communities of the surrounding suburbs for many years to come.

Location/Drawing Area

Mary Immaculate Primary School is located in Quakers Hill and has an enrolment of 527 students from Kindergarten to Year 6. It is one of three Catholic schools in the Mary Immaculate parish community – two primary and one secondary. Mary Immaculate Primary School draws on students from the suburbs of Quakers Hill, Acacia Gardens and various estates in Stanhope Gardens.

Owing to its location, we have extensive grounds for the children to enjoy during their play and sport times.

Enrolment Policy

Mary Immaculate Primary School follows the Catholic Education, Diocese of Parramatta (CEDP) document, *Enrolment Procedures in Parramatta Catholic Systemic Schools*, January 2002. This document can be obtained from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au> under 'You choose/Policy Central'.

Current And Previous Years' Student Enrolments

Year	Boys	Girls	Total
2010	278	335	613
2011	260	298	558
2012	249	278	527

Characteristics Of The Student Body 2012

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

LBOTE*	SWD*	Indigenous
289	20	1

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

School Review And Development

Annual School Priorities 2012

Priority	Reason for the priority	Steps taken to achieve the priority	Status of the priority (Achieved, Ongoing)
Our first priority was the formation of students through the development of religious literacy and focus on the Marian devotion of the school.	Through greater religious literacy we become more aware of the students' faith and faith story. The Marian devotion aligns to the naming and culture of our school.	<ul style="list-style-type: none"> The teachers had the opportunity to closely examine the <i>Sharing Our Story</i> units applicable to each age group and firstly become more familiar with the theological background. During staff meetings we then developed rich assessment tasks that aligned to the unit outcomes and then implemented with the students. The teachers worked in teams to develop these rich assessment tasks and they were implemented across the grades. The Marian devotion became a focus for liturgies throughout the year with support given to teaching teams to develop prayer experiences that enhanced the children's knowledge and devotion to Mary. Significant time was also given to developing the knowledge of the staff regarding Marian theology and devotion. 	All these priorities were successfully undertaken through the year. There is the need though, to continue to develop the religious literacy capacity of both staff and students to further enhance formation. The Marian focus was completed very effectively but will obviously maintain a presence throughout the years as developing culture.
Our second was the development of an inquiry process to enable the articulation of the greatest literacy need. This will help develop appropriate strategies to meet the need.	The staff driven inquiry process will allow ownership of the literacy need and provide the appropriate impetus for change in literacy practice.	<ul style="list-style-type: none"> The school's literacy data was gathered, discussed and closely analysed by the school's teaching teams. These discussions took place during staff, module and committee meetings. The constant target was to sharpen our focus to allow the naming of the greatest literacy need. By mid year the theme that was emerging from our inquiry was that reading comprehension was our greatest need and that was probably created by inconsistent practice within the areas of the literacy block. At the same time, as part of a diocesan initiative a program called Focus 160 was commenced. The basis of this program is to establish consistency of practice in both literacy and numeracy blocks to improve student learning outcomes. Our school's need matched the criteria of this program and the school therefore moved from the inquiry process to Focus 160. Staff development throughout the latter stage of the year fostered professional discussion and learning to create the structures for consistent practice within the literacy and numeracy blocks. 	Although the change from the inquiry focus was initially disruptive the staff embraced the Focus 160 goals and we all look forward to developing them further next year.

Projected School Priorities 2013

Priority	Reason the priority was chosen	Steps to be taken to achieve the priority
<p>Our first priority is to enhance the students' ability to pray the Scriptures by developing and implementing a range of strategies to present and develop the scriptures to achieve the targets of:</p> <ul style="list-style-type: none"> • developing one scriptural passage per <i>Sharing Our Story</i> unit (Diocesan Religious Education syllabus) • students experiencing a range of prayer forms • improving our religious literacy assessment results in Year 4 	<p>At Mary Immaculate Primary School we believe that a solid understanding of the Scriptures enhances one's ability to utilise it in prayer life.</p>	<ul style="list-style-type: none"> • strong focus on one Scriptural text per unit of work while using <i>Exploring Scripture</i>, Lectio Divina and guided meditation • allowing the students to express their individuality by programming for different learning styles • providing workshops and staff professional learning on methods to teach Scripture • development of theological and contextual knowledge surrounding the Scripture • engaging scriptural specialists to help the staff develop their knowledge of best practice
<p>Our second is for all teachers to use data effectively to intervene and address the needs of all students to ensure they reach benchmarks and demonstrate expected growth in reading by achieving the following targets:</p> <ul style="list-style-type: none"> • Kindergarten to Year 2 students meeting running record benchmark standards and expected growth of two levels per term • Years 3 to 6 students meeting Torch benchmarks and showing expected growth in terms of their scale score 	<p>At Mary Immaculate Primary School we need to ensure that we have whole-staff commitment to addressing our students' needs collaboratively and with consistent best practice.</p>	<ul style="list-style-type: none"> • collection of recent literacy data and development of a school data wall • collaboratively analysing data • staff meetings to discuss and present best practice in literacy and numeracy block development • module meetings to scaffold and align practice of the literacy and numeracy block • lead teacher assistance to develop pedagogy within literacy and numeracy blocks • use of case management strategies to assist children's specific needs

Catholic Identity

Prayer, Liturgical Life And Faith Experiences

Within school life, there are many varied prayer experiences from guided meditation, personal prayer, formal and traditional prayer, prayer circles and whole-school prayer celebrations. The school has maintained its rich liturgical life with special liturgies at significant times of the year including beginning and end of year masses, Holy Week and Easter liturgies, ANZAC Day and Remembrance Day, Mothers Day, Fathers Day and the school feast day for Mary Immaculate.

All classes attend parish mass once a term in their buddy grades. From Year 4 to Year 6, students and staff participate in the Sacrament of Reconciliation once a term. Opportunities for staff prayer are offered in the form of prayer before each staff meeting; dedicated staff reflection afternoons three terms per year; attendance at the Diocesan Education Mass; Lenten prayer groups; and a whole-staff spirituality day once a year. Staff members are encouraged to participate actively in the planning of all school liturgies by forming teams with the Religious Education coordinator (REC). Year 6 has a retreat day at the end of each year. Students are selected from Years 4 to Year 6 take part in a training program every six months to skill them as ministers of the Word to proclaim effectively the Good News within liturgical celebrations.

Social Justice

Social justice remains an important focus at our school. We refer to our school motto of Love and Service as a way we can use the model of Jesus to reach out to others in the community and world. A team of eight Year 6 students make up our school 'Mini Vinnies' team and are responsible for the promotion of outreach activities and fundraising throughout the year.

We supported the annual Caritas Project Compassion Appeal during Lent.

In term 2 for the St Vincent de Paul (SVDP) Winter appeal, we held staff soup lunches, a scarf/beanie/gloves mufti day and a Year 6 student winter sleepout where the Vinnies' youth co-ordinator came to speak to the students.

We supported the initiatives of our local Quakers Hill conference SVDP group particularly in term 4 when we collected baskets of food items to assist their Christmas food appeal.

Throughout the year we also celebrated Harmony Day and National Aborigines and Islanders Day Observance Committee (NAIDOC) week with fun activities to raise awareness about diversity and promote understanding, tolerance and inclusion among our students.

School, Home And Parish Partnerships And Parent Involvement

The school plays an active role in the parish Sacramental program, as well as aligning *Sharing Our Story* units with the parish program. The parish initiative of liturgies for preschoolers three times a year is supported by the school, with students taking part in the celebrations and assisting with the little ones. The school plays a role every year in the World Day of Prayer celebrations which are hosted by the parish. Once a year, the school prepares a parish Sunday mass and provides readers, music, reflection and lively participation in the Sunday liturgy. All parents receive a special invitation and morning tea is provided afterwards. The parish priest and parish associate are regularly invited into the classrooms to assist the children and staff on their faith journey. Parents are an integral part of all liturgical and prayer celebrations both in the church and on the school grounds. They are invited to attend every occasion and always wholeheartedly support student fundraising initiatives.

Religious Education

Religious Education

Mary Immaculate Primary School follows the Diocesan Religious Education syllabus, *Sharing our Story*. Religious Education is taught like every other subject in the school and aims to increase the students' knowledge, understanding and skills in Catholic traditions. The *Sharing our Story* syllabus has been adjusted to meet the needs of our school and to assist in the integration of Religious Education across the curriculum. Classroom prayer and liturgy complemented the Religious Education units. Pastoral care of our students is an important priority. We have a Peer Support program, where the older students support the younger students, through the use of structured activities.

Professional Learning Of Staff In Religious Education

Staff engage in professional learning experiences in Religious Education in a number of ways. One staff development day per year is allocated to staff faith formation and spirituality. Staff spent a day looking at 'Mary – A woman of our time'. We explored our knowledge of Mary and new ways of looking at Mary that we can bring to our teaching.

The professional learning provided to staff regarding the implementation of our 2012 formation goals developed our Marian knowledge and understanding and religious literacy. This included regular staff meetings each term which looked at elements of our Marian faith; professional reading; suitable resources and how to incorporate and assess religious literacy better in our classrooms.

Our parish pastoral associate also presented information at a staff meeting on the Church's 'Year of Grace' program. The program aims to celebrate and renew our faith and life as Catholics. As a staff we are encouraged to use the resources provided by the Church to strengthen our Catholic beliefs.

Learning And Teaching

National Assessment Program - Literacy And Numeracy (NAPLAN) 2012

Students in Year 3 and Year 5 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2012. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students' performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching 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. Band 2 is the minimum standard for Year 3 and band 4 is the minimum standard for Year 5. 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.

	% of students at or above national minimum standard		% of students in top three bands	
	School	Australia	School	Australia
Year 3:				
Literacy	100.0	94.1	88.5	71.5
Numeracy	98.7	93.9	67.9	60.8
Reading	98.7	93.5	82.1	68.5
Writing	100.0	95.3	83.5	76.7
Grammar and Punctuation	98.7	93.0	88.6	70.7
Spelling	97.5	94.0	79.7	67.7
Year 5:				
Literacy	98.0	91.8	77.6	55.0
Numeracy	100.0	93.4	59.2	54.2
Reading	95.9	91.8	63.3	57.9
Writing	100.0	92.2	61.2	49.5
Grammar and Punctuation	98.0	90.4	79.6	55.9
Spelling	98.0	92.6	63.3	58.7

Year 3 students at Mary Immaculate Primary School performed solidly against the national results for students at or above national minimum standard and percentage of students in the top three bands. In reading, the children showed strength in being able to directly locate information, identify the main idea, connect ideas and inference the texts. However continued development is required in all areas to ensure expected growth percentages continue to be maintained and for deeper understanding to occur. In writing, the children showed strength in sentence structure. However, further development is needed in the areas of paragraphing, cohesion and text structure. Grammar and punctuation and spelling were areas of strength. Numeracy in Year 3 was at or above national average, however continued development and improvements in number, patterns and algebra and measurement is still required.

Year 5 students performed strongly against the national results for students at or above national minimum standard and percentage of students in the top three bands for Literacy and Numeracy and have shown significant growth in these areas. In writing, the children were able to both develop and elaborate on ideas, and their use of vocabulary was appropriate for persuasive texts. Paragraphing was evident and sentence structure displayed a sound knowledge of both simple and complex forms. In reading, the ability to connect ideas and infer were completed well. Applied comprehension and sequencing of ideas was also completed well. Further work on interpreting the main idea will ensure growth is continued. Numeracy results showed improvements in number and measurement. Questions that required the application of Mathematical knowledge showed inconsistencies and highlighted the ongoing need for the children to develop their skills in problem solving.

School Curriculum

Mary Immaculate Primary School is committed to providing a comprehensive curriculum that supports learners and meets the requirements of the Board of Studies syllabus documents.

We continue to adopt a whole-school approach to the implementation of an integrated curriculum. This unified process of delivery promotes collaboration and develops quality and consistency in our pedagogy and assessment, thus enhancing student learning.

Our Learning Support program continues to provide assistance for students who have specific learning needs. This includes the literacy support teacher and the English as a Second Language (ESL) teacher who work as part of the learning support team to ensure an integrated approach to the specialised programs. Individual education plans are designed and implemented to meet the specific needs of learners. This is achieved in consultation with the class teacher and each student's family. The learning support team and classroom teachers from Kindergarten to Year 6 work collaboratively towards a unified and coordinated approach to tracking student progress in literacy.

During 2012, the school was involved in a number of co-curricular activities including:

- Premier's Reading Challenge - from Kindergarten to Year 6
- Life Education program - Kindergarten to Year 2
- spelling bee
- talent quest
- public speaking - Voice of Youth competition for Year 6
- academic competitions - English, Mathematics, Computing Skills, Spelling, Science and Writing
- sporting competitions - cricket, Australian Rules football, basketball, soccer, cross country, touch football, netball, gymnastics, swimming and athletics

Initiatives To Promote Respect And Responsibility

The values of respect and responsibility were consistently promoted through a range of school procedures, programs and activities including:

- the *Positive Behaviour Management* policy (which incorporates the school's reward system)
- classroom teaching programs, which includes cooperative learning strategies
- the Year 6 leadership teams and the leadership training program
- the Peer Support program (run in term 2) led by the Year 6 students
- environmental activities such as Clean Up Australia Day, National Tree Planting Day and the establishment of a vegetable garden
- community service activities coordinated by the 'Mini Vinnies' group

Parent Satisfaction With The School

During 2012, 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. This survey will be conducted annually.

The QCS data collected and reported to our parents, students and staff showed that the parents ranked the following elements of school life as positives at Mary Immaculate Primary School:

- parent input
- student safety
- teacher morale
- connectedness to peers
- student motivation

Elements that the parents indicated as areas for consideration and improvement included:

- reporting of student progress
- learning focus
- extra-curricular activities

Following this data, the school has undertaken to address these issues by reviewing the reporting systems and communicating more readily to the parent community regarding the learning work of the school and the extra-curricular activities offered to the children.

Student Satisfaction With The School

The QCS data collected and reported to our parents, students and staff showed that when the students were surveyed they indicated the following areas to be strong elements of the school:

- purposeful teaching
- teacher empathy
- simulating learning
- connectedness to school
- student motivation
- learning confidence

All these elements are part of the 'Engagement' sub section of the survey and show the quality of teaching and learning present at Mary Immaculate Primary School.

Elements of school life that the students indicated as areas needing improvement were all within the subsection of the survey of 'Relationships'. They were:

- connectedness to peers
- classroom behaviour
- student safety

Following this survey, programs have focused on improving the relationships of the student community by working on communication, behaviour and expectations.

Teacher Satisfaction With The School

The QCS data collected and reported to our parents, students and staff showed that when the staff were surveyed about the staff climate the following were noted as being strengths within the school.

- school morale
- lack of school distress
- supportive leadership
- teamwork
- empowerment
- professional work demands
- respect for students

These elements indicated a positive response within the sub sections of 'Staff Wellbeing', 'Empathy', 'Engagement' and 'Outcomes'.

Elements of staff climate that the survey indicated as areas of future work included:

- professional learning
- student management and
- engaging practice

Feedback from the survey has triggered a re-defining of teacher learning at the school to include all avenues of professional learning available to the staff. Feedback has also triggered a review of student management procedures during the year to ensure a clearer process that is fully understood by all stakeholders.

Teacher Standards

Teacher Qualifications	Number of Staff
Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*.	38
Have qualifications as a graduate from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications.	0
Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to their teaching context.	0

*Australian Education International - National Office of Overseas Skills Recognition

Religious Education Accreditation

Number of teachers accredited to teach Religious Education	36
Number of teachers currently undertaking accreditation to teach Religious Education	0

Workforce Composition

Number of staff

Total teaching staff	38
Total non-teaching staff	11
Grand total	49

Percentage of teachers who are Indigenous	0
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Professional Learning

Professional learning is an important and valued focus for staff and was undertaken in many areas in 2012. This was achieved through weekly afternoon professional development meetings, in school time release and professional development days. Focuses included:

- technology, interactive whiteboard (IWB), apple Mac and ipads use development
- agile learning spaces pedagogy
- learning support insights for funded students
- NAPLAN whole school analyses
- formation development
- Literacy in Partnership inquiry project
- Literacy Block development
- Numeracy Block development
- Quality Catholic Schools data analysis
- protective behaviours programming
- student semester reports development

Teacher Attendance And Retention Rates

Teacher attendance

The average teacher attendance for 2012 was 94.64%.

Teacher retention

Of the 2012 teaching staff, 98% were retained from 2011.

Student Attendance Rates

Percentage of student attendance by Year level and school average:

Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94	94	93	94	93	93	95	94

Managing 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 to 17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within seven 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 student 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 at school 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 Catholic Education Office staff for follow up.

Pastoral Care Of Students

Programs Related To Pastoral Care

In 2012, pastoral care at Mary Immaculate Primary School occurred in a number of ways including:

- The Positive Behaviour system offered consistency and support to all students by providing them with clear guidelines and expectations of student behaviour.
- Year 6 student leaders had the opportunity to take responsibility for modelling good behaviour with the school's buddy system, which matched a Year 6 student to each Kindergarten child. There was regular interaction, which included the Gross Motor program, reading and sport skills. A Peer Support program was run by Year 6 students, which involved mixed groups from Kindergarten to Year 6.
- Awards were given to acknowledge student achievement in all Key Learning Areas.
- The children's learning was supported by the interaction of the school counsellor and the learning support team. They offered extra support for children with special learning and social needs. Referrals were made to the Catholic Education Office student service team where trained staff members helped the school, the students and their families cope with problems or concerns to meet the needs of the students further.

Student Welfare, Discipline And Anti-Bullying Policies

In 2008, the Positive Behaviour Management Committee worked on the implementation and consolidation of behaviour management practices within the school. This continued as a whole-school focus in 2012. The Behaviour Management system continues to be developed, based on the student needs present at the school. Any change is implemented after consultation with staff and communication with students and parents. The following awards are in place to recognise, promote and value positive behaviour in the school:

- class awards
- merit awards presented at school assemblies
- congratulations cards
- bronze, silver and gold awards
- principal's awards
- Mary MacKillop awards

Teachers in the classroom and on the playground referred to the school rules and the behaviour matrix to promote positive behaviour. This was reinforced in all learning environments to ensure consistency.

Behaviour management flowcharts for the classroom and playground were revisited and reinforced in order to provide teachers with clear guidelines on how to deal with any behavioural concerns. Critical incident records were collected in order to gather school-based data to track and monitor undesirable student behaviours. The behaviour book continued to be used by staff to track and monitor classroom and playground incidents within grade groups.

The school's *Anti-Bullying* policy outlines the rights and responsibilities of all stake holders within an understanding of dealing with the matter with appropriate consequences for all parties. Following any incident of bullying we provide structures for the healing of relationships and the building of resilience. Our anti-bullying stance takes a presence in Personal Development and Health areas and also Protective Behaviours programs.

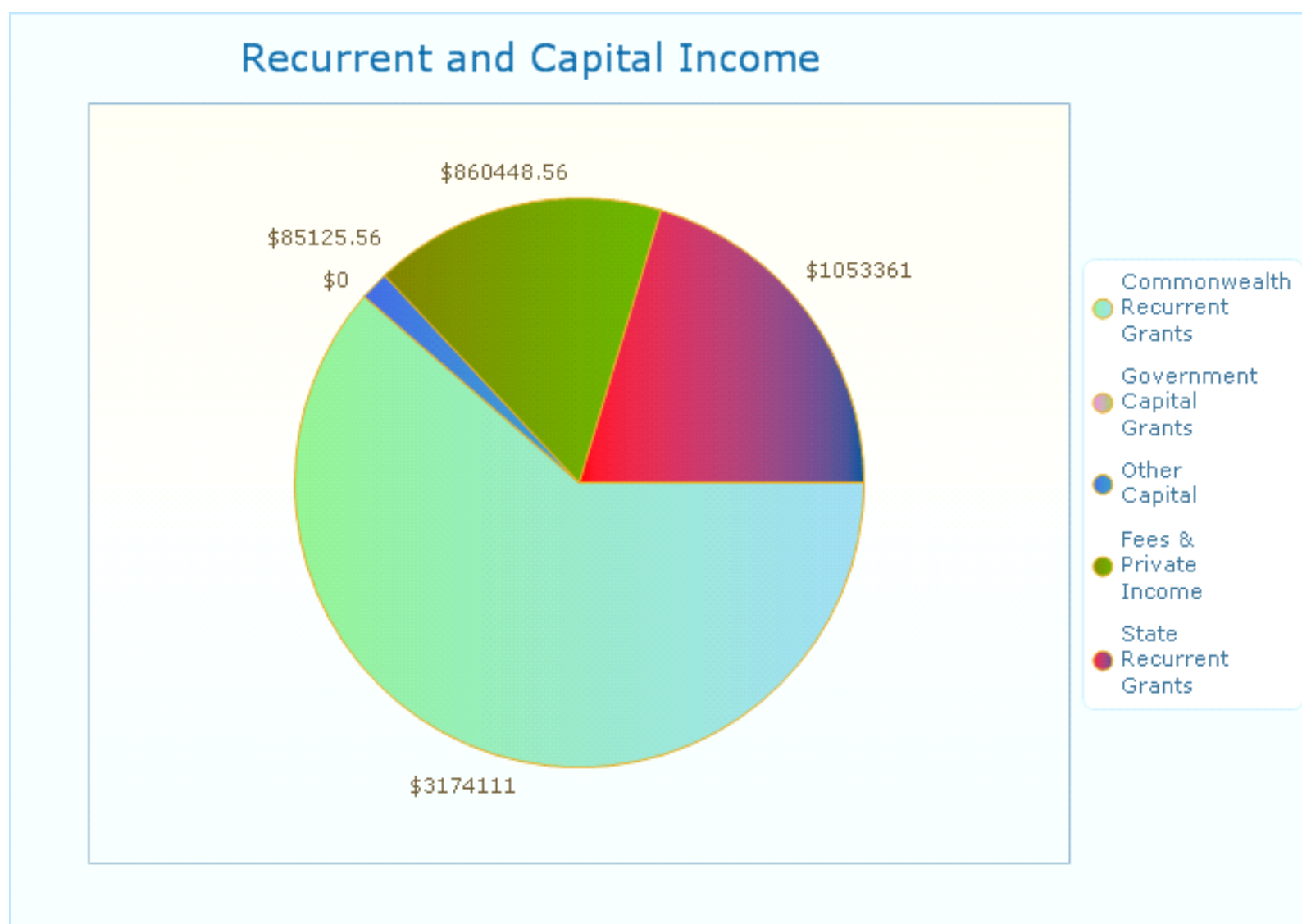
The school *Behaviour Management* policy can be obtained from the school office and in essence remains unchanged. However, aspects of the policy will be investigated in 2013 and may undergo slight changes as the school continues to review behaviour management practices.

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 *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> under 'You choose/Policy Central'. There were no changes to the policy during 2012. Any changes that are made to this policy follow consultation with staff, students and parents. Comprehensive communication of the changes then takes place.

Financial Statement

School Recurrent And Capital Income



In 2012 Mary Immaculate Primary School received \$48,578.00 as interest subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme and looks forward to the implementation of the Building Grants Assistance Scheme as these are of vital importance to the ongoing wellbeing of this school.

Fees relate to diocesan and school based fees, excursions and other private income from fundraisers.

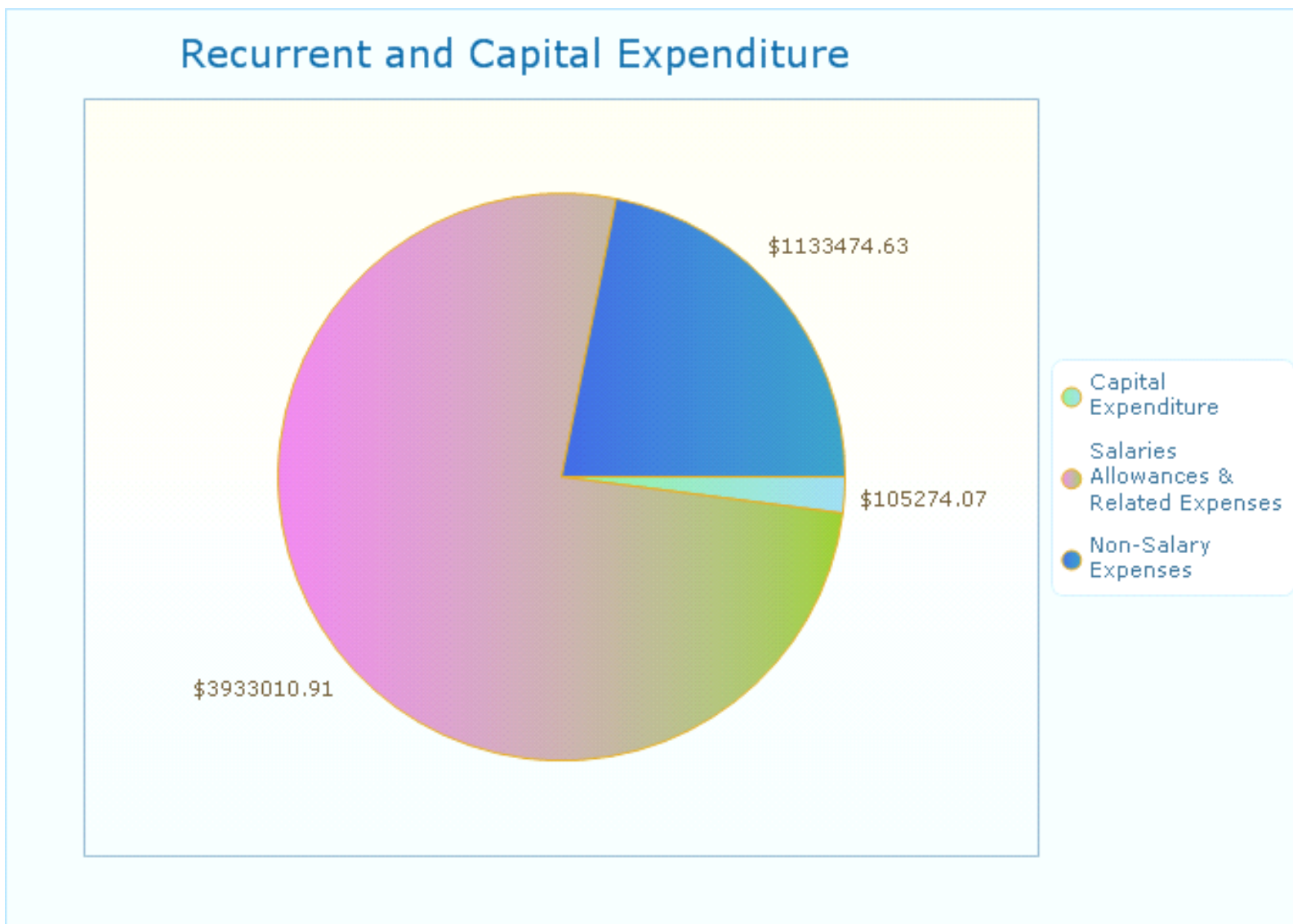
State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.

Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.

Capital relates to Government Capital Grants including monies received under the Building Education Revolution.

Other refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.

School Recurrent And Capital Expenditure



Salary refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

Non-Salary refers to all other Non-Salary Recurrent Expenses.

Capital refers to Non-Recurrent Capital Expenditure including School Buildings, Furniture and Equipment.