Holy Spirit Primary School, St Clair
7-17 Todd Row, St Clair 2759
Principal: Mrs Frances Garzaniti
Phone: 9670 5379   Fax: 9834 3209
Email: HolySpirit@parra.catholic.edu.au
http://www.hsstclair.catholic.edu.au
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 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 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 to 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.

Parents from across the school organised our Easter Raffle, Mothers and Fathers Day stalls and sausage sizzle at our bush dance. The bush dance was a wonderful community celebration. The live band added to the excitement on the night with parents, staff and children all participating in the dancing.

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,
The children had further opportunities through their involvement in, and organising of, various school celebrations and community activities such as Mission Week, Kindergarten orientation, young leaders' activities, choir, string ensemble, 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: that is, 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>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 accreditated to teach Religious Education</td>
<td>18</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>3</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>9</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>93</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>72.7</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 2017 the school, as part of our outreach, supported the St Vincent de Paul Society, Catholic Mission and Caritas. These charities were supported through project compassion, lolly day, sock day, cake day and mission day activities.

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 timetabled each week. 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 2017 staff participated in professional development on the Senses of Sacred Scripture. Teacher competence in programming and assessing in Religious Education (RE) was improved with releasing teachers to work with our RE teaching educator. Staff also engaged in our fortnightly prayer. Every fortnight the teachers engaged in a sustained prayer time often using the Jesuits' 'Sacred Space' website which provides Scripture and reflection, culminating
with shared prayer. A day of prayer and reflection, focusing on ‘the stories Jesus told and the story Jesus lived’, was held in term 4.
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>100</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>94</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>96</td>
</tr>
</tbody>
</table>

<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>94</td>
<td>92</td>
</tr>
<tr>
<td>Literacy</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94</td>
<td>95</td>
</tr>
</tbody>
</table>

Two thousand and seventeen saw some improvements in our Literacy results with both Year 3 and Year 5 performing better than the state average in writing. Year 3 also showed improvement in grammar and punctuation. Year 5 students performed above the state average in reading with more students achieving results in the top bands than last year.
The NAPLAN Numeracy data in Year 3, showed a significant increase in the number of students performing in the upper bands, and therefore a decrease in the lower bands. The trend data reflected this improvement, as we were closer to the state average this year than we had been in the past. Furthermore, the students achieved 10% above the state when answering the question involving selecting a number sentence to match the groups (division).

In Year 5, the spread of students across all bands was similar to the results in 2016. The trend data for this cohort reflected a slight drop from last year, but remained above the results from 2015. The students achieved 10% above the state when answering the question involving counting by halves (fractions and decimals) and when describing one location relative to another (position).

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 2017 these included:

- creative and performing arts opportunities in choir, music and drama
- school choir and strings program
- Dance program
- excursions and incursions
- Book Week activities
- sporting events
- chess competition
- 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 assembly awards. In 2017 our awards were named Principal Award for academic achievement, MacKillop Award for displaying Catholic values and Holy Spirit Award for consistent effort.

As part of our practical support of Catholic 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 money for Catholic missions. The school also worked with the St Vincent de Paul Society by organising a sock drive and 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 2017 included:
- agreed practice
- writing moderating
- Cardiopulmonary Resuscitation (CPR) and emergency care
- child protection
- senses of sacred Scripture
- technology - castify/google classroom/clickview
- assessment and feedback
- Hattie's high impact strategies
- running records
### Annual 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>Our Religious Literacy Assessment data suggested that student knowledge of Jesus was an area for improvement. As ‘well-being’ has a connection to spirituality, the continued importance of a healthy prayer life was to be developed.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | These were to:  
  - participate in a survey about prayer (5 children per class Years 2 to 6, term 1, mid year and term 4) in relation to Jesus  
  - participate daily in formal and informal prayer  
  - interact with learning intentions and success criteria to direct students’ learning in RE  
  - interact with biblical images to support understanding of Jesus  
  - make connections between Jesus’ words and actions in sacred Scriptures and moral/Catholic values  
  - make connections between Scripture and prayers of our tradition |
<p>| Status of priority 1 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>By the end of 2017 for all students to achieve an expected year's growth in writing based on the Department of Education and Communities (DEC) Writing Continuum and Stage Outcomes and students with a personalised plan to experience growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>The analysis of data - Progressive Achievement Tests in Reading (PAT-R), NAPLAN, Early Years Assessment (EYA), and students’ writing samples in relation to the syllabus expectations and the writing continuum - confirmed that there was 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.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | These were to:  
- write daily using a variety of prompts and stimulus to develop students’ individual writing styles  
- justify the purpose and intended audience of their writing  
- use language features of imaginative, informative and persuasive texts  
- participate in whole-school writing focus  
- use and understand the writing tools for self assessment - learning intentions, success criteria, anchor charts, dictionaries, writing samples  
- use mentor texts to develop their composing skills |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>For all students, by the end of 2017, to 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>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>By focusing on the one domain (multiplication and division), the staff had seen growth across the school. Our need was to continue to move those students who were at minimum growth point level in multiplication and division. The previous year's NAPLAN item analysis, indicated a high percentage of incorrect responses in the area of measurement (visual reasoning).</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | These were to:  
- participate in the Mathematics Assessment Interview (MAI) assessment at the beginning of the school year  
- articulate learning intentions and success criteria  
- use mathematical language to explain students' thinking about multiplication and division during warm-ups (such as arrays, groups, partial and abstract modelling, fractions)  
- engage in purposeful, challenging, open rich tasks in measurement (using visual reasoning)  
- using formal and informal measures that have real world connections |
| Status of priority 3 | Ongoing |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For all students to develop an understanding of how we can be the living body of Christ as identified in Scripture through making connections between the spiritual sense of Scripture and our lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 1</td>
<td>Teacher observations indicate that the students' understanding of the application sense of Scripture is quite superficial. With a greater emphasis on the comprehension of the Scriptures, using the Senses of Scripture framework, we believe it will allow students to make further connections and, in turn, apply the message of Scripture to their own lives.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 1 | Students will:  
- respond to the needs of others through social justice initiatives  
- make connections between the Scripture and the meaning they can bring from this to their everyday lives  
- identify and reflect meaningfully on the Scripture through the use of the Scripture word wall and question prompts  
- be assessed in their understanding of how they can be the living body of Christ, at the beginning, middle and end of the year  
- use key comprehension strategies to unpack Scripture |
| Priority 2 | All students will achieve expected growth and beyond in reading comprehension, and students with a cognitive personal plan to experience growth as measured by school-based benchmarks, EYA, PAT-R and NAPLAN data. |
| Reason for Priority 2 | Recent PAT-R data indicates a significant percentage of students performing below the mean in reading comprehension. EYA data shows only a small percentage of students self-correcting at the expected rate of 1:3 and NAPLAN data indicates fewer students in the upper bands in reading. |
| Steps to be taken to achieve Priority 2 | Students will:  
- know and understand what good readers do  
- participate in purposeful independent reading tasks  
- access a variety of texts for independent reading  
- refer to anchor charts  
- participate in appropriate reading instruction where they will be exposed to a range of texts  
- develop confidence and positive attitudes towards reading and increase their reading volume  
- articulate their own independent reading preferences and self select 'good fit' books |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>By the end of 2018, all students will improve their ability to unpack (comprehend) and solve challenging tasks (utilising appropriate strategies) and demonstrate at least one year’s growth in both multiplication and division, and addition and subtraction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>By focusing on the vulnerable students in one domain (multiplication and division), we saw growth across the school. We now need to expand our focus to include addition and subtraction. This is also based on staff feedback and reflection of what prevents their students from progressing to the next growth point. The number of students who are at risk in these areas dramatically increases in Stages 2 and 3 (MAI results).</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | Students will:  
- use mathematical language to explain their strategies and thinking  
- participate in warm-ups that mainly focus on basic computation, times tables and number busting (renaming, partitioning, etc)  
- demonstrate a move from a fixed to a growth mindset (where applicable) - via the language that they use and attitudes that they display  
- read and solve challenging, open or rich tasks in both domains - with minimal unpacking by the teacher |
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.

The QCS data collected and reported showed that:

Parents felt that teachers delivered classes which were interesting and enjoyable for their children and that teachers were passionate about what they did.

Student satisfaction
The QCS data showed that students:
- were satisfied with the Catholic culture at Holy Spirit Primary School
- felt they were given opportunities to express our Catholic faith and that we engaged in social justice
- felt that lessons were delivered in a planned and energetic way
- liked the school and felt connected to the school
- might be motivated to do well but they might not always feel confident in their ability to learn
- were concerned that behaviour in the classroom should not be getting in the way of student learning

Teacher satisfaction
The QCS data showed that teachers felt:
- that working in a Catholic school was very important to them
- the behaviour of staff was consistent with how they believed Catholics should act and the school encouraged opportunities to express our Catholic faith
- learning indicators were almost equal which meant staff were learning both through peer conversation and self directed learning activities, personal reading and courses
- staff at Holy Spirit Spirit Primary School were currently in the optimal zone for work load
- staff were putting a lot of effort into improving the way they did their jobs and were striving for high standards
- that behaviour in the classroom was better than on the playground
- student motivation was an area for improvement
- they liked the school and felt connected to the school
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>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>
<tr>
<td>2017</td>
<td>163</td>
<td>201</td>
<td>364</td>
</tr>
</tbody>
</table>

Holy Spirit Primary School had a smaller cohort entering Kindergarten in 2017. We had some children move to local state schools. The cost of high rent and housing affordability may have been a factor in these decisions.

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>94.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.9</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.9</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.1</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.2</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.9</td>
</tr>
<tr>
<td>School Average</td>
<td>93.9</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)             | 15  |
| Indigenous                                   | 5   |

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

Additions to the policy in 2017 included the terms:

RUDE: which means impolite or bad mannered such as when you say good morning and the other person ignores you or someone snatches a book or paper from you
MEAN: is someone who puts others down, is unkind, hurtful - such as, calls out 'loser', talks unkindly about you, refuses to include you in their game
BULLY: is someone who repeatedly intimidates others, is often in a position of power such as everyday they wait for you and put hands on; everyday they force you out of the lines; or they may be older or bigger than you

Behaviour reflection sheets are available to assist students in unpacking an incident.

The full text of student management 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 2017.
Section Eleven: Financial Statement

### Income

- **Commonwealth (66.1%)**
- **Capital (0%)**
- **State (19.8%)**
- **Fees (12.9%)**
- **Other (1.1%)**

### Expenditure

- **Capital (5.8%)**
- **Salary (72.2%)**
- **Non-Salary (22%)**

#### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$3,003,463</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$900,806</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$587,384</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$50,806</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$4,542,459</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>$260,191</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$3,228,117</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$985,852</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$4,474,160</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.