2015
annual school report

Holy Family Catholic Primary School,
Lindfield
2-4 Highfield Road, Lindfield 2070
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Holy Family Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. 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'), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. 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.
SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

The School community 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 2015. This year, the School and parish community has 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.

Parent Body Message

The Advisory Group acts in a manner which is at home with the Catholic belief that the Holy Spirit lives in the Christian community and that all members have wisdom to contribute. In the reflective, collaborative atmosphere of the monthly Advisory Group meeting, the principal seeks the Advisory Group's perspective on matters of school policy and on "big picture" matters affecting the school's present life and its future.

The Holy Family School Advisory Group focuses on five key areas. These areas are listed below and more detailed descriptions of each are available on the school website:
- Mission and vision
- Policy development
- Strategic planning
- Support of the school’s educational leadership
- Collaboration and communication

Advisory Group members welcome parent comments and discussion on any areas of concern as well as those areas parents find valuable and useful for their children and family. The Advisory Group is looking forward to the developments and opportunities of 2016 and working with parent and parish communities for the enhancement of Holy Family Catholic Primary School.

School Advisory Group Chairperson

Student Body Message

As I walk through the school gates I see the bright smiles on every child’s face, I hear laughter and joyous chatting of children. The welcoming vibe of the school playground hits me and I feel at home. Our motto Strength and Gentleness is the heart and soul of our school and is displayed through every individual.

Students are able to take part in leadership roles such as Captains, the Student Representative Council (SRC), the social justice club and the group Many Leaves One Tree (MLOT). Our Catholic
school community is one where Christ is central and each individual and their opinion is valued.

A great way to get a rich experience of what we learn about in class is to participate in school excursions. We have been lucky enough to enjoy excursions to Elizabeth Farm, the Endeavour, the Powerhouse Museum and national parks. Year 5 and 6 went to Canberra and Year 6 to leadership camp. Students are challenged and supported in their schoolwork classes. We also have people like the CSIRO, gymnastics, dance and tennis come to the school with interesting learning programs.

Senior students
School Features

Holy Family Catholic Primary School Lindfield, is a Catholic systemic co-educational school.

Holy Family Catholic Primary School Lindfield, is a Catholic systemic co-educational school. The school is a well established Kindergarten to Year 6 Catholic primary school located in the combined parish of Lindfield and Killara. The School was established in 1927 by the Sisters of Mercy. In 1940, Monsignor Downey invited the Brigidine Sisters to take over the running of the School and that link continued until 1998. The Brigidine tradition and the powerful motto Strength and Gentleness has lived on and is a focus for all that we do. A new school was constructed on the land adjacent to the parish church and was opened in Term 4, 2000.

The school is part of a welcoming, vibrant and caring community. Strength and gentleness are fostered within our Christ-centred community and pervade the school. We recognise the uniqueness of each individual and are committed to excellence in teaching and learning. Students are encouraged to develop conceptual understandings, apply their knowledge to problem solving tasks and demonstrate creative and critical thinking. The school has a unique learning environment and academic achievement is valued. We are a community of respectful, responsible learners. Our teachers are motivated, highly professional and committed to continuing professional learning. The school is a nurturing, supporting and caring faith community and Jesus is central to all aspects of school life. Our school community reflects our name – a Holy Family. We are committed to Catholic discipleship, where the dignity of all people is valued and respected.

A Student Representative Council (SRC) operates in the school. One member from each class from Years 2 to 5 is elected to the council and the executive positions are held by Year 6 students. The school captains are also members of the council. The purpose of the SRC is to give the children a “voice” in the school, an avenue for raising issues or concerns and/or fund-raising. A buddy system operates between Year 6 and Kindergarten.

The school welcomes parent involvement and has an active Parents and Friends (P&F) Association that has a number of committees to support the school, for example, social committee, art and craft festival, tuckshop, uniform shop and the before and after-school care program. Our School Advisory Group supports the principal with the school’s goals. Parents are welcomed helpers in the classroom and at other events related to Key Learning Areas, for example, excursions and sport.
SECTION THREE: Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>151</td>
<td>137</td>
<td>48</td>
<td>288</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolments are generally stable, at around 300 students. It is likely that a higher retention rate will see two Year 5 classes in 2016. Planned future residential developments and the possible impact on enrolments feature in discussions and planning of the School Advisory Group.

Enrolment Policy

The School follows the Enrolment Policy for Diocesan Systemic Schools. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2015 was 94.92 %. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>95 %</td>
</tr>
</tbody>
</table>

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents’ legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. 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
School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education 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 CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School’s attendance monitoring procedures are based on the Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).
Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>6</td>
<td>25</td>
</tr>
</tbody>
</table>

* This number includes 12 full-time teachers and 7 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>19</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. 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. The following table provides specific information relating to the focus of three of these staff development days.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Seven steps to writing success</td>
</tr>
<tr>
<td>2</td>
<td>Spirituality day: exploring prayer, personal and in the classroom, with a focus on experiencing and understanding the Examen.</td>
</tr>
<tr>
<td>3</td>
<td>KidsMatter component 4; implementing the Australian K-10 History syllabus</td>
</tr>
</tbody>
</table>

A considerable budget is allocated to staff inservice and training. Two teachers trained as Extending Mathematical Understanding (EMU) Specialists, one for the early years group and one for the middle school group. Two staff attended Positive Partnerships training which focused on
inclusive approaches and adjustments for students with autism. The Religious Education Coordinator continued her studies in the Masters of Religious Education. A number of teachers regularly participated in professional learning community meetings including English, Mathematics and Science and Technology.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

Holy Family is founded in the tradition of the Brigidine sisters. Our school motto of Strength and Gentleness, which is derived from the Brigidine tradition, helps form the school's core values. These values are developed along with our Catholic Worldview through Brigidine units which are taught in each class and are integrated into Mission units by some year groups.

A strong community bond is established early in the year with the opening school mass and celebrations for St Brigid’s feast day. This helps form a connected school community where liturgical events are celebrated and parents are welcomed. Parental and parish bonds are further developed through monthly whole school masses and liturgies, as well as class liturgies.

Students have been given many opportunities to express and witness to their Catholic identity through being involved in the liturgical life of the school, class lessons and daily prayer. Students are supported and nurtured in the loving Catholic environment that is provided by the staff of Holy Family. Through Strength and Gentleness a strong and supportive community is nurtured and maintained.

Prayer is an important aspect of school life and in 2015 an area of focus was to develop consistency in prayer practices across classes. A major focus for staff development, therefore, has been developing knowledge and skills of staff in different types of prayer. A particular focus was in the use of the Examen. The regular use of this prayer in the classroom has had a positive impact on the spiritual life and faith development of both staff and students.

Social Justice initiatives across the school highlight for our school community the importance of living the gospel values and expressing them through service. Led by the social justice group, Holy Family has been involved in fund raising to support Caritas Australia through Project Compassion and the Catholic Mission Appeal for Madagascar; also our school community has donated goods for the St Vincent de Paul winter appeal and hampers for the Christmas appeal.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The school offers a sound and thorough curriculum in all KLAs, implementing BOSTES syllabuses and the new NSW syllabuses for the Australian Curriculum. The RE curriculum is implemented through the work units of the Broken Bay Diocese.

Information Technology is integrated across the KLAs with significant developments in the use of interactive white boards in every classroom. Classrooms have their own laptops and PCs with portable computer banks available for one-to-one or shared device work. iPads are available for Early Stage One and Stage One classes and can be borrowed by older groups. The School and Diocesan School System continue to support staff development in this area.

We currently have a learning support teacher on staff two days a week. This role encompasses supporting teachers with students who are unable to access the curriculum at their grade level and those who may be working well beyond their level.

The school is in the second year of professional learning in Extending Mathematical Understanding (EMU); this has further enhanced the high level of mathematical education from Kindergarten to Year 6 in a hands-on process approach. During 2015 a third teacher trained as an Early Years specialist while one of the existing specialists trained to meet the needs of middle school students (Years 3 to 6).

Specialist sport and music and drama teachers are permanently on staff and work with all classes. The school also has a junior and a senior band. The bands rehearse either before or after school and perform at various functions including the Art and Craft show, Father's day breakfast and assemblies.

Weekly sport for Years 3 to Year 6 is highly developed with the children taking part in activities or clinics at the school or using a nearby oval. All students participate in a ten week gymnastics program delivered and assessed by qualified gymnastics teachers using their equipment; this takes place in the school hall. All students also participate in a ten week dance program delivered by an external provider. The program culminates with a performance for parents and children can opt to participate competitively in and out of school performances. 2015 saw the introduction of a 10 week developmental skills based tennis program from Kindergarten to Year 6. This was well received and is planned to continue in 2016.
NAPLAN

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.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. 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. Additional NAPLAN student performance information can also be accessed from the My School website.

### NAPLAN RESULTS 2015

<table>
<thead>
<tr>
<th>Year 3</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>76.00 %</td>
<td>52.20 %</td>
</tr>
<tr>
<td>Reading</td>
<td>74.00 %</td>
<td>48.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>92.00 %</td>
<td>46.80 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>58.00 %</td>
<td>41.20 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>66.00 %</td>
<td>33.50 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>66.70 %</td>
<td>35.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>70.00 %</td>
<td>33.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>33.30 %</td>
<td>19.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>66.70 %</td>
<td>32.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>53.40 %</td>
<td>27.80 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments

The NAPLAN table reflects statistically very high achievements that are the results of a number of
initiatives undertaken in professional learning for staff, support programs, good pedagogical practices and resourcing.

Trend data going back to 2011 shows best results to date for Year 3 in Reading and Writing and for Year 5 in Numeracy, Reading and Spelling. The Year 3 Numeracy results are in keeping with previous high results and while the Year 5 Writing is not quite to the highest score, it is a strong improvement on 2014 and trending close to our best results. Spelling is an area for development for the 2015 Year 3 cohort and will need to be a priority in 2016.

Extending Mathematical Understanding (EMU) intervention groups were in place in 2014 for Year 1 and 2 and the introduction in 2015 of a middle primary group has had a positive impact on those students who have struggled with mathematics. EMU has also impacted positively on consistent high quality teacher practice with EMU leaders and specialist teachers providing excellent professional learning opportunities, contemporary readings and appropriate classroom resources for all staff.

The Mathematical Assessment Interview (MAI) conducted with every student at the beginning of each school year has provided teachers with accurate information about their students in terms of their mathematical understanding in Number. Being the second year of administering the MAI we have been able to monitor growth, identify sticking points and better target our teaching for each student.

A initiative impacting on the strong literacy, and particularly Writing, results was a whole school focus on the craft of writing. The focus related to all text types and included strategies for students to engage the reader. This focus will continue to be developed in 2016 and is part of the School Improvement Plan.

A further initiative during 2015 led to every student identifying their own learning goals for number and writing. Students were guided and assisted by teachers in identifying and formulating their goals, assessing them when they had achieved a goal and helping again to identify their next learning goal. This not only gave them direction and focus but also communicated clearly to parents what students needed to work on. This will continue to be refined in 2016.
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies and procedures are informed by the Pastoral Care Policy for Diocesan Systemic Schools. This policy is underpinned by the guiding principles from the National Safe Schools Framework (2011) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The School Pastoral Care policy has been updated to reflect the changes in diocesan documents. The KidsMatter framework has been introduced to enable the school to audit how we are going with pastoral care practices. The school’s approach to pastoral care of students and the future direction in this domain has been adapted as a result of this audit. In 2015 staff engaged in the fourth component of KidsMatter, helping children who are experiencing mental health difficulties. The School is committed to our approach to behaviour management, Positive Behaviour for Learning (PBL), as a positive approach to building appropriate skills in our students.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

Anti-Bullying Policy

The School’s Anti-Bullying Policy is based on and informed by the Anti-Bullying Policy for Diocesan Systemic Schools and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.
Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

Holy Family is a Positive Behaviours for Learning (PBL) school. A fortnightly focus is scheduled and the Student Representative Council (SRC) presents the focus at assembly giving examples and non-examples of skills e.g. being in the right place at the right time. The focus of PBL is to identify and acknowledge positive behaviours. The basis of all teaching points is to be a respectful, responsible learner.

This year, the SRC moved beyond the PBL focus to student identified improvement goals. An example of this was to improve the condition of the playground by reducing litter. Senior students are given the responsibility of being buddies to Kindergarten children. Their main role is to model behaviours and to support their buddy when necessary.

All senior students are active in various ministries, taking on specific responsibilities and supported by a teacher. Among the ministries are communication, leadership, welcoming and liturgy.

Established in 2014, the social justice club continued to grow. This club is open to students from Years 3 to 6. A teacher works with the students in the club as well as the parish social justice group. The social justice club helps to support sponsorship of the School of St Jude's, make Vinnies hampers, donate to Project Compassion, organise activities for fund raising and raise awareness of issues. The relationship with St Lucy's school continued with students visiting and meeting students. The club organised and ran a special project, 'A week without words', raising money for extra technology. The social justice club ran a special fundraiser for the victims of the Nepal earthquakes. Bunting was made with every student contributing a decorated pennant which was later sent to the Caritas office in Nepal.

A new student group, Many Leaves One Tree (MLOTs), was formed in 2015. The main purpose of the MLOTs is to raise the happiness quota at Holy Family. The group organised numerous lunch time activities such as dancing, treasure hunts, movies in the hall and clothing from other countries day. Student engagement and joy was high and the MLOTs are keen to continue in 2016.
With all that the students do to raise money for those in need, the greatest learning is
the empathy, the knowledge of how to be a global citizen underpinned with Catholic values, and
what this should look like in our school and families.
SECTION NINE: School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School’s progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

A consistent approach to prayer and opportunity for reflective prayer were targets for 2015. Teaching partners adapted the reflective prayer the Examen which is now prayed each day in all classes. Students have a better understanding of the importance and place of prayer.

Students co-constructed individual learning goals for both writing and number. With help from their teacher, students identified their point of learning which allowed both them and their parents to know ‘where to next’ in terms of learning. A ‘200 hits’ homework program was developed and implemented so that homework was adjusted for each student. Consistent use of the program has promoted student growth.

Staff completed implementation of the KidsMatter framework with component 4 looking at early identification of student mental health needs.

The Student Representative Council identified areas of concern or improvement and led the school focus at assemblies.

A new initiative in student voice has been the Many Leaves One Tree group (MLOTs). With teacher support, MLOTs planned lunchtime activities focusing on student happiness, fun and involvement with a positive impact on our goal to strengthen student wellbeing.

Priority Key Improvements for Next Year

During 2016 we aim to:

- Explore dynamic assessment as a foundation for a good understanding of student learning and quality reporting with a focus on Religious Education
- From the Mathematics Assessment Interview (MAI) and other student assessments, identify a new action project as a focus for professional learning and establishing improvement targets for student learning
- Further refine teaching and learning in Writing across all grades with close reference to the Writing Continuum
- Develop the use of Google Applications For Education (GAFE) in Stage 3 and purchase appropriate hardware to support staff and students
- Have all staff engage in professional learning on the Seven habits of highly effective people
- Plan and prepare for the implementation of *The leader in me* across the school and align this with other student and parent groups
- Implement both History and Geography syllabuses
- Develop a space for creative, cooperative play in the lower playground and purchase resources for other designated play areas.
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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

**Parent Satisfaction**

Utilising resources from the *KidsMatter* website, parents were surveyed to gather information about the strengths, desires and possible areas for improvement at Holy Family. The responses indicate that parents feel Holy Family is a welcoming school that provides a safe and caring environment for their children. There was a high level of satisfaction with children’s progress socially, emotionally and behaviourally with high expectations being set by the school. Parents felt comfortable in talking with the teacher about their child and felt they had opportunities to be involved in the school.

Some of the key suggestions for further action included more opportunities for explicit teaching and learning to assist children in the area of social and emotional learning, helping all children cope with feelings of anxiety and stress. Catering for student learning across all abilities and opportunities for more formal parent teacher meetings were also identified.

**Student Satisfaction**

During 2015 all students from Kindergarten to Year 6 were given surveys appropriate to their age specifically about wellbeing and bullying. A majority of the student population identified as being happy at school ‘most of the time’. While students indicated that bullying does occur ‘some of the time’, and for some more often, 82% of students said that teachers act quickly to support them and help stop bullying. 94% of students said children are friendly and caring ‘some of the time’ or ‘all of the time’.

Through the *Positive Behaviours for Learning* (PBL) framework and parts of *The leader in me* program, students are helped in developing strategies to cope with relationship issues and develop problem solving skills and resilience.

**Teacher Satisfaction**

A combination of survey, professional learning evaluations, incidental observations and comments all indicate a high level of teacher satisfaction. A survey identified support provided for students and families is a great strength of Holy Family School. 80% of survey responses indicated that the school provides opportunities for all members of staff to share views and opinions and that relationships between staff and families are respectful and responsive. 75% of staff surveyed believe that relationships between staff members are respectful and responsive.

A high level of teacher satisfaction was also evident in the way they engaged in professional
dialogue and their commitment to ongoing learning. Teachers openly engaged in Collaborative Analysis of Student Learning (CASL) meetings - a group case management approach to discuss and commit to strategies that may assist a student to better engage with specific learning. Visitors often comment on the welcoming nature of our staff - a good indicator of positive relationships and satisfaction.
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

**Income**
- Commonwealth Recurrent Grants (49.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.1%)
- Fees and Private Income (29.8%)
- Other Capital Income (4.6%)

**Expenditure**
- Capital Expenditure (0.9%)
- Salaries and Related Expenses (70.3%)
- Non-Salary Expenses (28.8%)

### Recurrent and Capital Income

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,744,968</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$566,246</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$1,050,662</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$162,584</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$3,524,460</strong></td>
</tr>
</tbody>
</table>

### Recurrent and Capital Expenditure

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$26,883</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$2,201,512</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$903,412</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$3,131,806</strong></td>
</tr>
</tbody>
</table>