Holy Spirit Primary School, St Clair
7-17 Todd Row, St Clair 2759
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Email: HolySpirit@parra.catholic.edu.au
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Introduction

About the Annual School Report

Holy Spirit 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 Spirit Primary School, St Clair.

Our school mission statement continues to be a source of inspiration to our planning and direction at Holy Spirit Primary School, particularly in relation to how we manage the children and our focused desire to teach the children explicitly and improve the learning outcomes for all of our children.

At Holy Spirit Primary School we seek to:
- live our lives like Jesus
- work and love as a family
- learn, and challenge each other so that together we grow

We believe in seeking to live our lives like Jesus:
- We proclaim our Catholic faith and traditions through a vibrant Religious Education curriculum.
- We celebrate and reflect through prayer, liturgy and Scripture.
- We reach out to the poor and work for social justice.

In seeking to work and love as a family:
- We promote and support the partnership of home, school and parish.
- We value the unity, diversity and harmony of our community.
- We are inviting, welcoming and accepting of all.

In seeking to learn, and challenge each other:
- We provide a safe, friendly collaborative learning environment.
- We promote learning for life.
- We are purposeful and explicit with high expectations.
- We support learners using a variety of teaching/learning strategies.

Parent
Family support and involvement is very strong at Holy Spirit Primary School with parents and grandparents participating in a wide range of activities including liturgies, classroom support, fundraising, the School Committee (our parent representative body) and sporting activities.

Families felt supported and welcomed by the school and participated in many school activities including informal gatherings before and after school, and more formal participation in school reflections and school assemblies.

Student
Holy Spirit Primary School has a strong commitment to developing student leadership and independence.

The children had various leadership responsibilities that were part of the everyday running of the school. Children were involved in the following committees: leadership, media, prayer, assembly, library, technology, security and sport. The children had further opportunities through their involvement in, and organising of, various school celebrations and community activities such as Mission Week, Kindergarten orientation and transition, young leaders' activities, choir, assemblies and other school events. All these activities enabled the children to develop a real sense of ownership, responsibility and involvement in the daily life and routines of the school.
Who we are

History of the school

Holy Spirit Primary School, St Clair, was established in 1985, in the grounds of the parish church with children enrolled from Kindergarten to Year 2. The Sisters of Mercy guided Holy Spirit Primary School during its formative years. Since initial construction in 1986, there have been several stages of building to meet the growing needs of the school.

With a name like ‘Holy Spirit’ there could not be much doubt about the school’s Christian identity. At the time of the establishment of our school, the parishioners’ hopes and aspirations were towards an openness to the Spirit: an openness that can be perceived in our school today.

Over the years our school has grown to meet the parish needs and is currently a two-stream school.

Location/drawing area

Holy Spirit Primary School is located in the outer western Sydney suburb of St Clair, nine kilometres east of Penrith. It draws on students from St Clair and Erskine Park and serves the parish of Holy Spirit, St Clair.

The student population is a rich tapestry of cultures including children from Anglo-Celtic, Filipino, African, Indian, Sri Lankan and Maltese backgrounds. This seems to be a growing trend in this community. Our inclusive educational philosophy ensures that children with a diversity of needs are catered for. There are currently 14 classes from Kindergarten to Year 6.

It is worth mentioning that we are currently enrolling some second generation students ie children of parents who attended the school who are seeking the same education for their family.
<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>21</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>20</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 2016</td>
<td>93.81</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>81.82</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Holy Spirit Primary School demonstrated a vibrant and meaningful liturgical and prayer life which involved the whole community. There was a rich variety of prayer opportunities occurring at all levels within the school. Prayer was evident in many forms, both formal and informal, individual and shared. Opportunities for faith formation included our Augustinian meditative prayer model, student liturgy committee, staff prayer, reflection days, Reconciliation, buddy masses, whole-school masses, liturgies and staff professional learning.

Faith experiences were enriched and developed through participation in prayer and liturgy, arising from interaction with curriculum units, as well as the lived experience of students. Feast days and seasons of the church led to a deepening of faith as students ritualised and internalised their meaning through Scripture, drama, story and song. Further opportunities for faith development arose through student involvement in school and parish masses, Reconciliation, Sacramental programs and visits to the church.

Social Justice

As a school community, a strong emphasis was given to the gospel values of justice and equity which was evidenced by our outreach to the poor, the marginalised and the needy. Food collections, Christmas hampers and fundraising by children were part of the extensive efforts we took to live out these values.

During 2016 the school, as part of our outreach, supported St Vincent de Paul society, Catholic Mission and Caritas.

These, combined with the work of our pastoral counsellor and school counsellor, say much about the community's commitment to social justice.

School home and parish partnerships

The links between the school and the parish were an integral aspect of school life at Holy Spirit Primary School. This was evident throughout the year by our attendance at parish masses, Reconciliation and the school's involvement in parish feast day celebrations. Mutual support and open communication, in closely working with the parish priests, were key features of our community. Holy Spirit Primary School gave priority to parish events in the newsletters. The school shared its facilities with the parish for various parish events such as bingo, trivia and youth activities.

As a school community we made deliberate efforts to build and strengthen positive community relations. Parents were provided with many varied opportunities to participate in school life.

Parents were invited to participate in events such as liturgies, social events, fundraising, gardening, creative arts, sporting carnivals, gala days, school committee and class activities.

Religious Education

The teaching of Religious Education was an integral part of school life. This was apparent in the use of the Parramatta Diocesan Religious Education syllabus, *Sharing Our Story* units, and the sample pathways in the teachers' programs, children's workbooks and classroom displays. Formal Religious Education lessons were taught daily. Lessons incorporated aspects of our Catholic tradition. Special liturgies were planned by the staff with the assistance of the Religious Education coordinator.

Professional Learning of staff in Religious Education

In 2016 there were staff meetings to develop teachers' competence in programming and assessing in Religious Education. Staff also engaged in our fortnightly Formation program for 2016. Every fortnight the teachers engaged in professional reading on Scripture, culminating with shared prayer. A day of prayer and reflection, focusing on Mary MacKillop, beginning with mass and concluding at Mary Mackillop Place, North Sydney was held in term 3.
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 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></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98</td>
<td>96</td>
</tr>
<tr>
<td>Literacy</td>
<td>98</td>
<td>96</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
<td>96</td>
</tr>
</tbody>
</table>

<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 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
<td>95</td>
</tr>
</tbody>
</table>

In Year 3, there was evidence of significant improvement in the number of students represented in the top three bands for literacy, reading, writing and spelling with fewer children represented in grammar/punctuation and numeracy.
In Year 5, student representation in the top three bands was higher than the national percentage in all areas.

Whilst there was growth in writing in Year 5 there were fewer children represented in the top three bands (than in Year 3). This indicates that more children need to be extended to achieve in the higher bands. Continued focus on writing for real audiences and purposes continues to be a priority. Composing and responding will assist students to move beyond the text type and procedural aspects of writing which should result in learning gains in the top bands.

In reading in Year 3, the number of students in the top bands showed improvement. Year 5 reading suggests that children continued to do well. The school needs to continue to work on reading and provide students with challenging texts that interest them and cognitively stretch their reading comprehension and understanding.

Whilst in Year 5 Numeracy there was improved representation in the top three bands, the percentage in Year 3 did not show improvement.

This indicates a need to continue to focus on extending, consolidating and reviewing skills in numeracy.

School curriculum

At Holy Spirit we believe that students should be encouraged to express themselves outside the classroom through the opportunity to participate in a wide range of extra curricular activities. In 2016 these included:

- creative and performing arts opportunities in choir, music and drama
- school choir, band and captivate strings program
- excursions and incursions
- Book Week activities
- sporting events
- inter-diocesan and state level sporting competitions
- Year 6 diocesan ‘voice of youth’ public speaking competition
- University of New South Wales (UNSW) Mathematics and English competitions
- Kindergarten transition which involved parent interview, initial screening of children, orientation morning, organised morning visits for those children needing more assurance, getting to know you time (one week period at the beginning of the year where the teachers observed the children, assessed their needs and the children got to know the school)
- Buddy program
- pastoral care and support through counselling
- social justice activities eg St Vincent De Paul

At Holy Spirit Primary School we worked in partnership with parents and various feeder high schools to give our graduating students as easy a transition to secondary education as possible. This was done by meeting with relevant high school personnel and sharing significant information about the students and their needs. Some students were involved in the Step Up program provided by Emmaus Catholic College. This was a specific transition program for primary students entering high school.

Initiatives to promote respect and responsibility

Our Student Wellbeing program was centred on promoting positive behaviours such as being respectful, safe and focused learners. These values were consistently reinforced in the classrooms and at our assemblies with children being acknowledged through classroom and principal’s awards. As part of our practical support of these values and our outreach to the wider
community, during Mission Week, all students actively planned and organised various activities to raise money for the less fortunate. The students, while having a great time, raised over $2,500 for Catholic missions. The school also worked with the St Vincent de Paul Society by organising Christmas hampers for families in need. Again, the generosity and support given to these appeals for help was wonderful.

**Professional Learning**

The Professional Learning program in 2016 included:
- multiplicative thinking
- writing: tracking and moderating
- Cardiopulmonary Resuscitation (CPR), asthma and anaphylaxis
- Work Health and Safety (WHS)
- spiritual formation
- calmer classrooms
- program builder
- Geography
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For students to deepen their relationship with God through the improved understanding of traditional prayer, its origins in Scripture and the application to Catholic life as evidenced by an improvement in classroom assessment data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>This priority was chosen because there was a need to improve student knowledge and understanding of traditional prayers, their Scriptural base and actioning this in their lives. This was identified through the Religious Literacy Assessment (RLA) class assessments</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | These were to:  
- participate in pre-test to gauge current knowledge of traditional prayer, followed by mid and post tests as the learning advances  
- engage with the learning of the words of traditional prayers  
- interact with learning intention and success criteria to direct their learning  
- pray the traditional prayers of the church  
- investigate the Scriptural origins of traditional prayers guided by the grade scope and sequence  
- interact with biblical images to aid their understanding of Scripture |
<p>| Status of priority 1 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>By the end of 2016 for 80% of students to achieve an expected year's growth in writing, as measured by the Department of Education and Communities (DEC) writing continuum (aspects of writing) and Stage outcomes, and for vulnerable students (underachieving or who have not met expected outcomes) to experience accelerated growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Teacher assessment and evaluation of student writing in relation to the syllabus expectations, the writing continuum and NAPLAN results confirmed that there was a need to continue to focus on writing in order to develop and extend students' word choice, sentence fluency and conventions in writing.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | These were for students to:  
- write daily using a variety of prompts and stimulus to develop individual writing style  
- justify the purpose and intended audience of writing  
- use language features of imaginative, informative and persuasive texts  
- use and understand the writing tools for self assessment ie learning intentions, success criteria, anchor charts, dictionaries and writing samples from the clusters |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>By the end of 2016 for all students to use reasoning strategies in multiplication and division, with Years 2 to 6 achieving a minimum of growth point four in multiplication and division, and vulnerable students (underachieving, or students who have not met expected outcomes) to experience accelerated growth achieving a minimum of GP 4 in multiplication &amp; division. Vulnerable students (underachieving or that have not met expected outcomes) to experience accelerated growth.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>Teacher assessment and evaluation, Mathematics Assessment Interview (MAI) data and the analysis of Year 3 and Year 5 NAPLAN data indicated that Holy Spirit students performed below minimum standard in multiplication and division and of the need for staff to develop a deeper understanding of growth point behaviours to inform teaching and learning.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | These were for students to:  
- participate in the MAI assessment at the beginning of the school year  
- access resources to support their learning eg learning intention, success criteria, warm up, open task, reflection  
- represent their thinking about multiplication and division during warm-ups using a variety of representations (arrays, groups, partial and abstract modelling, fractions etc)  
- engage in purposeful, open rich tasks in multiplication and division that had real world connections |
| Status of priority 3 | Ongoing |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For all students to deepen their understanding of Jesus through Scripture and prayer as evidenced through ongoing class assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>RLA data suggests that student knowledge of Jesus is an area for improvement. ‘Wellbeing’ has a connection to spirituality, consequently the continued importance of a healthy prayer life is to be further developed.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | Students will:  
- participate in a survey about prayer (five students per class Years 2 to 6, term 1, mid-year and term 4)  
- participate daily in formal and informal prayer  
- interact with learning intentions and success criteria to direct their learning  
- interact with biblical images to support their understanding of Jesus  
- make connections between Jesus’ words and actions in sacred Scriptures and moral values  
- make connections between Scripture and prayers of our tradition |
| Priority 2 | By the end of 2017 all students to achieve an expected year’s growth in writing (DEC writing continuum and Stage outcomes) and students with a personalised plan to experience growth |
| Reason for Priority 2 | The analysis of data including, Progressive Achievement Tests in Reading (PAT-R), NAPLAN, Early Years Assessment (EYA), students’ writing samples in relation to the syllabus expectations and the writing continuum, confirms that there is a need to continue to focus on writing in order to develop and extend students’ ability to write for specific audiences, using paragraphing and appropriate vocabulary. |
| Steps to be taken to achieve Priority 2 | Students will:  
- use mentor texts to develop their composing skills  
- edit work for word choice, sentence construction (simple to complex), conventions, paragraphing and audience  
- use teacher feedback to improve written work  
- refer to exemplars/cluster writing samples as part of their self-assessment  
- identify their individual learning goal  
- participate in whole-school writing focus  
- use ‘word of the week’ in writing  
- justify the purpose and intended audience of their writing |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>By the end of 2017 all students will improve their visual reasoning in mathematical thinking and problem solving by demonstrating at least one year’s growth in multiplication and division</th>
</tr>
</thead>
</table>
| Reason for Priority 3 | By focusing on the one domain (multiplication and division), we saw growth across the school and now need to continue to move those students who are at minimum growth point level but not at our 2016 school goal of minimum of growth point four in multiplication and division.  
NAPLAN 2016 item analysis indicates a high percentage of incorrect responses in the area of measurement (visual reasoning). |
| Steps to be taken to achieve Priority 3 | Students will:  
- participate in the MAI assessment at the beginning of the school year  
- articulate learning intentions and success criteria  
- use mathematical language to explain their thinking about multiplication and division during warm-ups (arrays, groups, partial and abstract modelling, fractions etc)  
- understand and solve multistep word problems, using multiplicative strategies such as: commutativity, skip counting, doubles and building up from known facts |
Community Satisfaction

Parent satisfaction
During 2016, the Catholic Education Diocese of Parramatta engaged insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school.

The QCS data collected and reported showed that:
- Parents’ perception was that the range and quality of the extra-curricular activities provided by the school were areas for improvement. Parents felt that behaviour could be managed more effectively at school. They felt that teachers delivered classes which were interesting and enjoyable for their child and that they were passionate about what their work.
- Parents saw their child as looking forward to going to school but not always looking forward to, or enjoying, the learning at school. They also felt their child had positive relationships with their peers but might not necessarily be developing a range of social skills.
- Parents were confident that classroom behaviour was not an issue and that this was not interrupting their child’s learning at school.

Student satisfaction
The QCS data showed that students:
- were likely to be experiencing positive emotions at school, felt connected to the school and felt like they belonged at the school
- felt that lessons were delivered in a planned and energetic way but did not always feel that they were being listened to or understood, or that the lessons were interesting and enjoyable
- might be motivated to do well but they might not always feel confident in their ability to learn, or that they were learning in a context where their relationships with other students were positive
- generally felt safe in the school

Teacher satisfaction
The QCS data showed that staff felt:
- there was a positive tone in the school
- less distressed when they were working together
- that the leadership team needed to provide more direction, build a sense of purpose and put in place processes to engage staff
- that they were intrinsically on board with the goals and objectives and some staff were consulted about the decisions that affected their work
- they were not being brought together to work through issues as a team
- they were providing feedback to one another, but that this was not translating into their learning ie they were providing each other with positive feedback, but not challenging one another or helping one another learn
- over-worked
- they were putting a lot of effort into improving how they did their jobs and were striving
for high standards

- that behaviour in the school yard was better than in the classroom

The way staff managed behaviour in the classroom could be a focus for improvement. This might indicate a teaching and learning issue because students were not always focused.

Staff working together to manage students’ behaviour was also an area for improvement.
Student Profile

Enrolment Policy
Holy Spirit 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>166</td>
<td>197</td>
<td>363</td>
</tr>
<tr>
<td>2015</td>
<td>190</td>
<td>197</td>
<td>387</td>
</tr>
<tr>
<td>2016</td>
<td>179</td>
<td>204</td>
<td>383</td>
</tr>
</tbody>
</table>

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>82.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>80.6</td>
</tr>
<tr>
<td>Year 2</td>
<td>79.2</td>
</tr>
<tr>
<td>Year 3</td>
<td>76.8</td>
</tr>
<tr>
<td>Year 4</td>
<td>84</td>
</tr>
<tr>
<td>Year 5</td>
<td>67.9</td>
</tr>
<tr>
<td>Year 6</td>
<td>65.4</td>
</tr>
<tr>
<td>School Average</td>
<td>76.5</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) | 171 |
| Students with disabilities (SWD)             | 17  |
| Indigenous                                   | 4   |

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

At Holy Spirit Primary School the student wellbeing practices are based on our school mission statement. This statement promotes:

- gospel values by which we seek to live our lives like Jesus
- nurturing relationships where we work and love as a family
- support of individuals, by establishing consistent practices whereby children learn and are challenged so that together we grow

The principles on which we base our student wellbeing practices at Holy Spirit Primary School demonstrate procedural fairness. We believe that procedural fairness is a basic right of all children when dealing with school authorities. We apply the 'hearing rule' and the 'right to an unbiased decision'.

The principles of procedural fairness underpin the school's approach:

- in the classroom and playground
- in the case of any bullying in the school
- for exclusion and suspension of children

There were no changes to the policy in 2016. The full text of student management, discipline and anti-bullying policies can be obtained from the school office or from the school website www.hsstclair.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 policy and complaint forms are available from the school office. The policy is also 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

- Commonwealth (64.4%)
- Capital (0%)
- State (19.6%)
- Fees (14.5%)
- Other (1.5%)

### Expenditure

- Capital (4%)
- Salary (71.3%)
- Non-Salary (24.7%)

#### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,958,184</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$901,493</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$665,304</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$67,201</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,592,182</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</td>
<td>$182,761</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$3,232,179</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,120,320</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,535,260</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.