

# 2015 ANNUAL SCHOOL REPORT



## St Monica's Primary School, Richmond

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Catholic Education  
Diocese of Parramatta

## Introduction

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### About the Annual School Report

St Monica's 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

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### Principal

St Monica's Primary School is a two stream Catholic school committed to excellence in teaching and learning. Our vision statement challenges us to provide and support quality Catholic education, equipping each child for the future through caring and innovative teaching. We believe that children are unique individuals, from diverse backgrounds, who require equal opportunities to be challenged to reach their potential through a variety of teaching and learning practices which encourage independent critical thinking and build self-esteem. They have the right to be empowered as life-long learners. We also believe that the learning environment should be stimulating, supportive, positive and enjoyable.

The school has modern learning areas where 21st century learning and teaching can take place. Technology is used extensively with every learning space equipped with interactive whiteboards, laptops and iPads.

At St Monica's Primary School we acknowledge parents as the prime educators of our students and as such, we work together in partnership for the good of the children. Together we strive to provide an excellent education in a safe and happy school where everyone is valued.

Demonstrating respect is paramount in our community: respect for others, respect for self, respect for the environment. By doing these we honour our God. This is the basis of our *Behaviour Support* policy.

The school motto of *My God and My All* is based on the motto of the Poor Clare Nuns.

### Parent

We believe that a strong partnership between school and parents is integral to the mission of the Catholic school. The education of our children at St Monica's Primary School is one that is shared between parents and teachers. Parents are recognised as the first and prime educators of their children, working in partnership with the school. The close partnership that exists between the school community and the Parents and Friends Association (P&F) is highly valued. The P&F meetings are a forum for an ongoing conversation between the school body and parents about current trends in education, spiritual enhancement and community building experiences for the students.

The P&F organises a number of fundraising and social events to provide resources for the school and to develop a close community by providing opportunities for parents to gather socially. A number of parents assist in the classrooms, in the canteen and act as parent reading tutors. The P&F is very active in supporting the school.

Many parents enjoy the opportunities to attend school masses, assemblies, science expos, Grandparents Day, sporting events and a myriad of other events organised by the school.

### Student

At St Monica's Primary School we are always encouraged to do our best and to participate in the activities the school provides. There are many opportunities for children to participate in masses, church celebrations and ceremonies, educational activities, sport, creative arts activities, excursions, Book Week parades and camps. We have student representatives from each class who meet regularly to talk about things which are going well or not so well, and how we can continually improve the school. Students run our assemblies, peer support groups and our senior students undertake a Buddy program with Kindergarten and Year 1. Many Year 6 students give up their time before school to be reading tutors for our younger students and at lunchtimes to be Mathematics tutors.

## Who we are

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### History of the school

St Monica's Primary School was established in 1859 and is one of the oldest Catholic learning communities in New South Wales. A state appointed Catholic teacher ran the school until the arrival of the Good Samaritan Sisters in 1873. The school was handed over to the Poor Clare Nuns from 1943 until 1971 when the first lay principal was appointed. For a short time the school also accommodated secondary students.

### Location/drawing area

St Monica's Primary School is a two stream comprehensive Catholic school catering for students from Kindergarten to Year 6 and serving the community of St Monica's Parish in the Hawkesbury district. The children are drawn from a vast surrounding area and many travel significant distances within the Hawkesbury Region. The Richmond area is basically semi-rural and the socio-economic background is diverse. St Monica's Primary School has a special ministry to the Royal Australian Air Force (RAAF) community located nearby.

At this stage all children commence school speaking English although in many homes, other languages are spoken. Culturally our population is mainly composed of families from Anglo-Saxon, Maltese, Italian and Arabic backgrounds.

## Workforce Composition

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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	1
Number of teachers accredited to teach Religious Education	22
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	91.24
Percentage of 2015 teaching staff who were retained from 2014	96

# Catholic Identity and Religious Education

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## Prayer, Liturgical Life and Faith Experiences

The whole school community gathers at least once a term to celebrate mass. Beginning the school year, Holy Week, Feast of the Sacred Heart, St Monica's Day, St Mary of the Cross MacKillop liturgy and Christmas are some of our major celebrations. Parents are invited to attend these. Staff prayer takes place every second Friday morning and this is led on a voluntary basis. Staff members also gather for a staff formation day each year in term 4. Prayer is an integral part of daily life at St Monica's Primary School with children gathering formally and informally everyday to pray. Each learning space has an appropriate and interactive prayer centre, which is regularly changed depending on the liturgical season or theme being covered in Religious Education (RE).

Prayer is encouraged at many different levels. School assemblies commence with a prayer, read by children. Parents are invited to join our assemblies and be part of our faith sharing community. Each class begins the day with its own prayer celebration, which involves student participation. Lent, Easter, Christmas and St Monica's Day are always times of celebration.

## Social Justice

The school raises funds for a number of initiatives. The Fred Hollows Foundation, Daffodil Day, Red Nose Day, cancer research and childhood diabetes are examples of initiatives that have been supported in the past. Project Compassion, food hamper collections for the St Vincent de Paul Society and Hawkesbury Care are ongoing initiatives that the school supports.

Staff contributions supplied hampers to families in crisis in the school/parish communities. During Mission Week our school holds a Rainbow Day, the proceeds of which support the East Timor Mission of the Sisters of Saint Joseph.

## School home and parish partnerships

School liturgies, open classrooms and creative arts displays are the main celebrations that link school and home. Parish involvement comes through Sacramental programs and celebrations. Several staff members run discussion groups for Sacramental programs and some staff members are involved in supplying music for Sacramental celebrations. Our parish priest meets regularly with the principal and the Religious Education coordinator to discuss relevant school and parish matters. Parents are invited to be involved at liturgies and masses.

Parents assist in class celebrations, such as our Rainbow Day; supervision of excursions and camps; cooking pancakes etc. Parents also assist in fundraising activities such as Easter and Mothers Day raffles. Parents are invited to assist in classroom activities such as reading and discovery learning. A Parent Tutor program has been running successfully in the school for more than 10 years. Our canteen exists thanks to parent volunteers. There is an active Parents and Friends Association which supports the school through organising fund raising such as the fete (jointly run with the parish) and social activities.

## Religious Education

The Parramatta Diocesan syllabus, *Sharing Our Story*, is followed, with modifications to the recommended scope and sequence, and sample pathways being in place to meet the needs of this school. A pacing guide is used by teachers to show when activities are covered and to ensure that the praxis model is being followed. *Sharing Our Story* is taught from Kindergarten to Year 6.

Our Year 4 and Year 6 students participate in the Diocesan Religious Education Assessment program each year and achieve satisfactory results.

Time has also been devoted to the development and teaching of the Social Skills program, allowing students to develop positive attitudes and values based on the model of Jesus. The parish-based Sacramental program is supported by the school. Teachers are often involved in preparing groups for the Sacraments as part of this program.

## Professional Learning of staff in Religious Education

Professional learning in Religious Education was supported through staff meetings which were led by the Religious Education coordinator and a teaching educator from the Evangelisation and Religious Education team at Catholic Education, Diocese of Parramatta. The continuing focus of our professional learning was on deepening teacher understanding of the theological background to Scripture. Teachers also participated in professional learning around using effective comprehension activities in the teaching of Religious Education. The three level approach (on the line, between the lines and beyond the lines) to comprehension was introduced to teachers. The staff formation day in term 4 focused on the importance of story in teaching Religious Education.

Celebration of our faith through prayer and Eucharistic celebrations continued during the year, strengthening our close relationship with our parish priest and parish community.

## 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	96	94	80	73
	Literacy	98	95	78	72
	Reading	98	95	82	71
	Writing	100	96	91	76
	Spelling	94	93	64	65
	Numeracy	100	94	67	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	96	93	56	61
	Literacy	98	93	52	57
	Reading	98	93	56	58
	Writing	100	92	44	52
	Spelling	96	93	52	61
	Numeracy	98	95	42	56

Our overall results continue to reflect the emphasis we have placed on improving literacy and numeracy outcomes of all students from Kindergarten to Year 6 through consistent and agreed teaching practice. In Year 3 Literacy, strengths were noted in identifying the main purpose of a text, making inferences, interpreting and summarising data from a text. In Numeracy, strengths



were noted in aspects of 2D and 3D space.

Challenges in Literacy include interpreting the tone of a text and identifying singular and plural nouns and pronouns. In Numeracy, challenges include estimating length in centimetres, sequencing patterns and interpreting data.

In Year 5 Literacy, strengths were noted in recognising the author's position through use of vocabulary.

The main challenges in Year 5 Literacy include identifying spelling errors, using correct punctuation and identifying and synthesising meaning from a text. In Numeracy, the main challenges are in multiplication and division, solving word problems and calculating difference.

An action plan is in place to support students who have achieved results in the lowest two bands in reading.

## School curriculum

At St Monica's Primary School, there is a qualified learning support teacher who works closely with the classroom teachers to provide the best possible learning activities and environment for children with additional needs. This may typically involve small group or individual withdrawal, or supporting children in the classroom. A very successful Peer Tutoring Reading program is offered before school, three mornings per week. This program involves Year 6 children assisting children in younger grades. Specialist teachers also offer intervention programs in Reading Recovery and Extending Mathematical Understanding (EMU). A literacy support teacher works with children from Kindergarten to Year 6 and advises teachers on how to cater best for students who require differentiated learning tasks.

Gifted and talented children are catered for in the classrooms through extension activities. The school has a choir to cater for the musically gifted, a chess club and a creative arts club.

The school supports a unit for autistic students. This is conducted by ASPECT NSW with the support of Catholic Education, Diocese of Parramatta. The students from this unit are integrated into mainstream classes when appropriate, such as assemblies, sport, music, excursions, peer support and Mathematics and literacy groups.

An Orientation to School program for children starting Kindergarten is conducted in term 4 each year. This enables children to become familiar with school routines as well as meet their teachers, buddies and other students. During this time, a parent information evening is held.

The school offers a wide range of co-curricular activities including:

- sporting activities (netball and soccer gala days, rugby league, rugby union, AFL, cricket, basketball)
- cultural activities (choir performances at school, parish fete and local nursing home)
- ANZAC Day and Remembrance Day ceremonies
- chess
- creative arts

## Initiatives to promote respect and responsibility

The basis of our *Behaviour Support* policy and procedures is the word 'respect'. We teach the students to respect self, others and the environment and by doing so, we also honour our God. They learn that to respect themselves is to aim for excellence, challenge themselves, seek teachers' help and have pride in themselves. To respect others, they are encouraged to help, take turns, allow others their personal space, follow rules, listen attentively and speak appropriately. Along with showing respect, students also learn that they do have rights, but with those rights come responsibilities.

## Professional Learning

Professional learning in literacy undertaken by staff in 2015 centred on improving student

outcomes in writing. Staff meeting sessions were led by the lead teacher (literacy) and the principal. Workshops on guided writing, improving sentence structure and writing to engage an audience were presented to staff. The principal, lead teacher (literacy) and other key teachers attended Writing Kindergarten to Year 2 (K-2) and Writing Years 3 to 6 (3-6) workshops.

In Mathematics, all teachers administered the Mathematics Assessment Interview (MAI) to students in their class. The principal and lead teachers (numeracy) planned and presented professional learning workshops on coding MAIs and developing and teaching rich mathematical tasks.

Other professional learning undertaken by teachers included an introduction to the History and Geography syllabuses. This involved developing a scope and sequence of outcomes, topics, content and skills to be taught Kindergarten to Year 6 (K-6).

## School Improvement

### Annual school priorities

<b>Priority 1</b>	To improve student writing (sentence level)
<b>Reason for priority 1</b>	This was a continuing priority. For the three years to 2014, St Monica's Primary School was part of the Diocesan Literacy Inquiry Project which focused on improving reading comprehension outcomes. Student writing gain, from Year 3 to Year 5, remained stagnant and staff saw a need to lift student learning outcomes in this area.
<b>Steps taken to achieve priority 1</b>	In 2015 we: <ul style="list-style-type: none"> <li>▪ established a writing data wall to monitor student gain in writing over time</li> <li>▪ principal, lead teacher (literacy) and key teachers led Writing K-2 and Writing Years 3-6 workshops</li> <li>▪ developed a 'writing profile' to enhance teacher understanding of achievement targets</li> </ul>
<b>Status of priority 1</b>	Achieved
<b>Priority 2</b>	To develop a deeper understanding in numeracy and improve student outcomes in number
<b>Reason for priority 2</b>	This was a continuing priority which was chosen as a result of lower than expected growth in numeracy between Years 3 and 5. Further staff training in the use and interpretation of the Mathematical Assessment Interview (MAI) needed to be undertaken as part of this priority.
<b>Steps taken to achieve priority 2</b>	In 2015 we: <ul style="list-style-type: none"> <li>▪ trained a further Extending Mathematical Understanding specialist teacher</li> <li>▪ established a numeracy data wall to monitor student gain in numeracy over time</li> <li>▪ administered the Mathematical Assessment Interview to all students from Kindergarten to Year 6</li> <li>▪ provided professional learning workshops for teachers in the analysis of student data</li> <li>▪ provided professional learning workshops for teachers to enable them to develop open-ended Mathematics tasks</li> </ul>
<b>Status of priority 2</b>	Achieved

<b>Priority 3</b>	To deepen student knowledge, understanding and response to the Scriptures and to improve this element in the Religious Literacy Assessment
<b>Reason for priority 3</b>	This priority was chosen to enable students to connect the Scriptures to their lives and to respond to the message of the Scriptures. It was also chosen as a priority because this element remains below the Diocesan average in the Religious Literacy Assessment.
<b>Steps taken to achieve priority 3</b>	During 2015 we had: <ul style="list-style-type: none"> <li>▪ daily reading of gospel passages</li> <li>▪ <i>Exploring Scripture</i> readings</li> <li>▪ extension tasks similar to those undertaken in the Religious Literacy Assessment to be incorporated into a unit of work each semester in Years 3-6.</li> </ul>
<b>Status of priority 3</b>	Working towards developing extension tasks for each unit of work in Sharing Our Story.

## Projected school priorities

<p><b>Priority 1</b></p>	<p>To increase student achievement in writing by developing knowledge, skills and understanding of the writing process with a particular focus on self monitoring, editing and proofreading, and improving spelling skills</p>
<p><b>Reason for Priority 1</b></p>	<p>NAPLAN data from the last three years indicates that many children are not reaching their expected growth in spelling between Years 3 and 5. Our Early Years Assessment also indicates that many children entering Year 1 are below benchmark in writing vocabulary. Instructional walks indicate inconsistency in teacher practice and pedagogy. Class teachers have observed poor spelling habits, including the application of known rules and patterns, lack of proofreading and self-correcting of spelling.</p>
<p><b>Steps to be taken to achieve Priority 1</b></p>	<p>We will focus on:</p> <ul style="list-style-type: none"> <li>▪ consistent and agreed practice in teaching spelling from Kindergarten to Year 6</li> <li>▪ daily writing for a specific audience and purpose</li> <li>▪ use a personal spelling dictionary to build writing vocabulary</li> <li>▪ model explicit spelling strategies through 'think aloud' in modelled writing</li> <li>▪ embed spelling 'thinking' in all Key Learning Areas (KLAs)</li> <li>▪ teach children at the point of need in guided and independent writing</li> <li>▪ ensure teacher professional learning on effective spelling practices and pedagogy</li> </ul>

<b>Priority 2</b>	All students to progress a minimum one growth point in Counting and Place Value by the end of 2016.
<b>Reason for Priority 2</b>	MAI data indicates 63% of students are vulnerable in one or more domains. By using a student data tracking book and probing questions, teachers from K-6 will be utilising a consistent approach to track growth for all children. This growth will also be reflected on our data wall. Specialist EMU teachers will also be utilised to support teachers to support those children who are vulnerable. Feedback from teachers indicates a need to further explore rich tasks and differentiation.
<b>Steps to be taken to achieve Priority 2</b>	<p>We will:</p> <ul style="list-style-type: none"> <li>▪ use and teach correct Mathematical language K-6</li> <li>▪ explicitly teach strategies for problem solving</li> <li>▪ construct anchor charts with strategies and language specific to the topic to display K-6</li> <li>▪ use extending and enabling prompts to scaffold and challenge students to improve their strategies</li> <li>▪ analyse the MAI data and use it to inform teaching</li> <li>▪ differentiate rich tasks and teach at the point of need</li> </ul>
<b>Priority 3</b>	To deepen student knowledge and understanding of the Sacraments
<b>Reason for Priority 3</b>	Scriptural focuses over the past two years are able to be further developed in the Scriptural foundation of Sacramental understanding. This is a significant opportunity for evangelisation for our community. Our Religious Literacy Assessment (RLA) data indicated a difference between the school and diocesan averages in the Sacrament domain in Years 4 and 6. In 2017 we will reflect on Year 4 2015 data as an indicator of growth.
<b>Steps to be taken to achieve Priority 3</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>▪ reflect on the Scriptural origin of Sacramental knowledge</li> <li>▪ explore Sacramental concepts and vocabulary through purposeful discussion and Scripture word walls</li> <li>▪ undertake professional development in theological understanding of the Sacraments of Baptism, Eucharist and Confirmation</li> <li>▪ explore various ways for students to communicate their understanding of the Sacraments</li> </ul>

## Community Satisfaction

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### 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 is conducted annually.

The data collected from parents indicated that they continued to be happy with our school as being a school that offers a safe, stimulating learning environment where children feel a sense of belonging and connectedness with their peers. Parents were very happy with the manner in which behaviour management issues were handled by the school.

The Catholic culture data indicated that parents were very satisfied with the level of participation in prayer, liturgies and the Sacraments and that the children were given every opportunity to reflect, celebrate and practise their faith.

There had been some improvement in community engagement, which suggested that the school needed to continue to involve parents in the life of the school and continue to build a strong relationship between home and school. The parent data suggested that parents would like the school to consider further opportunities for children to participate in extra-curricular activities.

### Student satisfaction

The QCS data indicated that students felt a sense of belonging and connectedness with their peers and that teachers at St Monica's Primary School made learning interesting, enjoyable and inspiring. The data also indicated an increase in teacher empathy where teachers listened and understood student needs and were available to assist them with their learning.

Student data indicated a high degree of satisfaction in participating in prayer, liturgies and the Sacraments, and that they were given many opportunities to reflect, celebrate and practise their faith. The data further indicated that students had a heightened awareness of many social justice issues, suggesting that students regarded this as an important aspect of their schooling. The student data confirmed that there were many opportunities to participate in social justice initiatives at St Monica's Primary School.

### Teacher satisfaction

The QCS data indicated that teachers continued to be happy working at St Monica's Primary School and had a passion for their work. The data also indicated teacher satisfaction with the school's student management policies and procedures and an acknowledgement that student behaviour in both the classroom and playground had improved significantly.

The data indicated that, although there had been an improvement in role clarity and ownership, some teachers would have welcomed a more collaborative approach to decision-making and more opportunities to work together and support each other collegially.

## Student Profile

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### Enrolment Policy

St Monica's 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	178	209	387
2014	179	196	375
2015	180	184	364

St Monica's Primary School continues to attract enrolments during the school year, owing mainly to families moving into the area. The enrolment figure for 2015 reflects a lower than expected Kindergarten intake and a number of families who relocated out of our area. In 2015, this included families who relocated interstate and overseas as well as those who relocated to other regions in the state. Sometimes these moves were at very short notice. Enrolments are sometimes affected by redeployment of RAAF personnel and their families.

### Student attendance rates

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

<b>Kindergarten</b>	95
<b>Year 1</b>	91
<b>Year 2</b>	94
<b>Year 3</b>	93
<b>Year 4</b>	93
<b>Year 5</b>	94
<b>Year 6</b>	93
<b>School Average</b>	93

### 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)	48
Students with disabilities (SWD)	6
Indigenous	4

### Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of



students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

## Student wellbeing

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### Student welfare, discipline and anti-bullying policies and pastoral care

The *Student Support (Management)* policy and procedures is constantly under review. We have developed a more workable policy which suits the needs of our school. This is based on our Catholic beliefs. We value and promote the uniqueness of each person and consciously promote respect for self and others. Our *Student Support (Management) policy (Code of Conduct)* incorporates our school rules and expectations with very clear guidelines for consequences and follow up procedures. Procedures are in place for the classroom and playground. At the beginning of each year students receive a sheet showing their rights and responsibilities, which is comprehensively discussed in class. This list of rights and responsibilities is also sent home for family discussion. The completed policy is available for all staff, students and parents.

The school *Student Support (Management)* policy and procedures incorporates the principles of procedural fairness which means that all students have the right to know the nature of an allegation and that all information relating to this incident will be considered. Students will be informed how the matter is going to be investigated and will be given the opportunity to respond. The children will also know how to seek a review of decisions made in relation to the allegation at the end of the investigation. Parents are always contacted if there is a serious incident that involves their child at school.

Our *Anti-bullying* policy recognises the importance of a safe school environment and supports a whole-school approach to providing a positive culture where bullying is not acceptable under any circumstance. We believe that bullying behaviours need to be identified at an early stage and strategies need to be put into place to deal with all forms of bullying.

The full text of student management, welfare and discipline policies can be obtained from the school office.

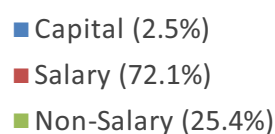
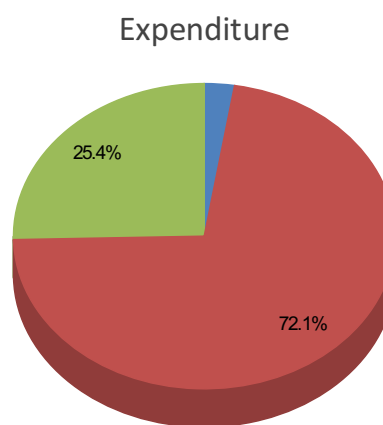
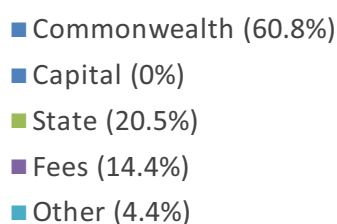
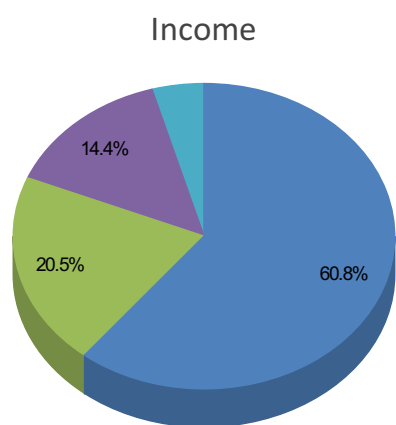
These policies did not change in 2015.

### 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>.

There were no changes to the policy during 2015.

## Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,694,750
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$908,194
Fees and Private Income <sup>4</sup>	\$636,978
Other Capital Income <sup>5</sup>	\$195,063
<b>Total Income</b>	<b>\$4,434,985</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$103,650
Salaries and Related Expenses <sup>7</sup>	\$2,933,724
Non-Salary Expenses <sup>8</sup>	\$1,032,108
<b>Total Expenditure</b>	<b>\$4,069,482</b>

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.

