

2015 ANNUAL SCHOOL REPORT



Our Lady of Lourdes Primary School, Seven Hills

PO Box 673, Seven Hills 1730

Principal: Mrs Lesley Studans

Phone: 9622 7216 Fax:

Email: OLOSHills@parra.catholic.edu.au

<http://www.ololshills.catholic.edu.au>



Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Our Lady of Lourdes 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 Our Lady of Lourdes Primary School, Seven Hills.

Our vision is to be a Christ-centred community involved in an active partnership in education with our parish priest, parish community, parents, staff and children. Our mission is to provide our children with a strong spiritual and educational foundation on which to develop and build their lives. We believe that:

- The Catholic faith provides the basis for a meaningful partnership of parish, school and family.
- Values of honesty, respect, love, openness and care are the basis for our growth as a community.
- Parents are the prime educators and share responsibility for their child's learning.
- Education is a lifelong interactive process involving teachers, parents and children.
- Children should be encouraged to do their best.
- Each child has individual educational needs which must be addressed.
- Clear, open communication is essential to our partnership.

Staff work to ensure the provision of an innovative, stimulating and purposeful learning environment, where children are encouraged and supported to become independent and responsible lifelong learners.

Parent

Parental involvement in the spiritual and educational life of the school is strongly encouraged through liturgy; prayer; fundraising; social justice initiatives; Mothers and Fathers Day stalls and breakfast; assisting at sports carnivals; and having the opportunity to be active Parent Group members. The Parent Group meets twice per term.

Initiatives for parent education have included information sessions on transitioning children into primary school and running Parents as Educators courses which enable parents to assist teachers in classrooms.

Links are maintained with the parish Sacramental program, parish Pastoral Council, St Vincent de Paul society, Galilee School Kenya, and Out of School Hours (OOSH) care. The school and parent community are committed to working in partnership.

Student

In 2015 all Year 6 were developed as school leaders through the Leader in Me program based on Covey's *7 Habits of Highly Effective People*. The children in Years 3 to 6 and staff voted for two school captains to represent the students and leadership opportunities were given to a variety of children. The children were encouraged to work in teams to initiate projects that would improve the school. All Year 6 students were given the opportunity to develop their organisational skills; facilitate parts of school assemblies, sporting events, liturgical celebrations and events; be responsible for various projects; and lead teams. In addition, two children from each grade in Years 3 to 5 were elected to the Student Representative Council and also contribute to the school organisation and development.

Who we are

History of the school

Our Lady of Lourdes Primary School, Seven Hills, was established on 4 February 1963, and founded by the Sisters of St Joseph in close partnership with the parish.

The Sisters of St Joseph led the school until 1994, when the first lay principal was appointed. At this time the school was extensively refurbished and a number of successful innovative learning practices were commenced that continue to this day.

Location/drawing area

Located in Seven Hills, the school predominately draws on students who live within the boundaries of the parish. Apart from the suburb of Seven Hills, parish boundaries also include areas of Lalor Park, Prospect, Kings Langley, South Blacktown and Girraween.

Our Lady of Lourdes Primary School has a culturally diverse community that embraces one and all.

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	21
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	21
Number of teachers currently undertaking accreditation to teach Religious Education	0
Number of non-teaching staff (includes teachers' aides)	5
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	94.77
Percentage of 2015 teaching staff who were retained from 2014	90.0

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

At Our Lady of Lourdes Primary School, the Catholicity of our school permeates all aspects of school life. We have a rich prayer and liturgical life which includes all members of the school community: students, staff, parents and parishioners. Most significant among these events is our celebration of Holy Week and Easter, followed by our Christmas celebrations, which involve the whole school, family and parish, with the aim of focusing the celebration on the liturgical significance of the season and highlighting this for both children and their families. All staff members, including specialist teachers, are invited to have input in planning these celebrations. Prayer begins all gatherings, meetings, assemblies and school days. The children in Stage 2 and Stage 3 attend Reconciliation in the church.

The Religious Education program at Our Lady of Lourdes Primary School ensures that as a community, we are involved in a number of varied faith experiences. As a community, we engage in activities, reflections, meditations and prayer, deepening our faith and giving it a practical expression.

Social Justice

Social justice is central within the culture of our school. This is fostered by exposing the children to a wide range of social justice issues and challenging them to respond. During 2015 these included: raising money for Caritas via Project Compassion; supporting St Vincent de Paul Society by providing 14 hampers to the local chapter in June and December; and raising money for the victims of the Nepal earthquake.

Practical faith experiences are seen in our response to Project Compassion; our week of service activities linked to the Feast of St Mary of the Cross MacKillop; and our Mission Week activities. These activities give the gospel values, integral to our faith, practical expression. In this way, we continued to raise the children's awareness of the needs of others.

School home and parish partnerships

Each week, the parish priest has morning tea with the staff and meets with the principal and the Religious Education coordinator (REC). During 2015 members of the school community regularly joined the parish team for lunch at the parish office. This continues to enhance the relationship and links between the parish and school. The REC participated in the Sacramental program, working closely with the Sacramental coordinator, and staff attended the parish Sacramental celebrations, thus ensuring strong school and parish links. The Faith in our Futures parish renewal program was supported through the school with meetings for parents to give input and initiate family friendly parish activities, including a Years 4 to 8 Youth Group which began in 2015.

Parents are encouraged to be part of both the educational and spiritual life of the school. This continues to be achieved via invitations to attend, and be involved with, liturgy and prayer; planned opportunities to visit and assist in classrooms; the offering of Parents as Educators courses and the existence of an active parent group. Parents were also involved throughout the year with excursions, various carnivals, in-class activities, special days and various other opportunities. In 2015 we had several opportunities for parents to attend workshops in reading and Mathematics so that they could be more able to assist their children at home and school.

Religious Education

Sharing Our Story (Parramatta Diocesan Religious Education syllabus) units are explicitly taught throughout the school with a whole-school scope and sequence in place. Prayer and liturgy are incorporated into each unit as a means of celebrating and enhancing students' learning. In addition, whole school liturgies link with the units as appropriate, particularly around the themes of Lent, Easter, Mission, Advent and Christmas.

Religious Education programming reflects the shared Christian praxis model. The Religious Education program at Our Lady of Lourdes Primary School ensures that, as a community, we are all involved in a number of rich and varied faith experiences. These experiences come through our responses to liturgical seasons of the church year, particularly Lent and Advent. As a

community we reflect on the message of the season and engage in activities, reflections and prayer designed to deepen our faith and give it practical expression. Our participation in Holy Week ceremonies, particularly, where the whole community comes together to witness the events of Christ's passion and death, consolidates the importance of our faith within the community. Practical faith experiences can be seen in our responses to Project Compassion; our week of service activities linked to the Feast of St Mary of the Cross MacKillop; and our Mission Week activities. These activities give the gospel values, integral to our faith, practical experience.

Professional Learning of staff in Religious Education

In 2015 staff attended professional development outside the school in implementing the Religious Education Assessment (RLA). Within the school professional learning included analysing results of the RLA exegesis of Scripture passages used in Religious Education classes and creating deep learning through the tool of: on the line, between the line, and beyond the line, word walls. We successfully implemented a whole-school approach to the teaching of Scripture, particularly focusing on the Sacraments.

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	98	94	80	73
	Literacy	96	95	66	72
	Reading	96	95	72	71
	Writing	96	96	64	76
	Spelling	98	93	70	65
	Numeracy	98	94	68	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	53	61
	Literacy	98	93	63	57
	Reading	96	93	63	58
	Writing	98	92	63	52
	Spelling	100	93	69	61
	Numeracy	100	95	49	56

Achievement levels for Year 3 reading were generally high and have been improving over the past four years. Year 5 Literacy results were also strong. There is a need to ensure that more students in Year 5 are in the top bands for all literacy areas, particularly writing.

The learning growth of individual students in writing from Years 3 to 5 and Years 5 to 7 shows much higher than state and expected growth. This is evidence that our teaching strategies in writing are having a positive effect on the children's learning.

In 2016 initiatives have been planned which will extend successful literacy practices in Early Stage 1 and Stage 1 into Stages 2 and 3. Stage 3 teachers will attend an intensive course with members of the leadership team that gives them skills and knowledge to use in the classroom. We will continue to work with our Parramatta Diocesan teacher educator to assist in our students' writing ability through the development of a school-based writing continuum and a sustained focus on using sophisticated vocabulary and language structures.

Mathematics is a relatively weaker area according to the NAPLAN data. In 2015 particular emphasis was placed on intensive and short term planning for individual children in all grades and the monitoring of their progress. This was a successful initiative as seen in our NAPLAN results and will continue in 2016. An additional Extending Mathematical Understanding (EMU) specialist teacher will be trained during 2016, so that more children are assisted. We will have two EMU specialist teachers for Year 1 and one for Stage 2, working to accelerate the learning of our weakest students.

School curriculum

At Our Lady of Lourdes Primary School, we have adopted a whole-school approach to the implementation of all programs. In 2015, we continued to enhance our Reading and Mathematics programs to reflect this whole-school approach. Support for students was provided in class through targeting the needs of students, and learning support teachers supporting a specific Stage/grade. Accelerated learning specialists worked in Year 1 on the Reading Recovery program and the EMU program and in Stage 3 with the EMU middle years program.

Gifted and talented children were challenged in their studies through the provision of differentiated learning tasks. Special needs children were supported in meeting syllabus outcomes through both individual and in-class support. Individual plans for special needs students were developed in collaboration with the classroom teacher, learning support teacher, assistant principal and parents. Children's learning is enriched by the opportunities they have to pursue their interests and potential.

We are committed to providing our students with access to technology, with a large number of tablet devices, laptop computers and interactive whiteboards across our school. The children have been harnessing these technologies to enhance and support their learning.

The school is involved in a number of co-curricular activities with sport, dance, performance and competitions such as Maths Olympiad. Children are provided with opportunities to represent the school in a variety of sporting events: swimming, athletics, cross country, boys and girls soccer, cricket, boys and girls touch football, rugby league and netball. These opportunities occurred at school, diocesan and, for the most talented athletes, state level.

The sporting and cultural pursuits of children are celebrated at weekly assemblies and there is acknowledgement in the weekly school newsletter.

Initiatives to promote respect and responsibility

Staff continue to help students become more responsible for their own behaviour and choices through promoting and encouraging them to develop their own qualities of respect and responsibility. A 2015 initiative for students in Stage 3 was the program The Leader in Me. The school community continues to look at the needs of the students in the school and develop activities and learning programs to support the school community.

One initiative was the 'caught you being good' concept, to develop positive relationships between the students outside the classroom, such as in the playground, library and creative arts room. Wrist bands embossed with our school rules are awarded by teachers, exchanged for bead tokens and count towards a whole-school reward decided by the students. In 2014 our pastoral care policy was reviewed by a committee of teachers and behaviour expectations were updated in 2015.

Each class begins the year by working on a 'Relationships' unit. This unit helps to establish class rules, school rules and the responsibilities the students are expected to show. The students develop a matrix to show the expectations necessary to ensure positive learning, and

relationships are valued and developed.

An example of the matrix can be found in our school's *Pastoral Care* policy, on the school's website, or a copy can be obtained from the school office.

Professional Learning

In 2015 a key member of staff was trained as a reading recovery teacher by the diocese. We now have three trained reading recovery teachers. This boosted our expertise in the teaching of reading which informed our whole-school professional learning, supporting our English goal.

Whole-school professional learning for Mathematics continued to centre on assessment for learning, particularly focusing on students with poor growth in Mathematics.

During 2015 staff made individual goals for either literacy or numeracy and pursued their own professional learning allied to the whole-school goals for these areas.

Professional Learning was undertaken in preparation for the 2016 implementation of the new Geography and History curricula. Four staff were trained in Project Based Learning through Marist College, Westmead. We entered into a mentoring relationship with another primary school to share and develop our expertise in this area.

School Improvement

Annual school priorities

Priority 1	To strengthen our relationship with Jesus through deepening our understanding of the Eucharist
Reason for priority 1	In 2015 we deepened our 2014 Sacramental--based goal, refining our parish school connections through the Sacrament of the Eucharist and continuing to build the knowledge of staff, parents and students. Our 2014 religious literacy results showed the need to look at the Sacraments and Jesus with a renewed focus on the Scriptures.
Steps taken to achieve priority 1	<ul style="list-style-type: none"> ▪ strategy of Scripture word walls in all grades that were colour-coded for literal and deeper interpretations of the Scripture passage taught ▪ use of the Scripture word wall to create assessment tasks and for the children to know the expected level of learning ▪ grade/Stage masses once a semester - children helped create the liturgy and families were invited ▪ professional learning in the technique of exegesis and in developing a theological understanding of the Scripture taught
Status of priority 1	Ongoing
Priority 2	To increase student growth in reading and writing.
Reason for priority 2	In 2014 solid results were achieved for reading in all NAPLAN grades and early years assessment data showed the success of the early years' programs. NAPLAN results and school based assessments showed a need for improvement in writing. This goal was identified with all the teaching staff. Reading gains were consolidated. We also saw the continued full implementation of the new English curriculum whilst building capacity to increase writing achievement, with an emphasis on vocabulary development.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> ▪ Kindergarten to Year 3 (K-3) reading goal - for 90% of all students to reach diocesan benchmarks - progress monitored regularly through tracking of running records, displayed on a data wall ▪ use of agreed practice document, instructional walks technique and mentoring of young teachers to ensure practices were aligned and best practices used ▪ regular parent education
Status of priority 2	Ongoing

Priority 3	To increase individual student growth in Mathematics through a focus on multiplication and division
Reason for priority 3	In 2014 we identified the urgent need to quantify more thoroughly the growth in students' learning and to harness effectively the mathematical expertise of staff through planning and teamwork that targeted individual student growth. NAPLAN results showed an upward trend in average scores over three years. However relatively poor individual growth occurred in Stage 2, showing the need to continue to refine this goal in 2015.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> ▪ target growth of at least one 'on the way growth point' for each child as measured by the Mathematical Assessment Interview. ▪ progress monitored regularly and displayed on a data wall, showing progress over several years ▪ individual plans developed in teams of teachers for ALL vulnerable children and for all children who had shown poor growth ▪ specialist teachers targeted small groups for 100 hours of intensive learning in Year 1, Stage 2 and Stage 3 (the EMU program) ▪ regular parent education
Status of priority 3	Ongoing

Projected school priorities

Priority 1	To deepen our understanding of the Eucharist and how it leads us to actively live out the mission of the Catholic church, as evidenced through classroom assessment
Reason for Priority 1	An analysis of a range of data including, Religious Literacy Assessment data, our Quality School Survey results and our observation of our parish school community has highlighted a need to build on our understanding of the Eucharist and its centrality to our faith and community. The Vatican's Year of Mercy and staff participation in the World Youth Day 2016 pilgrimage provide an excellent opportunity to heighten our understanding that the Eucharist nourishes us to live out Christ's mission.
Steps to be taken to achieve Priority 1	<ul style="list-style-type: none"> ▪ collection of baseline school-based data of the children's understanding of the Eucharist and concepts of the Year of Mercy ▪ use of rich assessment tasks to gauge progress throughout the year ▪ continued use of the Scripture word wall as a tool and through sharing with colleagues and leadership team instructional walks ▪ ensuring this is embedded in each teacher's practice ▪ social justice initiatives connected to Scripture and the Year of Mercy highlighted to the children through the Mercy wall

Priority 2	To increase all student growth by at least one growth point in multiplication and division through a focus on visualisation in the context of all strands
Reason for Priority 2	Analysis of 2015 MAI and NAPLAN data has shown that a large percentage of students are finding it difficult to demonstrate efficient strategies in multiplication and division that connect abstract with concrete reasoning and division with multiplication. NAPLAN data also shows poor performance in geometry, specifically in areas involving students visualising shapes.
Steps to be taken to achieve Priority 2	<ul style="list-style-type: none"> ▪ students to complete warm up activities with a multiplication and division focus every week ▪ consistent use school-wide of learning intentions and success criteria to guide the children in their learning ▪ all children to complete the Mathematics Assessment Interview and teachers to unpack results to directly inform their teaching ▪ use of the data wall to gauge students' progress ▪ regular individual plans to be made for children showing low progress ▪ regular feedback to classroom teachers from leadership
Priority 3	For all students to craft sophisticated pieces of writing, so that 90% of students will achieve the expected markers on the developing school-based continuum with at least 10% exceeding these markers
Reason for Priority 3	Staff analysed the data from the 2015 NAPLAN, Progressive Achievement Tests in Reading (PAT-R) assessments and writing samples which identified that a number of students across grades experienced difficulty in recognising and using precise and sophisticated vocabulary. Professional feedback from our diocesan teacher educator also suggested that an emphasis on making sophisticated vocabulary readily available in classrooms for students would be purposeful.
Steps to be taken to achieve Priority 3	<ul style="list-style-type: none"> ▪ analysis of writing samples taken from writing inspired by a writing stimulus in week 1 each term ▪ use of this analysis to develop a school-based writing continuum based on NAPLAN writing guide, the NSW Education Department's Literacy continuum, and professional learning ▪ to develop student goals for writing and give quality feedback to the students based on their goals ▪ to give student authors purpose and audience ▪ to use quality exemplar texts consistently and actively to improve writing

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.

There was continued improvement in 'Parent Opinion' from 2013 to 2014 and again from 2014 to 2015 in the areas of student engagement, teacher morale and learning focus, among others. Parents would have liked to see more opportunities for input into the school and expressed concern about the behaviour of some students.

Student satisfaction

Improvements in morale, motivation, connectedness to the school and teacher relationships were noted between 2013 and 2014 and again between 2014 and 2015 was noted in the QCS survey. The behaviour of other students was a concern which was addressed in 2015 with changes in student leadership and in the structure of the classrooms in Years 5 and 6. This change, however, may not yet be reflected in the 2015 student satisfaction scores owing to the early date of the survey in term 1.

Teacher satisfaction

The teaching climate indicator was well-above the mean for Australian schools and the highest score in the four years of the survey. Teachers expressed appreciation of the feedback and recognition they were given and showed a similar pattern to the children regarding concern with behaviour. During 2014 teachers led a renewal of the school's pastoral care and discipline policy to address these concerns. The 2015 QCS survey showed improvements in the perception of behaviour possibly as a result of this initiative.

Teachers continued to enjoy the opportunities offered by the school to work in team and reported positively on their opportunities to learn through professional development. The QCS survey revealed that teachers would have liked more opportunities to participate in diocesan and school decisions, leading to greater sense of empowerment

Student Profile

Enrolment Policy

Our Lady of Lourdes 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	184	183	367
2014	186	185	371
2015	185	179	364

Enrolments are affected by the changing nature of the Seven Hills population. There is a growing number of families of Sikh, Buddhist and especially Hindu faith who form the school community. Several families with two or more children left the Seven Hills area to move to rural areas in NSW and Queensland which has affected our Year 4 enrolments particularly. Despite these trends, demand for enrolment is high and 2016 Kindergarten and Year 1 numbers are high.

Student attendance rates

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

Kindergarten	94.94
Year 1	93.73
Year 2	94.93
Year 3	92.80
Year 4	94.63
Year 5	95.51
Year 6	93.61
School Average	94.01

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)	170
Students with disabilities (SWD)	17
Indigenous	7

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

A whole-school approach to student management has been developed to assist all students. A copy of Our Lady of Lourdes Primary School *Pastoral Care and Student Management* policy is available on our school's website: <http://www.ololshills.catholic.edu.au> and from the school office. The policy clearly outlines the procedures followed at the school and is reviewed at the beginning of each year by staff and students. Our anti-bullying policy is aligned with our pastoral care policy.

Management of misbehaviour and bullying is at different levels. Teachers establish their own rules, through negotiation with the students, to encourage the making of good choices. Class reward systems are created as well as negotiated consequences if students make poor choices. This begins with a time-out strategy and can lead to interviews with coordinators, the assistant principal and principal, and includes parental involvement. Depending on the choice and the level of the process reached, individual behaviour contracts may be established. Support is provided by the school counsellor and outside agencies, as necessary, to help students develop appropriate self-management strategies. Bullying is treated as serious behaviour with consequences for the child who bullies. A detailed strategy for supporting the child who has been bullied and for managing bullying behaviour is developed with parents, classroom teachers and the leadership team.

At the school level, awards, which acknowledge the academic and social achievements of the students, are distributed at Friday assemblies. End of year awards include Christian Leadership, Academic Achievement and Individual Achievement. These three awards are presented to each class. We also present the Mary MacKillop Award to a student who has received two or more gold awards in the year; the School Service Award, which is presented to a Year 6 student; and the Sports Award for sporting achievement.

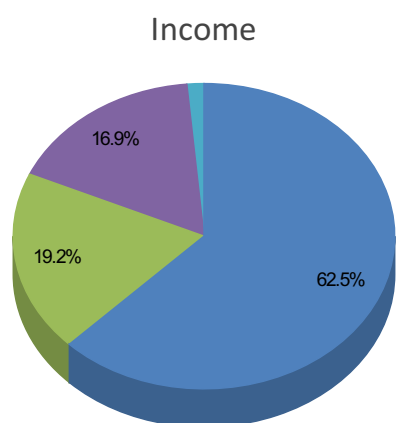
No changes were made to this policy in 2015.

Complaints and grievances policy

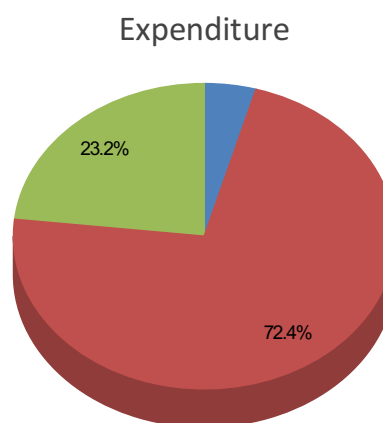
The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), *Complaint Handling* policy. A copy of the school policy is available from the school office or is available on the CEDP website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

No changes were made to this policy in 2015.

Section Eleven: Financial Statement



- Commonwealth (62.5%)
- Capital (0%)
- State (19.2%)
- Fees (16.9%)
- Other (1.4%)



- Capital (4.4%)
- Salary (72.4%)
- Non-Salary (23.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,539,184
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$779,701
Fees and Private Income ⁴	\$687,293
Other Capital Income ⁵	\$58,334
Total Income	\$4,064,512

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$171,923
Salaries and Related Expenses ⁷	\$2,841,941
Non-Salary Expenses ⁸	\$912,377
Total Expenditure	\$3,926,241

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.

