

2019

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



Holy Family Primary School

19 Janet Street, MEREWETHER 2291

Principal: Sidonie Coffey

Web: <http://www.merewetherbeach.catholic.edu.au>



About this report

Holy Family Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

Holy Family Primary school is held in high regard in the local community. This report provides the reader with an overview of our school's main focus' and achievements of 2019.

Holy Family prides itself on being a welcoming and supportive environment for children and their families. Learning is our core business and we believe our focus should be on developing the whole child- their spiritual, academic, physical and emotional growth.

We strive to offer opportunities in all areas of learning and development. We want children to enjoy their learning and their time at school. Learning should be fun and challenging.

Our staff are committed professionals who consider teaching a vocation, not just a job. They place great emphasis on meeting each child's individual needs.

Holy Family primary school seeks out opportunities for its students to interact with the local community.

As a Catholic school we strive to be the face of Jesus in our local area. Families are supported on their child's learning journey. Parent involvement in school activities is encouraged. Open, honest and respectful dialogue is encouraged. Schools are places of relationship. Every staff member works to build a solid relationship with the children in their class and simultaneously with the child's parents.

Parent Body Message

Holy Family has a long-standing strong culture of parent involvement and volunteering. We have a very active P&F committee that organises many initiatives throughout the school. In 2019, our elected executive dedicated their time to create fundraisers that not only raised funds for our P&F but helped build our strong parent community spirit. Our P&F consists of many parents who generously dedicate their time for the betterment of the school.

In 2019, our P&F continued to support and fund our Plastic Police Program where we collect, check and recycle soft plastic. Our community has embraced this initiative and we have collected over one tonne of soft plastic from ending up in landfill. In 2019, our P&F committed to purchasing bench seating for the playground made out of recycled soft plastic. The P&F designed and organised the installation of these custom made bench seats.

Our new Canteen Co-ordinators streamlined our canteen and created a new online volunteer roster. Our Canteen is the biggest revenue raiser for the P&F and we value and greatly appreciate the tireless efforts of all of the parent and grand-parent volunteers who generously donate their time.

Our P&F also managed our Care Group that offered support, meals, babysitting and transportation for our families experiencing a difficult time.

In 2019, the P&F coordinated the school Yearbook and continued to organise our Mother's Day and Father's Day stalls. We also organised many fun-filled Fundraising events. For families, we organised a Toy Story 4 movie event, and for the students, we hosted a Jungle themed "Go Wild" school disco. Our Dad's hosted their annual fun-raiser "Fridge 2 Fridge" and our Mum's had their traditional Year 6 Farewell dinner. Parents and staff also enjoyed our Trivia night "A Merry Quizmas with Tinsel Trivia".

Children love to see their parents involved with the school and any kind deed, no matter how small, is always greatly appreciated.

Liesel Allen, P&F President.

Student Body Message

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 for the following year. 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.

We all enjoy this part of our Leadership Preparation.

The final part of the Leadership Preparation course involves a formal speech delivered to our school community. Voting is done straight after our speeches and the Leadership Team is announced on Presentation Day in December.

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 talk to us about our roles and responsibilities. This is a very important part of being a year 6 leader.

Our Mini Vinnies team grows bigger and stronger every year with over 60 kids involved during 2018. Being part of mini Vinnies is another facet of leadership at Holy Family. 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 children for a four week rotation. We have been taught a number of fitness activities that develop muscular strength, agility and coordination. Taking on such a task really develops our resilience and our confidence.

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

Holy Family Leadership Team.

School Features

Holy Family primary school caters for children Kinder to Year 6. Children from Holy Family continue to St Pius X Adamstown for their secondary Catholic education.

The school has a history built on the traditions of the school's founders, the Sisters of St Joseph.. 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 our catholic teachings and values. In providing our students with the foundations of a Christ-centred life, we are providing them with the tools for emotional and spiritual wellbeing within a vibrant, connected, faith-filled community.

During 2019 refurbishment was undertaken on six classrooms. This was necessary to address structural issues. Degradation of brickwork due to local environmental factors was addressed. These works also included improvements such as the provision of break out spaces to be used by adjoining classes, new windows and doors, carpetting and painting of interiors.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
137	126	25	263

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 93.17%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.70	94.70	92.30	93.10	93.80	92.50	92.10

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	26
Number of full time teaching staff	8
Number of part time teaching staff	10
Number of non-teaching staff	8

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

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 Team 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.

All staff attended an overnight retreat at St. Joseph's Kincumber to build their knowledge of the founders of our school. Support Staff Retreat Phase 1 was attended by a learning assistant and our school admin person attended the Support Staff Retreat.

Our REC attended the Religious Literacy Testing and Marking days to further support enhanced exposure to, and knowledge of Religious Literacy in our Diocese.

Our Gifted Education Mentor attended Mathematics programming days to design units that are engaging and challenging for our Stage Three students. Executive Staff attended Professional Development with Nadine Kennedy in relation to forming succinct school improvement plans.

All teaching staff attended 2 days of "Developing an Effective writing program" at the Catholic Schools Office.

Early Stage 1 and Stage 1 teachers attended professional development in the Early Learning Framework and play based learning. 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.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Catholic Imagination and Spirituality

Holy Family Catholic Primary School, Merewether Beach is steeped in the history of the Sisters of St. Joseph and associated traditions which are grounded in Service to Others and the Environment. Our school revised our vision statement and as such, we have continued to embrace 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 liturgical celebrations 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 through prayer circles and liturgies to support the content being taught in Religious Education. Holy Family is truly a family where everyone feels welcome and valued.

Our school staff attended an overnight retreat which was led by Sister Laretta Baker and assisted by Sister June. The focus of this staff retreat was decided as an Executive Team. We identified that there was a heightened need to deepen our staff's understanding of our

school's charism as well as the meaning behind our namesake, Holy Family, as per the school's spirituality and formation framework. This rich knowledge will then provide the strong foundation required at our following year's staff retreat day, which is to formulate an updated version of our school prayer and mission statement to support our vision statement above. The overnight retreat was held at St. Joseph's Retreat Centre, Kincumber and began on the Feast of Saint Mary of the Cross MacKillop (8th August). Staff travelled after work on this day and once arrived at our lodgings, engaged in a walk of the labyrinth on the grounds of our retreat which was, by all accounts, a terrific way to unwind and adjust to the retreat environment.

Two of our support staff attended the Phase Two Support Staff Retreat which had tremendous feedback from both participants and that they may be active contributors to the mission of our faith with our students.

Holy Family reviewed the names of our Colour Houses and decided, as a staff, that it was important to evolve these names from Gold, Blue, Red and Green to reflect our faith and names of those people that had a significant role within our national and international communities but also espoused the characteristics we want to promote within our school community.

The names we chose, as a staff, were as follows:

Ø Benedict House (Yellow) which is reflective of our Parish name. St. Benedict however, epitomised the importance of living our lives in an authentic way that allowed for time for prayer and spiritual reflection, deep contemplation of the Bible and of God. Benedict truly wanted his life to be led with truth and heart.

Ø Francis House (Blue) St Francis spent a great deal of time praying and nursing those with terrible illnesses such as leprosy. Saint Francis of Assisi is the patron saint for ecologists, a title honouring his boundless love for animals and nature. At Holy Family, we believe our role as Stewards of Creation is to ensure we sustain our earth as best we can. We show this in our various initiatives at school and home, whether this be as a member of the Environmental Warriors Club, the theme and action of picking up 'three for the sea', bringing in soft plastics for our Plastics Police or simply being more engaged in our families choices regarding the environment.

Ø Chisholm House (Green) is in memory of Caroline Chisholm who identified that immigrant families to Australia had very little or no support when settling in our nation. She believed in placing into action her beliefs and rather than waiting for others to solve issues, she took it upon herself to find practical solutions to ease the transition. Caroline also assisted the education of girls, families in need and the unemployed. Caroline is nationally recognised by our Federation as being a person who positively impacted our Australian society.

Ø MacKillop House (Red) is in honour of our nation's first saint, Saint Mary of the Cross, MacKillop and is another way to highlight our school's history and ties with the Sisters of St. Joseph. Mary MacKillop met people in her life who made it hard for her to perform her good works, but she never gave up. This is a quality we strive to embed within our culture and climate at Holy Family.

We have changed our fundraising day for Project Compassion from St. Patrick's Day (17th March) to the Feast of St. Joseph (19th March) from 2019 onwards. This is to honour our school of Holy Family rather than a Saint that is not necessarily aligned as strongly with our community. We have chosen St. Joseph's Feast Day as the Holy Family feast day is celebrated on 30th December of each year which is not feasible. Mary is celebrated throughout the year at various times and we, as a staff, felt it important to highlight Joseph and his unwavering support and love of his family. This also supports our School Improvement Plan for 2019.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

Areas of focus during 2019 were:

Religious Education

- Submission for funding to secure a Pastoral Care Worker (PCW) role.
- Creation of school prayer and mission statement to support our Vision Statement.
- Begin annual Year 5 Young Leader's Day, 'Laudato Si & Me'.
- Staff begin the three-year Spirituality framework following the Diocesan approach of 'Head, Heart & Hands'.
- 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 the Church.
- Staff professional development of Religious Literacy.
- High quality delivery of a contemporary and relevant Religious Education Curriculum, K-6.

Teaching & Learning

- Review student NAPLAN data and PAT reading assessments. Participate in a gap analysis with whole staff. Triangulate this data with CogAT
- Staff design lesson sequencing within programs to address areas of comprehension. Utilise NAPLAN reading strategies, PAT resources, Revise, Revisit, Retell.
- Embed Learning Collaborative Strategies and 14 parameter research (Sharrat) to build teacher capacity in order to improve student growth and achievement.
- Provide opportunities for staff to observe other teachers during reading comprehension lessons.

- Engage in PD for Reading. Eg. Focus on reading. Implement practices from PD within the classroom.
- Purchase resources which support reading comprehension eg. Revisit, Revise, Retell, Literature Circles, class copies of quality texts.
- Pedagogical mentors to support the teaching of comprehension by modelling best practices, co-planning, co-teaching and providing teacher feedback.
- Mathematic sub-strands are linked and taught together across several weeks rather than in isolated weekly blocks.
- Learning sequences develop mathematical concepts that show clear links to the real world.
- Use PLT time to discuss and establish consistent best practice in the area of reading comprehension. Identify areas where teachers can see high impact strategies.

Wellbeing

- Develop and implement a more effective approach to the way in which we engage with our parent community at the beginning of the school year. 10 minute conversations to be implemented.
- Positive Behaviour for Learning; provide clarity around student behaviour trends / expectations and identify consistent ways to manage undesirable behaviours.

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	72%	57%	0%	11%
	Reading	77%	53%	3%	11%
	Writing	84%	51%	0%	6%
	Spelling	59%	48%	3%	13%
	Numeracy	71%	40%	8%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	53%	34%	7%	17%
	Reading	63%	37%	7%	12%
	Writing	43%	17%	10%	19%
	Spelling	53%	34%	3%	14%
	Numeracy	43%	29%	7%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

Throughout the year, a team of classroom teachers continued to plan for and revise the implementation of Positive Behaviour for Learning (PBL) which was first introduced in 2018. This framework will continue to be adapted, implemented and evaluated over the coming years at Holy Family.

The Whole School Assemblies and liturgical celebrations 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. To further promote knowledge and understanding of our vision statement, our staff began each meeting with reciting this together as our prayer throughout 2019.

The Australian, Aboriginal and Torres Strait Islander flags are raised and taken down each morning by our School Councillors who ensure that this occurs. National Reconciliation Week and NAIDOC Week have specific liturgical celebrations designed to promote respect and understanding of the traditional owners of this land that we walk upon.

The Introduction of the Environmental Warrior's Club, led by Stage Three students and chaired by our Religious Education Coordinator, allowed for greater opportunity for students to lead initiatives such as beach walks to collect plastics, implement the 'Used Battery Collection Box' located in the office, signs above school bins so students recycle properly and speaking at whole school assemblies to promote practical ways students may be a great Steward of Creation.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

- Quality Teaching of Religion. Building the Josephite charism within the school. \
- Priority given to Religious Literacy
- Investment in PD opportunities, share teacher knowledge and understanding to develop teacher capacity in Gifted Education.
- Improved student outcomes in English, specifically Writing and Spelling.
- Teacher Accreditation.
- Increased teacher knowledge and understanding of the Early Learning Framework.
- Continued Implementation of PBL (Positive Behaviour for Learning)

Priority Key Improvements for Next Year

Religious Education

- Employment and implementation of a Pastoral Care Worker (PCW) role.
- Creation of school prayer and mission statement to support our Vision Statement.
- Begin annual Year 5 Young Leader's Day, 'Laudato Si & Me'.
- Staff begin the three-year Spirituality framework following the Diocesan approach of 'Head, Heart & Hands'.
- 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 the Church.
- Staff professional development of Religious Literacy.

- High quality delivery of contemporary and relevant Religious Education Curriculum, K-6.

Teaching and Learning

- Review student NAPLAN data and PAT reading assessments. Participate in a gap analysis with whole staff. Triangulate this data with CogAT
- Staff design lesson sequencing within programs to address areas of comprehension. Utilise NAPLAN reading strategies, PAT resources, Revise, Revisit, Retell.
- Embed Learning Collaborative Strategies and 14 parameter research (Sharrat) to build teacher capacity in order to improve student growth and achievement.
- Provide opportunities for staff to observe other teachers during reading comprehension lessons.
- Engage in PD for Reading. Eg. Focus on reading. Implement practices from PD within the classroom.
- Purchase resources which support reading comprehension eg. Revisit, Revise, Retell, Literature Circles, class copies of quality texts.
- Pedagogical Mentors appointed to support the teaching of comprehension by modelling best practices, co-planning, co-teaching and providing teacher feedback.
- Mathematic sub-strands are linked and taught together across several weeks rather than in isolated weekly blocks.
- Learning sequences develop mathematical concepts that show clear links to the real world.
- Use PLT time to discuss and establish consistent best practice in the area of reading comprehension. Identify areas where teachers can see high impact strategies.

Wellbeing

- Develop and implement a more effective approach to the way in which we engage with our parent community at the beginning of the school year. 10 minute conversations to be implemented.
- Positive Behaviour for Learning; provide clarity around student behaviour trends / expectations and identify consistent ways to manage undesirable behaviours.

Community Satisfaction

The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Parents acknowledge the school is friendly, supportive and community oriented. Attendance at school events such as liturgies, Masses, assemblies and sporting events indicate a high level of interest and involvement by parents and carers.

Award assemblies are always extremely well attended.

Special events such as Mothers day, Fathers day and Grandparents day are highly anticipated by the community.

Parents volunteer to assist with in-class activities such as reading groups and also sporting events. This extra help and support is highly valued by the staff.

Throughout the school year opportunity is given for parents to provide feedback after events and activities via surveys and anecdotal records are also collected eg parent emails etc.

Student satisfaction

The students of Holy family are very proud of their school. The learning undertaken is highly valued. Ex-students often relay to staff how well prepared they felt for high school.

Friendships and the social groups formed here at Holy family are extremely positive and a good foundation for lifelong connections.

The continuation of our leadership program for senior students continues. The modelling of this provides excellent formation opportunities for our younger students.

Leadership positions are seen as important and a worthwhile goal for which all children to strive.

Teacher satisfaction

The teaching staff are committed, highly motivated professionals.

The staff collegial support is noteworthy. The care and attention taken by teachers to ensure student needs are met is exemplary. They set high standards for the children and encourage children to always do their best.

The staff are open to professional development opportunities as they work to improve their pedagogical knowledge. More experienced teachers are supportive of beginning teachers and willingly share their expertise.

Staff pray together on a weekly basis and support each other in an inclusive and pastoral manner.

Financial Statement

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$2345478
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$685857
Fees and Private Income ⁴	\$591529
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$140234
Total Income	\$3763098

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$36389
Salaries and Related Expenses ⁷	\$2332559
Non-Salary Expenses ⁸	\$1156589
Total Expenditure	\$3525537

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.

END OF 2019 REPORT