Annual School Report 2014
About This Report

Holy Family Catholic Primary School, Ingleburn is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) NSW 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 BOSTES requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2015.

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

Holy Family Catholic Primary School
PO Box 21
Ingleburn NSW 1890

Telephone: (02) 9605 8649
Fax: (02) 9829 1820
Email: info@hfidow.catholic.edu.au
Website: www.hfidow.catholic.edu.au

Parish Priest: Fr Peter Caruana

Principal: Paul Moroney
Date: 12 December 2014
Vision Statement

Holy Family Catholic 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 Primary School at Ingleburn is pleased to present its Annual School Report. The 2014 School Year was a year of change with new staff joining our experienced team. This year Holy Family continued its focus on student learning and improvement with the staff working to develop teaching practices in line with the Diocesan Learning and Teaching Framework (DLTF), with a specific focus on transitioning to the new English, Mathematics and Science syllabi in line with the Australian Curriculum. This work supported the provision of learning experiences to improve students’ growth academically, socially and spiritually. In 2014, Holy Family School continued to attract families seeking a Catholic education for their children, drawing from areas such as Macquarie Fields, Ingleburn and Minto. The school has continued to develop and strengthen the links with the Parish community. Commitment to whole school Masses, Parish Masses and the celebration of the Sacraments within the Parish community all contributed to this development. 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 2014 the P&F again hosted a Welcome to Holy Family BBQ for new Kindergarten families and new families joining the school. Mothers Day and Fathers Day stalls were also held so that the children could buy presents for the special people in their lives. The P&F provided funding assistance for the annual school disco, and the BBQ for the annual School Christmas Pageant, raising funds for the St Vincent De Paul Society.

This year sees the fifth 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 for over school budget expenses. This year the P&F financially supported Pastoral Care initiatives, the Year 5 Bike Safety Program and the purchase quality texts for the Library and 45 iPads to be used
across the school. This year we also updated our Constitution to allow for electronic payments to be made which was very successful.

As part of the P&F ethos we assisted with funding for parents to attend the Diocesan Parent Conference run by the CEO in July this year. We also arranged, in conjunction with the school, to hold a Cyber Bullying session for the parents in lieu of our May scheduled meeting time.

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 leaders of the school, there were many responsibilities and opportunities to represent Holy Family School. At the beginning of the year, the Captains attended an Anzac Day Ceremony and laid a wreath at the flagpole at Ingleburn RSL. It was an honour to attend functions and events on behalf of the school. These included the Year 6 Gathering and Prayer with Bishop Peter Ingham, the Catholic Mission’s World Mission Month Launch also known this year as Sock it to Poverty, Socktober. Another opportunity to represent the school was at the Annual Catholic Club Mass held at St John the Evangelist, Campbelltown. Other roles and responsibilities undertaken by the Year 6 students included being part of the different teams within school and supporting the activities arranged by the teams. The teams consisted of: Environmental Team; Learning Team; The Liturgy Team; The Social Justice Team; The Events Team; and, The Sports Team.

Also in 2014, Year 6 visited Canberra as part of their learning about Federal Government. On this trip students participated in various activities and learnt about Parliament and the electoral process.

The experience as school captains and leaders enabled Year 6 to contribute to Holy Family School and was a memorable way to finish primary school, before the transition to high 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 399.

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 Parish communities 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>2014 enrolments</th>
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<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
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<tr>
<td>LBOTE</td>
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</tbody>
</table>

The Diocesan Primary 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 2014.
**Student Attendance**

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<tr>
<th>2014 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>96.8%</td>
<td>95.1%</td>
</tr>
<tr>
<td>Year 1</td>
<td>93.8%</td>
<td>94.9%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.4%</td>
<td>96.9%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.3%</td>
<td>95.3%</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.3%</td>
<td>93.4%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.0%</td>
<td>91.8%</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.2%</td>
<td>94.7%</td>
</tr>
<tr>
<td>Whole school</td>
<td>95.0%</td>
<td>94.5%</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 staff, as part of their duty of care, monitors 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 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.

Exemption from school for exceptional domestic circumstances must be applied for and is at the discretion of the Principal. Parents and carers are encouraged not to withdraw their children from school for family holidays and try to arrange holidays during school vacations.
**Staffing Profile**

There are a total of 21 teachers and 9 support staff at Holy Family Catholic Primary School. This number includes 18 full-time, 3 part-time teachers.

**Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education</td>
<td>0%</td>
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*Australian Education Institution – National Office of Overseas Skills Recognition Staff

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2014 was 98%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 95%.

**Professional Learning**

During 2014 Holy Family Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:
A. Holy Family Catholic Primary School whole school development days involving 21 staff. These days focused on:
   - Setting Directions for 2014: This day allowed staff the opportunity to plan classroom programs in alignment with the Strategic Intent of the school;
   - The Australian Curriculum: This day explored the English Syllabus for the Australian Curriculum with a specific focus on a concepts-based approach to programming;
   - The Lamplighter Spiritual Formation program: This staff spirituality day enabled school staff to deepen their understanding of the Lamplighter program and to renew their own spirituality;
   - Setting Directions for 2015: This day allowed staff the opportunity to set the learning intentions for 2015 by establishing Scope and Sequences; and
Renewal of First Aid Skills: This day provided completion of a compliance requirement for staff.

B. Other professional learning activities provided at school level including CEO run courses:

- Lamplighters (3 staff members);
- Shining Lights (2 staff members);
- Leadership Conference (2 staff members);
- Primary English Teachers Association (PETA) conference (2 staff members);
- Religious Education Coordinator conference (1 staff member);
- Igniting the Fire (1 staff member);
- Canteen Expo (1 staff member);
- Science Leaders days (2 staff members);
- English Leaders days (2 staff members);
- Maths Leaders days (2 staff members);
- Australian Curriculum day (1 staff member);
- Sentral training (2 staff members);
- Innovative classrooms (2 staff members);
- Putting FACES on the data (3 staff members);
- Slide2Learn (4 staff members);
- Librarian Network Meeting (1 staff member);
- Indigenous Learning Day (1 staff member); and
- National Data Collection (2 staff members).

The average expenditure by the school on professional learning per staff member was $296.

In addition, professional learning opportunities were provided by the CEO with an additional average expenditure per staff member of $484.

Catholic Life & Religious Education

The Catholic Life of Holy Family School includes the commitment to Social Justice initiatives throughout the year. Throughout 2014 the students of Holy Family participated in fundraising for:

- Project Compassion: this Social Justice initiative encouraged the students to support the needs of those less fortunate in other countries;
- Shave for a Cure: the school supported a staff member when he had his hair shaved raising money for the Leukemia Foundation; and
- Catholic Missions: in October, the school had a visit from a missionary religious sister from Jamaica and then raised money by hosting an “Odd-Sock” day.

The total amount raised was in excess of $2800. Further to this the P&F held a Sausage Sizzle
with the 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 a Grade. Throughout 2014, Masses were held to open and close the school year, welcome Kindergarten and new families, to celebrate Feast Days, particularly St Mary MacKillop of the Cross and All Saints and All Souls days. Students also had the opportunity to participate in the Sacrament of Penance regularly throughout the year. In addition, the Year 6 students attended the annual 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 their First Holy Communion. The school based preparations for the Sacraments included community days where the children gathered with their State school peers to celebrate these important milestones in their faith journey.

During 2014, Holy Family participated in a number of Parish and community initiatives. These included Parish Masses where each grade took the responsibility for the readings and Offertory Procession. Grade liturgies also welcomed parents, grandparents and carers throughout the year. These Masses and liturgies have continued to strengthen the link with the Holy Family Parish community.

The Annual Parish ‘Get-Together’ Mass, barbeque and concert enabled students and families from many different cultural groups to participate and interact. The Christian churches Christmas Carols night included the school choir and many families.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2014. The school cohort in 2014 consisted of 65 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 69 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. This high level of performance was particularly noticeable in their ability to:

- identify key symbols of Baptism;
- recall key events in the Scriptures that tell of Mary’s openness to God;
- identify some saints and recall how they loved and served others;
- demonstrate an understanding of the Commandments and relate to own life;
- identify how groups can act in service to others like Jesus did;
- describe the presence of God in creation;
- recall and sequence the story of the Prodigal Son;
- describe how they can show forgiveness to others; and
• recognise qualities of saints who are models of love and service.

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 and match items in the Church;
• demonstrate a knowledge of the Bible;
• recall and sequence the events of Advent and Christmas; and
• identify the concept of Trinity.

For Part A, 25% of students were placed in the developing level, 63% in the achieving level and 12% were in the extending level.

For Part B, 4% of students were placed in the developing level, 83% in the achieving level and 13% were in the extending level.

Combining Parts A and B, 17% of students were placed in the developing level, 75% in the achieving level and 8% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement 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 2014:

• Key Area 2: Students and Their Learning

  2.4 Integration of ICT
  Goals:
  • For students to develop knowledge and skills in line with the safe and ethical use of technology; and
  • For the school to have effective policies and practices that facilitate an innovative approach to the use of ICT in improving student outcomes.
• **Key Area 3:** Pedagogy

  3.3 Teaching practices
  Goal: To develop a whole-school approach to meet the diverse needs of students through an effective implementation of NSW syllabuses for English, Mathematics and Science.

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

  5.1 ICT Resources
  Goal: To improve the accessibility of technology in the classrooms, particularly iPads.

• **Key Area 6:** Parents, Partnership, Consultation and Communication

  6.1 Parent involvement
  Goal: Maximise parent involvement in the school through inclusive structures and practices.

School Review and Improvement components to be reviewed and rated in 2015:

• **Key Area 1:** Catholic Life and Religious Education

  1.1 Vision and Mission
  Goal: Future directions would include establishing stronger links with the Benedictine tradition and historical context of the school.

• **Key Area 2:** Students and Their Learning

  2.4 Integration of ICT
  Goal: Future directions would include the continuation of improving the access of ICT for students by allowing them to bring iPads to school.

• **Key Area 3:** Pedagogy

  3.5 Assessment
  3.6 School climate, learning environments and relationships
  Goal: Future directions would include plotting each student’s capabilities on the literacy and numeracy continuums, investigating the flexible use of learning spaces within grades and continuing to develop a concepts-based approach to learning.

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

  4.1 Recruitment, selection and retention of staff
  4.4 Succession planning
  Goal: Future directions would include the development of a school wide statement of learning to assist with future recruitment needs, and clear role descriptions for members of the Leadership Team.
• **Key Area 6: Parents, Partnership, Consultation and Communication**

6.2 Reporting to the community
Goal: Future direction would include reviewing the effectiveness of the current methods used to report to the community.

**Financial Summary**

During 2014 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 and quality literature in line with the new English syllabus were a priority within the school budget. The P&F of the school assisted with these resources as well as a Year 5 Bike Education program. The School Enhancement and Debt Servicing Obligation (SEDSO) supported the payment of maintenance costs during the year.

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 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Holy Family Catholic Primary School, Ingleburn Annual School Report 2014

Student Welfare

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 framework 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; Be Safe, Be Responsible, and Be Respectful. A matrix was used for consistency in action and purpose when dealing with the students and the school community in general with regard to these rules.

During the year, there were opportunities for students to be recognised academically and socially, with school awards. These include bronze, silver and gold Awards, Principal Awards and Classroom Awards.

Students of Year 6 were 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 was presented to two students from Year 6, who throughout their primary school lives demonstrated a commitment and balance to their spiritual, academic and social growth. A Citizenship award was also presented to one Year 6 student, acknowledging their civic-minded contribution to the school community.

Students in Year 6 continued to support welfare through the Leadership Teams that were overseen by various staff members. The Liturgy and Social Justice team assisted in Masses and Liturgies and in the planning of various school activities. The Environment Team took on the responsibility for encouraging the school student body to look after particular areas of the playground. The Learning Team supported students in Kindergarten and Year 1 as Reading buddies, listening and encouraging the students with their familiar reading. Senior students have also acted as ‘buddies’ to the Kindergarten students, assisting them both in the classroom, during Masses and Liturgies and in the playground.
CatholicCare counselling was provided for students and families three days a fortnight to support the school community. A Pastoral Care Worker assisted targeted students through the provision of a drama-based socialisation program and mindfulness activities. They also established an initiative that provided practical support, such as hampers of food, to families in need.

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* is 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 CEO website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2014.

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 Primary School has continued to develop Learning and Teaching Programs that have assisted in improving learning and teaching outcomes for all students. During 2014, the teaching and learning was developed through staff collaboration and by linking to the School Review and Improvement process. All BOSTES requirements were met in the six Key Learning Areas. In addition, the students have been provided with courses of study in Religious Education in accordance with the Diocesan curriculum.

### Curriculum and Pedagogy

Throughout 2014, considerable focus was given to the implementation of the new Australian Curriculum. Teachers worked collaboratively with each other, with support from Diocesan personnel, to plan and implement the new English and Mathematics curriculum. In English, a concepts-based approach to programming was implemented. Through this professional learning, understandings of the new syllabuses were deepened, and opportunities were provided for considerable dialogue amongst staff to build up confidence and transfer this knowledge into the classroom.

Assessment and reporting initiatives enabled teachers to share information gathered during assessment activities with parents and carers. Parent Teacher meetings and formal reporting
facilitated the sharing of this information. Parents and carers were provided with two written reports. Each report detailed information about student progress, and students were graded according to the A to E standards as outlined by the BOSTES. Kindergarten reports were graded - Emerging, Developing and Achieving. Many of the students were also plotted on a literacy and numeracy continuum to assist with a focused knowledge of what students are capable of doing in English and Mathematics.

The integration of Information and Communication Technologies (ICT) in learning and teaching activities within the school continued to be integral to the students’ learning. The purchase of new iPads increased student access to technology. The school experimented with allowing students in some classes to bring their own device to school which proved successful. The school’s technology assistant worked within classrooms, supporting teachers in accessing various online programs and applications. This learning assisted students in the development of a range of options when presenting their understanding of various concepts within the Key Learning Areas (KLAs).

**Cross Curriculum**

Through the use of integration, teachers programmed learning experiences to meet cross curriculum content. Literacy and numeracy were key areas in all learning plans.

Students also participated in Catholic Schools Week and Book Week. Students from Stage 2 participated in the Campbelltown Council Art competition where one student received awards. Stage 3 students also participated in the Diocesan Public Speaking Competition and a Macarthur Advertiser design competition.

**Meeting the needs of all students**

The individual needs of students were supported in a variety of ways. These included additional Support Teacher assistance as well as School Support Officers who worked in classes with teachers and with students in small groups.

Students with specific learning needs were supported through the School Review process. This process provided a formal opportunity for class teachers to seek advice from colleagues regarding the learning needs of specific students. In addition, meetings were held with parents to set short-term learning goals for students with identified high level needs. Individual Education Plans (IPs) were developed for these students. IPs were also established for the Indigenous students in the school.

During 2014, students from Year 3-6 were assessed to enable the school to identify students who met the criteria for gifted or talented students. Students who were identified in this process participated in the Stretching Potential for Learning through Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) program. Some students also participated in technology-based projects involving the designing of computer games and the use of robotics.
Expanding Learning Opportunities

All grades were provided with opportunities to enhance their learning through planned excursions and visiting speakers and workshops. Excursions included visits to Calmsly Hill Farm, Taronga Zoo, the Powerhouse Museum, Hyde Park Barracks, Parliament House and the War Museum in Canberra. Year 5 students were able to develop team building skills and other challenges at Narrabeen Sport and Recreation Centre.

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

Opportunities to participate in sport and fitness were made available through weekly Physical Education and sport. The school also held its annual cross country, athletics and swimming carnivals. Students were also able to take part in soccer, gymnastics, Australian Football League (AFL) and rugby league coaching clinics. Participation was also encouraged in soccer, netball, basketball, cricket and rugby league gala days. The school provided a ‘learn to swim’ program for K-2 students over a five-day period.

During 2014, approximately seventy-five students from Holy Family were also able to participate in music tuition with the Music Bus. The school choir, comprising students from Years 3-6, also performed during the year at school assemblies, Grandparent’s day and the Ingleburn Combined Christian Churches Carols night.

More than thirty of the school’s students participated in two chess competitions held in the local region and run by New South Wales Junior Chess League (NSWJCL).
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 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**

NAPLAN is implemented for students in Years 3 and 5 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.

In 2014 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.

There were no Year 3 students below the National Minimum Standard for any of the NAPLAN assessments. More than 50% of the students in Year 5 had greater than expected growth in Reading, Writing, Spelling and Numeracy.

Holy Family’s results reflect the data already gathered through classroom assessment tasks, standardised assessments 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 2014: % in Bands

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<thead>
<tr>
<th></th>
<th>YEAR 3</th>
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<th>YEAR 5</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>
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<td><strong>Reading</strong></td>
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<tr>
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<td>39%</td>
<td>46%</td>
<td>15%</td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
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<td><strong>Grammar &amp; Punctuation</strong></td>
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<td></td>
</tr>
<tr>
<td>School</td>
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<td>54%</td>
<td>39%</td>
<td>9%</td>
</tr>
<tr>
<td>National</td>
<td>15%</td>
<td>48%</td>
<td>37%</td>
<td>20%</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.

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th></th>
<th>YEAR 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>School</td>
<td>100%</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School</td>
<td>100%</td>
<td>School</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
<td>National</td>
<td>90%</td>
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<td><strong>Spelling</strong></td>
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<td>School</td>
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<tr>
<td></td>
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<td>93%</td>
<td>National</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School</td>
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<td>School</td>
<td>98%</td>
</tr>
<tr>
<td></td>
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<td>94%</td>
<td>National</td>
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<td><strong>Numeracy</strong></td>
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<tr>
<td></td>
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<td>95%</td>
<td>National</td>
<td>93%</td>
</tr>
</tbody>
</table>
Parent, Student and Staff Satisfaction

During 2014 the school sought the opinions of students, teachers and parents using a number of processes. The SPB4L surveys were able to feed back positive initiatives within the school and highlight areas to develop.

Students in Years 4-6 were given the opportunity to complete a survey that sought their responses in relation to their learning opportunities at school, co-curricular activities and how safe they felt while at school. The responses provided an overwhelmingly positive response, to each item, particularly the pride they have for their school, the teachers’ commitment to supporting their learning and the provision of co-curricular activities. Responses which indicate areas that are worthy of further investigation include the level of safety the students feel at school and the resources we have available to support students when they feel they need someone to talk to.

The P&F Association, together with the parent body, discussed school activities, made recommendations and requested further information throughout the year. An online survey conducted provided parents with an opportunity to respond to a variety of questions related to the functioning of the school. Results showed 80% of respondents strongly agreeing or agreeing to each question in a positive way.

The results from these sources indicated that students, parents and staff were pleased with the learning and teaching taking place within the school, the way the school was managed and administered, and the variety of opportunities given to the students. Suggested areas for improvement that were identified, aligned with the priorities of the school and areas identified for review in the SRI components mentioned earlier in this report.