

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



Holy Family Primary School, MEREWETHER BEACH

PO Box 153, MEREWETHER 2291

Principal: Mrs Sidonie Coffey

Phone: 4963 3009 Fax: 4963 4065

Email: admin@merewetherbeach.catholic.edu.au

www.merewetherbeach.catholic.edu.au

About the Annual School Report

Holy Family Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

Holy Family Primary School operates under the banner 'Thy Will Be Done. The school is set within the local Merewether community with close proximity to Merewether Beach.

The staff of Holy Family is experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child. All staff members are active in pursuing professional development.

The school provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social activities. Success is celebrated by the school community. The school provides a happy, safe and tolerant learning environment for its students.

The school continues to enjoy a high level of parent support and participation. Parents are involved at all levels of decision making and many are actively supporting the implementation of teaching and learning programs in classrooms.

The school vision for the 21st century is to maximise the potential of all students through the development of challenging, stimulating and enjoyable teaching and learning programs. A range of opportunities to explore and extend learning experiences is provided.

Sidonie Coffey

Principal.

Parent Body

As I complete my final stint as President of the P& F at Holy Family it gives me great pleasure to pass on how the P& F Association has worked in conjunction with Holy Family and the school community over the past twelve months!

When as parents we make the decision on behalf of our children as to what will be the best educational pathway, many aspects are taken into account and Holy Family certainly ticks all the boxes. Even though Holy Family is a small school it is large in its achievements and also boasts a very generous and caring community.

The Parent and Friends Association provides an opportunity for parents to be a part of an active and engaged community whose goal is to support the students and teachers at the school. The involvement and contribution of parents is essential to the students' learning and enjoyment of their primary school years. It also provides a valuable link between the Parish, the School and the Community.

This past year the P&F have been pleased to have been involved in:

- Providing the funding for the upcoming replacement of IT equipment to bring the school into the latest technological landscape
- Supplying modern new desks and chairs into our revitalised Kindergarten learning area
- Replacement of outdated Team sports uniforms in both Rugby and Netball
- The continuation of P & F awards at the Presentation Day to provide recognition of student's

achievements.

There is also the continuation of P&F controlled canteen and uniform activities, as well as the care group within the school. The school and community are also a part of the social side. We have had a number of events organised by our fundraising committee each term including the school fair, school dance, Mother & Fathers day stalls and other events with the aim of raising money for good causes, these being local parish initiatives and international aid. Also the planning has commenced for the upcoming major Fund raiser - our Bi-Annual Ball and these events are the catalysts for bringing the School and the Community together for a common cause - Holy Family Merewether Beach!

It is our intention that we as the P&F Association at Holy Family come alongside the staff and encourage the sense of love and caring and the growing of that "Community". We are blessed to have such a great working relationship with the Principal and staff at such a great school. As a P& F we have always strived to make that process as seamless as possible.

On behalf of the P & F we consistently provide the assistance to ensure that Holy Family Merewether Beach remains at the pinnacle of great schools to belong to!

God Bless

Mark Sullivan. P&F President

Student Body

After a thorough "initiation to Leadership" process, the 2015 School Leaders were chosen and what a fantastic year it turned out to be at Holy Family! Kindergarten students commenced school for the first time and the "Buddy Programme" (pairing Yr 6 students with a Kindy kid) swung into action. With all the great training, the transition was a smooth learning experience for both Kindergarten and Year 6 alike. Some of the Leaders had the good luck to attend a "Leadership Day" at Lochinvar. As two of those students, we learnt what makes a good leader and were inspired by other well-known leaders like Mother Theresa and Nelson Mandela. The leadership team of Captains, Counsellors and Sports Captains were very soon running all morning assemblies as well as the whole school assemblies fortnightly in the Hall. The Yr 6 students, divided into 8 separate groups, also ran a weekly sport session for the whole student body. This was a great learning experience of building confidence and responsibility. Before we knew it Easter came round and so too the wonderful school liturgy as well the Easter Hat parade for Kindy and their buddies. It wasn't long before the Anzac day Dawn Service was attended by leaders at Mitchell Park and what a moving experience this turned out to be for all of us.

At Holy Family we had incredible opportunities to participate in many activities. Swimming and Sporting Carnivals, soccer, rugby, touch footy cricket, netball, cross-country running and many others. Students were also involved in Singing, Drama, Maths Competitions, Debating and Choir. There have been so many celebrations both religious and community based that stand out and made it such a special place for all of us. St Patrick's Day, Beanie for Brain Cancer Day, Sock it to Poverty, were all opportunities to raise funds for others less fortunate than ourselves. We also had an educational and fun-filled trip to Canberra that we will remember for a long time.

Before we knew it, our Buddies didn't need us any more and the closing months of the year, were upon us with many special rituals taking place. Retreats, farewell liturgies, farewell meals, final awards and Christmas plays and at the end of it all the final "Clap Out" from our fellow students.

We will not easily forget all the wonderful years we had at Holy Family Primary School. With the combination of great teachers, students, parents and lifelong friends, it always felt like a true family and the sense of community that we felt throughout our years there will stay with us in a special way for the rest of our lives.

Joseph Howlett and Estelle Carmichael.

SCHOOL FEATURES

History of the school

History of the School

Holy Family Primary School, Merewether Beach has a history built on the traditions of the school's founders, the Sisters of St Joseph's. This history is especially celebrated in our environmental initiatives as we strive to preserve our native plants and coastline.

Location/Drawing Area

Holy Family attracts students from the magnificent coastal suburb of Merewether Beach. The school is situated within a residential part of this suburb and the majority of students walk and ride bikes to school. We enjoy access to Merewether Beach which we utilise for marine studies, tracking ecosystems and art/sculpture activities on the sand!

Catholic Identity and Mission

Catholic Imagination and Spirituality

Holy Family Primary School, Merewether Beach is steeped in the history of the St Joseph's Sisters tradition of service to others and the land. The motto for Holy Family, *Thy Will be Done*, reflects the vision of Mary Mackillop in, "never seeing a need without doing something about it." Holy Family acknowledges the traditional owners of the land, the Awabakal people, upon which the school is built.

The Feast of Mary Mackillop is always celebrated with prayer and 'in school' activities, linking students to the historical context of the school. Catholic Schools Week is a highlight of Holy Family where families and extended members of the community are invited to celebrate in liturgy and witness the Catholic ethos evident in the interaction and relationships between students, teachers, parents and community.

Family, Parish and Diocesan evangelising and catechesis

The Religious Education Coordinator, Miss Bridie Stanger, worked with Ms. Anne Millard and Ms Rebecca Millard, the Sacramental Coordinators to run workshops and prepare the children in Years 3 and 4 for the Sacraments of Eucharist and Confirmation.

The Mini Vinnies group at Holy Family continues to keep the issues of Social Justice at the forefront of their fundraising purpose for the Catholic Mission group, Caritas. This group of students has become the 'Social Justice Stewards' of the school. The group has approximately 40 members from Years 4, 5 & 6. The coordinator, Mrs Maria Vanderpoel, liaises with the adult chapter of St Vincent de Paul in the Newcastle Parish. Over ten Christmas food hampers were organised by the students and presented to a member of the Newcastle Parish St Vincent De Paul, Mr John Calabria at a special school assembly.

Christian Discipleship

The opening school liturgy for 2015 was held in our school hall, as part of the Newcastle Parish. The Parish Priest, Fr Andrew Doohan, blessed the school leader badges, and celebrated the liturgy with the new school leaders for 2016. Helene O'Neill is our school's Parish Liaison Officer. In her role, Helene always encourages and supports our students and their families within our school community. She is a vital link between our school and the Parish.

Whole school prayer is part of every morning at Holy Family. The whole school gathers in spontaneous prayer, led by our School Leaders, at the start of each school day. This is a special time when our students can reflect and express their gratitude, as well as pray for the sick and less fortunate within our community and the rest of the world. Holy Family presents a clear Catholic message through visible means such as a sacred space in the administration office and prayer tables in every classroom.

Religious Education and Curriculum

Holy Family implements the Diocesan K-12 Religion syllabus in all classes from K-6. Each classroom teacher teaches 150 minutes of Religion per week and is supported by resources and assessment tasks shared within the school community.

Principal, Sidonie Coffey attended a two day retreat for Principals with a focus on Faith Formation for Staff. The Parish Sacramental Program involved a number of committed staff members running day retreats for students and supporting parent workshops

Initiatives Promoting Respect and Responsibility

The school reviewed the four core values; Care, Courtesy, Respect and Responsibility, that underpin our Code of Behaviour/Conduct which we are continuing to implement with students. The Executive team attended professional development for Positive Behaviour for Learning (PBL). This framework will be implemented over the coming years at Holy Family in conjunction with the Friendly Schools Plus Program. Both the Friendly Schools Plus program and PBL framework is designed to improve social and emotional

development of our students.

The Whole School Assemblies always begin with an acknowledgement to the original owners of the land in this area, the Awabakal People, followed by our National Anthem and student led prayer. The assemblies also provide a time to formally recognise the academic, social and environmental achievements of the students in each class through our Merit Award system. The Australian, Aboriginal and Torres Strait Islander flags are raised every morning.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
16	7	0

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

Holy Family Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
K	25
Year 1	29
Year 2	38
Year 3	37
Year 4	26
Year 5	27
Year 6	31
Total	213

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
93.06	94.02	94.02	92.09	96.03	92.06	96.04	94.05

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 years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

The staff team at Holy Family believes that the school community should foster a caring, safe and positive school environment where all members have certain rights and responsibilities. The 'Friendly Schools Plus', 'Live Life Well at School' and 'Grow' programs are integrated into the Personal Development and Health strand of the PDH&PE program to support the development of emotional and social intelligence and resilience in the students at Holy Family. The 'Celebrating Relationships' policy offers strategies for effective and assertive communication skills. The policy includes various strategies to prevent bullying and provides specific consequences for any bullying which may occur. No changes have been made to the schools policies. Copies of the policy may be obtained from the school Principal.

Discipline Policy

The schools Behaviour management Policy outlines the discipline procedures for both classroom and playground behaviour. Our behaviour management Policy is based on the four principles of care, courtesy, respect and responsibility and is implemented in all aspects of school life. Teachers encourage the development of sound self-discipline and the development of personal responsibility. In partnership with parents, the 'Celebrating Relationships' policy highlighted these behaviours. This policy was further developed to comply with the Diocesan Discipline Policy. No changes have been made to the schools policies. Copies of the policy may be obtained from the school Principal.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *Holy Family Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *Holy Family Primary School, Merewether Beach Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

School Improvement

School Improvement Plan

- The continuation of building a Professional Learning Community through strategic leadership to make an ongoing and sustainable process for developing professional culture
- Intervention support in Early Stage One.
- Student academic improvement within the target area of Mathematics

The focus upon Mathematics will be the vehicle through which we will aim to build professionalism through actions such as:

Staff Professional Learning in Mathematics

Developing a collaborative culture within the planning and moderation of programming, assessment and reporting

Focusing upon student learning and achievement

- Developing a shared responsibility of student learning across the entire school
- Collective investigation into the school 'big picture' regarding Mathematics achievement and pedagogy
- Further inquiry into best practice pedagogy in Mathematics
- Reflection upon current teaching and a commitment to continuous improvement
- Focusing upon student results to inform the 'next step' of our cyclical improvement process

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
-------------------------------------	--------------------------------

<ul style="list-style-type: none"> ■ Target Area: Early Intervention support in Early Stage One <p>Following the loss of one student in Kindergarten at the end of Semester One, we were faced with losing our valuable Kindergarten Support assistant. As a result of the Best Start assessments at the beginning of the year, eight students were identified as requiring intervention in the areas of Literacy and Numeracy (including two students with high speech/language difficulties requiring Speech Therapy).</p> <p>The additional support in the Kindergarten classroom had a positive impact on student learning as it provided the opportunity to maintain intensive one on one intervention every day for the identified students. As a result of the intervention support, 90% of the identified group have achieved the expected outcomes for this stage. Post assessments and observational records indicate the effectiveness of maintaining the support in the Kindergarten classroom throughout the second semester of the year.</p> <p>This role also provided an opportunity for the Kindergarten Support Assistant to assist in the implementation of our school's 4 week transition program for Kindergarten enrolments for 2016.</p>	<p>Building Upon an Existing Professional Learning Community</p> <ul style="list-style-type: none"> ■ Develop the notion of shared responsibility for student learning ■ Build a culture of trust and teacher development ■ Staff meeting time to be used strategically to focus upon professional learning relating to the school improvement plan
<p>Holy Family executive staff shared their professional learning with teaching staff in PLT and staff meetings, as well as informally in general collegial discussions. At Holy Family the ways in which curriculum differentiation and grouping structures are organised in Literacy and Numeracy to support individual student learning are now prominently on the agenda. As well, consideration of a student's starting point in Literacy and Numeracy, and recognising the individual achievements and gains of that student, is identified without always referring to the grade structures of A-E relative to the year level. As Geoff Masters stated: <i>a D student may be judged to be behind but is actually making good progress</i>. The professional learning gained from the ACER conference has enabled greater scrutiny of the ways in which student achievement is assessed and student learning is supported and improved, especially in the areas of Literacy and Numeracy</p>	<p>Improving student learning outcomes in English</p> <ul style="list-style-type: none"> ■ Increase teacher confidence and effectiveness in the teaching of English, specifically Writing inclusive of Spelling ■ Improve student learning in English ■ Develop a support structure to develop effective pedagogy ■ Staff to undertake further analysis of SMART Data related to Literacy ■ Review of assessment of and tracking within Literacy ■ Staff become efficient at using the Literacy Continuum to track student progress

<p>Target area: Mathematics</p> <p>The Areas targeted in 2015 related to Mathematics were:</p> <p>Staff Professional Learning</p> <p>Developing a collaborative culture within the planning and moderation of programming, assessment and reporting</p> <p>Focusing upon student learning and achievement. Developing a shared responsibility of student learning across the entire school</p> <p>Collective investigation into the school 'big picture' regarding Mathematics achievement and pedagogy</p> <p>Further inquiry into best practice pedagogy in Mathematics</p> <p>Reflection upon current teaching and a commitment to continuous improvement. Focusing upon student results to inform the 'next step' of our cyclical improvement process</p>	<p>Developing an understanding of the Professional Standards for Teachers and PP&D</p> <ul style="list-style-type: none"> ■ Unpack the Professional Standards for Teachers ■ Raise the profile of the teacher as a professional ■ Utilise professional learning plans as a tool for teacher development and goal setting ■ Develop a support structure to develop effective pedagogy ■ Develop effective mentoring structures to facilitate reflection upon practice ■ Staff to continue to be exposed to the professional standards for teachers and using the AITSL website ■ Support teacher development through structures such as modelling teaching, mentoring and team teaching with release ■ Staff to attend professional development to support effective teaching and learning in English, specifically Writing inclusive of spelling
---	--

Academic Achievements

Holy Family values academic excellence and has participated in myriad academic opportunities. In 2015, University of NSW Competitions, Diocesan Public Speaking and diocesan Debating competitions, Newcastle Permanent Mathematics Competition, Maths Olympiad as well as various in-school enrichment days have ensured that students have been encouraged in these academic areas. Considerable success has been achieved in each year cohort. Parents and teachers continued to acknowledge the academic achievement of all students within class and at our regular assemblies. An Award giving ceremony held at the end of Term 4 also formally acknowledges students from each class who have excelled in Literacy and Numeracy. All students from Years 1-6 were encouraged to participate in the Premiers' Reading Challenge.

Cultural achievements

Several students successfully auditioned for the Diocesan Gifted and Talented Performing Arts program, ASPIRE. Students received tuition in dance, drama, instrumental and vocal. The quality of the work produced was outstanding! All students have a formal music lesson once a week conducted by a qualified music teacher. Children are invited to attend a weekly choir rehearsal and showcase their increasing repertoire of songs at assemblies throughout the year. Year 6 students had the opportunity to become involved in a community singing project with an elderly group of men and women in a local nursing home.

The school participated in a musical which reflected, through song, dance and drama, a 'snapshot' of cultural diversity through the ages.

The final production for the year was a Christmas pantomime under the guidance and direction of the ASPIRE Director, Ms Anna Kerrigan.

Sporting achievements

Holy Family has built upon its culture of being physically active through sporting opportunities and achievements in 2015.

We continued to support the student's passion for Rugby Union entering into the Chris Gangemi Shield, 10-a-side and 7-a-side for Rugby Union. The team were successful in making the state 7-a-side finals series which they played in Sydney and culminated with a game at ANZ Stadium before a Super Rugby game.

The school played in the Knights Knockout Rugby League Competition in the Under 10 division and in Open Rugby League we played Knights Knockout, Catholic and Independent Schools Challenge and the Jarroc Mullen Cup.

The school participated in the Newcastle Schools netball completion gala and in the Catholic Schools Netball Competition for the Newcastle Diocese where we won the Open Boys, Open Girls, Open Mixed and Junior Boys divisions. (I am not sure of these results – check the trophies in the admin area???)

Individual achievements were gained in soccer, rugby league, Australian Rules football, rugby union, cross country, swimming, basketball, touch football, netball, hockey and athletics via the diocesan selection process for representative sport.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	91.18%	71.10%	0.00%	12.90%
	Writing	86.11%	75.80%	5.56%	9.30%
	Spelling	91.67%	65.20%	2.78%	16.70%
	Grammar	91.67%	73.20%	2.78%	12.60%
	Numeracy	85.71%	60.80%	5.71%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	77.78%	57.90%	3.70%	20.00%
	Writing	48.15%	52.40%	7.41%	19.50%
	Spelling	81.48%	60.80%	7.41%	14.60%
	Grammar	88.89%	60.90%	3.70%	18.60%
	Numeracy	88.89%	55.80%	7.41%	17.60%

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	9
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	9

Workforce Composition

Number of Staff	
Total teaching staff	13
Total non-teaching staff	7
Grand total	20

Percentage of teachers who are indigenous	1
---	---

Teacher Attendance

The average teacher attendance is 97%

Teacher Retention

From the end of the 2013 academic school year, 100% of staff were retained by the school for the 2014 year.

Professional Learning Undertaken

Teachers attended Professional Development days held throughout the year. School Executive attended PD focusing on leadership development, using data to drive school improvement, ACER conference and compliance obligations. Early Stage 1 and Stage 1 teachers completed training in SENA testing. Teachers from Stage 3 attended intensive training on 'Focus in Reading' with a major strand in reading comprehension. All staff attended training in data analysis of PAT Maths (ACER) results and placement on learning continuum. The ESL, LST, Teacher Librarian, Assistant Principal and Primary Coordinator attended network meetings regularly throughout the year focusing on issues relevant to these specialist areas.

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

Parent Satisfaction

Parents acknowledge the school is friendly, supportive and community orientated. Attendance at class liturgies, masses and numerous other school events indicated a high level of support from parents and grandparents in the school.

Mother's Day, Father's Day and Grandparent's Day continue to be highly valued, extremely well patronised and form a strong link between home and school community.

Parents welcome the opportunity to be involved in the daily life of the school. This is evident in the number of parents who volunteer in classrooms, canteen, excursions, extra curricula activities and sporting events.

Student Satisfaction

The students believe that Holy Family is a great school to belong to. Senior students indicated that they benefited from their learning environment and that they believe they were well prepared for high school. Their friendships and their social interactions were extremely positive and highly valued.

The newly introduced School Leadership initiative was acknowledged by students as an excellent platform to develop their skill and leadership potential. It was acknowledged as having the capacity to raise the profile of Leadership in the school and encouraged maximum participation.

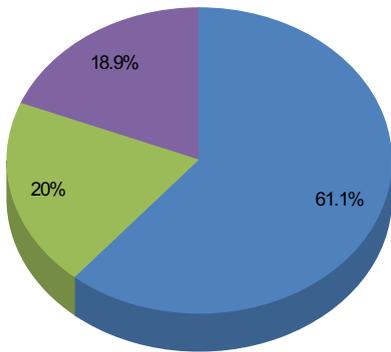
Staff Satisfaction

Teachers at Holy Family value the collegiality, friendship and professionalism of their work environment.

Staff have welcomed the opportunity to develop their teaching pedagogy and this was reflected by affirming feedback and evaluations received at the end of the year in PLC Meetings.

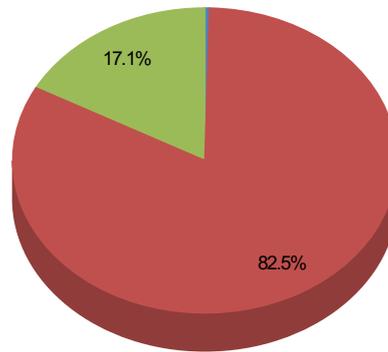
Staff pray together each week and support each other in a pastoral, inclusive manner.

Income



- Commonwealth Recurrent Grants (61.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (20%)
- Fees and Private Income (18.9%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0.4%)
- Salaries and Related Expenses (82.5%)
- Non-Salary Expenses (17.1%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,375,864
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$449,524
Fees and Private Income ⁴	\$426,113
Other Capital Income ⁵	\$0
Total Income	\$2,251,501

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$8,615
Salaries and Related Expenses ⁷	\$1,786,909
Non-Salary Expenses ⁸	\$370,209
Total Expenditure	\$2,165,733

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private

income.

5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Mrs Sidonie Coffey

Holy Family Primary School

MEREWETHER BEACH

Phone: 4963 3009

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>