



# 2020

## ANNUAL SCHOOL REPORT



### Holy Family Catholic Primary School

2-4 Highfield Road, LINDFIELD 2070

Principal: Mr Lou Dogao

Web: [www.hfddb.catholic.edu.au](http://www.hfddb.catholic.edu.au)

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## About this report

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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](#).

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## Message from key groups in our community

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### 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 2020 and improvement and initiatives planned for 2021.

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 mission/vision encourages us to always show strength and gentleness in everything we do. We respect all and strive to always follow our school's expectations. The teachers and staff encourage us to do our best and lead by example. The SRC helps the school learn more about how we can achieve our school mission.

Leadership follows us in everything we do at Holy Family. Our leadership camp, or rather transition camp, helped us develop skills in teamwork and even though it was near the end of the year it was a bonding experience. The buddy program was great for our leadership as we were all assigned a kindergarten to guide through their first year and help.

Wellbeing is an essential part of our school as we strive to make sure all students stay safe and happy at Holy Family. Every fortnight, our SRC guides our student body to learn about

the 7 Habits/The Leader in Me. This creates a learning environment where students strive to achieve these goals.

Led by our Social Justice Club we have helped the less fortunate. We continue to follow our school motto "Strength and Gentleness" at home, school and our community. The light of our school candle will never be extinguished as we will always continue to be Respectful, Responsible Learners.

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## School Features

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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.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
103	92	41	195

\* Language Background Other than English

### 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 [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2020 was 95.08%. 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
94.98	93.80	94.45	95.76	95.03	95.30	96.21

### 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 School Review and Development (SRD) 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 (password required).

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	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. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

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

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 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. All teachers have been involved in PL 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.

### Summary of professional learning at this school

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

In Term 1, a day was dedicated to planning and preparing for Home Based Learning. This included how and how much to plan; considerations for parents working from home; setting up regular phone and on-line communication; setting up for working from home safely; collaborating and upskilling in use of online platforms.

All staff participated in the launching of the Diocesan strategic plan, 'Towards 2025'. Staff reflected on the Vision and Priorities identifying current evidence and the areas for development.

Twilight sessions introduced and unpacked the international program New Pedagogies for Deep Learning (NPDL).

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## Catholic Identity and Mission

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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 educate and form young people in the Catholic faith. The School provides 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.

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.

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.

This year the Catholic Diocese of Broken Bay launched a vision of Inspiring Hearts and Minds towards 2025. At Holy Family we are committed to providing authentic, professional Catholic education and delivering it with care and compassion and in partnership with our families and local community. We want to inspire our students' hearts and minds to know Christ, love learning and to use their talents to be the best that they can be.

We are also guided by the charism of the Brigidine tradition as we work together to foster strength and gentleness within our Christ-centred community. We are committed to Catholic discipleship through living out gospel values in our daily lives.

Working in close partnership with our parent and parish communities is a priority and strongly valued at Holy Family. We are a celebrating faith community as evidenced in our rich yearly calendar of masses and liturgies. Celebrations of liturgical seasons, important feast days, praying for social justice in our world and celebrating the special people in our lives such as grandparents are where our already strong community bond is further nourished. We believe in the importance of students being given many opportunities to express, develop and give witness to their Catholic identity.

We believe in the importance of students being able to express, develop and give witness to their Catholic identity. Social Justice initiatives across the school led by the Social Justice Club have continued to have a focus on three of the Key Principles of Catholic Social Teaching; Human Dignity, Preferential Option for the Poor and Vulnerable and Stewardship of Creation. Fundraising this year has included supporting Mary's House, Vinnies -Youth off the Streets at Chatswood and Caritas during Lent with Project Compassion and in Mission Month and The St Vincent de Paul Christmas hamper appeal. These principles are also interwoven into daily life at Holy Family as our Green team endeavours to raise awareness of each person's call to stewardship. A key improvement goal for this year was to raise the student and staff awareness of life and beliefs in 1st century Palestine so that Jesus' actions could be reflected on in the context of the society in which he lived. This has led to deepening understanding of the significance of Jesus' action and how he challenged the beliefs of the day in his mission to bring about the kingdom of God here on earth. The Three Worlds of the text scripture strategy was explored as a tool to assist with this. We believe that deep engagement with scripture using rich teaching strategies helps our students find messages and relevance for their lives today.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (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. Classrooms have their own laptops and PCs with portable computer banks available for one-to-one or shared device work. New laptops and teacher desktops replaced older machines. iPads are available for Early Stage One and Stage One classes and can be borrowed by older groups. 2020 saw an upgrade of all laptops and desktops and an increase in the number of Chromebooks. Professional development and collaboration in the use of IT was a priority as we moved into lock down and Home Learning. 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 was introduced. Years 3 to 6 used Google Classroom as their main platform with Year 3 also introducing Wushka. These were not only effective and successful but the learning during this time further enhanced the continued use of these platforms and the staff skill set and confidence increased.

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. 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). Macqlit, Macquarie Literacy Program, a program designed to support older students with literacy, was implemented in 2020. 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 was introduced 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 were 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. 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.

A program of creating agile learning spaces continued with Year 3 and 4 provided with new furniture that supports the variety of learning styles and opportunities for collaboration, whole class and individual learning to take place.

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## Student Performance in Tests and Examinations

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The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

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

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [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 2020.

### 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 2020.

### 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 2020.

### 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 Club; 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 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 were only led by Year 6 students in Term 1 in 2020 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 in Term 1 but could not meet after this 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 after Term 1 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 2020, rich experiences were still provided to our students. In term 4, our school leaders organised and ran a games day for each class. Our school leaders were also able to take a leading role in our colour run in Term 4. 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.

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## School Improvement

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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

2020 began with a focus on wellbeing for both students and staff, this proved to be valuable during the pandemic. Complementing the existing Daily Examen was the introduction of two new practices, a 'Soul Journal' and 'Drop Everything and Be'. Soul Journaling provided students time to reflect, set goals or record personal thoughts and feelings during difficult times. Drop Everything and Be occurs at midday when everyone stops for one minute of quiet time, a time to breathe and reset. These practices have had a positive impact with students enthusiastically engaged.

We continued to develop a culture of thinking and a growth mindset by exploring New Pedagogies for Deep Learning (NPDL) and Project Based Learning. Students in Year 3 and 4 enthusiastically engaged with project based learning in science and geography.

Home Based Learning necessitated the use of technology. A result has been the growth in student and staff expertise particularly with specific programs and online services that have improved communication and home learning. This has led to more effective use of technology in the classroom.

### Priority Key Improvements for Next Year

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 will take place in 2021. 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 further supported with the introduction of, and targeted work with, a Leader in Me coach. Our coach will support the school Lighthouse team in sustaining and improving the impact of the 7 Habits, assist with training new staff, facilitate a whole staff refresher, provide guidance and direction as requested.

Classroom learning environments will continue to be improved supporting teaching and learning with additional flexible learning furniture.

We plan to implement 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.

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## Community Satisfaction

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

The school's approach to Home Learning was appreciated.

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

Concerns were expressed about the level of school fees with the belief they could be reduced.

Parents felt they would be better able to engage in their child's learning with improved communication including simpler direct communication and teacher feedback relating to their child's learning and development. Parents are keen to have a better understanding of their child's learning goals and how they can support them at home.

Some parents expressed a preference for one class with one teacher believing share teaching situations are not optimal.

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

### Student satisfaction

Holy Family utilises two 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.

Holy Family students reported positive relationships at school and a strong sense of belonging within the school community. There was a positive response to feeling safe and happy at school. They enjoy the opportunities for leadership and participating in ministries like the Environment Group, Social Justice Club and Student Representative Council.

Students reported feeling challenged in their learning and having a positive relationship with many of their teachers.

In summary our students reported that they receive quality instruction, experience positive relationships, have high expectations for success and generally 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. Collaboration and support was most evident when preparation and planning for Home Based Learning was being undertaken.

Teachers expressed support for the current Professional Learning plan with a desire to focus the learning in more concentrated, aligned meetings. There is a desire to continue with Encouraging Persistence Maintaining Challenge (EPMC) in mathematics, New Pedagogies for Deep Learning (NPDL) and Project Based Learning.

There is a sense of shared pedagogical leadership and a commitment to applying newly learned strategies to improve student engagement and learning.

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

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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.

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,662,864
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$458,729
Fees and Private Income <sup>4</sup>	\$810,228
Interest Subsidy Grants	\$103
Other Capital Income <sup>5</sup>	\$129,369
<b>Total Income</b>	<b>\$3,061,293</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$12,171
Salaries and Related Expenses <sup>7</sup>	\$2,207,189
Non-Salary Expenses <sup>8</sup>	\$854,255
<b>Total Expenditure</b>	<b>\$3,073,615</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT