

2015 ANNUAL SCHOOL REPORT



Mother Teresa Primary School, Westmead

Darcy Road, Westmead 2145

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Mother Teresa Primary School is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, 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 2015 and gives information about the 2016 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 2015 Annual School Report for Mother Teresa Primary School.

Mother Teresa Primary School is a co-educational Catholic school situated in Westmead that opened as a new school at the beginning of 2012. We currently cater for students from Kindergarten to Year 6, and in 2016, will cater to a total enrolment of up to 350 students.

In a world that is constantly changing, the students of today and tomorrow will need to develop *creative minds* and *gentle hearts*. Mother Teresa Primary School, through our Catholic heritage, will develop your child's mind and heart by providing:

- learning environments enriched by Catholic faith and values
- education tailored to individual needs, passions and creativity
- a safe and well-resourced learning environment
- an emphasis on active student engagement utilising 21st century learning technology

As a school community we will follow in the footsteps of Mother Teresa, whose generous spirit inspires us to focus our energies on bringing dignity and compassion into the lives of those who are less fortunate than ourselves.

Parent

Mother Teresa Primary School continually strives to develop relationships with our parents and the school. The school has developed an inviting and welcoming culture. Parents are particularly involved through our Parent Support Networks. These are opportunities for parents to be involved in the life of the school. These include:

- reading programs
- Parent Information Evenings (PIE) night with a focus on an aspect of the primary curriculum
- welcoming morning tea for new parents
- visits to learning spaces for Catholic Schools Week
- Mothers Day and Fathers Day stalls and picnics
- Bingo and Disco family night
- Harmony Day celebrations
- book covering
- the continuation of the PRG (Parent Representative Group) offering feedback to the Leadership Team in relation to school goals

The school offers unique opportunities for parents to see their children's learning through:

- Celebrations of Learning held once a term - allowing students an opportunity to showcase their learning with their parents
- parent/teacher/student interviews, providing an opportunity for parents to collaborate with their child in discussing goals and challenges
- attendance at Eucharistic and other liturgies

Mother Teresa Primary School employs a number of ways to communicate with parents. These include our fortnightly newsletter, *Heartlinks*, our YouTube and Facebook sites. Our *Skoolbag* app is a vital communication tool to keep parents informed of key school events.

Student

A major achievement for our 330 students was continuing to settle into their brand new school. This involved learning and contributing to the new practices and procedures within their learning studios and playground. There were a number of events that our students participated in:

- our opening and end-of-year masses
- the continued practice of daily Christian meditation
- the continuation of our 1-1 iPad Learning program in Stage 3 (including a trial in term 4 for our Year 4 students)
- representing the school in extra-curricular activities including swimming, athletics, soccer, netball, gymnastics, keyboard lessons, cross country, ANZAC day ceremonies, and the Captivate Creative Arts program
- leading social justice initiatives eg 'Vinnies' Winter Appeal
- celebration of our school feast day at St Patrick's Cathedral, Parramatta
- leading and assisting school liturgies
- 'Mother Teresa Got Talent'

Who we are

History of the school

The school's unofficial history began in 2009 when the Parramatta Diocese decided that there was a need for a second primary school in the Westmead area. In 2010 an extra Kindergarten class was established on the Sacred Heart Primary School, Westmead site. These students, while enrolled in their host school, were actually the first class of Mother Teresa Primary School. As construction of the new school took longer than expected, in 2011 two Kindergarten classes and a Year 1 class remained at the Sacred Heart Primary School site.

Mother Teresa Primary School is very grateful for the generosity shown by the Sacred Heart Primary School community in supporting the establishment of our school.

At the beginning of 2012, the Darcy Road site was completed and Mother Teresa Primary School was officially opened, sharing the site with two established secondary schools, Catherine McAuley and Parramatta Marist High School, Westmead. When we opened our doors, the school had two Kindergarten classes, two Year 1 classes, one Year 2 class and a Year 3/4 composite class.

The final stage of the school building project was completed in 2014 allowing for enrolments from Kindergarten to Year 6.

Location/drawing area

In 2015 Mother Teresa Primary School catered for students from Kindergarten to Year 6. In 2015 year there were two streams of Kindergarten to Year 4 and single streams of Years 5 and 6. The school will continue to grow.

Located in the Westmead Catholic Education Precinct, the school serves the parish of Sacred Heart and draws on students from the local Westmead district and beyond.

Workforce Composition

Category	Number of Staff
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	18
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	0
Number of teachers accredited to teach Religious Education	17
Number of teachers currently undertaking accreditation to teach Religious Education	1
Number of non-teaching staff (includes teachers' aides)	7
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	95.45
Percentage of 2015 teaching staff who were retained from 2014	95

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Mother Teresa Primary School prays traditional Catholic prayers including the Angelus daily. Christian meditation occurs at 12 o'clock, which incorporates Scripture passages, relevant to the current unit of study, across the school community. Christian meditation aims to teach children to find God in stillness, silence, and simplicity.

Staff pray and meditate on the Scriptures weekly, as does the leadership team. Staff also attend the yearly Diocesan Mass. One staff meeting a term is dedicated to extended prayer and reflection.

The school's major celebration each year is the Feast Day of Mother Teresa. This is a liturgical celebration at St Patrick's Cathedral, Parramatta, presided over by our parish priest, and shared with families of our community. Kindergarten children and other students new to the school take part in an informative guided tour prior to the liturgy.

The Eucharist is celebrated:

- to begin the school year with the combined staff of Parramatta Marist High and Catherine McAuley
- at our Staff Formation and Professional Learning Day - Winbourne
- with Stage 3 at the Mercy Chapel
- at the beginning and end of the school year in our learning space and the Morley Centre
- Year 6 Graduation

Reconciliation is offered twice a year for students in Years 4 to 6.

Liturgies of the Word are held for important events and feast days such as Ash Wednesday, Holy Week, Easter, Pentecost, ANZAC Day, Remembrance Day, Mothers Day and Fathers Day. Senior students take part in two liturgies a year at the local nursing home.

Emphasis on the seasons of the church through liturgical colour, banners and focus points, found around the school and in the learning studios. Inspirational quotes by Mother Teresa are displayed in each learning studio as well as art works depicting stories of Jesus which are linked to the school's '5 Learner Qualities'.

Social Justice

Through the example of Mother Teresa, and our school motto of *Gentle Hearts and Creative Minds*, we strive to develop a deep sense of social justice that forms our expression of love for others within and beyond our local community. Examples of outreach at Mother Teresa Primary include the following:

- The students have a close relationship with the residents in a local nursing home making regular visits, and inviting residents to a concert at the end of the year.
- Easter eggs are collected and given to the nursing home, Ronald McDonald House and the Westmead Children's Hospital.
- We participate in the Project Compassion Lenten appeal; raise funds for Australian Catholic Mission; and support St Vincent de Paul through their Winter Appeal with money, clothing, food and blankets for those in need, and the Christmas Appeal by supplying goods for hampers.
- An active Mini Vinnies group of senior students held a Winter Sleep Out, Whacky Water Races Day for clean water, East Timor Fund Raising and Harmony Day. Students send personal Christmas cards to nursing home residents and for distribution to the lonely and homeless through the St Vincent de Paul society. Special needs are supported through a

mufti day for Fiji.

- We support World Youth Day (WYD) pilgrims through our contributions to the Sacred Heart Parish, WYD Raffle and a 'Gold and Fold' Day.

Learning programs actively promote a sense of social justice and a call to mission through our faith.

School home and parish partnerships

The school supports the parish Sacramental program by linking, where possible, our Religious Education units. Children are recognised with personal letters, a memento and congratulated at school following the celebration of the Sacraments.

We issue reflections by the principal and Religious Education coordinator (REC) regularly through the on-line newsletter, *Heartlinks*, our Facebook page and school app. Parish events are noted through a link to the parish newsletter.

Parents are welcome to be part of the community with Celebrations of Learning once a term; parent reading programs; assisting with celebrations for Mothers Day and Fathers Day, etc. Parents also take part in sporting events, excursions, working bees and social events such as our end of year Christmas carols celebration.

Religious Education

The school Religious Education program is based on the Parramatta Diocesan curriculum document, *Sharing Our Story*. Each year, every Stage studies units of work relating to Mission with a direct correlation with the story and work of Mother Teresa, the Easter season, Advent and Christmas. The units are supported through *Exploring Scripture*, and the *To Know Worship and Love* series. Where appropriate, units of work complement the Sacred Heart Parish-based Sacramental program.

Knowledge of the Sunday cycle is promoted through weekly images and references for learning studio discussion, noting the liturgical year and the gospel for that week.

Students in Years 4 and 6 participate in the Religious Literacy Assessment (RLA).

Students prepare grade liturgies linked to their units of study. Scripture from the current units of work is incorporated into daily prayer.

Professional Learning of staff in Religious Education

Teachers are supported in their professional learning in Religious Education through our:

- Staff Development Day dedicated to knowing Jesus through the Scriptures led by the Religious Education coordinator (REC) and parish priest
- ongoing professional learning: theological and educational background, access to the *Inform* magazine
- planning sessions with the REC regarding rich questions and deep understanding of the unit of Religious Education to be taught, supported by personnel from the Catholic Education Office (CEO)
- staff meeting, once a term, dedicated to spiritual formation, led by personnel from the CEO
- informative readings and materials emailed to staff
- Staff Religious Education newsletter
- professional reference library for all staff members including the key texts, *Coming Home* and *Sacred Space*

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 2015. 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.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	100	94	95	73
	Literacy	100	95	95	72
	Reading	100	95	95	71
	Writing	100	96	96	76
	Spelling	100	93	84	65
	Numeracy	100	94	86	61

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	100	93	56	61
	Literacy	96	93	63	57
	Reading	96	93	70	58
	Writing	96	92	56	52
	Spelling	96	93	82	61
	Numeracy	96	95	56	56

At Mother Teresa Primary School both Years 3 and 5 student results were at, or above, the Australian national minimum standard. What was pleasing was the number of students in Year 3 who scored in the top three bands in a number of areas in the NAPLAN assessments. Our Year 5

students had positive results, with reading showing great improvement, and grammar and punctuation being an area of development.

The analysis of these results is highlighted in the projected priorities in 2016.

School curriculum

As all children are on a unique learning journey, with diverse needs and interests, it is imperative to personalise the learning to meet their needs with sound pedagogy, exemplary practice and a curriculum that is responsive to students of the 21st century. At Mother Teresa Primary School, the Board of Studies requirements are being met within a contemporary curriculum focused on the future needs of all students. In addition to the Key Learning Areas (KLAs) prescribed by the Board of Studies, the students have been provided with courses of study in Religious Education in accordance with the Parramatta Diocesan curriculum, *Sharing Our Story*.

The student support team assists with the inclusion and integration of students with special needs in a range of activities and programs across the school. This includes assisting in planning and implementing a range of adjustments and curriculum differentiation, and providing individual, small group and in-class support across all Key Learning Areas. Itinerant teachers, provided by the diocese, assist students with particular needs.

Mother Teresa Primary School is also fortunate to have received funds under the Commonwealth Government School Language program to employ a language teacher one day per week for 2015. This teacher was employed to develop the children's understanding of the Japanese culture and language, supporting the Australian cross-curriculum priority focus on Asia and Australia's engagement with Asia.

There are opportunities for the children to try out for representative sporting events such as swimming, cross country and athletics.

Initiatives to promote respect and responsibility

Mother Teresa Primary School is a place of diversity, respect, belonging, celebration and quality learning and teaching. Our school is based on the dignity of the whole person and provides witness to gospel values as a means of living out daily life. The principle initiative designed to promote respect and responsibility is the *Pro-active Learner* policy. It is based on the use of restorative practices that helps our students build the capacity to self-regulate behaviour. This is where students make choices about behaviour through the lens of respect and responsibility as well as focus on what they can do, 'to make things right'. Our three principle school rules are formulated around the notion of care for *self*, *others* and *the environment*.

This policy reflects our endeavour to create an environment that fosters dignity, justice and respect. We are committed to providing a safe and caring environment where any form of bullying is neither accepted nor tolerated. This is predicated upon the notion that at Mother Teresa Primary School we all have the right to be happy, safe and to learn, and, as a community, we work together to build this environment.

Professional Learning

Areas of professional development in 2015 included:

- Workplace Health and Safety modules
- MAI (Mathematical Assessment Interview) purpose and analysis
- Child Protection modules, including Self Administered Legal Training (SALT)
- Disability Discrimination Act eLearning Course
- Information and Communication Technology, with a focus on iPads and iPods as learning tools for students
- Cardiopulmonary Resuscitation (CPR) training course
- anaphylaxis training
- effective use of Running Records
- data analysis of Progressive Achievement Test in Reading (PAT-R), Progressive

Achievement Tests in Mathematics (PAT-M) and NAPLAN data

- supporting students with the use of comprehension strategies
- involvement in FOCUS 160 workshops on literacy and numeracy
- new Science & Technology and History syllabus focus learning days
- instructional walks of learning studios
- Australian Literacy Education Association (ALEA) workshops
- analysis of Quality Catholic School Survey data

School Improvement

Annual school priorities

Priority 1	By the end of December 2015 all students to utilise reflective strategies to make real-life connections with their Religious Education
Reason for priority 1	<p>Analysis of our Religious Literacy Assessment (RLA) data showed that students lacked a good understanding of Sacraments and church traditions. Also Religious Education programs lacked evidence of deep thinking skills (in particular the <i>Integration</i> and <i>Response</i> movements of shared Christian praxis).</p> <p>There was a perceived need to focus on incorporating improved RLA results in Sacrament and church traditions, student work samples in the <i>Integration</i> phase and learning programs.</p>
Steps taken to achieve priority 1	<p>Teachers aimed to:</p> <ul style="list-style-type: none"> ▪ utilise the <i>Theological and Educational Background</i> and <i>In Brief for Students</i> to inform teacher planned learning experiences ▪ gain a clear understanding of shared Christian praxis with emphasis on the integration phase ▪ make connections with the Mother Teresa Primary School <i>Inquiry Framework</i> and Religious Education
Status of priority 1	Ongoing

Priority 2	By the end of December 2015 students to use comprehension strategies to understand the deeper meaning and important information of a text
Reason for priority 2	NAPLAN and Numeracy and Progressive Achievement Tests in Reading data showed a clear need for students to be exposed to a variety of texts and to be explicitly taught the skills to infer and 'break open' a text.
Steps taken to achieve priority 2	<p>Teachers focused on:</p> <ul style="list-style-type: none"> ▪ use and analysis of Running Records ▪ use of information gathered from data analysis to plan an explicit and focused series of reading lessons for students ▪ articulating learning intentions and success criteria ▪ introducing skills/strategies through a daily shared reading session ▪ further developing skills/strategies through daily guided reading/literature circles (needs-based groups) and purposeful independent tasks
Status of priority 2	Achieved

Priority 3	By the end of December 2015 all students to develop problem solving strategies in the addition and subtraction strand
Reason for priority 3	Mother Teresa Primary School was in phase one of the Extending Mathematical Understanding (EMU) Diocesan strategy. This involved professional learning on the administration, recording and reflecting on data collected through the Mathematical Assessment Interview (MAI).
Steps taken to achieve priority 3	Teachers to: <ul style="list-style-type: none"> ▪ implement effective numeracy blocks ▪ administer the MAI, incorporating the following: interpreting the record sheet; assigning growth points in the four domains; and aligning the growth points ▪ create and use effective 'warm ups' and rich tasks ▪ develop content knowledge and best practice of the new Mathematics Syllabus ▪ utilise effective Learning Intentions (LI) and Success Criteria (SC) in learning sequences ▪ target mathematical language ▪ target effective questioning
Status of priority 3	Ongoing

Projected school priorities

Priority 1	By the end of 2016, the students of Mother Teresa Primary School will have a deeper understanding of Sacred Scripture and its application to their everyday lives.
Reason for Priority 1	Our Religious Literacy Assessment and student responses in Religious Education (RE) lessons (work samples) demonstrate a need for students to develop more meaningful responses to Scripture.
Steps to be taken to achieve Priority 1	Teachers will develop strategies to unpack scriptural texts such as Thinkpad; utilise word walls and images to assist students in making connections with Sacred Scripture; develop marking criteria to demonstrate students' deeper understanding through their responses; trial a rubric based on comprehension skills (<i>Scripture on the line, between the lines, beyond the lines.</i>); engage in professional learning communities to develop marking criteria to assess student responses to Scripture.
Priority 2	By the end of 2016 students in Years 3 to 6 will improve their comprehension skills to gain greater understandings of non-fiction texts, as measured by the school developed comprehension rubric developed from the New South Wales syllabus.
Reason for Priority 2	Only 43% of students achieved expected growth for reading in NAPLAN from Year 5 to 7. We will continue the focus on teaching explicit comprehension strategies for non-fiction texts. These strategies will be drawn from the agreed school practices. The extra focus will be on the 'individual tasks' students complete, looking to ensure differentiation.
Steps to be taken to achieve Priority 2	Teachers will have a deeper knowledge of the text (selecting texts for a specific learning intention); building the field (introducing vocabulary, elicit prior knowledge, introducing text features); engage with the mentor text to build knowledge to teach, use and assess comprehension strategies; differentiate reading group activities using the 'gradual release of responsibility' with a focus on skills that have been developed in shared and guided reading.

Priority 3	By the end of 2016, all students Kindergarten to Year 2 will achieve growth point 4 in the addition and subtraction domain.
Reason for Priority 3	This area will build on the professional learning commenced in 2015. The overarching theme is for students to <i>comprehend</i> numbers: that is to be able to articulate their number sense.
Steps to be taken to achieve Priority 3	<p>Teachers will;</p> <ul style="list-style-type: none"> ▪ use a variety of work samples for assessment and tracking ▪ align <i>growth points</i> with the work samples/assessments ▪ develop assessment and tracking - developing a common practice for tracking growth points ▪ utilise open-ended tasks - (what are they? How can we be confident that they are open-ended?) ▪ be able to confidently identify teachable moments in numeracy ▪ use data walls to influence planning and differentiation

Community Satisfaction

Parent satisfaction

During 2015 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 will be conducted annually.

The QCS data collected and reported showed that parents highly regarded their child's opportunities for learning, positive peer relations and the behaviour of students at school. They perceived the school as having stimulating learning and appreciated the teachers' behaviour management strategies (our *Pro-active Learner* policy). Parents felt a strong sense of the Catholic nature of Mother Teresa Primary School, through the sense of 'compassion' lived out through the school. They acknowledged the Catholic culture of the school through the behaviour of staff, our involvement in parish and the importance we place on parent involvement.

The parents believed that an area of improvement and exploration is a greater emphasis on parent voice.

Student satisfaction

The QCS data showed overwhelmingly that students were engaged in their learning, especially the aspect of 'learning confidence' and 'motivation'.

They showed a greater connectedness to their peers and were developing their relationships with their teachers. The students had a strong sense of the importance of the Catholic culture of their school and the way 'compassion' is lived out.

Teacher satisfaction

The QCS data showed that teachers, with regards school climate, perceived improvements in staff wellbeing, especially in the areas of individual and school morale. The organisational climate teachers felt was enhanced by supportive leadership, role clarity and teamwork. The staff valued the teaching climate through their 'respect for students', 'engaging practice' and 'quality teaching'.

The staff value the importance and opportunity to:

- enhance the Catholic culture at Mother Teresa Primary
- place a greater emphasis on social justice initiatives

Student Profile

Enrolment Policy

Mother Teresa 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

Year	Boys	Girls	Total
2013	103	136	239
2014	132	169	301
2015	141	189	330

Mother Teresa Primary continues to grow in enrolments as we move towards capacity. In 2015 there were two classes for each grade from Kindergarten to Year 4 and one class of both Year 5 and Year 6.

Student attendance rates

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

Kindergarten	93
Year 1	94
Year 2	93
Year 3	95
Year 4	94
Year 5	95
Year 6	93
School Average	94

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)	185
Students with disabilities (SWD)	6
Indigenous	2

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

The *Proactive Learner* policy is reviewed every year. Its focus is on facilitating positive behaviours with students. It includes Positive Relationships programs developed to assist teachers in unpacking the *Proactive Learner* policy with students.

The following outlines some of the key principles of this policy:

Facilitating Positive Behaviours focuses on teachers distributing merit postcards on a weekly basis as a way to reinforce positive expectations. Staff members look for moments when they observe students displaying positive behaviours. This is also reinforced with spoken positive reinforcement to highlight the specific skill or action displayed by students. Our school focus is on 'intrinsic' motivators and we avoid the use of awards to engage the students.

Procedural fairness is key to how we manage behaviour within the school. We believe that procedural fairness is a right of all children when dealing with school authorities. We apply the 'hearing rule' and the 'right to an unbiased decision'. Children have the right to know the nature of an allegation made against them and understand the process by which the matter will be considered. Members of staff make every effort to demonstrate objectivity in their decision-making when working with students.

Preventing problem behaviour and responding to unacceptable behaviours is at the heart of our policy. We unpack the specific steps used when there is a need to respond to unacceptable behaviour in the learning studio and on the playground. Time is taken to assist students in developing an understanding of these steps, and includes a student reflection sheet to assist with understanding and reflecting on their behaviour. We are committed to restorative practices and assisting students in moving forward so they can make better choices.

The school's *Anti-bullying* policy clearly states that the school does not tolerate bullying in any form. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed.

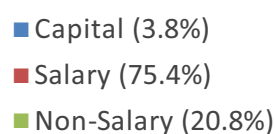
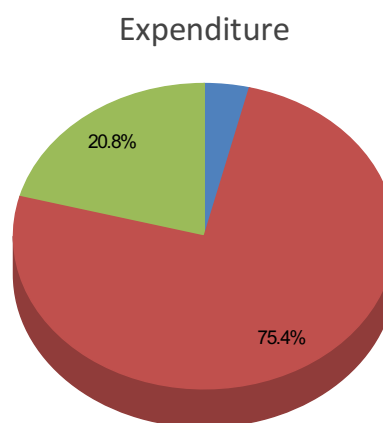
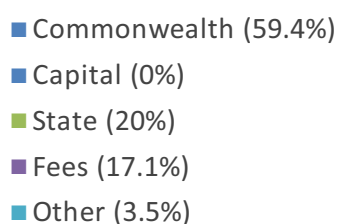
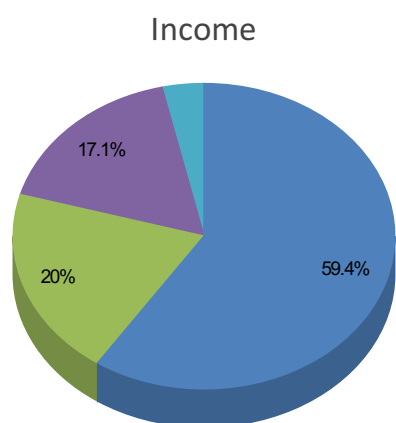
The full text of all the policies highlighted focusing on student welfare, discipline and anti-bullying can be accessed at the school's website.

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 2015.

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,139,438
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$719,760
Fees and Private Income ⁴	\$614,735
Other Capital Income ⁵	\$127,376
Total Income	\$3,601,309

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$126,766
Salaries and Related Expenses ⁷	\$2,505,745
Non-Salary Expenses ⁸	\$692,518
Total Expenditure	\$3,325,029

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 fundraisers.
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.

