



Holy Family Catholic Primary School,
Lindfield

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ABOUT THIS REPORT

Holy Family Catholic Primary School (the 'School') is registered by the NSW Education Standards

Authority (NESAs) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY



Principal's Message

The School community fosters strength and gentleness with a Christ centred focus for all. Holy Family is an inclusive learning community encompassing students, staff, parents, relatives and parishioners. The purpose of the Annual School Report is to provide public accountability of the direction and events that have taken place in 2016. This year, the School and parish community has enjoyed incursions, assemblies, school and parish functions, concerts, after school extra curricula classes, band and Tournament of Minds. Holy Family is an active, vibrant community striving for excellence in education and relationships grounded in Catholic faith and tradition.

Parent Body Message

The role of the Holy Family school advisory board is to operate in collaboration with parents, the parish and the community. We meet formally every month during term time to provide advice and support to our principal and his leadership team. The advisory board provides a parental perspective on matters of school policy and on big picture matters affecting the school's present life and its future.

This year the advisory board continued to consider the future needs of the school and the school community. In the parental surveys conducted in previous years, parents told us they wanted Holy Family to educate our children beyond reading, writing and arithmetic. They wanted us to educate and develop the whole person. Parents expressed they were very happy with the academic performance of the school and that in their opinion this is *rock solid*. They wanted specific areas of development and focus for their individual child's learning goals and a focus on pastoral care and the development of the whole person.

This year the board has focused on the *Leader in Me* programme. The *Leader in Me* is helping our children be prepared for life.

Student Body Message

2016 has been sensational! The biggest event for the school this year has been the introduction of *The Leader In Me* program. At Holy Family we have always been

encouraged to reach for the stars and be the best "leader in me" we could be. My favourite memory was *The Leader In Me* launch when we introduced the Seven Habits. It's amazing the influence this program has had on our school. Each day I see examples of all the Seven Habits.

It has been a pleasure for all Year 6 to share some brilliant memories with our buddies; being able to help them out has been really rewarding for all of us. One of the highlights for Year 6 was the leadership camp with its many challenges.

We would like to thank all the members of the student representative council, the *Many Leaves One Tree* group and the Social Justice club for their continuous work around the heart of the school.

Eleanor Roosevelt wrote that "The future belongs to those who believe in the beauty of their dreams". I believe everyone here can do incredible things because each one of us is a leader! 2016 School Captains

SECTION TWO: SCHOOL FEATURES

School Features

Holy Family Catholic Primary School Lindfield, is a Catholic systemic co-educational school.

Holy Family Catholic Primary School Lindfield is a well established Kindergarten to Year 6 Catholic primary school located in the combined parish of Lindfield and Killara. The School was established in 1927 by the Sisters of Mercy. In 1940, Monsignor Downey invited the Brigidine Sisters to take over the running of the School and that link continued until 1998. The Brigidine tradition and the powerful motto *Strength and Gentleness* has lived on and is a focus for all that we do. A new school was constructed on the land adjacent to the parish church and was opened in Term 4, 2000.

The school is part of a welcoming, vibrant and caring community. Strength and gentleness are fostered within our Christ-centred community and pervade the school. We recognise the uniqueness of each individual and are committed to excellence in teaching and learning. Students are encouraged to develop conceptual understandings, apply their knowledge to problem solving tasks and demonstrate creative and critical thinking. The school has a unique learning environment and academic achievement is valued. We are a community of respectful, responsible learners. Our teachers are motivated, highly professional and committed to continuing professional learning. The school is a nurturing, supporting and caring faith community and Jesus is central to all aspects of school life. Our school community reflects our name – a Holy Family. We are committed to Catholic discipleship, where the dignity of all people is valued and respected.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
158	139	57	297

* Language Background Other than English

Enrolments are generally stable, at around 300 students. Higher retention rates have made it necessary to occasionally cater for an extra senior class. Planned future residential

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

developments possible impact feature in planning of the School Advisory group.

95 %	95 %	96 %	96 %	95 %	95 %	94 %
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and the on enrolments discussions and

Enrolment Policy

The School follows the *Enrolment Policy for Diocesan Systemic Schools*. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 95.05 %. Attendance rates disaggregated by Year group are shown in the following table.

Managing Student 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 NSW Education Act (1990) 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 nonattendance 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 ■ 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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School website](#). The following information describes the staffing profile for 2016:

Total number of teaching staff by NESA category	19
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Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	14
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	24
Number of full time teaching staff	14
Number of part time teaching staff	5
Number of non-teaching staff	5

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	The 7 habits of highly effective people: (Day 1) Habits of independence involving all teaching and non teaching staff
Day 2	The 7 habits of highly effective people: (Day 2) Habits of interdependence and selfrenewal involving all teaching and non teaching staff
Day 3	The Leader In Me: Launching leadership and creating culture with the 7 habits in our school and community

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

At Holy Family Catholic Primary School we aim to foster 'Strength and Gentleness' within our Christ-centred community. Holy Family is founded in the tradition of the Brigidine sisters and our school motto of 'Strength and Gentleness', which is derived from Brigidine tradition, helps form the school's core values. These values are developed for our students through Brigidine units which are taught in each class.

As a school, we work in partnership with our parent community and also our local Parish community. A strong community bond is established early in the year with the opening school mass and celebrations for St Brigid's feast day. Parental and Parish bonds are further developed through monthly whole school masses and liturgies, as well as class liturgies. This helps form a connected school community where liturgical events are celebrated and parents and parishioners are warmly welcomed.

Students have been given many opportunities to express and witness their Catholic identity through being involved in the liturgical life of the school, class lessons and daily prayer. Students are supported and nurtured in the loving Catholic environment that is provided by the staff of Holy Family. Through 'Strength and Gentleness' a strong and supportive community is nurtured and maintained.

At Holy Family, we are committed to Catholic discipleship, valuing and respecting the human dignity of all people. 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's whole school activities, including Crazy Sock Day, are opportunities for our students to take action to achieve justice for all people and raise money for the less fortunate. Money raised during Mission month was presented to Catholic Mission at the Diocesan Mission Mass.

Social justice initiatives across the school highlight for our school community the importance of living the Gospel values and expressing them through service. Led

by the Social Justice group, Holy Family has been involved in fund raising to support Caritas Australia through Project Compassion; our school community also donated goods for the St Vincent de Paul winter appeal and hampers for the Christmas appeal. We continued to support the School of St Jude in Tanzania and also locally, St Lucy's School at Wahroonga, through their Week Without Words (WWW) campaign.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW

Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas

(KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its

Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the

Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The school offers a sound and thorough curriculum in all KLAs, implementing BOSTES syllabuses and the new NSW syllabuses for the Australian Curriculum. The RE curriculum is implemented through the modules developed for teaching across the Broken Bay Diocese.

Information Technology is integrated across the KLAs with significant developments in the use of interactive white boards in every classroom. Classrooms have their own laptops and PCs with portable computer banks available for one-to-one or shared device work. iPads are available for Early Stage One and Stage One classes and can be borrowed by older groups. Chromebooks were introduced for the first time in Years 5 and 6 with a ratio of one device between two students. The School and Diocesan School System continue to support staff development in this area.

We currently have a learning support teacher on staff two days a week. This role encompasses supporting teachers with students who are unable to access the curriculum at their grade level and those who may be working well beyond their level.

The school is in the third year of professional learning in Extending Mathematical Understanding (EMU); this has further enhanced the high level of mathematical education from Kindergarten to Year 6 in a hands-on process approach. Three EMU specialist groups were in operation with two groups focusing on Stage 1 students and the third on Stage 2 students.

Specialist sport, music and drama teachers are permanently on staff and work with all classes. The school also has a junior and a senior band. The bands rehearse either before or after school and perform at various functions including the Art and Craft show, Father's day breakfast and assemblies.

Weekly sport for Year 3 to Year 6 is highly developed with the children taking part in activities or clinics at the school or using a nearby oval. All students participate in a ten week gymnastics program delivered and assessed by qualified gymnastics

teachers using their equipment; this takes place in the school hall. All students also participate in a ten week dance program delivered by an external provider. The program culminates with a performance for parents and children can opt to participate competitively in both within and out of school performances. This year students from Kindergarten to Year 6 participated in a 10 week developmental skills based tennis program delivered at school for younger students and at local tennis courts for older students.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	89.09 %	52.50 %	0.00 %	9.60 %
	Reading	78.18 %	49.40 %	3.64 %	11.50 %
	Writing	83.64 %	48.80 %	0.00 %	6.20 %
	Spelling	72.73 %	46.40 %	0.00 %	12.40 %
	Numeracy	74.07 %	35.60 %	3.70 %	13.40 %
NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
	Grammar and Punctuation	77.78 %	36.30 %	0.00 %	15.00 %

Year 5	Reading	69.44 %	35.30 %	5.56 %	15.50 %
	Writing	36.11 %	17.20 %	5.56 %	18.10 %
	Spelling	63.89 %	29.80 %	2.78 %	17.20 %
	Numeracy	52.78 %	28.30 %	5.56 %	16.50 %

NAPLAN Comments

The NAPLAN table reflects very high achievements that are the result of a number of initiatives undertaken in professional learning for staff, support programs, evidence based pedagogical practices and resourcing.

Strong trends continued in 2016 for both Year 3 and Year 5 across all Literacy areas. The MySchool website shows that the average learning gain of students at Holy Family in Reading was well above those with the same starting point. Continuing school wide programs focussing on spelling, grammar and punctuation are ensuring students are getting a large number of 'hits' (practice) across all year levels – everyone is responsible for teaching good literacy skills to our students. There has been a continued focus on writing, moving from teaching the craft of writing to inquiring into how teachers can work with students to set goals and track progress. Teachers worked on a shared understanding of marking writing samples and have developed a writing marking criteria K-6 as a continuum, aligned with the NAPLAN criteria. Using these locally developed tools effectively will be a focus in 2017.

Student learning goals for writing and number have continued to be a focus for developing both student focus and achievement and communicating with parents. In 2016 we married these with *The Leader In Me* initiative as goal setting is part of Habit 2 (begin with the end in mind).

Year 3 trend data shows a slight but continued improvement in Numeracy and a significant improvement in Year 5 to the highest overall score in the last five years (from a mean of 512.8 in 2012 to a mean of 552 in 2016). Trend data in data, number, patterns and algebra is showing pleasing improvement for both Year 3 and 5.

The Mathematical Assessment Interview (MAI) conducted with every student at the beginning of each school year provides teachers with accurate information about each student's mathematical understanding in number. The MAI allows us

to monitor growth, identify sticking points and better target our teaching for each student's learning needs. This year's MAIs show considerable growth in the ability and confidence of students to make thinking and learning visible when asked to explain their mathematical thinking.

Students identified as vulnerable or at risk in number are assessed for the Extending

Mathematical Understanding (EMU) early years and middle years interventions. This is a targeted program held before school, where three students work with one specialist teacher.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2016.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice,

compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this

and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2016.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *AntiBullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2016 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2016.

Initiatives Promoting Respect and Responsibility

Holy Family is a Positive Behaviours for Learning (PBL) school. A fortnightly focus on positive behaviours is scheduled and the Student Representative Council (SRC) presents the focus at assembly giving examples and non-examples of positive behaviours, for example, being in the right place at the right time. The focus for PBL is to identify and acknowledge those being respectful, responsible learners.

Through our work with *KidsMatter* and data from PBL, wellbeing surveys and the Social Emotional Learning (SEL) continuum, we identified a growing need to be proactive in supporting students in promoting their SEL. We determined that this would be our three year goal for our Pastoral Care, School Improvement Plan (SIP).

The direction and process chosen was *The Leader In Me* (TLIM) based on Stephen Covey's *Seven Habits of Highly Effective People*. Launching *The Leader In Me* was a pivotal point in 2016 for the Holy Family learning community. The support of the School Advisory board and the P&F has been vital in promoting our goal and TLIM.

Each focus on PBL has been aligned with the 7 Habits. When presenting the focus, the SRC also highlights the habit that aligns with it. The *Many Leaves One Tree* (MLOT) group has also supported the SRC in promoting the 7 Habits and organising fun activities successful in raising the happiness quotient at Holy Family. Student voice is important to effective pastoral care!

Explicit lessons, using TLIM resources and teachable moments have provided opportunities to learn and practise the habits. Creating a culture of leadership with TLIM at the centre is a process that will continue be a major component of our Pastoral Care in the coming years.

The Social Justice club continued to be open to students from Years 3 to 6. A teacher works with the students in the club as well as the Parish Social Justice group. The Social Justice club helps to support sponsorship of the School of St Jude, make Vinnies hampers, donate to Project Compassion, organise activities for fund raising and raise awareness of social issues. The relationship with St Lucy's School continued with our students visiting and meeting St Lucy's students.

With all that the students do for those in need, the greatest learning is empathy, the knowledge of how to be a global citizen underpinned with Catholic values and what this should look like in our school and families.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

Professional learning opportunities have raised awareness and equipped staff in providing a variety of ways for students to demonstrate their understanding, particularly in Religious Education.

A collaboratively constructed set of writing success criteria can now be applied K-6 from 2017.

Implementation of *The Leader In Me* (TLIM) has been extremely positive and successful with more than 90% of students able to name and explain each Habit. Students are using the language of the Habits and making connections with the Habits in their learning in a number of key learning areas.

Students constructed personal learning goals, behaviour goals and habit goals which were shared with parents. All classes collaboratively constructed their own class mission statements.

Each Positive Behaviours for Learning (PBL) focus has been aligned with the Seven Habits.

New History and Geography syllabuses were implemented. History and the Creative Arts policies, programs and scope and sequence were reviewed.

Google Applications For Education (GAPE) were successfully implemented in Years 5 and 6 with students using applications at school and at home to access and accelerate learning.

Priority Key Improvements for Next Year

During 2017 we aim to:

- Provide learning and assessment opportunities for students to more accurately demonstrate their learning at and beyond Sound, particularly in Religious Education ■ Further refine teaching and learning in all Key Learning Areas by supporting teachers in
 - establishing a culture of thinking that we will refer to as *Habits of Thinking*
- Develop greater consistency K-6 in assessment of student writing
- Develop teacher capabilities in constructing open ended tasks that provide more opportunities for differentiation in Mathematics
- Continue to develop the use of Google Applications For Education in Years 5 and 6 and begin to introduce them with one Year 4 group. Devices to support the classroom teacher and one device between two students have been purchased.
- Continue to instil and integrate the Seven Habits in the daily lives of the students, staff
 - and wider school community through *The Leader In Me*
- Focus on, and further develop, a culture of leadership.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

The School Advisory board has expressed a high level of satisfaction with the school in the key domains of mission, learning and teaching, and pastoral care.

Feedback at meetings and via members of the Parents and Friends (P&F) executive and the School Advisory Board tells us that the majority of parents are very satisfied with the level of care for the children, the inclusive nature of the school and the academic and social and emotional directions currently being taken at the school.

Parents recognise the high academic standards at the school but would like to better understand how the school supports and challenges high achievers. This concern indicates a need for improved communication and some of the school's processes for extending all students will become more obvious with the ongoing development of a *Culture of Thinking*.

There has been much verbal and written commentary supporting the implementation of *The Leader In Me* and the high level of involvement of the School Advisory board has highlighted for parents the importance and value of this undertaking.

Further opportunities for parent engagement and education are two key areas identified for development.

Student Satisfaction

In 2016 Holy Family decided to use ACER's Social-Emotional and Wellbeing survey (SEW). This survey comprises 48 questions and is delivered online. Year 4 helped Year 1 students complete the survey. The school's overall SEW score is above the All Schools average, as is the mean for each year level. 78.2% of our students

reported being in the top three (out of six) levels. These levels are a summary of social-emotional wellbeing.

The survey also breaks student responses into emotional skills, social skills and learning skills. In the future this will help us track which areas are our strengths and which ones we may need to work on. This tracking tool will assist us in finding out trends in the school and/or year levels to assess how our social emotional learning programs, such as *The Leader In Me* are supporting student growth in SEW areas.

Teacher Satisfaction

As part of the school's PBL focus, an effective behaviour support survey was conducted with staff to ascertain how successful our systems are for supporting positive student behaviour and, as a result, what priority is given by staff to that area. In the area of school wide systems and nonclassroom setting systems, the staff scored 80% overall satisfaction. As a result, these areas were given mostly a low priority for improvement.

The PBL team, which is made up of staff and parents, looks at these results, along with the SET data (school evaluation tool) to set priorities for 2017.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income

Expenditure

- Commonwealth Recurrent Grants (49.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.7%)
- Fees and Private Income (30.8%)
- Other Capital Income (4.9%)