About This Report

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

The Annual School Report to the Community for this year 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 regarding School Review & Improvement 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 Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2013.

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

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Ingleburn NSW 1890
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Fax: (02) 9829 1820
Email: info@hfidow.catholic.edu.au
Website: www.hfidow.catholic.edu.au

Parish Priest: Fr Peter Caruana
Principal: Mrs Toni Sillis
Date: 14 December 2012
Vision Statement

Holy Family Catholic Parish Primary School is founded on the Good Samaritan tradition. This is an inclusive school community with Christ at its centre. Holy Family is committed to fostering a love of learning preparing students to be active and responsible citizens.

Message from Key School Bodies

Principal’s Message

Holy Family Catholic Parish Primary School of Ingleburn takes pleasure in presenting its Annual School Report. This opportunity to report on the school community allows for recognition and acknowledgement of the work done by the Parish Priest and the Parish community, the teaching and administrative staff and the parents, whilst also acknowledging the many achievements of the students of the school.

This year Holy Family celebrated 30 years as a Catholic education school community. This significant milestone was celebrated with a Mass and carnival day for students and an anniversary dinner for current and past parents and community members. These events were well supported by parents and the Catholic Education Office (CEO).

As a school community within the Wollongong Diocese a focus of continual renewal and improvement enables staff to develop as educators and allows opportunities for students to grow academically, socially and spiritually.

The school continued to strengthen the links with the Parish community. This involved the commitment to whole school Masses, Parish Masses and the celebration of the sacraments within the Parish community.

As students continue to be immersed in a fast paced world of technology and social media emphasis was placed on Cybersafety with the Australian Communication and Media Authority’s (ACMA) workshops for students, parents and teachers. The messages contained in these workshops allowed all stakeholders of the community the opportunity to develop a common language. This extended to the teaching staff completing a series of online workshops enabling further understanding of this important issue.

Holy Family continues to attract families seeking a Catholic education for their children to the school. Throughout the enrolment period an Open Day was held enabling prospective students the opportunity to walk through the school and view the learning spaces and resources.

Holy Family continues to build a strong Catholic educational community within Ingleburn.
Parent Involvement

The Parents & Friends Association (P&F) exists to promote communication between school and home. The P&F aims to provide material assistance for extra resources and opportunities for social engagement between parents, so as to build a strong sense of community in which our children can thrive.

During 2012 the P&F hosted a ‘Welcome to Holy Family’ BBQ for new Kindergarten families and new families joining the school. Mother’s Day and Father’s Day stalls were also held so that the children could buy presents for the special people in their lives.

This year was an important year for the school with its 30 Year Anniversary. This was successfully held at Campbelltown Catholic Club. Current and past parents, staff along with some ex-students, had an enjoyable evening as well. Funds raised on the evening were returned to the school to enable the funding of a Prayer Garden in commemoration of the School's milestone.

The P&F continued to provide funding assistance for the annual school disco, and BBQ for the annual School Christmas Pageant. As has been the tradition now for many years, the BBQ was provided on the basis of a gold coin donation, with all funds raised being donated to St Vincent De Paul Society.

This year saw the third year since the introduction of the P&F fund raising levy, which continues to be strongly supported by the majority of families in the school. Due to this continued support, the P&F was able to continue its assistance to the school. This year the P&F provided the following assistance: Pastoral Care ($1 000) Library Resources ($5 000), Year 5 Bike Safety Programme ($605). There was additional funding tagged to support the purchase of further Information Technology (IT) resources such as listening posts and sound equipment. The levy also ensures continued assistance into 2013 for items that are outside the general school budget.

In line with the role of the P&F, two Parent Information Evenings were presented. The first was a presentation by Library staff on IT resources available for the ongoing learning of the children. A cybersafety talk was also facilitated by the P&F, which was well received by the parents in attendance. This same talk was given to the children as well, and opened up many lines of discussion between parents and children in regards to safety on line and other on line issues. The P&F also funded staff and parent representatives to attend workshops on cybersafety at Generation X Workshops. This information was able to be shared amongst fellow staff members and parents, further assisting in the education of parents’ children.

Thanks are extended to the P&F Executive for their support this year and also the wonderful and dedicated group of parents who make themselves available to host the social initiatives that are held throughout the year.

Parents and Friends Association, President
**Student Leadership**

This year, as school captains, we had many opportunities to represent the school. At the start of the year we went to the Campbelltown Council Reception with the Mayor that recognised the student leaders in the Campbelltown area. Later on in the year we also attended a liturgy for the launch of World Mission, which enabled students to meet a number of different people from around the Diocese.

Being in Year 6 at Holy Family comes with considerable responsibility. To show this many different leadership teams were developed across Year 6 to represent the school. The Liturgy and Social Justice Team showed how hard it was to live on $1.25 a day, by going to Woolworths and seeing what they could buy with $1.25. They came back with very little. The school has also participated in Refugee Week. Many people donated cans of food and other items for refugee families.

During March, all of Year 6 attended a camp at Narrabeen where we worked on fitness, courage, friendship and things that challenge us. We had to complete a number of challenges such as high ropes, canoeing and abseiling.

Overall we have enjoyed the role of School Captain and our final year of primary school.

*School Leaders*

**School Profile**

**School Context**

Holy Family Catholic Primary School is a Catholic Systemic co-educational school located in Ingleburn. The school caters for students in Years K-6 and has a current enrolment of 413. Holy Family Catholic Primary School lives the core values of the school through the motto 'And He Grew In Wisdom'. This is guided by the Gospel values found within the scriptures and the teaching of the Catholic Church. This recognition of the important role the Church plays in the education of the students is grounded in our beliefs that Catholic education is inclusive, celebrated, evangelising and supportive. The school works towards its mission by building a learning community of students and professionals who embrace Catholic education, who provide and engage with authentic curriculum and pedagogy and who meet the challenges of 21st Century education. Teachers and staff engage in professional learning that allows for reflection, analysis and development of Catholic Life and Religious Education, Students and their Learning and Pedagogy. Holy Family Catholic Primary School serves the community Parishes of Ingleburn, Minto, Macquarie Fields and Glenfield. The school links to the Parish community through regular Masses and liturgies, fundraising activities and participation in various social events.
Student Enrolments

<table>
<thead>
<tr>
<th>2012 Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
</tr>
<tr>
<td>LBOTE</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.hfidow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2012.

Student Attendance

<table>
<thead>
<tr>
<th>2012 Attendance (%)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>92.4</td>
<td>89.3</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.6</td>
<td>89.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>88.8</td>
<td>89.8</td>
</tr>
<tr>
<td>Year 4</td>
<td>89.6</td>
<td>87.7</td>
</tr>
<tr>
<td>Year 5</td>
<td>86.1</td>
<td>89.8</td>
</tr>
<tr>
<td>Year 6</td>
<td>89.7</td>
<td>94.2</td>
</tr>
</tbody>
</table>

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staffs, as part of their duty of care, monitor part or whole day absences.

Holy Family regularly advises parents of the importance of school attendance in the school newsletter. If a child is absent for any reason, on his/her return to school a note is required explaining the reason so that the class rolls can be marked accurately. These notes must be received within seven days of the absence. Reminder letters are sent to parents and carers before the roll is marked as an unexplained absence. Partial absences are followed up with a letter from the Principal reminding parents of the importance of students attending school for the full school day.
Parents are advised to notify the Principal in writing if a child is to be absent from school for any length of time. A Certificate of Exemption is issued if the absence is to be five school days or longer.

**Staffing Profile**

There are a total of 27 teachers and 10 support staff at Holy Family Catholic Primary School. This number includes 22 full-time, 5 part-time teachers. The composition of the workforce is as follows:

- 3 male staff – 2 full time male teachers and 1 part time male support staff
- 27 female staff – 20 full time female teachers, 5 part time female teachers and 9 female support staff

**Teacher Standards**

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

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2012 was 94.53%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 85%.

**Professional Learning**

During 2012, Holy Family personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI) priorities.

These included:

A. Holy Family whole school development days involving twenty two staff.

These days focused on:

- Setting directions for 2012: This day allowed staff the opportunity to plan classroom programs in align with the Strategic Intent of the school;
• Religious Education and Creative Arts: This day explored the skills of Visual Arts whilst using the subject of Religious Education;
• The Grandeur and Beauty of Creation: This staff spirituality day enabled school staff to reconnect with the environment whilst appreciating the meaning of the Gospels;
• Renewal of First Aid skills: This day provided completion of a compliance requirement for staff; and,
• Non-Violent Crisis Intervention Training: This day was completed as a component of the work with School Wide Positive Behaviour For Learning (SPB4L).

B. Other professional learning activities provided at school level including CEO run courses:
• Gifted and Talented workshop (2 teachers);
• Gifted and Talented staff meeting (22 teachers);
• Igniting the Fire, a personal spiritual formation experience fro staff;
• Certificate of Religious Education (1 teacher);
• Reading Recovery training (1 teacher);
• Reconnector for beginning teachers (2 teachers);
• Storytelling in Religious Education (1 teacher);
• SPB4L facilitators day (1 teacher);
• Leading Literacy & Numeracy Workshops (2 teachers);
• Middle Leaders Network Meetings (4 teachers);
• Assistant Principal Network Meetings (1 teacher);
• Assistant Principals’ Retreat (1 teacher);
• Religious Education Coordinator Conference (1 teacher);
• Australian Catholic Principals’ Association Conference (1 teacher);
• Principals’ Retreat (1 teacher);
• Non-Violent Crisis Intervention Training (2 teachers);
• Cross-System Oral Language workshop (2 teachers);
• Liaison with Sydney diocese for Creative Arts / Religious Education development (2 teachers);
• Ignite, Engage and Inspire Workshop with Marco Torres (1 teacher);
• Berakah Spirituality Retreat (1 teacher);
• Anne Mangan Drama in Creative Arts (22 teachers);
• Mater Dei Special Education Conference (2 teachers);
• Leadership for Learning course (2 teachers);
• ACMA workshop staff meeting (22 teachers);
• Teacher Librarian Professional Learning Day (1 teacher);
• Independent Education Union (IEU) Training Day (1 Teacher);
• University of Wollongong Leadership Conference (2 Teachers);
• K-2 Focus on Numeracy 3 days (1 teacher); and,
• Digital citizenship (1 teacher).
The average expenditure by the school on professional learning per staff member was $249.20. In addition, the CEO provided professional learning opportunities with an additional average expenditure per staff Member of $561.30.

**Catholic Life & Religious Education**

The Catholic Life of Holy Family School includes the commitment to Social Justice Initiatives throughout the year. Throughout 2012 the students of Holy Family participated in fundraising for:

- **Project Compassion**: This Social Justice initiative was entitled $1.25 Day. A sample of Year 6 students were given $1.25 and had to purchase food to sustain them for a day. Other students were asked to make a gold coin donation; and,
- **Refugee Week**: Food and clothing donations were given to The House of Welcome during Refugee Week. In addition, each class learnt about the plight of refugees in Library lessons throughout the week.

The total amount raised was in excess of $2206. Further to this the P&F held a sausage sizzle with proceeds going to the St Vincent de Paul Christmas Appeal.

At Holy Family the celebration of the Eucharist, along with Liturgies of the Word are important times where the community gathers as a whole or as grades. Throughout 2012 Masses were held to open the school year, welcome Kindergarten families, to celebrate Feast Days particularly recognising St Mary MacKillop of the Cross and St Benedict. Students also had the opportunity to regularly participate in the Sacrament of Penance throughout the year. Each grade or stage had the opportunity to plan a Parish Mass and attend the Sunday Mass with the Parish. This work has continued to strengthen the link with the Holy Family Parish community.

In addition, the Year 6 students attended the annual Year 6 Prayer and Conversation with the Bishop. This event helped to prepare the students for the sacrament of Confirmation.

The students in Year 2 received the Sacrament of Penance for the first time, and those in Year 3 celebrated the First Holy Communion. The school based preparation for the sacraments included community days where the children gathered with their state school peers to celebrate these important mile stones in their faith journey.

As a school community the students prayed the Stations of the Cross in Holy Week with a visit to Maryfields. Holy Family also participated in the Stations of the Cross, also held at Maryfields, with neighbouring schools of the Macarthur and the Bishop of Wollongong. One of the school student leadership team, the Social Justice and Liturgy Team, attended the launch of Project Compassion and Missions.
Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2012. The school cohort in 2012 consisted of sixty three Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and sixty three completed the Extended Task (Part B). The Extended Task was based on the Unit: Mary, Mother of God: First Among the Saints and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- Describe and explain an image of God;
- Demonstrate an understanding of the Hail Mary;
- Demonstrate an understanding of Lenten practices that bring us closer to Jesus;
- Demonstrate growing familiarity with Scripture stories;
- Demonstrate an understanding of the Commandments and relate to own life;
- Identify lessons from the parables;
- Describe the presence of God in creation;
- Demonstrate an understanding and recall the key events of Pentecost; and,
- Identify and describe qualities of the saints.

The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- Identify Jesus’ example of service to others;
- Demonstrate understanding of Jesus’ teaching on forgiveness;
- Identify the symbols on the Paschal candle; and,
- Recall and identify events from Advent and Christmas.

For Part A, 28.6% of students were placed in the developing level, 61.9% in the achieving level and 9.5% were in the extending level.

For Part B, 17.5% of students were placed in the developing level, 63.5% in the achieving level and 19% were in the extending level.

Combining Parts A and B, 27% of students were placed in the developing level, 60.3% in the achieving level and 12.7% were in the extending level for Religious Literacy.
Financial Summary

During 2012 a loan was continued with the Catholic Development Fund (CDF) to enable the cyclical upgrading of computers within the school. Library resources, Information Communication Learning Technologies (ICLT) equipment particularly iPads and resources for the teaching of Creative Arts across the school were a priority within the school budget. The Parents and Friends Association (P&F) of the school also assisted with Library and ICLT resources and the purchase of a new sound system to service the playgrounds.

Each year, the school budget is determined by the ongoing needs of the school. The budget is set using historical information from the previous year and emerging needs. This draft budget is then discussed with key stakeholders and implemented.

The following graphs reflect the aggregated income and expenditure for Holy Family Catholic Primary School, Ingleburn for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

Holy Family continued to develop the School Wide Positive Behaviour for Learning (SPB4L) framework. This is a framework of student Pastoral Care and Student Management.

The SPB4L has become vital in maintaining the effective academic and social learning of the students. At Holy Family, the belief is held that all students need to be offered the opportunity to achieve expectations that enable participation, contributions and success in school. These include academic skill competence, social skill competence and lifestyle skill competence.

The SPB4L is an approach to Student Management that is preventive, proactive and positive. It relies on data to create direction for behaviour support. It is not an elimination of consequences for problem or poor behaviour. It also allows students to recognise that there is a set of expectations that are school wide.

Holy Family follows three school rules of Be Safe, Be Responsible, Be Respectful. A matrix is used for consistency in action and purpose when dealing with the students and the school community in general.

At Holy Family there are opportunities for students to be recognised academically and socially with school awards. These include bronze, silver and gold awards, Principal Awards and classroom awards. Further development of the school awards was undertaken with the aid of the Student Representative Council (SRC). The SRC met throughout the year to complete surveys regarding the award system and also to give input into what they believed were effective awards to be given across the school.

Students of Year 6 are nominated to receive the Sister Bernadette Nichols Memorial Award. This award was instituted in memory of the school's founding Principal, Sister Bernadette Nichols. The award is presented to two students from Year 6 who have, throughout their primary school lives, demonstrated a commitment and balance to their spiritual, academic and social growth.

In conjunction with the P&F, the school continued to develop cybersafety awareness within the school community. This involved a Parent Information Forum. In addition, the school principal, a classroom teacher and two parents attended a cybersafety workshop to further develop the partnership in addressing this issue.
Pastoral Care

Holy Family has a strong culture of Pastoral Care. This is reflected in the partnership with CatholicCare and the services available through the school counsellor. The staff at Holy Family is committed to ensuring that the pastoral needs of the students and their families are met with the resources available.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents *Maintaining Right Relationships* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2012. In compliance with the *NSW Reform Act 1990*, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

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

Learning and Teaching

Introduction

Holy Family Catholic Parish Primary School continues to transform approaches to learning and teaching that will help to improve learning outcomes for all students. During 2012, the teaching and learning at Holy Family was developed through the staff collaboration and with the utilisation of the School Review and Improvement process.

Curriculum & Pedagogy

Throughout the school year considerable focus was given to Religious Education and Creative Arts. This enabled a revision of the school’s scope and sequence for Creative Arts. Students now have access to a wide variety of tools and equipment for Visual Arts and teachers have a cyclical approach to the skills required for the various media.

The development of Creative Arts has enabled the assessment tasks of Religious Education to be revised to include Creative Arts. This was aimed at ensuring that the students had the skills to engage in the creative elements of the Religious Education Literacy assessments.

Each grade developed assessment tasks for Religious Education through a ‘Backward Mapping’ process. This allowed for more explicit teaching of the core components within the Religious Education Syllabus.
In addition, significant time was allowed for the continued improvement in the approach used to reading across the school. This required staff to implement consistent pedagogical strategies in the teaching of reading, including comprehension.

Cross Curriculum

The implementation and use of ICLT within the school continued to play a critical role throughout 2012. This included the purchase of iPads and laptops across the school, increasing the students’ access to technology. In addition, the school’s technology assistant worked within classrooms supporting teachers in accessing various online programs and applications. This led to students creating a range of products including iMovies and Comic Life strips demonstrating their understanding of various concepts within the Key Learning Areas (KLAs).

Once again, students participated in the University of NSW academic competitions. This is a voluntary entry and students were recognised for their involvement at school assemblies throughout the year.

In having a teacher dedicated directly to Sport within the school, students were able to access a variety of sport clinics from Kindergarten to Year 6. Kindergarten to Year 2 participated in a Learn to Swim Program. Year 3 enjoyed a soccer clinic, Year 4 learnt the skills of cricket, Year 5 participated in a Netball program and Year 6 were involved in an Australian Football League (AFL) clinic.

In recognition of National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, Kindergarten to Year 6 participated in indigenous games throughout their timetabled sport time for a week. Holy Family welcomed visits from the West Tigers Rugby League Club and the AFL Giants. The students also participated in a mega cricket day.

The students participated in carnivals for athletics, cross country and swimming at a school level, with some going on to represent at a regional level. This year, two students represented Holy Family at a Diocesan level with one of these continuing on to the next level, the MacKillop Athletics Carnival. In addition, one student represented the school and Diocese in NSW Cricket in the Under 12 National Competition.

Each year at Holy Family, students have the opportunity to participate in Gala Days for various sports. This year students represented the school at netball, soccer, basketball, Milo Cup Cricket and AFL. The AFL girls’ team were the winning team against schools within the Macarthur region.

Meeting the needs of all students

Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. In English, guided reading and guided writing enabled the curriculum to be
differentiated. Whilst in Mathematics, the use of small groups assisted by school support officers fostered a differentiated approach to this aspect of the curriculum.

The Review Committee, which monitors the progress of students who are experiencing some difficulties with their learning, met consistently throughout the year. This also helped to facilitate the process of organising Individual Education Program (IEP) meetings twice through the year to allow for parent/teacher feedback. The school’s Assistant Principal worked together with the School Co-Ordinator to facilitate these meetings.

School Support Officers (SSOs) supported students with special literacy needs on an individual or small group basis. Reading Recovery continued throughout 2012, enabling those students in Year 1 with reading difficulties the opportunity to increase their reading skills through an individualised program of work. Those students who had successfully completed Reading Recovery continued to be monitored in Stages 1 and 2. In addition to this teacher support was given to Kindergarten students to build oral language skills of the students.

Within each classroom, teachers continued to diversify the curriculum to meet the individual needs of students. In English, specific focus was given to the oral language needs of students and the impact of quality oral language instruction on student outcomes in reading and writing. Whilst in Mathematics, the use of small groups assisted by school support officers fostered a differentiated approach to this aspect of the curriculum.

**Expanding Learning Opportunities**

At every opportunity the school endeavours to offer rich learning opportunities for the students. Year 3 had the opportunity to learn some sign language in the form of a song. The classroom teacher and a parent facilitated this.

Throughout Book Week, a Book Parade was held to highlight the reading that the students enjoy across the school. The parade was hosted by the Year 6 students who wrote the script to accompany the parade.

In 2012 visits to Taronga Zoo, Lessons Afloat on Sydney Harbour, Fairfield City Farm, Hyde Park Barracks and Sport and Recreation Camps formed the learning opportunities beyond the regular classroom instruction. In addition, an incursion with the Cosmodome highlighted the work done with Year 3 around our planet and the solar system. Year 3 also hosted a visit from the Commonwealth Scientific and Industrial Research Organisation (CSIRO).

Each year we welcome visitors to the school for Grandparents’ Day. This year we celebrated Mass together and entertained our guests with a small concert where every student played a part. This day was also an opportunity for grandparents, parents and friends to view student work within the classrooms.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning process to gauge student performance. These include teacher observation, projects and presentations. The school also participated in the National Assessment Program 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.

NAPLAN
The NAPLAN assesses aspects of literacy and numeracy in Years 3 and 5. It provides 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.

In 2012 Holy Family was again pleased with the performance of our students in NAPLAN. This data is used to provide information that helps plot direction for improvement in student learning. Below are the scale scores of improvement across some of the areas assessed.

- Year 3 (Girls-31 students) improved by 43 scale scores from the 2011 data in the test aspect of Grammar & Punctuation. Year 5 (Boys-20 students) were 40 scale scores above the state average in the test aspect of Spelling.
- Year 5 (Girls-24 students) were 25 scale scores above the state average growth in the test aspect of Grammar & Punctuation.

Holy Family’s results reflect the data already gathered through classroom assessment tasks, standardised tests and the professional knowledge and planning of the teachers.

Student Achievement in Bands
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 2012: % in Bands

<table>
<thead>
<tr>
<th>NAPLAN % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>School</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>14%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School</td>
<td>5%</td>
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<tr>
<td></td>
<td>National</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</td>
</tr>
</tbody>
</table>

## Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
Parent, Student and Staff Satisfaction

Each year an online survey is made available to the school community, including parents and teachers, which encourages responses about the School Improvement Plan (SIP) within that particular year. This information is then used to plot future direction for the school.

The results of the survey have been organised to concentrate on the strengths of the various components of school improvement and the challenges needing to be faced in improving the school.

Catholic Life & Religious Education:

Parents agreed that they were well informed about the history of the school and the significant events and people that inform the culture of the school. Staff also felt that the celebrations for the 30 Year Anniversary were times of reflection and community building.

The staff also believes that the renewed structure for staff prayer is enriching their own spiritual journey and direction.

Students and their Learning:

Overall, parents were in agreement that the teachers plan a variety of learning experiences for their child. In addition, they felt that they were informed about the Behaviour Management System (SPB4L) within the school and that the practices associated with this system worked well eg: award system, consequences for poor behaviour. Parents also felt at ease in communicating with their child’s teacher or the school leadership about their child’s progress and behaviour.

Parents and staff believed that the work done around cybersafety with the Australian Communications and Media Authority (ACMA) presentations to staff, parents and students were most worthwhile and offered support to their respective roles. Both of these key stakeholders believed that the school should continue to offer opportunities where they can be supported with cybersafety.

Pedagogy:

Both parents and staff agreed that the school operated as a collegial body, sharing goals and responsibility for student success across the school. The results of this survey also showed that the school had procedures in place to ensure a safe, secure and welcoming learning environment. In creating such an environment the school was viewed as setting students up for success in their learning and encouraging staff to further develop their teaching skills. Staff also agreed that the process of personal and professional goal setting in alignment with the school goals was a worthwhile opportunity at the beginning of each year.
Resources, Finance and Facilities:

The staff and parents believed that wherever possible the school promoted a commitment to environmentally aware values, attitudes and actions toward the built and natural environments of the school. However, they indicated that more work could be done in this area. Staff generally agreed that the school was well resourced, however, a more strategic approach to the purchase of resources could be taken in the future.

Parents, Partnership Consultation and Communication:

The parent community felt that the school puts structures, processes and practices in place to support the involvement of parents within the school. This included the use of the P&F meetings as a forum for Parent Education. Parents and staff agreed that the school actively engages with the broader Holy Family Parish throughout the school year and that the school makes positive contributions at the national, local and global level. This was done through supporting initiatives within the Catholic school system and Church, government and community agencies.

School Review and Improvement

School Review and Improvement (SRI) is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2012:

The use of the SRI framework at Holy Family is integral to the strategic direction and improvement within the school. All initiatives are linked to this framework providing focused direction for the school across the year.

- **Key Area 1: Catholic Life and Religious Education**
  1.3 Catholic Life and Culture:
  
  This included recognition of 30 Years as a Catholic school community and programs to support the spiritual and faith development of staff and students.

- **Key Area 2: Students and their Learning**
  2.2 Rights and Responsibilities:
  
  This included improvement to current practices within learning and teaching, communication and behavioural interactions and interventions across the school.
2.5 Pastoral Care:
This included keeping parents informed about behaviour management within the school including cybersafety.

- **Key Area 3: Pedagogy**
  3.6 School Climate, Learning Environment and Relationships:
  This included demonstration to a commitment of collegiality, shared goals and responsibility for achievements, success and continuous improvement in teaching and learning across the school.

- **Key Area 4: Human Resources Leadership & Management**
  4.4 Succession Planning:
  This included the development of a culture of shared leadership through effective goal setting and mentoring structures.

- **Key Area 5: Resources, Finance & Facilities**
  5.3 Environmental Stewardship:
  This included the promotion of environmentally aware values across the school.

- **Key Area 6: Parents, Partnership, Consultation & Communication**
  6.3 Linkages with the Wider Community
  This included and engagement with the wider community by contributing to charitable works and community events throughout the year.

**School Review and Improvement components to be reviewed and rated in 2013:**

- **Key Area 1: Catholic Life and Religious Education**
  1.4 Parents, Parishes & the broader church
  Future directions include further engagement of parents in the preparation of sacramental programs and work towards improving student response in Religious Literacy Assessments.

- **Key Area 2: Students and their Learning**
  2.1 Educational potential
  2.3 Reporting student achievement
  Future directions include a focus on student achievement data and how this informs the teaching and learning process.
• **Key Area 3: Pedagogy**

  3.2 Provision for the diverse needs of learners
  
  Future directions include continued focus and deepening of teacher understanding, and use of, the Diocesan Learning and Teaching Framework.

• **Key Area 4: Human Resources Leadership & Management**

  4.2 Professional development of staff
  4.5 Overall compliance with legislation & other requirements
  
  Future directions include the preparation of the teaching staff for the introduction of the National Curriculum.

• **Key Area 5: Resources, Finance & Facilities**

  5.2 Use of resources & space
  
  Future directions include the development of the use of spaces across the school as co-operative, individual and whole class areas where students can be engaged in their learning.

• **Key Area 7: Strategic Leadership & Management**

  7.1 Planning for Improvement
  7.2 Innovation, development and change
  
  Future directions include provision of opportunities to engage in professional dialogue that is reflective and influences positive change to pedagogy and school practices, processes and structures.