Introduction

About the Annual School Report

Holy Family 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 2016 and gives information about the 2017 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 2016 Annual School Report for Holy Family Primary School, Emerton.

I am very proud of the place that our school holds in the local parish and community. Holy Family Primary School works in partnership with local families to teach children about God, themselves and the world. I am also very proud of the work of our staff and the many achievements of our students.

Holy Family Primary School’s motto, United in Faith, Love and Learning, underpins what our school is all about. The values of respect, forgiveness, compassion, honesty and trust taught by Jesus underpin everything we do. We encourage staff, parents and students to learn about and to live out these values. We work together to motivate our young people to love learning, to have faith in a God who loves them, to work hard to achieve their goals, and to love one another.

Parent
Our parents value the opportunity to be involved in their child’s school creating a positive and nurturing environment. They do this for the sake of all children at Holy Family Primary School.

Our parents are proud of their contributions to the every day life of the school through fundraising, Breakfast Club, Mothers and Fathers Day stalls, ice block days, assisting in the library, at excursions and sporting events. This teamwork allows our parents to aid the whole school community and to build stronger relationships with other parents and staff.

Our parents see themselves as a vital part of the community and encourage all parents to share in this work of building up our school. Their question is, “Why not be involved?”

Student
Two thousand and sixteen was a busy year of learning.

All students worked towards building their stamina in their work on reading, writing and numeracy.

The Year 6 students had the first overnight excursion to Canberra. While visiting Government House, the students met the Governor General in person.

Year 6 participated in the Voice of Youth competition and won all three awards at the cluster final.

The Maths Challenge Club continued and the tutors from Australian Catholic University assisted in the running of this. This experience was offered to all students from Year 3 to Year 6.

During Term 3, students in Stage 3 participated in the Multiplicative Thinking Project.

At the end of the year we farewelled some wonderful teachers and our Year 6 students.
Who we are

History of the school

Holy Family Primary School, Emerton, was established in 2004 as a two stream school. Planning for the new school took place over a number of years and the plans for the new buildings were drawn up as a result of much consultation with the local community.

Members of the foundation Kindergarten completed Year 12 in 2016.

Location/drawing area

The school draws on students from approximately 12 local suburbs and serves Holy Family Parish, Mount Druitt.
## 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>26</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accredited to teach Religious Education</td>
<td>22</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>4</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 2016</td>
<td>97</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>65</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences
The Religious dimension of our school is highly valued by parents. It is a strong factor for many parents when choosing our school.

Throughout 2016 we celebrated many liturgical events including: a welcoming ceremony for new Kindergarten students and staff to the school, class / grade masses, whole-school liturgies, morning prayer each day, Grandparents Day and Community Day celebrations.

The feasts of Christmas and Easter were marked by special liturgies when the children re-enacted these very important stories in our Christian tradition. Both these events were well-attended by family members.

Staff prayed together each Friday morning.

We highlighted our Catholic identity during National Aboriginal Islander Day Observance Committee (NAIDOC) week with a special liturgy and activities to celebrate the indigenous culture.

Many children joined in the parish Sacramental programs.

The staff and student Religious Education Committee were actively involved in the preparation of many prayer celebrations.

The Year 6 students participated in a retreat day to prepare the liturgy for their graduation.

Social Justice

Project Compassion boxes were used in classrooms during Lent to collect money for those in need. The students were very generous in their donations for Project Compassion.

A small group of students represented the school at the local ‘Walk for Reconciliation’.

Staff made a generous contribution to the Parish Hamper project.

School home and parish partnerships

Families helped out in various ways in 2016. They took part in English and Mathematics groups with the classes and Reading/Maths afternoons. A small group of parents covered books in the library and we had great attendance at the various community events and open days during the year. The fundraising committee was very active and raised valuable funds for the school. Many of our parents were involved in the preparations for our Community Day and our celebrations for NAIDOC Week.

A small group of enthusiastic parents helped regularly in the library and organised the running of the book club each term as well as Breakfast Club.

As a school community we regularly reflected on our Holy Family Primary School values at a community level, during school assemblies, in parent newsletters, at liturgies/masses and at meetings.

The school and parish shared a good relationship. Liturgies were regular and great cooperation existed in the preparation of these liturgies. The liturgies were celebrated in different places, some in the church, some in the classrooms and on school grounds. The staff and parents together contributed donations and time to the cake stall at the Parish Fete in June. The school choir was involved in performing at the Parish Fete. In addition, our students performed at the Christmas carols evening organised by Jesuit Social Services to celebrate as a parish and school community.

The priests in our parish regularly contributed to the spiritual development of school staff and students. They visited classrooms and taught our students aspects of our Catholic church traditions. The Faith Formation Day was presented by our Parish Priest, providing staff with a greater insight into recent church documents.
The school hall was used for bingo each Sunday.

Special masses were celebrated in our hall for the elderly in the parish. The choir sang during the masses and then performed for our guests. The Year 6 leaders stayed on to serve lunch and socialise with our guests.

**Religious Education**

The school followed the *Sharing Our Story* syllabus for teaching and learning from Kindergarten to Year 6.

During 2016 the focus for Religious Education was to strengthen our relationships with Jesus through a greater understanding of Scripture and our Holy Family Primary School values of respect, responsibility, compassion, trust and forgiveness.

Students engaged with, and participated in, Scripture through a number of intentional teaching practices:
- contextualising Scripture using a variety of resources (word walls, artwork, maps, big books, *exploring Scripture* resources, *Faces of Jesus* resources)
- warm up activities to consolidate their knowledge
- reviewing a piece of Scripture once a fortnight relating to the Holy Family values to further explore and embed our school values
- exploring the Holy Family Primary School value of the fortnight and recognising how students can live this value
- identifying values being displayed by students and others in and outside the classroom - promoted by the student Helping Hands Committee.

**Professional Learning of staff in Religious Education**

Professional Learning in Religious Education included:
- staff workshops on the three levels in working with scripture
- Religious Literacy workshops for teachers in Years 4 and 6
- a Faith Formation Day on recent church documents
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 2016. 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 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td>Grammar and Punctuation</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>88</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td>Grammar and Punctuation</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>89</td>
</tr>
</tbody>
</table>

Generally, across the data for 2016, our students are stronger in Literacy than they are in Numeracy. In the NAPLAN tests 98% of Year 3 and 93% of Year 5 students were above the national minimum standard for Literacy, whilst only 88% and 89% respectively were above for Numeracy.
In Literacy, our students are able to identify the key idea/main idea, make simple connections, locate directly stated information and interpret vocabulary. An identified area to develop is the students’ ability to interpret and make inferences about a text.

In Numeracy, our students are able to solve most problems at or below their appropriate stage. They do better with simple tasks that only involve a single step. An identified area to develop is students’ ability to interpret questions. This includes effective use of mathematical language as well as identifying what the question is asking them to do.

School curriculum

Curriculum areas at Holy Family Primary School in 2016 included:
- Small group and individual programs put in place to support students’ literacy needs, including three reading recovery teachers in Year 1 and Year 2.
- Programs put in place to support students’ numeracy needs, including two Extending Mathematical Understanding (EMU) specialists in Year 1, an EMU specialist in Stage 2 and another in Stage 3.
- A revised Transition to School program inviting parents to work alongside their child in a variety of engaging activities, as well as a play group approach being created for prospective students that had no preschool experience.
- Parents, students and teaching staff joined in a number of literacy and numeracy activities at an afternoon Reading Hour and a numeracy afternoon.
- Many students participated in the Premier's Reading Challenge.
- A Home Reading incentive program was run throughout the year.
- The annual Book Week parade was very popular as were other Book Week activities such as the visiting puppet show.
- Our Year 5 and 6 students continued to learn a brass instrument through the Parramatta Diocesan CAPTIVATE program.
- The Year 6 students participated in the school’s first over night excursion to Canberra.
- Students participated in Diocesan bands and numerous sporting gala days.
- Aboriginal culture was celebrated with a Welcome to Country at weekly assemblies as well as through participation in the Walk for Reconciliation and school NAIDOC festivities.
- The multi-cultural background of our school was celebrated in our annual Community Day festivities.
- A Christmas theme disco was held during term 4.

Initiatives to promote respect and responsibility

Respect and responsibility are two of our five Holy Family Primary School values. During 2016 we continued to promote and embed these values through our school behaviour expectations and most significantly, through the use of Scripture, using the example of the Holy Family: Jesus, Mary and Joseph.

The Holy Family Primary School values were part of a school wide program at the beginning of the year titled the First 25 Days. Respect and Responsibility were (along with the other school values) explicitly taught. They were taught again as they came up in the values cycle.

At our school assemblies we focussed across the year on all of our school values. When reflecting on Respect we focussed on Respect for:
- self
- others
- God
- the Environment.

When reflecting on Responsibility the focus was on:
- my possessions
- my actions
- my learning.

Students nominated someone from their grade that they felt displayed our Holy Family Primary School values of respect, responsibility, trust, compassion and forgiveness for a special Holy Family Primary School medallion that was presented at our Community Day celebration at the end of term 3.

**Professional Learning**

The staff were involved in a number of opportunities for professional learning in 2016 to ensure teachers kept up to date with best practice. This included;
- Descriptive Feedback and Assessment
- development of oral language
- growth point knowledge in the number domains (counting, place value, addition and subtraction, and multiplication and division)
- Stage 3 Reading Course
- Stage 3 Multiplicative Thinking Course
- Project Based Learning Course
- implementing case management
- learning intentions and success criteria
- Positive Behaviour Support For Learning (PBS4L)
- data conversations (reading, oral language and numeracy)
- NAPLAN analysis
- integrating music into the curriculum
- implementing Google Classroom
- Cardiopulmonary Resuscitation (CPR)/Asthma/Anaphylaxis training
- Extending Mathematical Understanding (EMU)
- Reading Recovery
- EMU intervention

Throughout 2016, staff development days and staff meetings were dedicated to building teacher capacity and knowledge. Teacher educators and leadership supported and worked with staff in the planning and implementation of current best practice.
### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To deepen the students’ knowledge and understanding of scripture as evidenced by classroom assessment data.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>An analysis of the Religious Literacy Assessment (RLA) data and conversations with staff identified a need to focus on improving the students’ knowledge and understandings in the domain of Scripture. In addition, teachers indicated the need for further professional development at the three different levels: Literal, Spiritual and Application, to obtain this goal.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | Students were taught how to understand, interpret and respond to Scripture passages at the three different levels: Literal, Spiritual and Application. For the students this meant:  
- What I see?  
- What are the messages?  
- How can I live these messages?  

Teachers and students created Scriptural Word Walls and co-created success criteria.  
Scripture passages were shared with parents through the "Prayer Bag".  
There was a whole school focus on "How can I live the message?" at school assemblies. |
<p>| Status of priority 1 | On-going. |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That 80% of students would achieve expected growth and vulnerable students would achieve accelerated growth, as measured by the NSW Literacy Continuum ‘Aspects of Speaking’ and ‘Vocabulary Knowledge’ with reference to the syllabus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Teacher assessment and evaluation indicated that students had limited receptive and expressive language skills which had a significant impact on their overall reading and writing development. We needed to continue to work in the areas of building student capacity through making connections, asking questions, sequencing, summarising and responding to events and multimodal texts.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 2</td>
<td>Teachers programmed daily speaking and listening tasks with increasing challenge involving a clear learning intention and success criteria based on student need. Teachers embedded accountable talk and vocabulary development opportunities in all literacy tasks and Personalised Plans across all Key Learning Areas (KLAs), creating rich engaging tasks. Parents and students participated in reading and numeracy afternoons.</td>
</tr>
<tr>
<td>Status of priority 2</td>
<td>On-going.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all Kindergarten students to have accelerated growth (more than one growth point) across the number domains, and for all students (Year 1-6) to improve by at least one growth point across all number domains.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>Our data told us that our students came to school with limited experience with number. Our data trend showed our students might continue to show vulnerability even when growth was evident.</td>
</tr>
<tr>
<td>Steps taken to achieve priority 3</td>
<td>A school wide program was used at the beginning of the year to create consistency in procedures, language and expectations in Mathematics. The progress of all students was assessed and tracked using the Mathematical Assessment Index. Specialist staff co-taught with the kindergarten staff during numeracy lessons. Additional opportunities were also provided for peer assisted tutoring. Students were encouraged to independently explain their thinking using mathematical language and strategies.</td>
</tr>
<tr>
<td>Status of priority 3</td>
<td>On-going</td>
</tr>
</tbody>
</table>
## Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To know and live the Holy Family values in our work and play</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>This goal is an extension of the 2016 goal “To deepen the student’s knowledge and understanding of Scripture.” As the school is beginning to work with Positive Behaviour Support For Learning Framework, it is imperative that these concepts and principles are linked to our school values - compassion, trust, responsibility, forgiveness and respect.</td>
</tr>
<tr>
<td><strong>Steps to be taken to achieve Priority 1</strong></td>
<td></td>
</tr>
</tbody>
</table>
- The Positive Behaviour Support for Learning (PBS4L) committee will introduce this program. The committee and staff will ensure that the school values are integrated into our Student Management system.
- Our student leaders will lead the school assembly each week with a focus on the current value.
- Positive behaviours will be taught as part of the Personal Development, Health and Physical Education (PDHPE) program across the school.
- Pre and post surveys will be used to evaluate student learning. |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To accelerate vocabulary and oral skills through a focus on comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>Analysis of our Early Years Assessment data (EYA), Progressive Achievement Tests in Reading (PAT-R), NAPLAN, and teacher anecdotal data, shows us that many of our students decode but do not interpret / infer / make connections. Further, the vocabulary challenges in more sophisticated texts make understanding difficult.</td>
</tr>
<tr>
<td><strong>Steps to be taken to achieve Priority 2</strong></td>
<td></td>
</tr>
</tbody>
</table>
- Teachers will assist students to use the literacy goal to set and track their own learning goals.
- Teachers and students will co-create and use success criteria around vocabulary use and development.
- Teachers will assist students to engage in conversations about their reading that require them to justify, infer, explain, clarify, critique and be imaginative.
- Professional Learning will be provided.
- Parents will be invited to participate in workshops on supporting their child to be a successful reader. |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all Kindergarten and Year 1 students to make accelerated growth in multiplication and division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Our data from work samples, syllabus assessments, NAPLAN and Mathematics Assessment Interview data (MAI) tell us that students need to move from additive to multiplicative thinking, from counting strategies to reasoning strategies, from partial modeling to abstract thinking in multiplication and division. We need to further develop teacher knowledge of multiplicative structures. The data tells us that students come to school with limited language and Mathematics.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | - Teachers will assist students to use the Numeracy goal to set their own learning goals and to track their learning.  
- Students will be guided to explain their thinking using mathematical language and multiplicative strategies.  
- Teachers will provide descriptive feedback to students.  
- Teachers will engage in Professional Learning on Multiplicative Thinking.  
- Parents will use the Seesaw app to view current learning.  
- Parents will be invited to join Mathematics morning sessions after the morning assembly. |
Community Satisfaction

Parent satisfaction
During 2016 parents were invited to offer feedback via the Quality Catholic Schools Survey.

Parents identified that:
- The children had a strong connection to school and that their motivation was high.
- There was a high level of staff engagement in the life of the school and educational focus.
- Teacher morale was high.
- Students were well prepared for the next phase of their learning (transitions).
- The school was working to understand parent concerns.
- The school was focussed on improving performance.
- Reporting, extra-curricular activities and behaviour were areas of concern for them.

Student satisfaction
During 2016 students in Years 5 and 6 were invited to offer feedback via the Quality Catholic Schools Survey.

Students identified that:
- They had strong relationships with their teachers.
- Teachers made learning stimulating and interesting.
- They enjoyed coming to school.
- Some students were concerned about peer relationships.
- They felt enthusiastic about the survey.

Teacher satisfaction
During 2016 staff were invited to offer feedback via the Quality Catholic Schools Survey.

Staff identified that:
- The religious culture of the school was important to them and that they had opportunities to participate in the faith life of the school.
- Compassion, social justice and parish / school connections were important to them.
- Student behaviour was an area of concern for them.
- They felt that they could make a difference to the learning outcomes for the students, however, increasing student motivation was an area for improvement.
Student Profile

Enrolment Policy
Holy Family 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>2014</td>
<td>171</td>
<td>153</td>
<td>324</td>
</tr>
<tr>
<td>2015</td>
<td>164</td>
<td>152</td>
<td>316</td>
</tr>
<tr>
<td>2016</td>
<td>146</td>
<td>142</td>
<td>288</td>
</tr>
</tbody>
</table>

Enrolment numbers have dropped slightly over the last three years. The lower numbers in 2016 represent a smaller cohort in Year 6 and a lower intake in Kindergarten.

A number of families have left the school area and some families have changed schools in the local area.

Holy Family Primary School is a very multicultural and multi-faith community.

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>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>89</td>
</tr>
<tr>
<td>Year 1</td>
<td>91</td>
</tr>
<tr>
<td>Year 2</td>
<td>92</td>
</tr>
<tr>
<td>Year 3</td>
<td>92</td>
</tr>
<tr>
<td>Year 4</td>
<td>93</td>
</tr>
<tr>
<td>Year 5</td>
<td>91</td>
</tr>
<tr>
<td>Year 6</td>
<td>93</td>
</tr>
<tr>
<td>School Average</td>
<td>91</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>31</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>24</td>
</tr>
<tr>
<td>Indigenous</td>
<td>25</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

Our Student Management Policy provides a framework to guide our students in the development of safe, respectful and positive relationships.

We have procedures in place to deal with inappropriate behaviour. We work closely with parents, our school counsellor and a specialist Well Being team. Where necessary we have developed individual plans for some children. These plans were written in consultation with teachers, parents, intervention teachers and students.

Teachers support each other at a classroom level in dealing with behaviour problems. More serious misdemeanours are addressed by the assistant principal or the principal.

During 2016 we reviewed our Behaviour Flow charts and published to parents a document called A Safe and Supportive Environment. This will be followed up with parent meetings in 2017.

During the year the staff elected to adopt the Positive Behaviour Support 4 Learning (PBS4L) framework. A small group of teachers worked with a specialist PBS4L coach. This will continue in 2017.

One of the teachers completed training in the Peaceful Kids and Mindfulness program. This teacher is now qualified to train other staff in the Mindfulness program. Additional staff will undertake this training in 2017.

The issue of bullying is addressed very seriously and the management of incidents is part our Student Management policy, the full text of which can be obtained from the school or can be found on the school website.

http://www.hfemerton.catholic.edu.au

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. The school Complaints Policy was reviewed in 2016.

A copy of the school policy is available from the school office and the school website.

The CEDP policy is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.
Section Eleven: Financial Statement

### Income

- **Commonwealth (65.4%)**
- **Capital (0%)**
- **State (23.3%)**
- **Fees (7.5%)**
- **Other (3.8%)**

### Expenditure

- **Capital (2.5%)**
- **Salary (73.8%)**
- **Non-Salary (23.7%)**

#### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$3,424,984</td>
</tr>
<tr>
<td>Government Capital Grants²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants³</td>
<td>$1,217,913</td>
</tr>
<tr>
<td>Fees and Private Income⁴</td>
<td>$392,755</td>
</tr>
<tr>
<td>Other Capital Income⁵</td>
<td>$198,363</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$5,234,015</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>$124,120</td>
</tr>
<tr>
<td>Salaries and Related Expenses ⁷</td>
<td>$3,672,753</td>
</tr>
<tr>
<td>Non-Salary Expenses ⁸</td>
<td>$1,176,580</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,973,453</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.