Holy Family Catholic Primary School
Lindfield

2013 Annual Report
1. **Message from Our School Community**

1.1 **Message from the Principal**

Holy Family Catholic Primary School is a community which fosters strength and gentleness with a Christ centred focus for all. Holy Family is an inclusive learning community encompassing students, staff, parents, relatives and parishioners.

The purpose of the Annual School Report is to provide public accountability of the direction and events that have taken place in 2013.

This year, the school and Parish community have enjoyed incursions, assemblies, school and Parish functions and concerts including after school extra curricula classes, band and Tournament of Minds.

Holy Family is an active, vibrant community striving for excellence in education and relationships grounded in Catholic faith and tradition.

1.2 **Message from the Parent Body**

The School Board meets formally every month during term time to provide advice and support to our Principal and his leadership team.

Based on the key items of feedback raised during school surveys conducted in 2012, the School Board is now organised around three sub-groups, focusing on communications, facilities, and curriculum. Much of the discussion during Board meetings tends to be centred on these core themes and the sub-groups are available to take on specific actions or ideas in each of these areas as necessary.

This year the Board has spent time considering the future needs of the school as part of the broader Parish and in particular, the future development of the Coles site adjacent to the church and school. The Board has been actively involved in the consideration of options to cater for additional classroom facilities – such as the additional Year 5 stream this year. We welcomed the completion of new classroom space below the hall and during the year gave further consideration to the best use of available space for playtime for our students during breaks. In this respect we have also worked with the P&F, to the extent that some of these initiatives may have additional funding requirements.

The School Board also seeks to strengthen and nourish the school as part of the broader Parish community. With this in mind we seek input from both the P&F and Parish Council and I take this opportunity of thanking those members of the P&F executive and Parish Council who have given their time to join our meetings during the year.

*Chairman, Holy Family School Board, 2013*

1.3 **Message from the Student Body**

The student body takes a great part in Holy Family. The students can take part in many roles such as SRC, House and School Captains, Social Justice, Liturgy Ministry, Care Ministry, Sustainability Ministry and the Hospitality Ministry. Children at Holy Family can participate in surf education, swimming and athletic carnivals and camps/excursions. 2013 has been a wonderful year!
2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

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<tbody>
<tr>
<td>Girls</td>
<td>Boys</td>
<td>LBOTE*</td>
<td>Indigenous</td>
<td>Total</td>
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<td>174</td>
<td>158</td>
<td>64</td>
<td>0</td>
<td>332</td>
</tr>
</tbody>
</table>

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: http://www.csodbb.catholic.edu.au/about/index.html or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines;

b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications;

c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:

- to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
- as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
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<td>19</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
</tbody>
</table>

Further information about the staff profile can be found in the School Facts section of the school’s profile page on the My School website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 83%.
2.5 Teacher Satisfaction

Staff involvement in learning teams, the consultative approach to strategic planning and decision making contribute to making Holy Family a community of learners. One to one meetings with the Principal assist in developing personal professional learning plans and provide opportunity to discuss successes, concerns and desires. The introduction of Stage meetings has provided more opportunities for teacher leadership with a focus on pedagogy. These initiatives, along with the focus on positive professional relationships have enhanced teacher satisfaction.

Based on MMG Education’s survey 85% of staff rated their overall satisfaction with Holy Family as very high.

2.6 Student Attendance and Retention Rates

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<tr>
<th>Year</th>
<th>Average student attendance rate (%)</th>
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<tr>
<td>K</td>
<td>94</td>
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<tr>
<td>1</td>
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<td>2</td>
<td>93</td>
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<tr>
<td>3</td>
<td>97</td>
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<td>4</td>
<td>96</td>
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<tr>
<td>5</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>91</td>
</tr>
</tbody>
</table>

The average student attendance rate for 2013 was 94%.

Management of 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 Education Act 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. In doing so the school, 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 non-attendance 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; and
- 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 Catholic Schools Office and the relevant Department of Education and Training officer 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 Catholic Schools Office monitors each school’s compliance with student attendance and management of non-attendance on an annual basis as a minimum, as part of the system’s School Review and Development processes.

2.7 Student Satisfaction

Students regularly participated in school governance through the membership of the Student Representative Council. This council meets with a co-ordinator who then relays information to the school Leadership team. Many school initiatives including social justice programs have been initiated through the Council. This is widely supported by the student population at Holy Family. Throughout 2013 the students met regularly with school teaching staff to identify areas where students could improve the physical surrounding of the school and to identify various social justice initiatives, for example, members of our choir and the Social Justice Club regularly visit and perform for residents of some of our local nursing homes. Senior students are involved as Kindergarten Buddies and in Senior Ministry groups serving the school and wider community.

A survey conducted by external agency MMG Education towards the end of 2012 showed that 82% of students rated their overall satisfaction with Holy Family as very high.
3. Catholic Life and Mission

3.1 Catholic Heritage

At Holy Family Catholic Primary School we aim to foster strength and gentleness within our Christ-centred community. It is here that we acknowledge our faith as part of the Broken Bay Diocese and are supported locally by our Lindfield Killara Parish. We believe it is important to continue the traditions and rituals that have been established here at Holy Family for the last 80 years. Our recent study and celebration of our school charism (the Brigidine Order) exemplifies this. Each class from K – 6 study a unit about Saint Brigid, as well as participate in activities to honour our founding Order. This was clearly identified as a strength in our cyclical school review of our strategic plan, which noted as particular strengths of the school that we have numerous opportunities to celebrate; that we pronounce our Catholicity through signs and symbols; that we reach out to others and are aware of the needy. It was also acknowledged that our school, like other schools in the Diocese of Broken Bay, would become more aware of our charism. We acknowledge that it is a process, but one where we have made a strong start together. As a school community we are committed to Catholic discipleship and to valuing and respecting our students and their families.

During our enrolment process parents are reminded of the Catholic identity and mission of the school and that it is an expectation that they will assist in living out that mission.

3.2 Religious Life of the School

2013 has been a Liturgically rich year. We have celebrated many Masses together, including:

- Beginning of the School Year/Feast of Saint Brigid;
- Ash Wednesday;
- Lenten Mass;
- Easter Mass;
- Pentecost Mass;
- Mothers’ Day;
- Grandparents’ Day;
- Assumption Mass;
- Year 6 Graduation;
- End of Year Mass;
- Mission Mass;
- Friendship Mass; and
- Kindness Mass.

We have also celebrated and prayed together on other occasions such as:

- Holy Week and Easter;
- ANZAC Day;
- the Feast of St Mary MacKillop of the Cross;
- Remembrance Day;
- Catholic Mission month activities; and
- Advent.
During Lent and Advent we have prayer and reflections during our regular Monday assemblies. During each week of Lent our Social Justice students read the Project Compassion story for the week accompanied by a prayer and during Advent we read the prayer reflection based on the Sunday Gospel.

The school has supported the Parish Sacramental Program throughout the year. Approximately 60 students from Year 2 celebrated Confirmation in the Parishes of Killara and Lindfield. 45 students celebrated First Communion in June.

Some of our students joined other schools in the Diocese at the Year 6 Cluster Mass and the Mission Mass. We also attended the Diocesan Mission Mass and had a Year 6 Discipleship Challenge.

3.3 Catholic Worldview

We uphold the Holy Family Vision statement by valuing and respecting the human dignity of all people. Therefore, as a school we have opportunities for the community – children, staff and parents – to be involved in initiatives that reach out to others both within and outside the community. The school has a student Social Justice committee, which is an offshoot of the Parish Social Justice Committee – a representative from the parish SJ committee comes to the student meetings. In 2013 some of the programs and fundraising Holy Family participated in were:

- Project Compassion/Caritas Australia;
- Catholic Mission;
- St Vincent de Paul Winter and Christmas appeal; and
- School of St. Jude, Tanzania.

Other Social Justice initiatives included families donating hampers to St Vincent de Paul, and students bringing in their school shoes and soccer boots at the end of the year to send to communities in Western NSW.

Mission modules were taught in the Religious Education KLA. This teaches not only about the needs of others, but our responsibility as disciples of Jesus to take action to achieve justice for all people. Mission Month whole school activities including crazy sock day were used as opportunities to raise money for the less fortunate.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church which is implemented by all systemic schools in the Diocese.

All teachers are accredited to teach Religious Education at Holy Family in accordance with the Diocese of Broken Bay’s policy on the Professional Requirements for the Accreditation of Teachers of Religious Education. Those who required accreditation put applications in during the year and this was formalised.
4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Behaviour Management and Student Discipline Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

The Behaviour Management and Student Discipline Policy incorporate the Diocesan initiative approach to behaviour – Positive Behaviour for Learning (PBL). The positive approach to students’ behaviour has had a great impact on the life of the school and the whole school approach has provided continuity of language used and effective strategies for dealing with behaviour.

The Personal Development and Health learning sequence ensures that each class teacher provides opportunities for children to gain an understanding of anti bullying and empowers them to develop strategies for positive relationships.

Parents of the school receive regular reminders and updates about the rules and each week there is rule focus. The school community is aware of this through the use of signage and the weekly newsletter.

The School Pastoral Care policy has been updated to reflect changes in Diocesan documents, particularly Diocesan supporting documents to the CSO Pastoral Care policy. The KidsMatter Framework has been introduced to the school to enable us to audit how we are going with Pastoral Care in practice and our approaches to pastoral care of our students have been adapted as a result of our audit. The first component of KidsMatter, “A positive school Community”, saw us set aside a day to launch the component, as well as parents’ talks and classes taking on “Bucket Fillers” as a concept and approach to being a positive community. This also fits with our approach to behaviour management – PBL – as a positive approach to building and skilling our students.

4.3 Pastoral Care of Families

Both formal and informal support structures exist for families within the Holy Family Catholic School community. The staff work closely with parents during the year to provide whatever support is required in relation to issues concerning their child. Where necessary, parents are referred to the School Counsellor, North Shore Cluster.

We held parent talks this year to support families in raising their children and these help to put parents in touch with outside agencies that can also provide service to families. The Diocesan facilitator of KidsMatter gave a talk on resilience and we also had KYDS (Kuring-Gai Youth Development Service) come to speak at the school and offer services to families.

4.4 Resolving Issues

The Diocese of Broken Bay has established a Complaints Handling Policy and Procedures which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.
4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.
5. **Excellence in Teaching and Learning**

5.1 **Quality Teaching and Learning**

Following are some of the initiatives implemented during 2013 to support and enhance student learning:

- School Review was quite a commitment and undertaking by all staff. Engagement in the process resulted in the refinement and better alignment of Scope and Sequences, teams reviewing and updating compliance and curriculum policies and gave new staff opportunity for input and to work with documents.

- Continued resourcing K-6 Science with newly released kits supporting our main resource “Primary Connections”.

- Continued refinement of Collaborative Analysis of Student Learning led to specific action plans to meet student learning needs.

- Science Challenge, Mathematics Olympiad and Tournament of Minds provided challenges for interested students Years 3 to 6.

- Staff were introduced to, engaged with and practised Mathematics Assessment Interviews Kindergarten to Year 6 in preparation for 2014. This highlighted developmental stages of learning and achievement in the Number strand of Mathematics assisting teachers in better knowing their students resulting in focused explicit teaching.

5.2 **Student Achievement**

Students in Years 3 and 5 undertook tests as part of the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are ”at proficiency”.

- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are ”at proficiency”.

- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.

- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
In the 2013 cohort, there were (43) students in Year 3 and (41) students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the My School website (http://www.myschool.edu.au/).
### Band Distributions (%) – Year 3

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<th></th>
<th>State</th>
<th>National</th>
<th>School</th>
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<tbody>
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<td><strong>Reading</strong></td>
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<tr>
<td>Band 1</td>
<td>2.8</td>
<td>2.8</td>
<td>0</td>
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<tr>
<td>Band 2</td>
<td>9.7</td>
<td>8.7</td>
<td>2.3</td>
</tr>
<tr>
<td>Band 3</td>
<td>16.3</td>
<td>17.3</td>
<td>4.7</td>
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<tr>
<td>Band 4</td>
<td>24.6</td>
<td>23.5</td>
<td>14</td>
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<tr>
<td>Band 5</td>
<td>18.7</td>
<td>22.6</td>
<td>27.9</td>
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<tr>
<td>Band 6 (+)</td>
<td>27.9</td>
<td>23.2</td>
<td>51.2</td>
</tr>
<tr>
<td><strong>% at or above national minimum</strong></td>
<td>96.3</td>
<td>95.3</td>
<td>100</td>
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<tr>
<td><strong>Writing</strong></td>
<td></td>
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</tr>
<tr>
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<tr>
<td>National</td>
<td>12.1</td>
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<tr>
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<td>0</td>
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<tr>
<td><strong>Spelling</strong></td>
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<td><strong>Gr. &amp; Punct.</strong></td>
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<tr>
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<tr>
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<td>9.4</td>
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<tr>
<td>School</td>
<td>22.6</td>
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<td><strong>Numeracy</strong></td>
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<tr>
<td>State</td>
<td>2.8</td>
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<td>8.3</td>
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<tr>
<td>School</td>
<td>11.6</td>
<td>11.6</td>
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</table>

100% of the Year 3 students performed at or above the National minimum in all disciplines i.e. Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. These scores are significantly and consistently higher than the State and National average – particularly notable is that the number of Holy Family students in the highest Band is more than double that of the National average in all disciplines.

### Band Distributions (%) – Year 5

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<th></th>
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<tbody>
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<td><strong>Reading</strong></td>
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<td>Band 3 (-)</td>
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<td>Band 5</td>
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<tr>
<td>Band 6</td>
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<td>30.0</td>
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<tr>
<td>Band 7</td>
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<td>21.9</td>
</tr>
<tr>
<td>Band 8 (+)</td>
<td>15.3</td>
<td>10.9</td>
<td>10.9</td>
</tr>
<tr>
<td><strong>% at or above national minimum</strong></td>
<td>97.0</td>
<td>96.2</td>
<td>100</td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td>State</td>
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<td>National</td>
<td>8.8</td>
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<td>11.8</td>
</tr>
<tr>
<td>School</td>
<td>32.3</td>
<td>28.1</td>
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<td><strong>Spelling</strong></td>
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<tr>
<td>National</td>
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<tr>
<td>School</td>
<td>25.7</td>
<td>26.4</td>
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</table>

100% of Year 5 performed at or above the National minimum in all disciplines. These scores are significantly higher than the State and National average for students achieving Band 7 or 8 – particularly notable is how much higher than the averages for both State and National levels are our scores in Reading, Spelling and Grammar and Punctuation. Trends in student growth are a focus for school improvement.
5.3 Extra Curricula Activities

The children have been involved in various musical activities throughout the year.

Different members of the School Band play the National anthem each week at Assembly with the school singing the first two verses.

The school choir gave several performances, including those at: Lourdes Retirement Village at Killara, Holy Family Art Show and Killara Parish Fete.

The School Band performed for students and parents at several School Assemblies, at the Killara Church Fete, the Holy Family Art show, Fathers’ Day breakfast and at the holy Family Christmas Concert. Children in the school band have the opportunity of participating in the Yamaha Music Festival, Holy Family Band Camp and to attend private lessons to help their performances.

Younger students also have the opportunity to be part of the Recorder group, learning important skills in preparation for band. The Recorder group has performed at assemblies.

Primary children also had the opportunity to take part in the Tournament of Minds competition and the Science Challenge.

5.4 Professional Learning

Teachers are encouraged and supported to seek out relevant professional learning opportunities and continue to be active learners.

The Diocesan focus, Leading Learning, provided some direction for professional development both at the Leadership level as well as whole staff and directly impacted on the development of the School Improvement Plan. Professional learning opportunities were provided for members of the Leadership team and staff. Professional development was provided by Consultants from the Catholic Schools Office in relation to the Tier one and two review process for school registration and were supported, through staff development days and staff meetings, in preparing relevant and necessary documentation, analysis and reflections and reports. Consultants also provided professional learning support in unpacking and planning with the new Mathematics and English Syllabus documents. The school Leadership team led the staff in further developing a shared understanding assessment tool with a focus in Literacy and Numeracy, Science and Technology programming and Positive Behaviour for Learning (PBL). A number of Staff Development Days supported these initiatives utilising both staff expertise and Catholic Schools Office consultants.

External professional development opportunities were sought and engaged with in Spelling and Reading Comprehension, Leadership and the Leading Learning project, NAPLAN analysis, assessment, the use of Active Inspire in the classroom. Teachers participated in cluster groups in ICLT, Mathematics and Literacy where strategies and experiences are shared. A number of teachers continued or completed Masters level study in Mathematics, Pastoral Care, Educational Leadership and Religious Education.

A number of teachers, permanent, temporary and casual, participated in the New Scheme Teachers Program offered by the Catholic Schools Office.
6. **Strategic Initiatives**

6.1 **2013 Priorities and Achievements**

During 2013 we:

- refined and continued to develop our assessment practices, in particular the use of data collected to improve student learning;
- targeted intervention programs for students identified as lacking in growth at both the lower and higher levels of achievement;
- utilised Practice Analysis Conversations and Collaborative Analysis of Student Learning in a more structured and practical way;
- sustained and supported learning and teaching in Science and Technology building on what was achieved in 2012;
- focused on explicit teaching of comprehension strategies across the school;
- launched KidsMatter introducing the first component. This is a 3 year initiative to support the social and emotional needs of our students, parents and staff as well as the Positive Behaviours towards Learning programme (PBL);
- reviewed and revised the induction and transition for new staff;
- were more explicit in our teaching of the discipleship challenge as an important part of Religious Education;
- provided for parent education, particularly in Numeracy and Literacy;
- completed the refurbishment of an existing learning space catering for the expansion of the school from 12 to 13 classrooms;
- successfully completed the School Review for registration in the areas of compliance, policy development and teaching and learning and, from this, established areas of ‘success’ and ‘further development’; and
- gave more focus to our School Improvement Plan at parent meetings and produced a parent friendly version of the plan.

6.2 **2014 Priorities and Challenges**

During 2014 we hope to:

- commence a 3 year project ‘Extending Mathematical Understanding’ (EMU) the impact of which will be Kindergarten to Year 6 with an intervention program at Year 1 level. Access training for two teachers as EMU Leaders and two as EMU Specialist Teachers;
- continue the implementation of KidsMatter Framework introducing the Social and Emotional Learning and the Parent modules;
- further develop assessment tasks practices in Religious Education, student understanding of discipleship challenges, engaging with scripture through Godly Plays and prayer in the classroom;
- continue work with the structure and components of effective Literacy blocks;
- support teachers with the implementation of new Mathematics and English syllabus;
- review new Science and Technology Syllabus in preparation for its introduction in 2015;
- support student and staff learning in the move from MyClasses web platform to Google Applications For Education;
- provide Parent Education that is more accessible to a greater number of parents; and
- complete the development of a new school website.
7. Parent Participation

7.1 Introduction

The support and involvement of Holy Family parents is important to the ongoing success of the school. Parents are encouraged to be part of, and contribute, in a variety of ways. The School Board, based on a philosophy of shared wisdom, has a governance role. The Board supports the Principal, advising in matters of school policy and decision making. The Board is also a conduit for parents and parishioners wishing to raise issues or seek clarification. The School Board includes parents, members of the school Leadership team, our Parish Priest and other parishioners.

The P&F has an important role in building community, organising functions, welcoming new families as well as undertaking fund raising initiatives to assist with resourcing classrooms and meeting social justice commitments. Staff recognise and appreciate the work of these groups.

Whilst fund raising is important, the effect of modelling the qualities of strength and gentleness cannot be underestimated.

7.2 Parent Satisfaction

The strong sense of community at Holy Family stems from the relationships which have been developed. It is through community that the needs of individuals and groups have been able to be addressed.

Parent involvement in the School Board and P&F provide opportunities to contribute to Holy Family. Principal morning teas have been forums for learning, asking clarifying questions and discussions relevant to student learning and school life, as well as time to catch up with other parents.

Throughout the year we were again delighted with the many outstanding achievements of our students in social justice, the arts, academic and sporting pursuits.

The survey and in-depth review of parent satisfaction across key areas of the School conducted by MMG Education, an external agency, conducted towards the end of 2012 was further supported by parents during the School Review process. The results indicated parent expectations being met and exceeding well above the average of MMG Education’s extensive database of other school.

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at http://www.myschool.edu.au. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at http://www.csodbb.catholic.edu.au

The contents of this annual report have been validated by the School’s consultant, Diann Hynes.