



# 2018

## ANNUAL SCHOOL REPORT

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## Holy Family Primary School, MEREWETHER BEACH

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## About the Annual School Report

Holy Family Primary School is registered by NESAs 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 2017 and gives information about 2018 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

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## 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 actively support 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

I was very pleased to be re-instated as President in 2018.

I was proud that the P&F agreed to continue our Plastic Police Program in 2018. I am so impressed by how positively our community has embraced this program.

In February, our Dad's of Holy Family (DOHF), organised the Fridge 2 Fridge raising \$2,200 and strengthening the bond between our dads in our Holy Family community.

Our EGG- cellent Easter Egg Fundraising raised a record breaking \$5,700.

We surveyed our Holy Family community to help determine our 2018 P&F goals. We had over 100 responses. From the survey results, the P&F decided to donate Sports equipment for the children to play with at lunch and recess. The P&F also donated \$1,000 to every classroom to enhance learning for the 2018 cohort.

Our Trivia Night raised \$4,178.83 while also raising amazing school spirit.

In May we had a successful Mother's day stall, with many volunteers wrapping and selling gifts for our Mothers and Grandmother's.

We enjoyed an "Incredible" family movie event, at the Tower cinema.

We also decided to create our first Holy Family Yearbook.

When I accepted the role as President, I never envisaged the possibility of moving to the USA. I apologise for letting down the P&F executive, and our school community, by resigning at the end of Term 2.

I pray that our P&F have a prosperous 2019.

Part 2:

In August we had a successful Father's day stall, again with many volunteers wrapping and selling gifts for our Fathers and Grandfather's. Followed by the Fridge to Fridge 2.

September held the exciting K-6 Children's Beach Disco and Games night.

In November we held the Summer Soiree at Surfhouse – a wonderful night of fun, friendships and auctions, raising \$20, 233. In December, we again supported the Year 6 farewell lunch at The Beaches.

Throughout the year we have supported the Canteen and the hardworking Canteen Committee and the many volunteers. Overall, the Holy Family P&F have had a successful 2018, from both a 'friend-raising' and 'fund-raising' perspective. Thank you to all who have contributed.

President

## Student Body

Leadership preparation at Holy Family is an important part of being a senior student in our school. In Term 3 we are invited to submit an 'Expression of Interest' for a senior leadership position. We are asked to identify our skills, interests and ability to be a strong leader in our school. We are then required to plan and organise a 'Playground Initiative'. This is where we identify a group of kids who would benefit from a physical fitness skills based activity, a craft experience or a cultural event that as leaders we would organise. The initiative runs over the following term and our 'leadership skills' are there for everyone to see!

We all enjoy this part of our Leadership Preparation! We had a variety of activities in the playground for kids to try.....soccer skills, handball competition, 'wearable art', recycled craft, contemporary dance, vocal group and a MindCraft Club! The final part of the Leadership Preparation course involves a formal speech to our school community. Voting is done straight after our speeches and the Leadership Team is announced on Presentation Day in December. Speaking in front of a large audience can be stressful and calls for nerves of steel!

Leadership is also demonstrated with the role we take on as a 'Buddy' to our new Kindergarten kids. We attend training sessions with the Year 6 and Kindergarten teachers who tell us about our roles and responsibilities. We really want to get this right. as it can be such a good support to these little kids as they learn about their new surroundings.

Our Mini Vinnies team grows bigger and stronger every year with over 60 kids involved during 2018. Our Social Justice programs need the support of this group who actively fundraise for the disadvantaged, the homeless, those with mental illness and refugees in our community. Our Project Compassion/Caritas appeal raises the most funds and makes us all really happy to know we're helping those less fortunate.

Year 6 play an important role as leaders of the weekly K-5 Fitness Program. Every Thursday morning it is our responsibility to set up a fitness program for all our classes. We are divided into teams of two or three and we take a small number of kids for a four week rotation. We have been taught a number of fitness activities that develop muscular strength, agility and coordination. We do a 'warm up' stretch, teach our activity, incorporate the activity into a game, finish with a 'cool down' stretch, pack away our equipment and rejoin the assembly. It's fun, action packed and helps us develop our confidence and resilience.

Being a leader at Holy Family means so much more than wearing a badge!

Holy Family Leadership Team.

## SCHOOL FEATURES

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### 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

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### Catholic Imagination and Spirituality

Holy Family Primary School, Merewether Beach is steeped in the history of the St Joseph's Sisters tradition being grounded in the service to others and the environment. In 2016, our school revised our vision statement and as such, we have embraced this statement in our school community.

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.

Our school's vision reflects our belief that families and extended members of the community are invited to be part of our liturgical celebrations and to witness the Catholic ethos evident in the relationships between students, teachers, parents and community.

Our school community prays daily and of which, is led by our School Leaders at morning assembly. Each class has regular opportunities to participate in prayer in the classroom through prayer circles, prayer journals and learning experiences centred on Religious Education. Holy Family is truly a family in which all members are welcome and valued.

### Family, Parish and Diocesan evangelising and catechesis

Our school displays tremendous pride in the work that our Mini Vinnies Team at Holy Family espouses. This team continues to ensure the issues of social justice are at the forefront of their fundraising purpose for the Catholic Mission group, Caritas and St. Vincent De Paul Society. This group of students are regarded as the 'Social Justice Stewards' of the school. This Team has approximately 55 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. An incredible amount of funds have been raised through Catholic Mission days. Warm clothing during the Winter Appeal and 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 represent Holy Family at a number of Diocesan masses, events and celebrations throughout the year, such as the Project Compassion Launch Mass, Catholic Schools Week Mass, and Catholic Mission Mass. As well as attending and laying a wreath at our local ANZAC service.

### Christian Discipleship

Our school's Parish Priest, regularly attends liturgical celebrations throughout the year. The opening school liturgy for 2018 was held in our school hall, Father blessed the school leader's badges, and celebrated the liturgy with the new school leaders for 2018. Our school's Parish Liaison Officer, Helene O'Neill always encourages and supports our students and their families within our school community. She assists in the facilitation of the Year 6 Confirmation Retreat and presents to our new Kindergarten families regarding being part of a Catholic School. The Parish Liaison Officer is a vital link between our school and the Parish. Schools experience sadness from time to time.

### Religious Education and Curriculum

Holy Family implements the Diocesan K-12 Religion syllabus in all classes from K-6. Each educator teaches 150 minutes of Religion per week and is supported by resources and assessment tasks shared within the school community. Our learning experiences promotes knowledge and understanding of the story, experiences and teachings of the person that is Jesus Christ. Religious Education lessons involve exploring the Catholic Community through the four stands of Jesus and Scripture, History and Beliefs, Celebration & Prayer and Justice & Morality. The Religious Education programme is consolidated and extended as children progress through primary school and the ultimate goal is for students to integrate the Gospel values into their daily lives with authenticity.

### Initiatives Promoting Respect and Responsibility

A team of classroom teachers have continued to plan for the implementation of Positive Behaviour for Learning (PBL) in 2018. This framework will continue to be implemented, refined and revised over the coming years at Holy Family.

The Whole School Assemblies and liturgical celebrations held at Holy Family, always begin with an Acknowledgement of Country to the original owners of the land in this area, the Awabakal People, followed by our National Anthem and student led prayer. These 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 also raised each morning.

## Student Profile

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

LBOTE*	SWD*	Indigenous
19	7	1

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

### Enrolling at a Catholic School

#### Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

#### Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	38
Year 1	39
Year 2	37
Year 3	31
Year 4	28
Year 5	35
Year 6	42
Total	250

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
96	94	94	93	95	93	94	95

### Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

## Pastoral Care and Wellbeing

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### 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

Quality Teaching of Religion. Support given to teachers in relation to new syllabus.

Priority to Religious Literacy

Invest in PD opportunities, share teacher knowledge and understanding to develop teacher capacity in Gifted Education.

Improve student outcomes in English, specifically Writing and Spelling.

Teacher Accreditation.

Increase teacher knowledge and understanding of the Early Learning Framework.

Implementation of PBL (Positive Behaviour for Learning)

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Staff developed their faith through attending Religious Formation retreats...Phase One, Doorways Retreat, 'Come and See'. Phase Two Living Waters Retreat, the 'Aussie Comino' and Support Staff Retreat. All staff indicated a deeper understanding of their role as bearing witness to their faith within the context of school community.</p> <p>Staff were introduced to Laudato Si. Staff were able to link the role of Stewardship with Catholic Principle and the common care of our world. This was then implemented into various roles of Student Leadership.</p> <p>Improved professional Development in the diocesan Religious Literacy Test. Staff analysed the comparison of data between Diocesan pilot test and results achieved from Sydney diocesan Religious Literacy Test.</p>	<p>promotion of school Charism, Vision Statement and creation of School Mission Statement and School Prayer.</p> <p>Support and encouragement of staff to access new programs and initiatives in the domain of faith Formation so that they may be active contributors to the mission of Church.</p> <p>High quality delivery of a contemporary and relevant Religious Education Curriculum, K-6.</p>

<p>Increased teacher knowledge and confidence indicated in the implementation of Bloom's taxonomy and differentiated tasks across Key Learning Areas (KLA's). Photographic evidence shows differentiated learning tasks across all grades.</p> <p>More engaged problem solving tasks specifically designed for Mathematics Extension groups across all Stages.(iMaths Problem Solving)</p> <p>Stage 3 student engagement demonstrated in the competent use of GROK online.</p> <p>Improved provision of technology via various means (e.g playdoh, hammers/nails, 3D printer, furnishings etc...) for students in Stages 2 and 3.</p> <p>Consistency of Student Judgement in A-E Assessment Grading. data wall updates indicate improvement in student progresss.</p> <p>Teachers utilising PLT (Professional Learning Team) meetings to analyse student writing samples and move students along the Literacy Continuum. Implemented student spreadsheet.</p>	<p>Academic Performance: Evidence based approaches to lift the writing perform of all students, K-6. Teaching staff will moderate and access student writing samples to ensure valid assessment data and consistency across grades. Teachers will be using assessment data to plan interventions for student writing. The school will invest in writing resources and professional development. We will analyse data to identify areas of need and improvements in writing resources and ongoing professional development.</p>
<p>Teachers 'unpacked' the Diocesan Early Learning Policy. Early Stage 1 Staff attended PD in Start Right to Reading. Teachers indicated a deeper knowledge of neuroscience and the links in Reading and Early Years.</p> <p>Teachers gained a deeper understanding of transition from preschool to school from attending PD based on 'The Importance of Transition' delivered and mentored by Professor Sue Dockett and Ms Kim Moroney.</p> <p>Teachers were introduced to a school wide system of management (PBL), Positive Behaviour for Learning for students to increase their well-being and learning outcomes. All staff and students now use the 'language' of PBL. PL focus each week is introduced at Assembly every Monday and referred to frequently throughout the week. Students receive 'tokens' for demonstrating positive behaviours relating to the PBL focus. Survey (pre and post) indicate improvement in students' behaviour and well-being.</p>	<p>Enhanced Teacher Quality: Improve the culture of collaborative learning through PLT (Professional Learning Team) meetings. Continue weekly PLT meetings for collaboration and professional dialogue.We will continueto engage with the NSIT ( National School Improvement Tool) with a focus on the analysis of data across classes K-6.</p> <p>Enhanced Teacher Quality: High quality and contemporary pedagogical practice that engages students in their learning. Gifted Education Committee members to collaborate with other regional schools to create units of work in Mathematics. Gifted Education Mentor, Joe Hamilton, shares Mathematics Units of Work with staff and supports staff to implement them in student learning. Staff further explore differentiated taske to meet the needs of all students.</p>

## Academic Achievements

Holy Family values academic excellence and has participated in numerous academic activities throughout 2018. 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 interschool 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, as well as awards for Consistent Effort and Application, and Citizenship. Holy Family has also introduced an award for a student (K-6) who excels in a KLA and shares this gift with the school community. As a Catholic school, founded by the Sisters of St Joseph, we acknowledge these gifts (charisms) as God-given, and provide students with opportunities to reach their full potential. Holy Family achieved outstanding results in NAPLAN in 2017. 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 Folk Group rehearsal and showcase their increasing repertoire of songs at assemblies throughout the year. Students enjoyed a collaborative choral workshop with seven other schools, held at St.Pius X High School. They attended workshops in voice projection, interpretation of lyrics and musical theatre.

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 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 2018. 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. Students in K-2, participated in a gross motor skills program run by Year 12 Sports Elective students from SFX. 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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	93.10%	75.70%	0.00%	0.00%
	Writing	100.00%	71.70%	0.00%	0.00%
	Spelling	93.10%	69.60%	3.40%	12.50%
	Grammar	100.00%	73.10%	0.00%	0.00%
	Numeracy	96.60%	66.80%	0.00%	0.00%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	85.70%	65.50%	2.90%	12.80%
	Writing	60.00%	43.70%	2.90%	23.40%
	Spelling	82.90%	63.90%	5.70%	13.50%
	Grammar	94.30%	64.40%	5.70%	14.30%
	Numeracy	80.00%	57.50%	8.60%	14.10%

## Staffing Profile

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### Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	17
II. Teachers at Highly Accomplished/Lead	0

### Workforce Composition

Number of Staff	
Total teaching staff	17
Total non-teaching staff	8
Grand total	27

Percentage of teachers who are indigenous	0
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### Teacher Attendance

The average teacher attendance is 97%

### Teacher Retention

From the end of the 2017 academic school year, 100% of staff were retained by the school for the 2018 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. The School Executive had extensive training in using the NSIT (National School Improvement Tool) with a critical lens on school improvement. Governance requirements featured strongly throughout the year with the inclusion of online modules, including compliance obligations. Early Stage 1 and Stage 1 teachers attended professional development in the Early Learning Framework and play based learning. All staff attended training in data analysis of PAT Maths (ACER) results and placement on learning continuum. Gifted Education Mentor received extensive PD in the implementation of Cogat tests, supporting students in the Virtual Academy and differentiating learning tasks in the classroom. The ESL, LST, Teacher Librarian, REC, 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

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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. At our morning assemblies, we enjoy a large number of parents and grandparents who attend and enjoy taking part.

Our K-6 Merit Award Assemblies draw a huge crowd where individual classes perform and student achievement is formally acknowledged.

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.

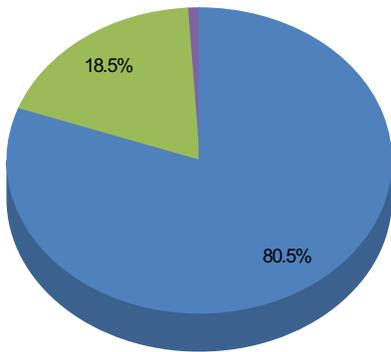
### Staff Satisfaction

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. Teachers strongly believe the quality of their teaching pedagogy has improved significantly. Next year we look forward to being part of a trial program utilising weekly RFF (Release from Face to Face Teaching). Staff have expressed a keen interest to work collaboratively with Stage partners to maximise planning and programing opportunities.

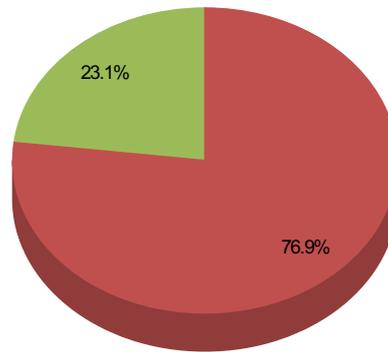
Staff pray together each week and support each other in a pastoral, inclusive manner.

Income



- Commonwealth Recurrent Grants (80.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.5%)
- Fees and Private Income (1%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0%)
- Salaries and Related Expenses (76.9%)
- Non-Salary Expenses (23.1%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,383,719
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$548,227
Fees and Private Income <sup>4</sup>	\$29,477
Other Capital Income <sup>5</sup>	\$41
<b>Total Income</b>	<b>\$2,961,464</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$288
Salaries and Related Expenses <sup>7</sup>	\$2,220,917
Non-Salary Expenses <sup>8</sup>	\$667,601
<b>Total Expenditure</b>	<b>\$2,888,518</b>

**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

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, 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:

**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>