Annual School Report 2007

Vision Statement
Holy Family Catholic Parish Primary School draws its inspiration from the message of Christ and lives out that message within the context of the Catholic Faith and Tradition.

Principal’s Message
This year has seen the school recognise 25 years of Catholic Education in the Parish of Ingleburn. The community has celebrated and given thanks for the growth and development of the school from its humble beginning as a collection of demountable classrooms to the magnificent buildings and grounds which make up the campus today.

The small group of children and staff at the beginning has grown to 30 staff and 425 students. The combined efforts of Father Peter Caruana, staff and families has seen Holy Family School develop into an educational environment where each child is celebrated as a unique individual, given varied opportunities to develop talents and strengths, whilst instilling Gospel values and Christian virtues within the context of the Catholic tradition.

In 2007, the notion of the school as a community has been further explored and enhanced through the review of the School’s Mission and Vision statements which have been reformulated and published to the community. Holy Family School is characterised by a spirit of cooperation, mutual support and harmony which has created an environment in which teaching and learning are fun and children strive to “grow in wisdom.”

The annual School Plan was devised from the School Plan 2006 -2009 and the elements were ranked on their success. This has provided direction for the new School Improvement Process to be implemented next year.

All students are encouraged to develop a sense of understanding of the rights and responsibilities of an active citizen within a Christian society. In 2007 students were given opportunities to develop these skills through the “Buddy” system and the Student Representative Council. Senior students carried out a variety of duties as School leaders and took these responsibilities very seriously.

School Profile
Holy Family School serves the community Parishes of Ingleburn, Minto, Macquarie Fields and Glenfield. The rich cultural diversity of the area is reflected in the school population where 47% of students speak a language other than English, including Tagalog, Cantonese, Indonesian, Spanish, Vietnamese, Polish, French, Korean, Tongan, Croatian, Mandarin and Italian.

This cultural diversity is valued and welcomed as it assists in creating a spirit of acceptance and tolerance for individual difference in a pluralist society. The partnership between Church, School and Home is acknowledged and supported as it provides the children with a consistent atmosphere in which to flourish.
### Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>217</td>
<td>200</td>
<td>417</td>
</tr>
<tr>
<td>2006</td>
<td>219</td>
<td>206</td>
<td>425</td>
</tr>
<tr>
<td>2007</td>
<td>218</td>
<td>199</td>
<td>417</td>
</tr>
</tbody>
</table>

### Student Attendance for 2007

<table>
<thead>
<tr>
<th></th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>80</td>
<td>97</td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Staffing Profile

During 2007 the staff consisted of Teachers including the Principal, Assistant Principal, Religious Education Co-ordinator, three Curriculum Co-ordinators, 14 classroom Teachers, a Reading Recovery Teacher, a Learning Support Teacher, as well as a Special Education Support Teacher one day a week. Support Staff included a Senior School Support Officer and five School Support Officers whose duties provided administrative assistance in the Office and Library, general assistance in the classrooms, particularly in the areas of Literacy and Numeracy, and support for students with special learning needs.

Two Staff members have been teaching for between 5 and 10 years while the remainder have been teaching for more than 10 years. Four staff members have post graduate qualifications in the form of higher degrees and three are currently studying for post graduate qualifications in the areas of Religious Education, Theology and Leadership and Administration. At the end of 2007 two temporary staff left to take up positions at other schools.

Teachers have engaged in significant professional development during 2007 which focused on Religious Education, Literacy, Technology, Personal Spirituality Leadership, School Review and Improvement, Safe and Supportive School Environment.

### Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

<table>
<thead>
<tr>
<th>Qualification Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*</td>
<td>100%</td>
</tr>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>%</td>
</tr>
</tbody>
</table>

* Australian Education Institution – National Office of Overseas Skills Recognition

### HIGHLIGHTS FOR 2007

- Celebration of 25th Anniversary of the School with Parish Mass, Art Show, Children’s Party, planting of citrus orchard and Open Day
- Continued purchase of computer hard and soft ware; installation of interactive boards in Stage 3 and Library
- Further refurbishment and maintenance of buildings; installation of paths in Early Stage 1
- Introduction of Stage and Grade based teaching and learning in Stage 3
- Extensive personal and professional learning experiences provided to staff to further enhance the teaching and learning process in the classrooms.
- Emphasis placed on the review and purchase of resources for the teaching of Religious Education.
- Revision and publishing of Parent and Staff Handbooks

The average staff attendance rate in 2007 was 96.81%.
**Culture of the Catholic School**

Holy Family School strives to live out its vision statement which aims to lead students to a greater awareness of the presence of God in their lives and to knowledge of the beliefs and traditions of the Catholic faith.

This statement is expressed in such a way as to emphasise the communal nature of our Church and School and the responsibilities we owe as members of:

- A Catholic Community
- A Pastoral Community
- An Educating Community
- An Ecological Community

Children are encouraged to see the part they play as members of the school community as their behaviour and efforts enhances or detracts from the good of the whole. Holy Family School continues to emphasise the integration of Catholic values and ethos across all areas of the curriculum.

Religious Education is fostered through the delivery of carefully planned programs which take into account the children’s age and maturity. This gradually builds up to a greater understanding and knowledge of the Church’s tenets and doctrine. In the earlier grades there is an emphasis on the telling of stories from the Old and New Testaments which the children re-enact in a variety of forms, including “Godly Play”. The Life of Christ, his parables and miracles form an integral part of each grade program.

The school community comes together for regular liturgies and prayerful celebrations in order to bring the message of Christ into the daily lives of the members of the school community. Weekly school and staff prayer brings the community together and focuses attention on the need to pray together. Traditional devotions and feasts are celebrated with different classes leading the school community.

The children are prepared for the first reception of the Sacraments of Eucharist and Penance within a school based program, but join with other children from the Parish for reflection days before hand. Father Peter makes the Sacraments and Mass available to the students on a regular basis. The ministry of Father Peter brings a gentle leadership, pastoral presence and deep faith to the community. The creative use of sacred spaces ensures that the community is aware of the evolving Church Year and the message of Christ.

Pastoral Care within the school does not only focus on students but encompasses all members of the school community. The services of Centacare and other agencies are made available to parents and staff if required. In 2007, the use of restorative justice as a means of modifying children’s inappropriate behaviour and bringing them to an understanding of the implications of that behaviour has been most successful.

During the year, the school has embarked on a number of projects which have seen the school looking beyond the immediate community to the needs of others. To this end, students have been engaged in activities such as Jump Rope for Heart, supporting the local conference of St Vincent De Paul and the Diocesan Mission Appeal.

**Student Welfare**

Holy Family School is committed to creating a positive, safe and supportive environment, where all are treated respectfully and justly. In 2007 the staff continued to implement the school’s Pastoral Care and Behaviour Management Policy. This policy is characterised by the need to recognise student effort and achievement and reward positive behaviour, while at the same time providing guidelines for students who behave inappropriately.

Students are becoming familiar with their responsibilities to the community and the impact of their actions on that community. These responsibilities have been formulated and are published to the students and the wider community. Failure to meet these responsibilities is dealt with using the principles of Restorative Justice. These principles provide a framework for managing student behaviours, where the focus is on improving relationships and looking for ways in which damaged relationships can be repaired.

The school merit system is an example of the positive approach taken with regard to student behaviour. Children are rewarded with stickers in their merit books. An accumulation of stickers earns special certificates from the
Assistant Principal and the Principal. This year the scheme was expanded to include the awarding of bronze, silver and gold badges for specific numbers of awards. This year Principal Achievement Awards for Leadership and Community Service for worthy recipients in Stage 3 were introduced and these were greatly appreciated by the community.

The “Rock and Water” Program was made available to Stage 3 students and the groundwork was laid for a Learning Communities Project focussing on Safe Schools Framework and Pastoral Care.

The School’s Pastoral Care Program is supported by the services of a Centacare Counsellor one day per week. The Counsellor provided welcome assistance to students, families and teachers. Students in Year 6 were also supported by a program, “Hit the Ground Running” which prepares them for Secondary School. The “Buddy” System was used across the grades to support the younger children and to provide the older students with opportunity for leadership.

Student leadership is an integral part of the student welfare program at Holy Family with all children being given opportunities to show initiative and leadership through group activities, and presentations on a variety of occasions. The Student Representative Council and formal leadership positions such as School and House Captains are voted on after the candidates have presented speeches which outline their reasons for seeking the positions.

Community links are a vital part of our student welfare program. These have seen the school in communication with parents, speech pathologists and other professionals whose expertise assist us in providing for the children.

The student welfare policies and programs at Holy Family School assist in creating a place of belonging, respect, justice, hope, celebration and quality teaching and learning. These policies continue to be developed and refined in consultation with the Catholic Education Office (CEO) staff, school staff, parents and children. The school will continue working towards developing an Anti Bullying and Harassment policy as part of the Learning Communities Project in 2007.

Any parent, student or community member who has a grievance has the right to have this addressed. The Complaints and Grievance Procedures can be found on the Catholic Education Office website: www.ceowoll.catholic.edu.au.

In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all Schools in the Wollongong Diocese.

Access to all policies and guidelines can be obtained by contacting the school.
Financial summary

The Parents and Friends again provided support for the purchase of technology which saw the up grade of computers in the Stage 3 block as well as the purchase of a number of interactive boards. Technological equipment was also purchased through a grant from the Federal Government School Improvement Program.

Monies from SEDSO, the Parish and school resources has seen further maintenance work completed, new pathways around the school, painting of classrooms, new gardens and the completion of the refurbishment of the Administration Block. The amount carried forward was to meet planned maintenance and installation of interactive boards in Stage 2 over the summer holidays.

The following graphs reflect the aggregated income and expenditure for Holy Family Catholic Primary School, for the year 31 December 2007. This data is taken from the 2007 Financial Return to the Australian Government Department of Education Employment and Work Relations.

Learning & Teaching

At Holy Family School all NSW Board of Studies (BOS) requirements are being met, as the school strives to provide a contemporary and diverse curriculum to support the needs of the students. The NSW BOS stipulates the Key Learning Areas (KLAs) which form the basis for the range of teaching and learning across the grades. The Diocese of Wollongong directs the Religious Education Program to be followed so that sequential and appropriate teaching and learning takes place. In 2007 school priorities have sought to reflect Diocesan and National imperatives for the improvement of Literacy and Numeracy and for the integration of technology across the teaching /learning process.

An effort has been made in 2007 to ensure that the program of teaching and learning in Literacy and the wider areas of English are meeting the needs of all students. This has been done through a stringent review of the programs and resources used in classes, to gauge the extent to which students’ needs are being met. A revised Scope and Sequence for Spelling, Grammar and other areas of English has been implemented. The Key Learning Area of Human Society and its Environment has also been revised to ensure relevance to the children’s interests and level of maturity.

Technology

The School has continued to implement the use of technology across the curriculum. This has been enhanced with the introduction of Smartboards and other interactive boards to enhance the teaching process. Staff members have had the opportunity to see these boards in action in other schools and have engaged in professional development to enable them to use the boards effectively in their classrooms. The use of technology is now becoming a regular part of the teaching /learning process and students are being more adept to using this medium for learning, and for presenting assignments and research.

Use of Assessment Data to Inform Teaching and Learning

An extensive range of data has been collected and collated to better inform the Teaching /Learning Process. Teachers have immediate access to this information and are thus able to devise programs to assist the child.

This data also enables the staff to gain an overall knowledge of areas of strengths and
weaknesses across the whole school cohort and to plan to address these issues in a constructive, logical manner. Data collected includes assessments in Reading, Spelling, Comprehension, Maths, Basic Skills and Reading Recovery.

The Diocesan Schedule for Early Numeracy Assessment (SENA) was continued in K-2 and allowed teachers to plan learning experiences appropriate to students’ level of ability. The Numeracy program throughout the school focuses on the strands as set out in the Board of Studies Documents and stresses the need for the children to think mathematically. The introduction of the PATmaths screening tool in Term 4 will enabled teachers to plot children’s progress more effectively and plan individual programs involving a range of teaching strategies.

New Initiatives

The training of staff and the introduction of the MULTILIT Program has seen a number of children benefit from this specialised reading program. Children from Stages 2 and 3 were screened and those needing extra assistance in reading were put on a daily individual program which ran for 15 to 20 minutes. The gains made were most positive and the Program will be continued and expanded next year.

The introduction of “Maths in a Box” enabled children to expand their approach to mathematics by solving open ended problems which pertained to a variety of situations.

Kindy Capers was a preschool program operated every Thursday afternoon to introduce younger children to aspects of Literacy, Numeracy and craft activities in preparation for formal schooling next year. The program proved to most successful with between 25 and 20 children attending each week.

The Talent Quest enabled children to express their individuality and display their talents. Areas displayed ranged from ballet to hip hop, and singing to juggling. The whole school was delighted to view the finals and applaud the children’s efforts.

Meeting the Needs of all Students

The school has worked strenuously to identify and support students who experience difficulty in achieving their potential. A Special Needs Support Teacher was employed to co-ordinate and advise teachers of strategies to enhance students chances of successful learning.

The MULTILIT program was delivered to 30 students with most completing the program successfully within 2 terms. This program will continue next year.

The school also assisted in providing speech pathology assessments and programs for over 25 children. This was done in collaboration with qualified speech pathologists who visited the school to test the children and to advise on appropriate programs. These programs were supported with School Support Officers working daily with selected children.

During 2007 the school received funding to support twenty five students identified with special educational needs. Support for these students was provided in the form of individual assistance from a School Support Officer working in partnership with the class teacher.

Expanded Learning Opportunities

Holy Family School strives to provide students with a wide range of experiences which will develop all facets of their lives. During 2007 students in Year 6 completed in “Jump rope for Heart” program and raised the highest amount of money of any class in the State. The Chess Club flourished with 21 teams taking part in the regional championship and one team going on to compete at State level.

Regular sporting and fitness activities were available as part of the weekly curriculum, with athletics, swimming and cross country carnivals being held to select representatives for regional and diocesan competition. Teams took part in cricket, soccer, netball, rugby, rugby league and basketball competitions across the Diocese.

The Art Show held in conjunction with the 25th anniversary celebrations displayed a great deal of hidden talent and encouraged us to enter the Primary Section of the Fishers Ghost Art Competition where students took out two of the three prizes.

The Garden Club continued to flourish with a range of produce being made available to staff and students. The citrus orchard was planted by the students during the 25th anniversary celebrations and will have fruit for picking next year.

Students have had opportunities to sing in the school choir, compete in Maths, Science, Computing and English Competitions with a significant number of children receiving Credits, Distinctions and High distinctions. Public Speaking Competitions were held for
students in Stage 3 with the finalists going on to participate at the Regional level.

Various celebrations were held throughout the year which highlighted religious and national events. These included Harmony Day, ANZAC Day, Easter, Patron’s Day as well as significant feats of the Church.

**Professional Learning**

Professional Learning focussed on priority areas identified in the School Renewal Plan and significant Diocesan initiatives. During 2007, teachers of Holy Family School reviewed and received professional development in the area of English, particularly in the theory, function and strategies in the conducting of the Literacy Block. This focussed on the elements of a Literacy Block as well as strategies to make the teaching of spelling successful. Other areas studied included Guided Reading, Shared Reading and Reciprocal Reading.

Professional learning was undertaken to extend the use of technology in the delivery of the curriculum. This took place during several staff meetings. Teachers also visited schools to see first hand technology in action. The Teachnology Program supported by CEO further assisted in developing teachers’ knowledge of this area.

Teachers furthered their professional knowledge over a range of areas including: Analysis of Data to improve Student Outcomes, Teachology, Numeracy, Literacy, (specifically the ‘MULTILIT’ program devised by Macquarie University), Leadership and Spirituality. Individual teachers have benefited from attendance at training sessions for the “Rock and Water” program as well as input on boys’ education.

Whole school professional learning has focussed on the nature of curricula scopes and sequences, co-operative planning and Stage based learning, and a review of the school’s Mission and Vision Statements. The latter challenged staff to consider the nature of the Catholic school, and at Holy Family in particular.

**Expenditure for Professional Development**

The average expenditure by the school on professional learning per teacher was $ 587.00

In addition, professional learning opportunities were provided by the CEO with an additional average expenditure per teacher of $ 25.00

Relief teacher payments to cover professional development days average expenditure $219.00.

**Student Achievement**

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the state-wide Literacy and Numeracy testing program for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

**Basic Skills Test**

There were 59 Year 3 and 62 Year 5 students who sat for the 2007 Basic Skills Test. Year 3 is reported in Bands 1-5; Year 5 in Bands 1-6, with Bands 5 and 6 respectively being the highest.

**Year 3**

Literacy: 8% of students were in Bands 1 and 2, with 31 % of students in Band 5. The best performance was in 4, followed by 5.

Numeracy: 12 % of students were in Bands 1 and 2, with 25 % of students in Band 5. The best performance was in 4, followed by 5 and 3.

**Year 5**

Literacy: 0 % of students were in Bands 1 and 2, with 65 % of students in Bands 5 and 6. The best performance was in 5, followed by 6 and 4.

Numeracy: 3 % of students were in Bands 1 and 2, with 50 % of students in Bands 5 and 6. The best performance was in 6, followed by 4 and 3.

The following graphs give an indication of the learning gains made by students in their journey from Year 3 to Year 5.
Learning Gain — Numeracy

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
</tr>
</tbody>
</table>

Year 3 2005
Year 5 2007

Learning Gain — Literacy

<table>
<thead>
<tr>
<th>Bands</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
</tr>
</tbody>
</table>

Year 3 2005
Year 5 2007

National Benchmarks

The table below indicates as a percentage the Year 3 and Year 5 of students achieving the national benchmarks.

<table>
<thead>
<tr>
<th></th>
<th>Year 3 2005</th>
<th>Year 3 2006</th>
<th>Year 3 2007</th>
<th>Year 5 2005</th>
<th>Year 5 2006</th>
<th>Year 5 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
<td>94</td>
<td>99</td>
<td>95</td>
<td>96</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
<td>95</td>
<td>99</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>97</td>
<td>99</td>
<td>97</td>
<td>97</td>
<td>98</td>
</tr>
</tbody>
</table>

Note: National Benchmarks not included have not yet been published
School Renewal Priorities

The School Renewal Plan is designed to focus our actions to bring about positive change and growth. The following have been identified as key focus areas for the school during the current cycle of this plan. The School Renewal Plan generally sets directions for a period of 3 – 5 years. It is subject to regular evaluations.

- To promote and support catholic faith and traditions within the school and parish community
- To support the learning and teaching across all stages with a particular emphasis on implementing new curricula and pedagogies
- To use data to drive the teaching and learning process
- To develop collegiality with other learning communities
- To provide opportunities for all staff to share in the task of leading the educational community
- To promote the school in the local and wider community

Progress in 2007 Towards Achievement of School Renewal Plan

- The School’s mission and vision statements have been reviewed and expressed in language which better defines the community’s expectations and aspirations
- Greater effort has been made to forge links with the Parish of Ingleburn and to establish cordial working relationships with the parishes of Minto and Macquarie Fields
- Scope and sequences have been developed which give greater clarity to the teaching / learning process
- Staff professional and personal development has focussed on Literacy and Technology
- The use of data has been effectively used to direct individual progress and instruction

Priorities for 2008

- To implement the new School Improvement Process
- To continue with the implementation of technology into the curriculum
- To use data to implement strategies to improve the teaching and learning of Numeracy
- To Focus on Creative Arts, particularly Music, Dance and performance
- To reinvigorate the teaching of Religious Education

The information in this report has been verified and the priorities endorsed by the Director of Schools and the Head of School Services.

Peter Turner
Director of Schools

Margaret Hicks
Acting Principal