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 2017 and gives information about the 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal

I am proud to present to you the 2017 Annual School Report for Holy Family Primary School, Luddenham. Our 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 realiseing 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 whole school expectations:

At Holy Family Primary School we are:
- safe
- respectful
- responsible
- learners

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

In 2017 our work in the areas of reading comprehension, multiplication and division and senses of Scripture 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 have 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 2017 have been the continued success of our Grandparents Day celebration, Book Week, Mothers and Fathers Day prayer and breakfast, 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 furniture, technology and class readers, and upgrade classroom facilities.

Parents were encouraged to be involved in a range of ways. These included 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.
In 2017 the children had various leadership responsibilities that were part of the everyday life of the school. These responsibilities also assisted students to develop leadership and other skills. Their involvement gave them a sense that their contribution to the school was important. Children were involved in the following committees: leadership, media, environment, servant leadership and sport.

The children had further opportunities through their involvement in, and organisation of, various school celebrations and community activities such as Project Compassion, school fundraisers, Kindergarten orientation and transition, Young Leaders' activities, choir and various other school events. Activities such as these enabled 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 247 children representing 152 families. There are 22 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>22</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>21</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>11</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>95</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>91</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

In 2017 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 Schools 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
- 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 2017 the whole school and individual learning group mission activities included: Project Compassion Market Day, Pancake Tuesday, Mission fundraiser linked to Stage 3 Project Based Learning, and Christmas hampers for St Vincent de Paul. 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 2017 parents assisted in the following ways:

- The Parent Representative Group and its fundraising initiatives provided support for a range of initiatives such as Grandparents Day and Book Week.
- 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 worked 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 was support for families to nurture their children’s faith and spirituality. The school placed great significance on celebrating Catholic traditions and practices.

For teachers, 2017 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 2017 the staff engaged in a range of professional learning experiences related to Religious Education. The professional learning taking place within the school had 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 collaboratively as a Stage and with the Religious Education coordinator 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
- evaluating and updating the agreed practice for the teaching of Religious Education
Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>90</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>93</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

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 2017 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 2017 results, ensured that any students achieving below national minimum standards in specific strands of Literacy and/or Numeracy were identified and interventions were designed, implemented and monitored until the end of 2017 and continuing into 2018.

The information gathered from our 2017 NAPLAN analysis has also been used to inform our 2018 school goals in the area of Literacy (reading) and Numeracy (fractions and decimals).

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 2017 some of the significant aspects were:

- We offered specialist programs in Physical Education 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 diversity support team.
- Excursions were organised to support student learning. In 2017, the excursions included The Tops (Stage 3), The Big Dig (Stage 2), Penrith Lakes (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 was 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

Initiatives to promote respect and responsibility

At Holy Family Primary School we take a proactive approach to respecting the dignity of each individual. Our whole school expectations are:

At Holy Family Primary School we are:

- safe
- respectful
These beliefs continued to permeate the daily life of the school. The Expectation Matrix which was 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 2017, 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.

**Professional Learning**

The professional learning of staff at Holy Family Primary School was strongly focused on our school action plan for 2017. The areas most intensively targeted were Religious Education, English, Mathematics, Project Based Learning (PBL) and Positive Behaviour Support for Learning (PBS4L). 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 that staff attended included Project Based Learning, PBS4L Teach Meets, Reading Recovery and the Extending Mathematical Understanding (EMU) Middle Years specialist courses. All staff were also trained in Applied First Aid.
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>That all students would improve their understanding and interpretation of Scripture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>There was growth in the Scripture domain in Year 4 but not in Year 6 in the Religious Literacy Assessment (RLA). Staff were continuing to consolidate their understanding of the three senses of Scripture, in particular the second sense.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | - Teachers applied the ‘second sense’ questions to the theological background.  
  - Staff prayer was linked to the Sunday gospel and the three senses of Scripture.  
  - Targeted professional learning focused on three senses of Scripture, with particular emphasis on the second sense.  
  - Students engaged with *Exploring Scripture* using the updated scripts that include three senses of Scripture scaffold.  
  - The school leadership team used ‘look fors’ during learning walks. |
<p>| <strong>Status of priority 1</strong> | Achieved |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>That by the end of 2017 all students would have at least a year’s learning growth in the comprehension of texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>The evidence for this goal was NAPLAN and PAT-R data, in particular comprehension. Our Data Wall showed lower clusters in reading comprehension, especially from Year 2 onward. This was supported by Progressive Achievement Tests in Reading (PAT-R) results. Therefore our goal needed to address both reading comprehension in order to shift student achievement. Instructional walks and staff reflection also indicated practice needed to be further developed in our small group reading sessions.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | - We developed teacher learning goals with Literacy Lead Teacher based on professional learning needs and students' understandings within each learning space.  
- Teachers participated in professional learning that specifically targeted taking students to a deeper level of understanding of texts.  
- We planned and programmed independent reading group tasks that were differentiated to meet the needs of students.  
- Teachers identified students' needs in comprehension by analysing types of strategies being used. |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all students to use efficient reasoning strategies in multiplication and division and Year 2 to be at or beyond partial modeling and all students in Years 3-6 Progressive Achievement Tests in Reading (PAT-R) will be at, or beyond, abstraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>NAPLAN and anecdotal data in numeracy indicated multiplication and division were areas for further development. This was further reinforced by data gathered from instructional walks and talks. There was a need to develop teacher understanding of the content of the Mathematics syllabus and how to assess and feed forward.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3            | These included:  
  - participation in multiplicative thinking professional learning that specifically targeted moving students from concrete to visual to abstract concepts in multiplication and division  
  - planning and programing tasks that are differentiated to meet the needs of students, ensuring students were being challenged within their zone of proximal development  
  - using assessment of, for and as learning to track and monitor student progress and adjust learning experiences accordingly |
| Status of priority 3                         | Achieved                                                                                                                                                                                        |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For all students to improve their understanding and interpretation of the syllabus strand ‘God’ through engagement with the spiritual sense of Scripture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>This goal is a continuation of the 2017 goal, however it has a more specific focus on the 'God' strand in <em>Sharing Our Story</em>. This is a response to Year 4 and Year 6 Religious Literacy Assessment (RLA) data, formative assessment (student work samples) and anecdotal evidence.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | We will:  
- focus on the ‘God’ strand in the *Sharing Our Story* units of work  
- focus on the ‘spiritual sense’ in the *Three Senses of Scripture* framework  
- develop an assessment rubric that specifically identifies the ‘God’ strand from the *Sharing Our Story* units of work  
- apply the spiritual sense of Scripture questions to theological background and focus on Scripture in each unit of work  
- use the *Expected Practice* guide and programming proforma to incorporate key aspects/Christian values |
| Priority 2 | That by the end of 2018 all students will have at least a year’s learning growth (refer to new learning progressions as a measure) in the comprehension of texts through accessing a balance of fiction and nonfiction texts |
| **Reason for Priority 2** | NAPLAN and Progressive Achievement Tests in Reading (PAT-R) data indicates a need to develop the comprehension strategies of directly locating information, interpreting and analysing further, especially in non fiction texts. Additionally, there is a continued need to focus on teacher understanding of the English syllabus and its content. |
| **Steps to be taken to achieve Priority 2** | We will:  
- participate in professional learning that specifically targets taking students to a deeper level of understanding of texts  
- plan and program independent tasks that are differentiated to meet the needs of students, ensuring students are being challenged and able to take their understanding to a deeper level  
- use assessment of, for and as learning (read and retell, observation, running record analysis) to track and monitor student progress and adjust learning experiences accordingly |
| Priority 3 | For all students to use efficient reasoning strategies in fractions and decimals when solving multi-step mathematical problems and for Year 2 to be at or beyond understanding fractions being equal parts of a whole and all students in Years 3 to 6 to be at or beyond applying understanding of fractions to solve problems |
| Reason for Priority 3 | There is a need to continue the learning from multiplicative thinking professional learning and develop students' understanding of the relationship between the mathematical concepts of multiplication and division and fractions and decimals. |
| Steps to be taken to achieve Priority 3 | We will:  
- develop an understanding of the Numeracy learning progressions in fractions and decimals and identify student needs  
- complete the Extending Mathematical Understanding ratio interview on selected students with a range of abilities at the start of the year and end of the year  
- analyse the type of fractions and decimal strategies being used to develop an understanding of the variety of strategies being employed by students  
- participate in the Bar Model professional learning |
Community Satisfaction

Parent satisfaction
During 2017, the Catholic Education Diocese of Parramatta engaged Insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. 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
- approachability
- parent input
- school improvement
- stimulating learning

Elements that the parents indicated as areas for development included:
- student motivation
- social skills
- connectedness to peers

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
- stimulating learning
- learning confidence
- student motivation

An element that the students indicated as an area for development included:
- 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
- teacher confidence
- curriculum processes
Elements of staff climate that the survey indicated as areas of future work included:

- feedback and recognition
- student management
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>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>
<tr>
<td>2017</td>
<td>128</td>
<td>119</td>
<td>247</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>84</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>88</td>
</tr>
<tr>
<td>Year 2</td>
<td>85</td>
</tr>
<tr>
<td>Year 3</td>
<td>89</td>
</tr>
<tr>
<td>Year 4</td>
<td>94</td>
</tr>
<tr>
<td>Year 5</td>
<td>75</td>
</tr>
<tr>
<td>Year 6</td>
<td>86</td>
</tr>
<tr>
<td>School Average</td>
<td>86</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) | 7 |
| Students with disabilities (SWD)              | 10 |
| Indigenous                                   | 0 |

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
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 has been reviewed in 2017 to include the Positive Behaviour Support for Learning (PBS4L) framework.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

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

### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth</td>
<td>$2,383,486</td>
</tr>
<tr>
<td>Capital</td>
<td>$0</td>
</tr>
<tr>
<td>State</td>
<td>$856,289</td>
</tr>
<tr>
<td>Fees</td>
<td>$402,015</td>
</tr>
<tr>
<td>Other</td>
<td>$80,871</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$3,722,661</strong></td>
</tr>
</tbody>
</table>

### Expenditure

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital</td>
<td>$407,873</td>
</tr>
<tr>
<td>Salary</td>
<td>$2,759,620</td>
</tr>
<tr>
<td>Non-Salary</td>
<td>$725,606</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$3,893,099</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.