



2021

ANNUAL SCHOOL REPORT



Holy Family Catholic Primary School

2-4 Highfield Road, LINDFIELD 2070

Principal: Mr Lou Dogao

Web: www.hfddb.catholic.edu.au

About this report

Holy Family Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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](#).

Message from key groups in our community

Principal's Message

Holy Family Catholic Primary School is a community of learners working together to help prepare our children to be able to contribute to our local and global community.

This 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 an outline of the School's improvement journey and initiatives implemented in 2021 and improvement and initiatives planned for 2022. It is important to note that restrictions and lockdown due to the pandemic had quite an impact on whether a number of initiatives planned for 2021 could take place. I trust that this report will reflect the passion and agility of the Holy Family staff and broader learning community in responding to what was a challenging year.

I hope this report will provide an insight into our wonderful school and school community.

Parent Body Message

There are many ways parents can engage in the life of our school. Two groups that currently provide this opportunity are the School Advisory Board and the Parents and Friends (P&F). The role of the School Advisory Group is to provide advice and support to our Principal and their leadership team. We are there to provide a parental perspective on matters of school policy and on "big picture" matters affecting the school's present life and its future. An important role of the Parents and Friends is encouraging the strong sense of community that Holy Family is so well known for. A big part of that are the events and social gatherings that are held throughout the year. Parent contribution, whether in organising or attending and supporting, is an important way to give back to and be part of our wonderful community. Together, these groups foster collaboration, synergy, amongst the parent group and with the school. They are also vehicles for parent voice.

Student Body Message

Our school motto is strength and gentleness or strength through gentleness. Using our school motto the students and staff of Holy Family strive to show an example to others, respect the rights, beliefs or ideas of others and much more. Holy Family is not about one person getting a medal or one person standing out among others, at this school everyone is a leader and has a purpose in our school. Holy family has taught us that everyone is unique, we all have our strength and we are all made in the image of God and we should embrace how we are made.

The Year 6 leadership camp is an opportunity to grow as a group learning how to trust others which is a big part of leadership.

At Holy Family, we all strive to become a better version of ourselves. The Holy Family community has prepared us to be a better version of ourselves, and we will carry that with us for the rest of our lives.

School Features

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

Holy Family Catholic Primary School Lindfield 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.

Student voice is in part facilitated via a Student Representative Council (SRC). One member from each class from Years 2 to 6 is elected to the SRC serving a semester. The Year 6 School Leadership Team form the executive and serve the full year. The purpose of the SRC is to give children a “voice” in the school, an avenue for raising issues and concerns.

A number of student leadership opportunities, ministries, that students can apply for also exist. These include Student Leadership Team, Social Justice and Environment, Liturgy, Sport, Band and Library. Student voice and involvement whether through a leadership position or belonging to a club is important in building community and self-worth. A buddy system operates between Year 6 and Kindergarten.

The school welcomes parent involvement and has an active Parents and Friends (P&F) Association providing for parent voice and engagement. The P&F builds community and supports parents. Another parent group is the School Advisory Group. This group provides support and advice for the Principal and the leadership team with the School Improvement Plan and issues that have global school impact. Parents are welcomed helpers in the classroom and at other events related to Key Learning Areas.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 98 | 86 | 38 | 184 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2021 was 97.17%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | | | | | | |
|--------------------------------|--------|--------|--------|--------|--------|--------|
| Kindergarten | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 98.32 | 97.48 | 96.76 | 97.30 | 97.36 | 96.80 | 96.20 |

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 a sense of wellbeing and belonging in students
- 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
- 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, CSBB 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

| | |
|------------------------------------|----|
| Total number of staff | 25 |
| Number of full time teaching staff | 8 |
| Number of part time teaching staff | 10 |
| Number of non-teaching staff | 7 |

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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 learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Professional Learning (PL) plans were impacted by COVID-19 but remained an important focus.

Day 1 saw reviewing and setting our goals. Staff reflected on professional teaching and learning goals and personal and student aspirations.

All staff, teaching and non-teaching, participated in the launching of the Diocesan strategic plan, 'Towards 2025'. This included: Unpacking the nature and needs of who we serve..the alpha generation; Work on the Diocesan Collaborative Continuous Improvement Cycle, central to future planning and work; Workshops; Unpacking Goals and Objectives.

Staff Spirituality Day focused on personal prayer and mission.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. This includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. In 2021, due to Covid restrictions, some of these opportunities were limited.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

At Holy Family Catholic Primary School, we are guided by the charism of St Brigid as we foster strength and gentleness within our Christ-centred community. As a school community we are committed to Catholic discipleship by living out gospel values.

This year has been a disrupted year with many planned liturgical celebrations cancelled, or held in a very different separated way to ensure that we were being COVID safe. Thankfully in Term 1, Stage 3 were able to celebrate an Opening School Mass led by Father Colin. Kindergarten and Year 1 were able to join the seniors later that term for a Lenten Mass.

Early in the year classes joined with the parish community, with individual classes attending a week day mass a few times a term. This was a wonderful opportunity for us to connect with the parish.

During Holy Week students participated in a very moving prayer prepared by Year 5 and Year 6. We walked in Jesus' footsteps and at each station took the time to reflect and wonder

about what it is Jesus is teaching us in this moment and how, in our own lives, we can demonstrate the love that Jesus shows us all.

Term 2 began with a beautiful Easter celebration for Kindy, Year 1 and Stage 3 and a few weeks later Year 2, 3 and 4 celebrated the Feast of Pentecost. Year 3 students also celebrated the Sacrament of Confirmation.

The only time this year that we were able to gather as an entire school community was in May for the celebration of 200 Years of Catholic Education, a joyful occasion when we prayed in unison with all Catholic schools around Australia. The 200 Year Anniversary of Catholic Education gave us an opportunity to reflect on our own history here at Holy Family and to give thanks to the Mercy and Brigidine Sisters who founded and led our school for so many years. The reflection of photos of memories from the past and moments from today was a beautiful trip down memory lane to see just how far our school has come.

Children in Years 1-6 took part in The Bishop's Art Prize Competition. The challenge was to create either an artwork or film that responded to any story from the Gospels. Some grades completed this whilst in the classroom in Term 2 while others took on the challenge during HBL. This was an enjoyable creative experience as students demonstrated their reflective and critical thinking skills to explore scripture.

2021 has certainly been a different year, but has also given us many blessings including the time for reflection and it certainly showed the strength of the Holy Family Community.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (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. 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 in Kindergarten to Year 4 classrooms and can be borrowed by older groups. Professional development and collaboration in the use of IT was, again, a priority as we moved into further and extended lock down and Home Learning. Home Based Learning Plus (HBL+) was developed. Kindergarten, Year 1 and Year 2 used the platform See Saw to best facilitate a majority of the Home Learning and the Australian based online reading platform Wushka. Years 3 to 6 used Google Classroom as their main platform with Year 3 also using Wushka. Virtual classes occurred daily.

Our Learning Support Teacher (LST) is permanently 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 MULTILIT (Making Up Lost Time In Literacy) program continued to support Year 1 and 2 students under the guidance of our Learning Support Teacher (LST) as was Macqlit, Macquarie Literacy Program, a program designed to support students (Year 3 and 4). As part of HBL+, Reading Tutor was purchased and introduced. This is a one to one program designed to assess and assist students of any age in reading. Learning Support Assistants, the Learning Support Teacher and the Principal were trained in the program. A Learning Support Assistant (LSA) has also been trained in both programs and co-facilitates the program with the LST.

A Science, Technology, Engineering, Arts and Maths program (STEAM) with a specialist teacher continued and was enhanced with new resources for Kindergarten to Year 4. Year 5 and 6 continue studying Italian with a specialist teacher.

Specialist sport, music and drama teachers are permanently on staff and work with all classes. The school also has a junior and a senior band and choir. The ability for these groups to rehearse and perform was again dramatically impacted by COVID restrictions.

Weekly sport for Year 3 to Year 6 is highly developed with the children taking part in activities or clinics at the school or using a nearby oval. 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. Infants classes were unable to participate due to COVID restrictions.

Student Performance in Tests and Examinations

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 2021 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 78% | 54% | 0% | 11% |
| | Reading | 83% | 55% | 0% | 10% |
| | Writing | 78% | 53% | 0% | 6% |
| | Spelling | 76% | 49% | 0% | 13% |
| | Numeracy | 71% | 36% | 0% | 13% |
| NAPLAN RESULTS 2021 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
| | | School | Australia | School | Australia |
| Year 5 | Grammar and Punctuation | 75% | 35% | 0% | 14% |
| | Reading | 69% | 40% | 0% | 11% |
| | Writing | 56% | 20% | 0% | 18% |
| | Spelling | 63% | 38% | 0% | 14% |
| | Numeracy | 44% | 29% | 0% | 15% |

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Complaints Handling 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Initiatives promoting respect and responsibility

Holy Family promotes respect and responsibility through many initiatives, including using Positive Behaviours for Learning (PBL) as the basis for our behaviour management policy and procedures; our continuing journey in Leader in Me (LIM) – based on Stephen Covey’s 7 Habits of Highly Effective people; our Social Justice group; and our Student Representative Council.

I am Respectful, I am Responsible, I am a Learner are our school “I am” statements or norms. These “I am” statements are explicitly taught with a fortnightly focus. Our SRC take a leadership role in promoting these rules and behaviours and also take responsibility in the playground with assisting to solve social problems.

Holy Family continues to embed The Leader In Me (LIM) into our school. We continue to work with the Covey Institute, with direct access to a coach for our school, who walks this journey with us. The correlation of our PBL rules and behaviours with each of the 7 Habits supports our students in becoming more effective people. We continue to monitor our students' progress by undertaking yearly standardised tests such as ACER’s Social and Emotional Wellbeing survey, which was conducted in Term 4. Vertical groups comprising students from Kindergarten to Year 6, led by Year 6 students, were limited in 2021 due to Covid restrictions. These groups focused on goal setting, PBL and the 7 Habits and provided opportunity for Year 6 leadership and building community.

Our Social Justice Club continued to meet although these were also limited due to Covid restrictions. However, we continued to be involved in fund and awareness raising activities throughout the year with a focus on Catholic charities. The environmental arm of our Social

Justice team was able to continue in a modified form and the group's members continued to take responsibility for our composting and the care of our community garden.

Though many of our programs had to be suspended or modified due to Covid restrictions in 2021, rich experiences were still provided to our students. The buddy reading program for Kindy and Year 6; and, Year 1 and Year 5 also continued outside with appropriate social distancing.

Through all these initiatives we aim to build students' capacity to be engaged and effective young people in our world, able to take their place in the world as a global citizen underpinned by Catholic values. This begins with behaviours and actions taken within our school community and families.

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. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

During 2021, all key improvements will support and promote the Diocesan strategic plan 'Towards 2025' particularly in the two key domains Evangelisation and Catechesis and Student Achievement.

Unable to proceed with planned professional learning due to pandemic restrictions, the Mini Certificate of Gifted Education has again had to be rescheduled for 2022. Through this we aim to refine our knowledge and application of gifted education as well as undertake an analysis of the standardised test AGAT (General Ability Test) to assist teachers in identifying high ability students.

Our continuing work and development of pastoral care and wellbeing will be supported and targeted with the assistance of our Leader in Me coach. The role of the coach is to support the school Leader In Me Lighthouse team in sustaining and improving the use and impact of the 7 Habits, assist with training new staff, direct whole staff refresher, provide guidance and direction as requested.

Priority Key Improvements for Next Year

Classroom learning environments will continue to be improved with the implementation of a program of replacing old and poorly functioning interactive whiteboards with new interactive flat panel touch screens. The replacement of 5 Interactive White Boards is scheduled just prior to the commencement of the 2022 school year. The replacement of a further 5 boards is planned to occur during 2022.

The resourcing of the new English K-2 Syllabus in its trial year is also a focus, one goal being the provision of more decodable readers.

During 2021, staff began planning and preparing for the implementation of 3 way conferences to increase parent understanding of their child's social and academic goals and point of learning i.e. what their ongoing goals are and how they can be supported as they work towards them. Due to restrictions, 3 way (student led) conferences will be further developed with the intention of implementing them in semester 2 of 2022.

A ramp connecting the middle and lower play areas will be constructed. This will be a wonderful addition and will finally provide accessibility to all areas of the school for all students, parents and parishioners.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, 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

At Holy Family we use the Tell Them From Me (TTFM) survey as the main tool in gauging parent satisfaction and providing information as to areas parents believe are going well and recommendations for improvement.

There is a high level of satisfaction with the safe, welcoming and caring environment, strong sense of community at the school. A majority of families felt included and treated fairly.

The school's approach to Home Learning (HBL) and the initiatives and improvements with HBL+ were acknowledged and appreciated.

Pastoral care is seen as a strength. The Leader In Me (LIM) continues to be identified as an important and positive element of the overall pastoral care program.

Parents are keen to have a better understanding of their child's learning goals and how they can support them at home. This could be achieved through regular contact although communication during lockdown was noted as a positive aspect of HBL+.

There is a belief amongst some parents that share teaching situations are not optimal with a preference for one class one teacher.

Parents were very positive about the values and morals reflected and taught.

Student satisfaction

Holy Family utilises three tools to track student engagement and wellbeing: The "Tell Them From Me" (TTFM) survey which identifies school strengths and areas for improvement; and, the ACER tool, "Social-Emotional Wellbeing Survey" (SEW), which focuses on a wide variety of social, emotional and behavioural outcomes such as student application and attitude to learning, happiness and relationships with peers and teachers; and the Measurable Results Assessment (MRA), a survey within the Leader In Me.

Holy Family students reported positive relationships with their teachers and have high expectations for success. They acknowledge their teachers as being helpful when learning is challenging and feel they have a voice. There was a positive response to feeling safe and

happy at school. They enjoy seeking out opportunities for leadership and participating in ministries like the Environment Group, Social Justice Club, Student Representative Council and see these opportunities and responsibilities as important to their growth and development. Students value the teaching and expectation of having a 'growth mindset'.

Students enjoy, and are actively engaged in, school sports and extracurricular activities.

In summary our students reported that they receive quality instruction, experience positive relationships, have high expectations for success and feel happy and supported at school.

Teacher satisfaction

The Tell Them From Me (TTFM) survey and a combination of professional learning evaluations and dialogue, incidental observations and comments all indicate a high level of teacher satisfaction. Teachers indicated that the school provides opportunities for everyone to share views and opinions and that relationships between staff and families are respectful and responsive.

A high level of teacher satisfaction was also evident in the engagement in professional dialogue and the commitment to ongoing learning although the strain of remote learning on staff wellbeing was evident. Collaboration and support was rated highly particularly in relation to sharing strategies and suggestions for supporting student learning.

As interrupted as it was, teachers expressed support for the Professional Learning direction with a desire to focus the learning in more concentrated, aligned meetings. There is a commitment to undertaking the Mini Certificate of Gifted Education, investigating the new K-2 English and Mathematics Syllabi, Student Led Conferences and Collaborative Coaching.

Visitors often comment on the welcoming nature of our staff - a good indicator of positive relationships and satisfaction.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 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.

| Recurrent and Capital Income 2021 | |
|--------------------------------------------|--------------------|
| Commonwealth Recurrent Grants ¹ | \$1,826,601 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$495,030 |
| Fees and Private Income ⁴ | \$903,266 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$0 |
| Total Income | \$3,224,897 |

| Recurrent and Capital Expenditure 2021 | |
|-----------------------------------------------|--------------------|
| Capital Expenditure ⁶ | \$157,872 |
| Salaries and Related Expenses ⁷ | \$2,310,085 |
| Non-Salary Expenses ⁸ | \$879,027 |
| Total Expenditure | \$3,346,983 |

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 2021 REPORT