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, Luddenham. Holy Family Primary School strives to provide quality education in the Catholic tradition. Our vision reflects partnership, community and the development of a learning environment which supports all in realising their potential.

Our school, in partnership with the parish and community, is a faith-filled centre of learning, renowned for educational excellence and innovation.

Our school’s student management is founded on the following principles:

- I respect myself
- I respect others
- I respect the environment
- I respect learning

It is through these core principles that a climate of acceptance between students, staff and the wider community is fostered.

In 2016 our work in the area of Extending Mathematical Understanding (EMU) and a focus on the reading element of the Focus 160 has had a significant impact on the professional learning of staff and improved learning outcomes for students.

Holy Family Primary School continued its development of staged curriculum based on a two year cycle of learning and teaching for each Stage. Our collaborative team processes support our teaching team in providing a comprehensive and coordinated curriculum that meets the learning needs of individual students.

Our strong connection to, and close work with, our parish team has continued to grow and prosper. The support offered to our students, families and staff through the parish team has continued to strengthen our connections as a community which reaches out to others in times of need.

Parent

The Parent Representative Group, formed in 2009, has two goals as its focus: the building of community and the raising of funds to support school initiatives. The school regularly seeks parent input in the decision-making and resource building activities through the school.

Some key highlights in 2016 have been the continued success of our Grandparents Day celebration, Catholic Schools Week events and our parish-based liturgical celebrations.

Owing to the generous support of the families and wider community, we have been able to support the purchase of a range of resources, including technology and class readers, and upgrade classroom facilities.

Parents are encouraged to be involved in a range of ways. These include supporting class programs in literacy and numeracy; liturgical celebrations at the whole-school and Stage level; Sacramental programs through the parish; cultural and sporting events as well as fundraising.

Parent feedback is sought each year through information sessions, the Parent Representative Group, at formal interview times and through the annual Quality Catholic Schools (QCS) survey.

Student

Holy Family Primary School has a strong commitment to developing student leadership across the school. The children have various leadership responsibilities that are part of the everyday life of the school. These responsibilities also assist students to develop leadership and other skills. Their involvement gives them a sense that their contribution to the school is an important one. Children are involved in the following committees: leadership, media, environment, servant leadership and sport.
The children have further opportunities through their involvement in, and organisation of, various school celebrations and community activities such as Clean Up Schools Day, Project Compassion, Scarf and Beanie Day, Kindergarten orientation and transition, Young Leaders' activities, choir and various other school events. Activities such as these enable the children to develop a real sense of belonging, ownership and involvement in the day-to-day life and routines of school.
Who we are

History of the school

On the 4 July, 1987, the Bishop of Parramatta and the Parish Family decided to build a parish centre containing a permanent church, hall, parish offices and a two stream primary school. Holy Family Primary School commenced in February 1990 with Kindergarten, Year 1 and Year 2, with a student population of 43. The school enrolment is currently 251 children representing 152 families. There are 23 full and part-time teaching staff who are supported by seven administrative, technology and grounds staff. All children commence school speaking English although in many homes other languages are also spoken. Culturally, the predominant groups in the school population are families from Anglo-Saxon, Maltese, Italian, Arabic, and Croatian backgrounds. Many children live with, or near, extended families that play a significant role in the lives and education of the children.

Location/drawing area

Holy Family is a ministry of Warragamba Parish, situated in a semi-rural area west of Sydney. Children travel from Warragamba, Silverdale, Wallacia, Mulgoa, Luddenham, Badgery's Creek, Rossmore and Bringelly to Holy Family Primary School. Whilst many parents work out of the immediate area, a large number of families have their own businesses including market gardening and poultry farming. Families are generous in their support of the school, especially with regards to educational programs and in the ongoing development of the school grounds.
## 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>23</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>23</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>0</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>8</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>94.68</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>96</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences
In 2016 the prayer and liturgical life of Holy Family Primary School was reflected in a range of celebrations, including:
- developing student knowledge of the formal prayers of the church
- praying the Angelus together as a whole school
- morning assembly prayer, a time to reinforce the formal prayers or develop an understanding of prayers of petition, thanks and sorrow
- mass celebrations for the beginning of the year, Catholic School Week, Grandparents Day, Farewell, as well as the church's seasonal celebrations
- school liturgy celebrations for Ash Wednesday, Remembrance Day, ANZAC Day, Mothers Day, Fathers Day and Holy week
- class visits by a priest - students introduced to the life of particular saints, silent prayer and explanations of church traditions and Sacraments
- school preparation and regular participation in a parish mass
- prayer at staff meetings prepared by staff members
- prayer at school award assemblies
- staff meditation with the parish priest
- the Year 6 servant leadership team leading school prayer, promoting celebrations and social justice issues within the school and wider community
- school involvement in Sacramental celebrations
- Reconciliation opportunities every term

Social Justice
We strongly and deeply believe that social justice begins at home as we strive to grow with our school motto, One Heart One Mind. We are conscious of our need to model social justice to the children in what we do and say. We make efforts to reach out to those in our community who are in greatest need of our support.

In 2016 the whole school and individual learning group mission activities included: Project Compassion – Caritas Australia, Pancake Tuesday, Caritas Cafe, St Vincent de Paul Winter Appeal through our Scarf and Beanie Day, as well as Christmas hampers for the end of the year. These were some of the practical ways our school community displayed social justice and cared for those in greatest need within our local, national and international communities.

School home and parish partnerships
Holy Family Primary School could not operate as efficiently as it does without the help and partnership of the parent body. During 2016 parents assisted through:
- The Parent Representative Group and its fundraising initiatives provided support for a range of initiatives such as Grandparents Day and Catholic Schools Week events.
- Involvement in the day-to-day activities of the school included excursions, classroom helpers, library support, coaching sporting teams and assisting as reading helpers in the classroom.
- We worked closely with the Parish Pastoral Team led by the parish priest and other helpers. The parish priest was a regular and prominent visitor to our school and the classrooms. During his visits he shared prayer and discussed aspects of our shared Catholic faith.
In partnership we worked collaboratively to connect home, school and parish to enhance the experience of church and faith as an integral part of daily life.

**Religious Education**

Our school's Religious Education (RE) program is based on the Parramatta Diocesan syllabus, *Sharing Our Story*. Units of work have been programmed to support the parish-based Sacramental program. The units of work are organised around seven content areas: God, Jesus, Church, Prayer, Sacraments, Scripture and Christian Life.

Holy Family Primary School works in close partnership with the parish priest, the parish team and the pastoral council to develop a strong connection between home, parish and school. As a Christ-centred community there is support for families to nurture their children's faith and spirituality. The school places great significance on celebrating Catholic traditions and practices.

For teachers, 2016 had a focus on using the Three Senses Framework to support the understanding and interpretation of Scripture. Work centred on the units in the *Sharing Our Story* syllabus, with a priority placed on understanding the doctrinal statements and the theological background that underpin each unit.

**Professional Learning of staff in Religious Education**

During 2016 the staff engaged in a range of professional learning experiences related to Religious Education. The professional learning taking place within the school has both implicit and explicit factors. It is expected that these factors will contribute to the nurturing, spiritual awareness and overall religious development of the teachers. These experiences included:

- working as Stage collaborative teams to develop liturgies and prayer reflections and revise, design and implement learning programs
- focusing on the assessment and reporting of religious literacy across grade teams
- developing learning intentions and success criteria for lessons based on the Three Senses framework
- personal development on the importance of reading and understanding the theological background from the *Sharing Our Story* units
- reading and understanding of unit related Scripture passages
- developing the effective use of Scripture word walls
- developing an agreed practice for the teaching of Religious Education
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.

Each year following the publication of the NAPLAN results, the data is analysed to identify areas of challenge and opportunity within the learning programs of the school. The analysis focuses on implications for learning across the school from Kindergarten to Year 6 (K-6) to inform instructional practice and personalisation of learning for students and the designing of high yield...
The staff has been involved in a series of learning opportunities across 2016 to build teacher capacity in skills, pedagogical content knowledge and high yield strategies in reading and numeracy. This has included professional learning workshops, case management meetings, instructional walks and weekly professional learning meetings.

A NAPLAN school implementation plan, responding to the 2016 results, ensures that any students achieving below national minimum standards in specific strands of Literacy and/or Numeracy are identified and interventions are designed, implemented and monitored until the end of 2016 and continuing into 2017.

The information gathered from our 2016 NAPLAN analysis has also been used to inform our 2017 school goals in the area of Literacy (reading) and Numeracy (multiplication and division).

School curriculum

The school curriculum at Holy Family Primary School is a rich one offering many diverse opportunities, experiences and support for our students. In 2016 some of the significant aspects were:

- We offered specialist programs in Drama, Music and Visual Arts and Languages Other Than English (LOTE), involving Japanese lessons which focused on both elementary language and cultural perspectives.
- The learning technology support teacher (LTST) worked with students from all classes, when requested, to teach skills in accessing technology.
- We offered support programs for students' academic, social and behavioural needs through our highly experienced learning support team.
- Excursions were organised to support student learning. In 2016, the excursions included Canberra (Stage 3), Taronga Zoo (Stage 2), Sydney Aquarium (Stages 1/2), Wannabees Play Centre (Stage 1) and Calmsley Hill Farm (Kindergarten).
- Preschool to Kindergarten transition included visits to local preschools to identify needs orientation meetings, and mornings for parents and children in Kindergarten to familiarise parents with school routines and learning.

The school is involved in a number of co-curricular activities including:

- Year 6 student leaders attending Penrith RSL ANZAC service and Penrith City Council Primary School Leaders Civic Reception
- students' participation in sports at local, zone, diocesan and community level including swimming, athletics, cross country, touch football, netball, rugby league, league tag, soccer and basketball
- Voice of Youth, public speaking competition for Year 6 students held throughout the diocese
- University of New South Wales competitions in Mathematics, English and Science
- school choir performance in the Captivate program and at local events including the White Ribbon concert

Initiatives to promote respect and responsibility

At Holy Family Primary School we take a proactive approach to respecting the dignity of each individual. Our core school beliefs were:

- I respect myself
- I respect others
I respect the environment

I respect learning

These beliefs continued to permeate the daily life of the school. The *Expectation Matrix* which is used to support the school rules by outlining the expected behaviours of students in all areas of the school continued to enhance the common understanding and consistency of the school rules. During 2016, the classroom programs and lessons reflected the *Expectation Matrix*, showing clear links to the Personal Development, Health and Physical Education (PDHPE) syllabus. Each year all classes engage in a 'Protective Behaviours' unit of work to support them in developing positive and proactive strategies to manage their relationships with their peers. The school merit system allowed student achievement in both behaviour and academic performance to be noted and recognised. This merit system was most successful with a number of Year 6 students receiving the highest level, a principal’s medallion.

**Professional Learning**

The professional learning of staff at Holy Family Primary School was strongly focused on our school action plan for 2016. The curriculum areas most intensively targeted were Religious Education, English, and Mathematics. Staff meetings, system-supported courses of study, as well as third party providers were engaged to support the professional learning of staff. This included members of the school leadership deepening their teaching practice alongside classroom practitioners. Programs attended included Project Based Learning, Reading Years 3 to 6, Reading Recovery and the Extending Mathematical Understanding (EMU) Middle Years specialist courses. All staff were also trained in asthma/anaphylaxis first aid and Cardiopulmonary Resuscitation (CPR).
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Students to use the three senses framework to improve their understanding and interpretation of Scripture and how it relates to them in their everyday life</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>There had been growth in both Year 4 and Year 6 Religious Literacy Assessment (RLA) data. We had not yet, however, achieved the growth we wanted and need to consolidate what we had put in place last year. It was expected that improvement in all domains of the RLA would be achieved through deepening and extending student understanding and interpretation of Scripture.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | Teachers connected the biblical passage with the literal, spiritual and student application level through questioning, for example:  
- literal - Who was in the passage?  
- spiritual - What does this passage teach us about Jesus, Catholic tradition and prayer?  
- application - Why is prayer important and how can I improve my prayer life at home?  
Teachers' interpretation of assessment data was gathered through the three senses scaffold to plan the next Religious Education unit to meet the needs of students. |
| **Status of priority 1** | Ongoing |
## Priority 2

By the end of 2016, for 90% of students to comprehend text at (a minimum) grade appropriate level in reading and writing

### Reason for priority 2

We based this on NAPLAN and Progressive Achievement Tests in Reading (PAT-R) data, in particular comprehension, as well as purpose and audience in writing. Our data wall showed low clusters in writing, especially from Year 2 onward. Therefore our goal needed to address both reading and writing (purpose and audience) in order to shift student achievement. Learning walks and staff reflection also indicated best practice needed to be further developed in our small group literacy instruction.

### Steps taken to achieve priority 2

These included:
- implementation of the agreed practices for literacy such as shared reading and writing, guided reading and writing, reader’s circle and reciprocal teaching
- explicitly teaching the key comprehension strategies to the students
- participation in professional learning that developed a deeper understanding of the comprehension strategies
- providing students with a range of quality texts, such as multi-modal, digital, novel and short texts

### Status of priority 2

Ongoing

## Priority 3

By the end of 2016 90% of students to have a minimum learning gain of one growth point in the domain of the multiplication and division growth point framework

### Reason for priority 3

The evidence for this goal was NAPLAN and Mathematics Assessment Interview (MAI) data. It indicated that areas of multiplication and division were the students’ greatest need. Learning walks and staff reflection also indicated best practice needed to be further developed in the teaching of multiplication and division.

### Steps taken to achieve priority 3

- Teachers provided students with the opportunity to use multiplicative structures and properties of multiplication and division to problem solve for example, partitive (sharing), grouping (quotitive), equal groups, arrays/area, comparative/times as many, combinations and allocation rate.
- Teachers used data to plan for, and provide, descriptive feedback to students (written and verbal) which targeted understanding of multiplicative structure and division.

### Status of priority 3

Ongoing
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>All students will improve their understanding and interpretation of Scripture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>Growth has occurred in the Scripture domain of the RLA in Year 4 but not in Year 6. Teachers are continuing to develop an understanding of the Three Senses framework and its implementation but the second sense in the Three Senses framework is not being implemented in any great depth.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | These will include:  
- application of the ‘second sense’ questions to the theological background  
- professional learning on Three Senses framework with particular emphasis on the second sense (term 1 to be targeted on developing understanding of specific questions)  
- engagement with *Exploring Scripture* using the updated scripts that include Three Senses framework scaffolds |
| Priority 2 | By the end of 2017 all students will have at least a year’s learning growth in the comprehension of texts. |
| Reason for Priority 2 | The evidence for this goal is NAPLAN and PAT-R data in particular comprehension. Our data wall shows low clusters in comprehension, especially from Year 2 onward. This is supported with PAT-R results. Therefore our goal needs to address comprehension in order to shift student achievement. Learning walks and staff reflection also indicate best practice needs to be further developed in our small group literacy instruction. |
| Steps to be taken to achieve Priority 2 | These will include:  
- participation in professional learning that specifically targets taking students to a deeper level of understanding of texts  
- planning and programming independent tasks that are differentiated to meet the needs of students, ensuring students are being challenged and able to demonstrate their understanding of texts  
- using formative assessment to track and monitor student progress and adjust learning experiences accordingly |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all students to use efficient reasoning strategies in multiplication and division.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>The evidence for this goal is NAPLAN and Mathematics Assessment Interview (MAI) data. These indicate the areas of multiplication and division are the students' greatest need. Learning walks and staff reflection also indicate best practice needs to be further developed in the teaching of multiplication and division.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | These will include:  
- participation in professional learning that specifically targets moving students from concrete to visual to abstract understanding of multiplication and division concepts  
- planning and programming tasks that are differentiated to meet the needs of students, ensuring students are being challenged within their zone of proximal development  
- using formative assessment to track and monitor student progress and adjust learning experiences accordingly |
**Community Satisfaction**

**Parent satisfaction**

During 2016, 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 is conducted annually.

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 Holy Family Primary School:
- connectedness to school
- connectedness to peers
- social skills
- student motivation

Elements that the parents indicated as areas for development included:
- extra-curricular
- reporting

**Student satisfaction**

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

An element of school life that the students indicated as areas needing improvement was classroom behaviour.

**Teacher satisfaction**

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
- ownership
- respect for students
- student behaviour
- school improvement focus
- student motivation
- parent partnerships
- quality teaching
- student behaviour
- teacher confidence
- curriculum process

Elements of staff climate that the survey indicated as areas of future work included:
- feedback and recognition
- professional learning
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](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>136</td>
<td>115</td>
<td>251</td>
</tr>
<tr>
<td>2015</td>
<td>126</td>
<td>138</td>
<td>264</td>
</tr>
<tr>
<td>2016</td>
<td>134</td>
<td>117</td>
<td>251</td>
</tr>
</tbody>
</table>

Enrolments have declined this year at Holy Family Primary School owing to a number of new schools to the eastern and southern boundary of our drawing area. There has been limited development of new residential areas within the enrolment catchment area over recent years. However, there is substantial residential development planned for the Silverdale area and this will have a positive impact on enrolments. The decision to develop the Badgery's Creek airport over the coming 10 years is also expected to have an impact on enrolment numbers in the longer term.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>93.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.6</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.3</td>
</tr>
<tr>
<td>Year 4</td>
<td>92.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>93</td>
</tr>
<tr>
<td>School Average</td>
<td>93.6</td>
</tr>
</tbody>
</table>

Characteristics of the student body

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

| Language background other than English (LBOTE) | 63 |
| Students with disabilities (SWD)              | 12 |
| Indigenous                                   | 3  |

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.
students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

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

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

The pastoral care policy of Holy Family Primary School is used to reinforce our mission of maximising opportunities for students to achieve four primary and interrelated expectations that enable participation, contribution and success within the school and wider community. These expectations are:

- understanding and engagement in faith based events and celebrations
- academic skill competence
- social skill competence
- lifestyle skill competence

The pastoral care policy of the school is preventive, supportive, proactive and positive. This policy is based on the gospel values of forgiveness, reconciliation and acceptance. The pastoral care policy embeds the total care of the students, staff and families. It is based on the dignity of each person through understanding and commitment to the welfare of all students. To accomplish the mission of the school, the pastoral care policy is built upon four underlying principles: instruction, support, prevention, and proactive behaviours.

Aligned with our pastoral care policy is the school's commitment and approach to managing any incidents of bullying. The school does not tolerate in any way incidents of bullying, and works collaboratively and in partnership with parents, teachers and other agencies to support students who are targeted by, or involved in, incidents of this nature.

The policy is well understood by the community and meets the needs of the school community. As a result, it has remained unchanged from the previous year. The full text of student management, welfare and discipline policies can be obtained from the school office.

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 2016.
**Section Eleven: Financial Statement**

### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth</td>
<td>64.4%</td>
</tr>
<tr>
<td>Capital</td>
<td>0%</td>
</tr>
<tr>
<td>State</td>
<td>21.4%</td>
</tr>
<tr>
<td>Fees</td>
<td>11.7%</td>
</tr>
<tr>
<td>Other</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital</td>
<td>12.5%</td>
</tr>
<tr>
<td>Salary</td>
<td>66.4%</td>
</tr>
<tr>
<td>Non-Salary</td>
<td>21.2%</td>
</tr>
</tbody>
</table>

**RECURRENT and CAPITAL INCOME**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,326,708</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$775,153</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$421,380</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$91,579</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$3,614,820</strong></td>
</tr>
</tbody>
</table>

**RECURRENT and CAPITAL EXPENDITURE**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$485,328</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$2,584,400</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$824,394</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$3,894,122</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.

Holy Family Primary School, Luddenham