Holy Family
Catholic Primary School
Lindfield

2012 Annual Report
1. Message from Our School Community

Message from the Principal

Holy Family Catholic Primary School is a community which fosters strength and gentleness with a Christ centred focus for all.

The purpose of the Annual School Report is to provide public accountability of the direction and events that have taken place in 2012.

This year, the school and parish community have enjoyed incursions, assemblies, visiting speakers, author and photographer, school and parish functions and concerts including a school musical “Heir Pressure”, after school extra curricula classes, band and more! Holy Family is an active, vibrant community striving for excellence in education and relationships grounded in Catholic faith and tradition.

1.1 Message from the Parent Body

The purpose of the School Board is to build, strengthen and nourish the school as part of the parish community. Unlike a corporate Board, our School Board has no formal role in the governance and operation of the School, but exists to provide advice and support to our Principal and his leadership team.

A key focus for the Board this year was the expansion of the school’s teaching facilities. This involved examining options for temporary and permanent facilities and the associated financial implications for the school. Consideration of these potentially difficult issues involved input and discussion with members of the Parish Council, the P&F, the Catholic Schools Office and others and I believe was a great example of the “shared wisdom” approach put into practice.

Also during the year, the Board considered the results of surveys conducted of the parent community, which will help form priorities for 2013 and future years. In relation to the School Board, it is clear from the surveys that we need to do more to lift the profile of the Board in the school community and to be more accessible.

We will be looking to improve in these areas in the year to come and in particular will seek to improve our communications with parents and the broader parish community. I welcome any suggestions at any time from parents about areas of focus for the Board and how you would like to hear from us during the course of the year.

The School Board meets at 7.30pm on the last Thursday of each month during Term.

Chairman, Holy Family School Board, 2012

1.2 Message from the Student Body

The student body of Holy Family readily have a voice in the life of the school. The students are represented through SRC, House captains, School Captains, Social Justice, Communication Ministry, Sustainability Ministry, Hospitality Ministry, Care Ministry and Liturgy Ministry.
The Year 6’s are the leaders of the school therefore they take part in many jobs that go unnoticed. Year 6 enjoyed lots of privileges throughout the year such as A3 where you had the opportunity to sing and dance. We also had the opportunity to go to Challenge Ranch to test our skills in lots of different areas especially servant leadership.

Years 3 – 6 also enjoyed the privilege of attending primary sport and surf education, Year 2 and up attended the swimming and athletics carnivals, cross country races and recorder. We also were given the wonderful opportunity to be part of the School Musical that was written by one of our teachers.

Through the years we have worked with wonderful, cheerful and enthusiastic staff. It has been such a great year.
2. School Profile

2.1 Student Profile

The following information describes the student profile for 2012:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
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<td>43</td>
<td>0</td>
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*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: [http://www.csoddb.catholic.edu.au/about/index.html](http://www.csoddb.catholic.edu.au/about/index.html) or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines

b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications

c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
   - to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
   - as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.

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<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
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Further information about the staff profile can be found in the School Facts section of the school’s profile page on the My School website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2012 was 98%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 95%.

2.5 Teacher Satisfaction

Staff involvement in learning teams, the consultative approach to strategic planning and decision making contribute to making Holy Family a community of learners. One to one meetings with the Principal assist in developing personal professional learning plans and provide opportunity to discuss successes, concerns and desires. The introduction of Stage meetings has provided more
opportunities for teacher leadership with a focus on pedagogy. These initiatives, along with the focus on positive professional relationships have enhanced teacher satisfaction.

Based on MMG Education’s survey 85% of staff rated their overall satisfaction with Holy Family as very high.

### 2.6 Student Attendance and Retention Rates

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<th>Year</th>
<th>Average student attendance rate (%)</th>
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</table>

The average student attendance rate for 2012 was 96%.

**Management of non-attendance:** In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents’ legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging;
- maintains accurate records of student attendance;
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise;
- communicates to parents and students, the school’s expectations with regard to student attendance and the consequences of not meeting these expectations; and
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student’s continuum of learning where possible.
The Catholic Schools Office monitors each school’s compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system’s School Review and Development processes.

2.7 Student Satisfaction

Students regularly participated in school governance through the membership of the Student Representative Council. This council meets with a co-ordinator who then relays information to the school Leadership Team. Many school initiatives including Social Justice programs have been initiated through the Council. This is widely supported by the student population at Holy Family. Throughout 2012 the students met regularly with school teaching staff to identify areas where students could improve the physical surrounding of the school and to identify various social justice initiatives. Members of our choir and the Social Justice Club regularly visit and perform for residents of some of our local nursing homes. Senior students are involved as Kindergarten buddies and in Senior Ministry groups serving the school and wider community.

A survey conducted by external agency MMG Education showed that 82% of students rated their overall satisfaction with Holy Family as very high.
3. Catholic Life and Mission

3.1 Catholic Heritage

At Holy Family Catholic Primary School we aim to foster strength and gentleness within our Christ-centred community. It is here that we acknowledge our faith as part of the Broken Bay Diocese and are supported locally by our Lindfield Killara Parish. We believe it is important to continue the traditions and rituals that have been established here at Holy Family for the last 80 years. Our recent study and celebration of our school charism (the Brigidine Order) exemplifies this. Each class from K – 6 study a unit about Saint Brigid, as well as participate in activities to honour our founding Order. This was clearly indicated in an evaluation of our Strategic Plan, which noted as particular strengths of the school that we have numerous opportunities to celebrate; that we pronounce our Catholicity through signs and symbols; that we reach out to others and are aware of the needy. It was also acknowledged that our school, like other schools in the Diocese of Broken Bay, would become more aware of our charism. We acknowledge that it is a process, but one that we have made a strong start together. As a school community we are committed to Catholic discipleship and to valuing and respecting our students and their families.

During our enrolment process parents are reminded of the Catholic identity and mission of the school and that it is an expectation that they will assist in living out that mission.

3.2 Religious Life of the School

2012 has been a liturgically rich year. We have celebrated many Masses together, including:

- Beginning of the School Year/Feast of Saint Brigid
- Ash Wednesday
- Mothers’ Day
- Grandparents’ Day
- Assumption Mass
- Year 6 Graduation
- End of Year Mass

We have also celebrated and prayed together on other occasions such as:

- Holy Week and Easter
- Lenten Liturgy
- ANZAC Day
- The Feast of St Mary MacKillop of the Cross
- Remembrance Day
- Catholic Mission month activities
- Advent.

During Lent and Advent we have prayer and reflections during our regular Monday assemblies. During each week of Lent our Social Justice students read the Project Compassions story for the week accompanied by a prayer and during Advent we read the prayer reflection based on the Sunday Gospel.

During the last week of Term 1 we commemorated the events of Holy Week with a Holy Week Liturgy.
Classes joined the Parish community to celebrate Mass both during the week and on weekends. The school has supported the Parish Sacramental Program throughout the year. Approximately 45 students from Year 2 celebrated First Reconciliation and Confirmation in the Parishes of Killara and Lindfield. 45 students celebrated First Communion in June.

Some of our students joined other schools in the Diocese at the Year 6 Cluster Mass and the Mission Mass. Liturgy Ministry led prayer at the Monday morning assembly. We also attended the Diocesan Mission Mass and had a Year 6 Discipleship Challenge.

3.3 Catholic Worldview

We uphold the Holy Family Vision statement by valuing and respecting the human dignity of all people. Therefore, as a school we have opportunities for the community – children, staff and parents – to be involved in initiatives that reach out to others both within and outside the community. The school has a student Social Justice committee, which is an offshoot of the Parish Social Justice committee – a representative from the parish SJ committee comes to the student meetings. In 2012 some of the programs and fundraising Holy Family participated in were:

- Project Compassion/Caritas Australia
- Catholic Mission
- St Vincent de Paul Winter and Christmas appeal
- School of St Jude, Tanzania
- East Africa Appeal
- Queensland Floods.

Other Social Justice initiatives included families donating hampers to St Vincent de Paul, and students bringing in their old school shoes and soccer boots at the end of the year to send to communities in Western NSW.

Mission modules were taught in the Religious Education KLA. This teaches not only about the needs of others, but our responsibility as disciples of Jesus to take action to achieve justice for all people. Mission Month whole school activities including coin lines were used as opportunities to raise money for the less fortunate. The BOS perspectives (aboriginal, gender, environmental, multicultural, global and media) are also included in all programming throughout the year.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church which is implemented by all systemic schools in the Diocese.

All teachers are accredited to teach Religious Education at Holy Family in accordance with the Diocese of Broken Bay’s policy on the Professional Requirements for the Accreditation of Teachers of Religious Education. Those who required accreditation put applications in during the year and this was formalised.
4. **Pastoral Care**

4.1 **Diocesan Policies**

The Diocese of Broken Bay has established Pastoral Care and Student Discipline Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 **School Implementation of Diocesan Policy**

The Behaviour Management and Student Discipline Policy incorporate the Diocesan initiative approach to behaviour – Positive Behaviour for Learning (PBL). The positive approach to students’ behaviour has had a great impact on the life of the school and the whole school approach has provided continuity of language used and effective strategies for dealing with behaviour.

The Personal Development and Health learning sequence ensures that each class teacher provides opportunities for children to gain an understanding of anti bullying and empowers them to develop strategies for positive relationships.

Parents of the school receive regular reminders and updates about the rules and each week there is rule focus. The school community is aware of this through the use of signage and the weekly newsletter.

4.3 **Pastoral Care of Families**

Both formal and informal support structures exist for families within the Holy Family Catholic School community. The staff work closely with parents during the year to provide whatever support is required in relation to issues concerning their child. Where necessary, students are referred to the School Counsellor, North Shore Cluster.

4.4 **Resolving Issues**

The Diocese of Broken Bay has established a Complaints Handling Policy which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 **Occupational Health and Safety**

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.
5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

Following are some of the initiatives implemented during 2012 to support and enhance student learning and pedagogy:

- Science challenge group with students from Year 3 to 6;
- a web-based student tracking system that allows us to maintain student data and provide easy access for all teachers. Teachers are able to triangulate data moving the focus away from recording scores to analysing data so that teaching can be more accurately geared at the student point of learning; and
- moved to a web based reporting system linked to our office administration system. This has streamlined the reporting process, teachers are able to access and work on reports from home as well as school. The format, while slightly individualised, is in keeping with other Diocesan Primary schools.

5.2 Student Achievement

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.

- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.

- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.

- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2012 cohort, there were 44 students in Year 3 and 30 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the MySchool website (http://www.myschool.edu.au/).
Band Distributions (%) – Year 3

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<tr>
<th></th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6 (+)</th>
<th>% at or above national minimum</th>
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</table>

100% of the Year 3 students performed at or above the national minimum in all disciplines i.e. Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. These scores are significantly and consistently higher than the State and National average – particularly notable is how much higher than the averages for both State and National levels are our scores for students in Band 6 with 60.5% scoring Band 6 in Reading and 72.1% in Grammar and Punctuation.

In overall Literacy achievement, over 74% of students are achieving scores in Bands 5 and 6. Spelling was the area where our students achieved the lowest results. 95% of our Year 3 students achieved scores in the top three Bands in Numeracy. Over the past years Numeracy has been one of our focuses in the school Strategic Plan.

Band Distributions (%) – Year 5

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<thead>
<tr>
<th></th>
<th>Band 3 (-)</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8 (+)</th>
<th>% at or above national minimum</th>
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<tr>
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100% of Year 5 performed at or above the national minimum in Writing and Spelling; with 97% of Year 5 students achieving this level in Reading, Grammar and Punctuation and Numeracy. These scores are significantly and consistently higher than the State and National average – particularly notable is how much higher than the averages for both State and National levels are our scores for students in Bands 7 and 8. Trends in student growth are a focus for school improvement.
5.3 Extra Curricula Activities

The children have been involved in various musical activities throughout the year.

Years 5 and 6 participated in the A3 choral festival, rehearsing at school and performing with all schools in the North Shore cluster.

The school choir gave several performances, including those at: Lourdes Retirement Village at Killara, Holy Family Art Show and Killara Parish Fete.

The School Band performed at several School Assemblies, at the Killara Church Fete, the Holy Family Art show, Fathers’ Day breakfast and at the holy Family Christmas Concert. Children in the school band have the opportunity of participating in the Yamaha Music Festival and Holy Family Band Camp to help their performances.

Younger students also have the opportunity to be part of the recorder group, learning important skills in preparation for band. The recorder group has performed at assemblies.

This year students from Years 3 to 6 had the opportunity to participate in the school musical "Heir Pressure" written and directed by a staff member and produced with wonderful support from a parent committee.

Primary children also had the opportunity to take part in the Tournament of Minds competition.

5.4 Professional Learning

Teachers are encouraged and supported to seek out relevant professional learning opportunities and continue to be active learners.

The Diocesan focus, Leading Learning, provided some direction for professional development both at the leadership level as well as whole staff and directly impacted on the development of the School Improvement Plan. Professional learning opportunities were provided for members of the Leadership team and staff. Learning teams led the staff in further developing a shared understanding of differentiation, assessment tools with a focus in Literacy and Numeracy, Science and Technology and Positive Behaviour for Learning (PBL). A number of Staff Development Days supported these initiatives utilising both staff expertise and Catholic Schools Office consultants.

Professional development opportunities were sought and engaged with in Literacy – Spelling and Reading comprehension, Science, Leadership and the Leading Learning project, NAPLAN analysis, assessment, the use of active inspire in the classroom and backward design in programming. Teachers joined cluster groups in ICLT, Mathematics and Literacy where strategies and experiences are shared. A number of teachers began Masters level study in Mathematics, Pastoral Care and Religious Education.

A number of teachers, both permanent and casual, participated in the New Scheme Teachers Program offered by the Catholic Schools Office. One staff member who works as a casual for the school completed their accreditation.
6. Strategic Initiatives

6.1 2012 Priorities and Achievements

During the 2012 year we:

• raised awareness of our Brigidine Founding Order and their charism;
• developed a deeper engagement and understanding of Scripture and prayer for adult and student learners;
• implemented Student Tracker, a web-based program allowing us log and access data such as standardised test results, specialist reports, meeting notes etc. that allows us to begin tracking growth in all students Kindergarten to Year 6. We established routines, selected diagnostic tools and methods for tracking learning;
• used surveys that indicated a definite increase in level of enjoyment and participation in Science for students and teachers.
• supported Teachers with planned professional learning, resources and time.
• gave Parents the opportunity to engage in the learning and experience scientific process in a practical Science lesson;
• continued our learning through the Leading Learning project and began unpacking practices such as Open to Learning Conversations, Practice Analysis Conversations and Collaborative Analysis of Student Learning. This is an ongoing area for professional development in 2013;
• were able to raise awareness of understanding of scientific concepts and processes and embed them in our practice through professional learning opportunities, sharing sessions and the work of teacher leaders. This will continue to be supported in 2013; and
• explored and continued to develop teacher and student skills in the use of different programs of ICLT, sharing their use of quality resources and their application, particularly in the area of RE.

6.2 2013 Priorities and Challenges

During 2013 we hope to:

• continue to refine and develop our assessment practices, in particular the use of data collected to improve student learning;
• target intervention programs for students identified to improve growth at both the lower and higher levels of achievement;
• build on our knowledge and use of Open to Learning Conversations, Practice Analysis Conversations and Collaborative Analysis of Student Learning;
• sustain and support learning and teaching in Science and Technology following successes in 2012;
• focus on explicit teaching of comprehension strategies across the school;
• highlight and develop resilience and perseverance with the introduction of KidsMatter and the continuing refinement of PBL;
• induct and transition a number of new staff;
• increase student understanding of discipleship challenge as an important part of Religious Education;
• provide for parent education, particularly in Numeracy and Literacy;
• prepare for School Review in Term 3- Tier 1 and Tier 2; and
• refurbish current learning space to cater for the expansion of the school from 12 to 13 classrooms.
7. Parent Participation

7.1 Introduction

The support and involvement of Holy Family parents is important to the ongoing success of the
school. Parents are encouraged to be part of, and contribute, in a variety of ways. The School
Board, based on a philosophy of shared wisdom, has a governance role. The Board supports the
Principal, advising in matters of school policy and decision making. The Board is also a conduit for
parents and parishioners wishing to raise issues or seek clarification. The School Board includes
parents, members of the school Leadership team, our Parish Priest and other parishioners.

The P&F has an important role in building community, organising functions, welcoming new families
as well as undertaking fund raising initiatives to assist with resourcing classrooms and meeting
social justice commitments. Staff recognise and appreciate the work of these groups.

Whilst fund raising is important, the effect of modelling the qualities of strength and gentleness
cannot be underestimated.

7.2 Parent Satisfaction

The strong sense of community at Holy Family stems from the relationships which have been
developed. It is through community that the needs of individuals and groups have been addressed.

Parent involvement in the School Board and P&F provides opportunities to contribute to Holy
Family. Principal morning teas have been forums for learning, asking clarifying questions and
discussions relevant to student learning and school life, as well as time of catching up with other
parents.

Throughout the year we were again delighted with the many outstanding achievements of our
students in social justice, the arts, academic, and sporting pursuits.

MMG Education, an external agency, conducted a survey and in-depth review of parent satisfaction
across key areas of the School. The results indicated parent expectations were being met and
exceeded well above the average of MMG Education’s extensive database of other schools.
8. **Financial Report**

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at [http://www.myschool.edu.au](http://www.myschool.edu.au). Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at [http://www.csodbb.catholic.edu.au](http://www.csodbb.catholic.edu.au)

![Income Graph](image1)

- **Fees & Private Income**: 3%
- **State Government Grants**: 30%
- **Commonwealth Recurrent Grants**: 47%
- **Government Capital Grants**: 20%
- **Other Capital income**: 3%

![Expenditure Graph](image2)

- **Salaries & Related costs**: 75%
- **Non Salary expenditure**: 24%
- **Capital expenditure**: 1%

The contents of this annual report have been validated by the School’s consultant, Diann Hynes.