

# 2020

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### Holy Family Primary School

19 Janet Street, MEREWETHER 2291

Principal: Jennifer Edstein-Boyes

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

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## About this report

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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.

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## Message from key groups in our community

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### 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 2020.

Whilst 2020 was a year like no other, the core business of schools, such as Holy Family remained the same. Whilst processes and procedures changed dramatically, the focus for the staff was always to provide the very best learning experiences and to nurture individual students' wellbeing and resilience.

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. We utilise our proximity to the coastal environment and use it as an extension of our classrooms.

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 2020, our elected executive was unable to undertake our usual fundraisers and community events due to COVID restrictions. We did manage to host our Welcome Afternoon for Mothers in early March.

We also were able to host our Mothers' Dinner at the end of the year as the restrictions on gatherings were eased.

Our P&F consists of many parents who generously dedicate their time for the betterment of the school.

In 2020, our P&F continued to support and fund our Plastic Police Program wherein we collect, check and recycle soft plastic. Our community has embraced this initiative and we are teaching our children to be stewards of the environment.

In 2020 the installation of bench seating for the playground, made out of recycled soft plastic was funded by the P&F and they also purchased bike and scooter racks.

Our Canteen Co-ordinators managed to continue to provide a very useful service to parents even during the COVID restrictions. Whilst at times it was difficult to provide a full lunch order service due to COVID we were able to open on Fridays for most of the year thanks to our dedicated Co-ordinators. This meant there was still revenue being raised for the school. We value and greatly appreciate the tireless efforts of all of the parent and grand-parent volunteers who generously donated their time.

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 Year 5 students are invited to submit an 'Expression of Interest' for a senior leadership position for the following year. Children are asked to outline their suitability for leadership, what contribution they have made to the school thus far and what qualities they believe they possess that would make them a strong leader at Holy Family.

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. In 2020 these speeches were live streamed to our families. We were very proud of our students adapting so well to the necessary changes to procedures. Their resilience was exemplary.

Leadership is also demonstrated with the role we take on as a 'Buddy' to our new Kindergarten children. 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 2020. 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. In 2020 our involvement in the Winter Appeal was so well supported by our community. There was a huge pile of goods collected by the school.

Our support of Project Compassion/Caritas appeal raises funds and makes us all really happy to know we're helping those less fortunate. Due to COVID this looked very different on 2020 but we still managed to raise money.

The Holy Family Student Leadership Team

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## School Features

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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 2020 maintenance works were undertaken. The exterior painting of 2 classrooms, the replacement of damaged classroom doors, the external painting of the library windows and the cleaning and repair of the hall ceiling. Drainage issues on the field were addressed and the centralisation of all teaching resources was undertaken. New blinds were installed in the Learning Hub.

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## Student Profile

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### 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 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
120	118	24	238

\* 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 2020 was 94.06%. 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
95.49	94.63	94.70	95.34	93.81	93.78	90.65

## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	30
Number of full time teaching staff	6
Number of part time teaching staff	16
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

The ongoing professional development of each staff member is highly valued at Holy Family. Professional learning can take many forms including whole school staff days, subject specific inservices, 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.

Many of our planned professional learning experiences had to be postponed due to COVID. We did however undertake mandatory Child Protection Training via Zoom, and CPR training.

Our school was part of the Leading Learning Collaborative work in 2020. Our pedagogical mentors were able to lead many stimulating and informative staff meetings providing our teaching staff with great learning opportunities in spite of COVID.

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## Catholic Identity and Mission

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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)

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 in 2019 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.

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## Curriculum, Learning and Teaching

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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 2020***

#### **Religious Education**

- Employment of a Pastoral Care Worker (PCW) role.
- Begin annual Year 5 Young Leader's Day, 'Laudato Si & Me'.
- 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 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 (Sharratt) to build teacher capacity in order to improve student growth and achievement.
- Provide opportunities for staff to observe other teachers during various lessons.
- Continue to implement learning from the LLC professional development.
- Pedagogical mentors to support the teaching of comprehension by modelling best practices, co-planning, co-teaching and providing teacher feedback.

- Use PLT time to discuss and establish consistent best practice in the areas of need as identified by school data.

### **Wellbeing**

- Positive Behaviour for Learning: provide clarity around student behaviour trends/ expectations and identify consistent ways to manage undesirable behaviours.
- Continue to educate the parent community around the implementation of PBL and the impact parental support can have on this program.
- Work to build consistency of practice among all staff in the implementation of the PBL behaviours Consequence chart.
- Continue to reward positive behaviour via awards and rewards.

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## Student Performance in Tests and Examinations

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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 the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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## Pastoral Care and Student Wellbeing

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### 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](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2020.

### 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

Holy Family school community continued to seek ways to raise awareness of and care for our natural environment during 2020. For example during Sea Week every class collected rubbish from designated sections of Merewether Beach and graphed, weighed and analysed exactly what was collected. This was a powerful exercise for all the children.

Within the school, the Plastic Police Program continued even throughout COVID and was very well supported not only by our families but extended families and our neighbours.

Our keen gardeners continued to compost our food scraps and facilitate the production of Worm Wee which is then sold to our families as a very rich fertiliser. Being part of such groups teaches the students the need for cooperation, respect of others views and the need for teamwork and that every person has a responsibility to care for our school environment and our local environment. Community spirit is certainly alive and well at Holy Family.

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## School Improvement

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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

In 2020 Holy Family achieved the following:

- Improve students Religious Literacy.
- Improve pedagogical practices for the explicit teaching of reading comprehension and improved student achievement.
- Improve explicit teaching of problem solving linked with reading comprehension.
- LLC work throughout the year.
- COVID hampered community building.

### Priority Key Improvements for Next Year

In 2021 Holy Family will continue to focus on providing rich learning experiences based on the analysis of data and results gained in 2020.

Areas of focus included:

- Further Implementation of our Positive Behaviours for Learning policy.
- Provision of Year 5 Spirituality day (not possible in 2020 due to COVID.)
- All staff involved in the revision of Scope and Sequences for reading.
- Professional development for staff in strategies for the teaching of Comprehension .
- Use of PLT time to build collaborative data analysis and planning of future teaching content.
- Staff meeting time used to build staff knowledge and understanding of the Leading Learning Collaborative.

The areas mentioned above were all achieved.

- We were hampered in our attempts to build community engagement during 2020 due to the COVID restrictions. This will be a focus in 2021.

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## Community Satisfaction

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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

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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.

During Covid restrictions the school worked hard to involve parents as much as was possible by using our school facebook page, SeeSaw platform, zoom and live streaming special events.

### 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.

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## Financial Statement

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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 2020 year is detailed below:

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,116,539
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$629,995
Fees and Private Income <sup>4</sup>	\$531,755
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$161,884
<b>Total Income</b>	<b>\$3,440,173</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$72,171
Salaries and Related Expenses <sup>7</sup>	\$2,392,081
Non-Salary Expenses <sup>8</sup>	\$787,576
<b>Total Expenditure</b>	<b>\$3,251,828</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.

END OF 2020 REPORT