

ANNUAL SCHOOL REPORT

2016

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



Holy Family Primary School, MEREWETHER BEACH

PO Box 153, MEREWETHER 2291

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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

Innovation and creativity are being talked about as the future direction in education. Vision and research are challenging the way schools are tackling how they approach student learning. In predicting success in life, Professor Angela Duckworth from the University of Pennsylvania concludes that the qualities of resilience and self-control show a significant affect on a person's ability to succeed. Schools are now finding ways to help students approach innovation that will lead to solving 'real' problems and this necessitates an interdisciplinary approach that crosses the traditional curriculum boundaries

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

Throughout 2016 the P & F was able to achieve many goals that we had set . We all worked together to enhance the students learning outcomes, comfort and safety, these were the centre of all our decisions. I would like to thank those listed above on the various committees who used their own valuable time to work for the school and to all those parents and to the school executive who attended our meetings.

We had a number of fundraising activities including an Easter Raffle, Trivia Night, Motherday and Fathersday stalls, Christmas Raffle and our Biannual Ball or "Summer Soiree" which raised 15k. Through the hard work and generosity of many parents and local businesses it gave us the opportunity to have a healthy bank balance and spend money on resources that would benefit our children. Our biggest purchase was air-conditioning, where we were able to air-condition the whole school including the library and office. This brought comfort to the students and the teachers especially though those hot summer days. We were also able to purchase resources and furniture for kindergarten, refurbish the play equipment and plan for improving the sound system in the hall, beautifying the school, fixing the fencing and field.

As this was is my last year (after 12 years) of being involved in the school I would like to thank all those who have helped and supported with their time and/or money to make Holy Family a very special school and I will always remember the school song "We are a Family at Holy Family".

Thanks to all and God Bless

Fran Stanbridge.

Student Body

Being a school Captain at Holy Family was a great honour and I am proud of my achievements as a school leader.

The process of being elected as School Captain began in Year 5. First, I nominated myself and I wrote a letter to the staff to outline why I thought I would be good School Captain. After that I had to organise and run a playground initiative to show that I had the necessary leadership skills. I did a Newspaper Fashion Parade which the children really enjoyed. The last step was presenting a Captain speech to the whole school community. After this the children voted for their leader. It was a huge honour to be elected. I was part of a Leadership team that included another Captain, Miller Barwell and two Vice Captains.

As the School Captain, I had many responsibilities. I ran assemblies and became a more confident public speaker. I represented my school at the ANZAC Day service and laid a wreath on behalf of Holy Family School. I attended many special Masses at the Sacred Heart Cathedral and the Launch of the Diocesan Mission and Vision Statement at St. Francis Xavier. I was proud to be part of these special community and Diocesan events.

All Year 6 students had important leadership roles. We were responsible for running Fitness once per week. This involved teaching the whole school new games and skills in PE. We also got to be 'Buddies' to the new Kindergarten children. We got to meet new students and welcome the parents and make sure our buddies felt safe at big school.

The experience of being a Captain helped me to share my talents and grow into a confident, responsible student. I appreciate the opportunities I had as a School Captain of Holy Family in 2016.

Kind regards,

Brynne Cook

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, modelling authentic stewardship of the environment..

Through our rich Josephite history, we deeply acknowledge the importance of the presence of God in the lives of our , students, parents and staff. We also recognise, through the history and traditions of our Josephite Sisters, that we are called to be authentic witnesses in our faith community, truly centred in the life of the school around Catholic teachings and values. In providing our students with the foundations of a Christ-centred life, we are preparing them for emotional and spiritual well-being within a vibrant, connected faith filled community.

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." 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. Our school community prays daily, led by our School Leaders at morning assembly and each class has regular opportunities to participate in prayer in the classroom. Holy Family is truly a family where everyone feels welcome and valued.

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 of St. Benedict's Parish, Inner Newcastle, to run workshops and prepare the children in Years 3 and 4 for the Sacraments of Eucharist, Reconciliation and Confirmation. 2016 saw a big intake of students from our school who received these Sacraments. 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 and St. Vincent De Paul Society. 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. A incredible amount of Christmas food items were organised into hampers by the students and presented to a member of the Newcastle Parish St Vincent De Paul. Our school leaders represented Holy Family at a number of Diocesan masses, events and celebrations.

Christian Discipleship

The opening school liturgy for 2016 was held in our school hall. 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 also assisted in the facilitation of the Year 6 retreat. She is a vital link between our school and the Parish.

Schools experience sadness from time to time. This year we felt sad when we learnt about a cancer diagnosis for one of our Year 5 students. The Holy Family community cared for this child through constant prayer and compassionate support. The child's classmates raised funds for the continuation of her learning in hospital. Some classmates also shaved their heads as a sign of solidarity through her treatment. During times such as these, we witness our Catholic Schools demonstrating their faith in action. Holy Family certainly demonstrated its faith by the love and care shown towards this child and her family.

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. Other staff members participated in Faith formation retreats including Bridie Stanger as Religious Education Coordinator, Sue Porteus as Assistant Principal, Joe Hamilton as Primary Coordinator and Rebecca Searant as a newly appointed staff member.

Initiatives Promoting Respect and Responsibility

The Executive team have continued to implement 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.

Holy Family staff participated in a Spirituality Day, on the 10th October 2016, facilitated by Sr. Loretta Baker. The purpose of the day was to create a new Vision Statement for the school. The following Vision Statement was created as a result of the day:

Our school is a family among the community of families we serve. We inspire excellence in learning. We nurture respectful, loving relationships. We actively live our faith in Jesus Christ.

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 |
|--------|------|------------|
| 5 | 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 2016

| Scholastic Year | Number of Students |
|-----------------|--------------------|
| K | 39 |
| Year 1 | 31 |
| Year 2 | 32 |
| Year 3 | 41 |
| Year 4 | 41 |
| Year 5 | 27 |
| Year 6 | 29 |
| Total | 239 |

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

| K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | School Average |
|-------|--------|--------|--------|--------|--------|--------|----------------|
| 94.05 | 95.08 | 95.08 | 93.04 | 96.01 | 93.06 | 94.00 | 95.03 |

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.

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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 three target areas are:
- The continuation of building a Professional Learning Community through strategic leadership to make an ongoing and sustainable process for developing professional culture
- Student academic improvement within the target area of Writing, inclusive of spelling
- Professional development and support for the programming and teaching of English, specifically writing and spelling

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

Staff Professional Learning in English

Continuing 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 English achievement and pedagogy
- Further inquiry into best practice pedagogy English, specifically Writing and Spelling
- Reflection upon current teaching and a commitment to continuous improvement

School Academic Priorities

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

■ Target Area: Early Intervention support in Early Stage One

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).

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.

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.

Building Upon an Existing Professional Learning Community

- 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

| | |
|--|---|
| <ul style="list-style-type: none"> ▪ Developing the notion of shared responsibility for student learning ▪ Building a culture of trust and teacher development ▪ Increasing teacher confidence and effectiveness in the teaching of English, specifically Writing inclusive of Spelling ▪ Improving student learning in English ▪ Developing a support structure to develop effective pedagogy ▪ Developing effective mentoring structures to facilitate reflection upon practice ▪ Unpacking the Professional Standards for Teachers ▪ Raising the profile of the teacher as a professional ▪ Utilising professional learning plans as a tool for teacher development and goal setting | <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 2016 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>Staff to undertake further analysis of SMART Data related to Numeracy</p> <p>Review of assessment of and tracking within Numeracy</p> <p>Staff become efficient at using the Numeracy Continuum to track student progress</p> <p>Staff to attend professional development to support effective teaching and learning in Mathematics, specifically 'Working Mathematically'</p> <p>PAT ACER assessments</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 numerous academic opportunities throughout 2016. These include, University of NSW Competitions, Diocesan Public Speaking and diocesan Debating competitions, Newcastle Permanent Mathematics Competition, Maths Olympiad as well as various in-school and inter school enrichment days. These academic opportunities have ensured that students have been encouraged to further develop and hone their skills. 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 annual award giving ceremony held at the end of Term 4 also formally acknowledges students from each class who have excelled in Literacy and Numeracy. In 2016, Holy Family introduced an additional award that was presented to one student who excelled in Creative Arts. Holy Family achieved outstanding results in NAPLAN in 2016. Pleasing aspects were high percentage of achievement in the top 2 bands in Literacy and Numeracy and growth between Year 3 and Year 5. Careful analysis of students' results enables targeted learning in the areas in which they require the most support or extension.

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.

PMI (Primary Music Institute) teach students in guitar, keyboard and bucket drumming. Regular opportunities exist throughout the school year to showcase these talented musicians.

Piano lessons are available to students with several recitals performed at a number of special functions.

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

The school recognises the importance of Public Speaking and performing before an audience. All classes, K-6 participated in the school Public Speaking Competition in Term 3.

Sporting achievements

Sporting achievements: Holy Family has built upon its culture of being physically active through sporting opportunities and achievements in 2016. We continued to support the student's passion for Rugby Union entering into the Rugby 7's competition. The school played in the Knights Knockout and the Newcastle Catholic and Independent Primary Schools Challenge in the Under 10 and Open divisions for Rugby League. Open Rugby League was played at the Paul Harragon Cup. The students also were able to participate as a class in the Backyard League Program which was run at school over one term. The school participated in the Catholic Schools Netball Competition for the Newcastle Diocese. Individual achievements were gained in Soccer, Rugby League, AFL, Rugby Union, Cross Country, Swimming, Basketball, Touch Football, Netball and Athletics via the diocesan selection process for representative sport. Teachers were released to attend Regional and Diocesan sports days as well as local carnivals and gala days

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students 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 2016 | | % of students in the top 3 bands | | % of students in the bottom 2 bands | |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Reading | 68.42% | 49.40% | 2.63% | 13.30% |
| | Writing | 68.42% | 48.80% | 0.00% | 8.10% |
| | Spelling | 55.26% | 46.40% | 5.26% | 14.20% |
| | Grammar | 68.42% | 52.50% | 0.00% | 11.40% |
| | Numeracy | 47.37% | 35.60% | 7.89% | 15.20% |

| NAPLAN RESULTS 2016 | | % of students in the top 3 bands | | % of students in the bottom 2 bands | |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 5 | Reading | 70.83% | 35.30% | 0.00% | 17.30% |
| | Writing | 41.67% | 17.20% | 4.17% | 19.90% |
| | Spelling | 41.67% | 29.80% | 12.50% | 19.00% |
| | Grammar | 87.50% | 36.30% | 4.17% | 16.80% |
| | Numeracy | 41.67% | 28.30% | 4.17% | 18.30% |

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). | 14 |
| II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications | 14 |

Workforce Composition

| Number of Staff | |
|---|----|
| Total teaching staff | 14 |
| Total non-teaching staff | 10 |
| Grand total | 24 |
| Percentage of teachers who are indigenous | 0 |

Teacher Attendance

The average teacher attendance is 97%

Teacher Retention

From the end of the 2015 academic school year, 100% of staff were retained by the school for the 2016 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.

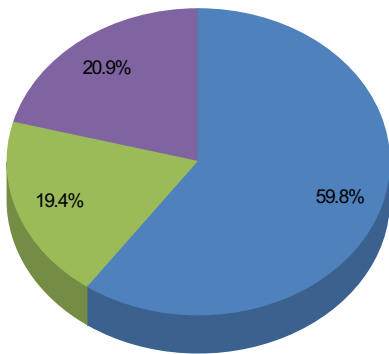
Staff Satisfaction

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.

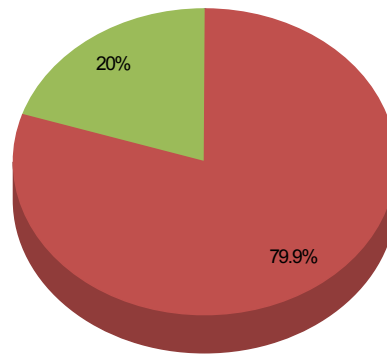
Staff pray together each week and support each other in a pastoral, inclusive manner.

Income



- Commonwealth Recurrent Grants (59.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.4%)
- Fees and Private Income (20.9%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0.1%)
- Salaries and Related Expenses (79.9%)
- Non-Salary Expenses (20%)

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 2016 year is detailed below:

| RECURRENT and CAPITAL INCOME | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$1,444,312 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$467,585 |
| Fees and Private Income ⁴ | \$504,216 |
| Other Capital Income ⁵ | \$0 |
| Total Income | \$2,416,113 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|--------------------|
| Capital Expenditure ⁶ | \$1,894 |
| Salaries and Related Expenses ⁷ | \$1,828,320 |
| Non-Salary Expenses ⁸ | \$458,164 |
| Total Expenditure | \$2,288,378 |

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 Parents 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 Coffey Sidonie

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>