About This Report

Holy Family Catholic Primary School, Ingleburn is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

Further information about the school or this report may be obtained by contacting the school:

Holy Family Catholic Parish Primary School
PO Box 21
INGLEBURN NSW 1890
Ph: (02) 9605 8649
Fax: (02) 9829 1820
Email: info@holyfamily.woll.catholic.edu.au

Parish Priest: Fr Peter Caruana

Principal: Roslyn Fitzpatrick
Date: 12 December 2008
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.

Message from Key School Bodies

Principal’s Message

This year the school completed 26 years of Catholic Education in the Parish of Ingleburn. The founding principals were the Sisters of the Good Samaritan. Thus there is a Benedictine tradition at Holy Family Catholic School. The motto, “And He Grew In Wisdom” recognises the Holy Family, the families at Holy Family Catholic School, Ingleburn and the importance of families in our world.

The school community includes 33 staff, 420 students and 297 families. The combined efforts of Fr Peter Caruana, Parish Priest, staff, students and families has seen Holy Family Catholic Parish Primary School develop into an educational environment in which the unique needs of each individual, their relationships and their sense of connectedness are vital. Pastoral care fosters a strong sense of community, security and the individual welfare of students who care one for another.

The Annual School Report was devised from the School Plan 2006-2009. The School Plan provides direction for the School Improvement Process that was implemented in 2008. Holy Family Catholic Parish Primary School is committed to partnership with parents to assist the students to reach their potential to live in the 21st Century. The students are encouraged to develop independence, creativity and leadership.

Parent Involvement

In 2008 the Parents and Friends Association endeavoured to help the parents to feel connected to the school, and to share a sense of belonging through social activities. Meetings were held once a month when fundraising activities were organised. As a result the Parents and Friends Association was able to donate over $25,000 for Information Technology, Sporting Equipment and Reading Materials.

The school community expressed gratitude to the Parents and Friends Association for their continued support and involvement in the life of the school.

Parents and Friends Association, President

Student Leadership

The 2008 School Year allowed the Stage 3 students to lead and take responsibility for running assemblies, organising school activities and sport. Further leadership opportunities presented themselves during World Youth Day when Years 5 and 6 took part in the Cross and Icon
procession and celebrations. They also ran fund raising events throughout the year for Mission Australia, St Vincent de Paul and other charitable organisations.

The Student Representative Council met regularly with the Assistant Principal and was responsible for organising: School Clean Up Days, Liturgies of the Word, a Senior Parishioners morning tea and the School Talent Quest.

**Holy Family School Student Leaders**

**School Profile**

Holy Family Catholic Parish Primary School serves the community Parishes of Ingleburn, Minto, Macquarie Fields and Glenfield. The cultural diversity of the school is evidenced by 47% of students speaking a language other than English. These languages include: Tagalog, Cantonese, Indonesian, Spanish, Vietnamese, Polish, French, Korean, Tongan, Croatian, Mandarin, Lebanese and Italian.

**Student Enrolments**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>2008</td>
<td>219</td>
<td>193</td>
<td>412</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: [www.ceowoll.catholic.edu.au](http://www.ceowoll.catholic.edu.au) then go to the link Policies.

**Student Attendance for 2008**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91.9%</td>
<td>92.5%</td>
</tr>
</tbody>
</table>

**Staffing Profile**

There was a total of 21 teachers at Holy Family Catholic Parish Primary School in 2008.

The School Leadership team consisted of: Principal, Assistant Principal, Religious Education Co-ordinator and 3 Middle Leader 2 staff members.

There were 14 classroom teachers and 3 teachers providing release time.

There were specialist teachers in the areas of: Reading Recovery, The Learning Resource Centre and Information Communication Learning Technology (ICLT).

Support Staff consisted of 6 School Support Officers whose duties provided assistance in the Learning Resource Centre, the classrooms - particularly in the areas of Literacy and Numeracy - and assistance for students with special learning needs. There was also a Canteen Supervisor and an outdoor maintenance staff member.
The Administration Staff consisted of 4 personnel working a total of 71 hours.

**Teaching Staff Experience**

All teaching staff members have recognised teaching qualifications from a higher education institution. Five staff members have post graduate qualifications in the form of higher degrees at Masters level. Four staff members are currently studying for post graduate qualifications in the areas of Theology, Religious Education, Leadership and Psychology.

Ten staff have been teaching in excess of 20 years, seven staff teaching between 10 and 20 years, three staff teaching between 5 and 10 years and there was a first year out graduate.

**Teacher Standards**

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

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<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 Staff Retention*

**Staff Retention**

Three permanent staff and five temporary staff at the end of 2008 left to take up positions at other schools. The percentage of staff, both permanent and temporary, who left the school at the end of 2008 was 24.2%. The retention rate for permanent staff was high at Holy Family Catholic Parish Primary School with an 87.5% retention rate for the 2009 School Year. There will be 44.5% of temporary staff retained for the 2009 School Year.

**Staff Attendance**

The average daily staff attendance rate for 2008 was 96.69%.

**Professional Learning**

Professional learning opportunities were highly valued and sought after by all staff members at Holy Family Catholic Parish Primary School. During 2008 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included:
• School Review and Improvement in Catholic Systemic Schools, Diocese of Wollongong for 33 staff;
• Professional Development in the use of Interactive White Boards (SMARTboards) for 33 staff as well as 4 casual staff;
• First Aid Training and Anaphylactic Training for 33 staff as well as 3 casual staff;
• Professional assistance and input from CEO personnel in developing a Safe and Supportive Environment for 33 staff;
• Professional learning in the Rock and Water Programme for Stage 3 students. Two staff members attended this course; and,
• Whole staff professional learning on integrating Information and Communication Technology into the curriculum. Twenty nine staff attended these sessions.

School based expenditure on professional learning in 2008 was $7649.53. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office (CEO).

**Culture of the Catholic School**

The culture of Holy Family Catholic School has continued to be guided by the scriptures and the tradition of the Catholic Church. The Religious Education programme informed all aspects of ministry, schooling and community activity. The excitement and enthusiasm induced by World Youth Day reflected an energy and realisation that the Christian Faith in the Catholic tradition was worth celebrating and brought special blessings to participants.

The links between school and Parish continued to grow with grades attending Liturgies and Masses. Class visits by the Parish Priest strengthened this relationship. The school regularly celebrated the Eucharist and these gatherings became a wonderful celebration of the gifts and talents which are abundant in both the staff and students.

Fifty seven Year 4 students completed the Religious Literacy Assessment with 44.7% receiving an extending level of achievement and 51.1% receiving an achieving level. In 2008 students receiving the sacraments of Penance, Eucharist and Confirmation joined with other children from the Parish for Reflective Days.

Social Justice played an important role in the lives of the school community. The community committed to supporting Caritas, Project Compassion, St Vincent de Paul, Catholic Missions and the Cancer Council.

Holy Family Catholic School was a praying community and celebrated Catholic Schools Week, World Environment Day, St Joseph’s Day, ANZAC Day, Remembrance Day, the Feast of our Patron, Maximilian Kolbe, the feast of Blessed Mary MacKillop and the Assumption of the Blessed Virgin Mary. A special Mass and morning tea in September acknowledged the gifts grandparents gave to their grandchildren.
Student Welfare

In 2008 Holy Family Catholic School’s challenge was to develop a Safe and Supportive Environment. This was achieved through:

- Reviewing the Pastoral Care and Student Management Policy and Procedures; and,
- Reviewing students’ social-emotional needs.

The teachers were involved in:

- Whole staff and leadership discussion/professional sharing to gain some common ground/understanding to determine goals for improvement;
- Professional assistance and input from the CEO;
- Professional dialogue (whole school and focus groups);
- Workplace mentoring and coaching;
- Participation in workshops and in-services;
- Engaging external partners such as professional associations or higher education institutions;
- Gathering baseline data through surveying staff, parents and students to identify areas of concern, to prioritise needs and plan for the future;
- Staff and leadership discussion/professional sharing to gain some common ground/understanding to determine goals for improvement; and,
- Professional assistance and input from CEO, (Advisor Employee Recruitment and Development Officer).

The Stage 3 students worked with staff through a program called, Rock and Water. This program assisted students with meeting their social – emotional needs.

Year 6 students and staff worked through a program called, Hit the Ground Running. This program helped prepare the students for their transition to high school. It was based on current finding related to resiliency in young people.

The awarding of the inaugural annual award by the Principal to an outstanding student for Pastoral Care and school participation was introduced in 2008.

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

Access to all policies and guidelines were available by contacting the school office. In compliance with the NSW Reform Act 1990 Corporal Punishment was banned in all schools within the Diocese of Wollongong.
Financial Summary

The Parents and Friends Association provided in excess of $25,000 to purchase resources for Literacy, Sport and ICLT. The provision of Interactive Whiteboards, Data Projectors and Laptop computers to all classrooms in the school was completed through a grant from the Federal Government School Improvement Program.

Monies from School Enhancement and Debt Servicing Obligation (SEDSO), the Parish, school resources and the Campbelltown Catholic Club provided for urgent extensive plumbing repairs needed at the school. A donation from the pilgrims who stayed at the school for World Youth Day and the Campbelltown Catholic Club provided funds for a school honour board and carved school crest.

The following graphs reflect the aggregated income and expenditure for Holy Family Catholic Primary School for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Learning and Teaching

Introduction
At Holy Family Catholic School the focus areas for 2008 for Learning and Teaching reflected Diocesan and national priorities to improve performance in the areas of Literacy, Numeracy, Religious Education and for the integration of ICLT in all Key Learning Areas (KLA).

Curriculum and Pedagogy
To ensure outcomes were adequately met the staff participated in the development of whole school plans and Scope and Sequences across the Key Learning Areas of English, Mathematics and Human Society and Its Environment. These outcomes were designed to meet syllabus outcomes through integration. Assessment and reporting requirements became part of the integration process.

An extensive range of data was collated to better inform the learning/teaching process. Teachers had immediate access to this information and were able to devise programmes to assist the students. These programmes incorporated the use of Interactive Whiteboards and the use of student individual laptop computers.

The Diocesan Schedule for Early Number Assessment (SENA) was continued in Kindergarten to Year 2 and allowed teachers to plan learning experiences appropriate to students’ level of ability.

Cross Curriculum
Literacy and Numeracy were involved in all components of the curriculum. The school philosophy was for these elements to be stressed in each curriculum area and for students to be assisted in acquiring a whole learning process.

Students were continually made aware of Australia’s Indigenous background through specific learning in curriculum areas as well as through implementation of Catholic Education Office Guidelines. Practical application of Indigenous awareness was implemented weekly through school prayer, daily flying of the indigenous flag, participation in National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and participation in other ceremonies.

Across all stages various Commonwealth Scientific and Industrial Research Organisation (CSIRO) incursions were organised to enhance the curriculum in Science and Technology, Human Society and Its Environment (HSIE) and Personal Development Health and Physical Education (PDHPE). Stage 3 attended an overnight excursion to Bathurst and Hill End.

Meeting the Needs of All Students
In order to help students acquire reading skills more effectively, the school participated in a research project through the Australian Research Council. This helped identify students who were experiencing difficulty.

Holy Family Catholic School had a Review Committee to manage the education of particular children deemed to be at educational risk. The purpose of the committee was to create an
organised and functional identification procedure for assisting children who were experiencing learning difficulties or who were deemed to be gifted and talented.

Students with special needs continued to be assisted by School Support Officers, both inside and outside the classroom. Students who were discontinued from the Reading Recovery programme continued to be monitored.

During 2008 the school received funding for 22 students who were identified with special needs. Support for these students was provided in the form of individual assistance from a School Support Officer working in partnership with the classroom teacher.

Some grades participated in grade based learning. This gave opportunities for self directed learning through diversifying the curriculum.

**Expanded Learning Opportunities**

In the area of Creative Arts, the whole school had the opportunity of being involved in a music enrichment programme offered by Sam Saad. Students also participated in the Dymock’s Golden Paw Award competition with several winning entries from Holy Family Catholic School.

Students were given the opportunity to represent Holy Family Catholic School at regional carnivals and gala days. Students represented the school in Netball, Basketball, Gala Days and the Tiger Shield Soccer Carnival. Several students were selected to represent Holy Family Catholic School at MacKillop level.

All stages participated in the, “World of Maths”, activity day where they experienced a number of activities which were linked to the Mathematics syllabus.

A chess club was organised and proved to be very popular. Participation at interschool level resulted in Holy Family Catholic School receiving a number of awards.

**Professional Learning**

Whole school professional learning focused on the nature of curricula, scopes and sequences, co-operative planning and stage based learning.

Teachers furthered their professional knowledge to extend the use of technology in the delivery of the curriculum. This took place over several staff meetings and individual workshops on the use of interactive whiteboards.

Professional learning was undertaken to further staff knowledge in literacy, numeracy and in the School Review and Improvement (SRI) Process.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Plan for Literacy and Numeracy (NAPLAN) 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.

Religious Literacy Assessment

The Religious Literacy Assessment program for Year 4 students was successfully implemented in 2008.

The year cohort consisted of 47 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 54 completed the Extended Task (Part B). The Extended Task was based on the Unit, One With God’s Creation, which was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

In the Religious Literacy Assessment Part A, the students were 6.3% above the diocesan level in the extending performance level. 6.4% of the students were assessed at developing level, which was 7% below the diocesan level of 13.4%.

This was a pleasing result as benchmarked against the diocesan levels.

In Part B the students again performed well above the diocesan level with 40.7% of the students in the extending level. This was 11% above the diocesan level.

For Part A 6.4% of the students were placed in the developing level, 55.3% in the achieving level and 38.3% were in the extending level.

For Part B 9.3% of the students were placed in the developing level, 50% in the achieving level and 40.7% were in the extending level.

Overall 4.3% of students were assessed in the developing category, 51.1% were in achieving and 44.7% were in the extending level.

NAPLAN

Holy Family Catholic Primary School participated in the National Literacy and Numeracy Program (NAPLAN), for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress was communicated on a regular basis and external assessment results were discussed with parents on an individual basis as required.
There were 66 Year 3 students and 61 Year 5 students who sat for the 2008 NAPLAN Test. Year 3 was reported in Bands 1-6, Year 5 in Bands 3-8, with Bands 6 and 8 respectively being the highest.

**Year 3**
Literacy: 5% of students were in Band 2 and 0% in Band 1 with 31% of the students in Band 5. Students performed best in the area of Writing.

Numeracy: 10% of the students were in Bands 1 and 2, with 48% of students in Bands 5 and 6. The performed best in the areas of Number Patterns and Algebra and Measurement, Data, Space and Geometry

**Year 5**
Literacy: 9% of the students were in Bands 1 and 2 with 40% of the students in Band 6. Students performed best in Writing.

Numeracy: 9% of the students were in Bands 1 and 2 with 44% of the students in Band 6. Students performed best in Number Patterns and Algebra.
The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May this year. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

### NAPLAN 2008: % in Bands

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 7 and 8</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>School</td>
<td>8%</td>
<td>35%</td>
<td>57%</td>
<td>10%</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>18%</td>
<td>41%</td>
<td>40%</td>
<td>22%</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
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<td>3%</td>
<td>29%</td>
<td>68%</td>
<td>6%</td>
<td>62%</td>
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<tr>
<td></td>
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<td>45%</td>
<td>45%</td>
<td>18%</td>
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<td>40%</td>
<td>18%</td>
<td>47%</td>
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<tr>
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<td>48%</td>
<td>9%</td>
<td>63%</td>
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<tr>
<td></td>
<td>National</td>
<td>14%</td>
<td>51%</td>
<td>33%</td>
<td>23%</td>
<td>55%</td>
</tr>
</tbody>
</table>

### Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>School</td>
<td>98%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>3%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School</td>
<td>98%</td>
<td>98%</td>
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<td></td>
<td>National</td>
<td>97%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

The results from the three surveys on satisfaction conducted in conjunction with the Catholic Education Office, Wollongong were pleasing. The results were broken into two sections Strongly Agree/Agree and Disagree/Strongly Disagree.

The staff survey recorded only three disagreements for question two – students’ rights and responsibilities. These results demonstrated staff satisfaction levels as being very high. This no doubt accounts for the very low turnover rates for permanent staff.

The survey of students generally recorded high levels of satisfaction. Medium dissatisfaction was expressed for questions 5 (student safety) and 7 (provision of extra-curricular activities). The survey indicated that students had some concerns regarding their relationships with some members of staff and the intention is to address this issue when addressing development of the school’s culture.

The parent survey recorded high levels of satisfaction for five of the nine areas surveyed. However, questions 3 (is your child being challenged), 4 (individual learning needs met), 5 (information about child’s progress), 6 (range of extra-curricular activities) recorded dissatisfaction at the 20% level. It is noted that question 6 (the provision of extra-curricular activities) recorded the highest level of dissatisfaction and correlated highly with student dissatisfaction on the same issue. Staff awareness and planning for the above areas in 2009 will be undertaken.

School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 Holy Family Catholic School had begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:

- 1.1 Vision and Mission
- 1.2 Religious Education
- 2.2 Rights and responsibilities
- 3.2 Planning, programming and evaluation

School Review and Improvement components to be reviewed in 2009:

- 1.4 Parents parishes and the broader Church
- 2.2 Continue work on Rights and responsibilities
- 2.5 Pastoral Care
- 3.2 Provision for the diverse needs of learners
- 5.2 Use of resources and space
- 7.1 Planning for improvement