

2017 Annual School Report

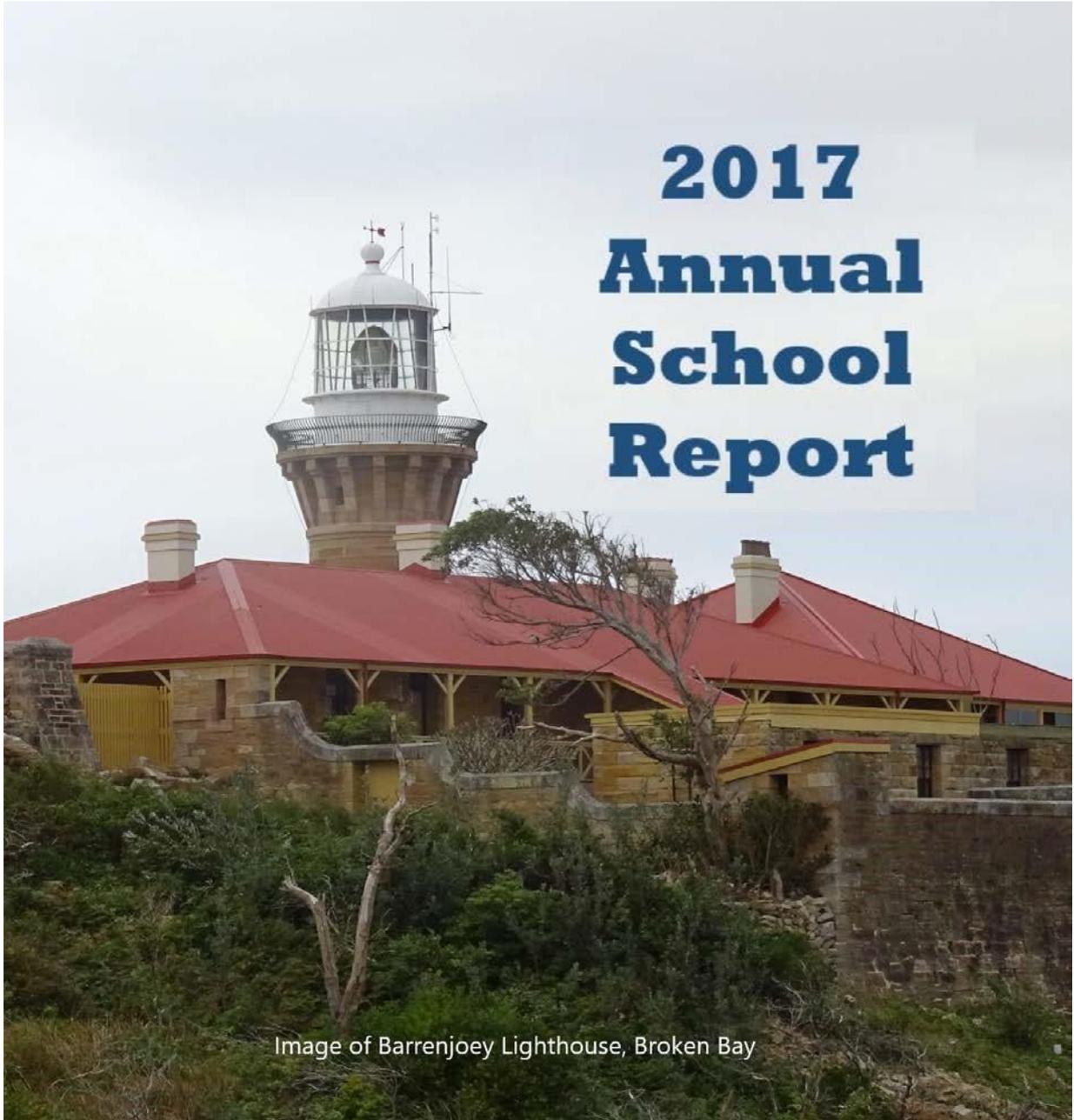


Image of Barrenjoey Lighthouse, Broken Bay



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 (NESA) 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 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 of students, staff, parents, relatives and parishioners. The purpose of the Annual School Report is to provide public accountability and provide information regarding the School's direction and events that have taken place in 2017. 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 group 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 group provides a parental perspective on matters of school policy and on big picture matters affecting the school's present life and its future.

We are blessed to have a strong school and a highly proactive (Habit 1) school community. This was very evident in 2017.

This year we showed many of the seven habits as a school community. In particular Habit 6, Synergise, was demonstrated in the partnership of the Advisory group, the P&F, the Principal and the teaching staff, the Parish and the parent body to rally against changes to Federal funding of our schools.

We have continued to support *The Leader in Me* framework. There has been overwhelming positive response from students, teachers and parents on the skills and behaviours being developed.

The school Advisory group has worked with the Principal to continuously improve the quality of After School Care.

Chairperson, Holy Family School Advisory Group.

Student Body Message

Holy Family has given each and every one of us so many different opportunities from incursions and excursions to leadership opportunities.

There have been many opportunities to show discipleship and be involved during 2017. The opportunities included Student Representative Council, one of the School Bands, the Social Justice Club, the Many Leaves One Tree group, mission and sport activities, the list goes on.

We have been challenged to set our own academic, social and 7 Habits goals and encouraged to reflect as we worked to try to achieve them. Learning about how to set goals and work towards achieving challenges has come from The Leader In Me and learning about the 7 Habits. These Habits can be seen every day in our School and are important to life at Holy Family.

It has been a privilege to serve as Leaders in our senior year.

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 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
162	126	60	288

* Language Background Other than English

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

Enrolments have been at around 280 students for the past few years. Planned future residential developments as well as government policy and the possible impact on enrolments feature in discussions and planning of the School Advisory group.

95 %	95 %	95 %	96 %	94 %	95 %	95 %
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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 2017 was 94.93 %. 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 2017:

Total number of teaching staff by NESA category	19
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills	19

Recognition (AEI-NOOSR) guidelines	
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	13
Number of part time teaching staff	6
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	PDHPE - Review and refining our Scope and Sequence and programming; Mathematics and Science preparation for Curriculum Focus Day
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Day 2	"Visible Wellbeing in Education" research on pathways to wellbeing and the effect that incorporating this framework in schools can have on both teaching and learning, as well as student and staff wellbeing. Presented by Dr Lea Waters
Day 3	'Walking the Way' Religious Education. How, as school staff, we can effectively accompany parents as they walk the journey with their children.

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 foster strength and gentleness within our Christcentred community. Holy Family is founded in the tradition of the Brigidine sisters and our school motto of Strength and Gentleness, derived from Brigidine tradition, helps form the school's core values. These values are developed further for our students through Brigidine units taught in each class.

As a school, we work in partnership with our parent community and our local Parish community.

A strong community bond is established with the opening School Mass and celebrations for St Brigid's feast day. Parental and Parish bonds are further developed through regular whole school masses and liturgies and class liturgies. Combined Parish-School "Carols under the Stars" has added to the strong partnership between Parish and School. 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. We provide opportunities, through prayer and liturgy, for personal and communal response to the Gospel message of Jesus. Students have been able to proclaim and witness through their involvement in the liturgical life of the school, class lessons and daily prayer. Students are supported and nurtured in the loving Catholic environment provided by the staff of Holy Family. Through Strength and Gentleness a strong and supportive community is fostered and maintained.

At Holy Family, we are committed to Catholic Discipleship, valuing and respecting the human dignity of all people. Mission modules teach about the needs of others and, importantly, our responsibility as disciples of Jesus to take action to achieve justice for all people. Mission Month 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 Club, Holy Family has also been involved in fund raising to support Caritas Australia through Project Compassion; our school community 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. In recognition of our school

being an important part of our wider community and to foster values of acceptance and respect, members of the Social Justice Club also participated in an Interfaith Peace Ceremony.

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 are used in Years 5 and 6 with a ratio of one device between two students. Chromebooks have also been introduced to Year 4 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. Our Learning Support Teacher has been instrumental in introducing the MULTILIT (Making Up Lost Time In Literacy) program, supporting younger children in literacy, in the latter part of the year. Resources were purchased and our Teacher Aide was trained with student groups commencing in Term 4.

Extending Mathematical Understanding (EMU) continued in 2017 with ongoing professional development for staff; this has further enhanced the high level of mathematical education from Kindergarten to Year 6 in a hands-on process approach. Two EMU specialist groups were in operation with one groups focusing on Stage 1 students and the other on Stage 2 students.

‘Cultures of Thinking’ is a school wide pedagogical focus for development introduced during 2017. This aligns with and further develops the The Leader In Me and EMU approach across all KLAs. Based on the research of Ron Ritchhart at Harvard Project Zero we aim to create a school culture where thinking is visible and where thinking leads to learning. The School and the Diocese are committed to providing staff development.

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.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	100.00 %	55.50 %	0.00 %	10.50 %
	Reading	86.84 %	51.60 %	0.00 %	10.00 %
	Writing	81.58 %	44.60 %	0.00 %	7.50 %
	Spelling	78.95 %	45.60 %	0.00 %	13.10 %
	Numeracy	76.32 %	39.80 %	0.00 %	11.40 %
NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
	Grammar and Punctuation	62.96 %	34.40 %	11.11 %	17.50 %

Year 5	Reading	51.85 %	37.00 %	3.70 %	14.60 %
	Writing	33.33 %	15.80 %	3.70 %	19.40 %
	Spelling	44.44 %	34.30 %	3.70 %	14.10 %
	Numeracy	37.04 %	27.90 %	3.70 %	14.60 %

NAPLAN Comments

The NAPLAN table reflects very high achievements for Year 3 and sound achievements for Year 5, well above national results. These are the result of a continued focus on literacy and numeracy with further development of Extending Mathematical Understanding (EMU), the expansion of the daily language program and a number of initiatives undertaken in professional learning for staff, support programs, evidence based pedagogical practices and resourcing.

Strong trends continued in 2017 for Year 3 with no students in the bottom 2 Bands in any strand of NAPLAN and increases in percentage of students in top 2 Bands in all but Writing which remained at above 80%. Year 5 results were not at the very high standards of 2016 but a strong majority students showed more than required growth from Year 3 in most Strands, particularly Writing. Expanded 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, particularly assessment, feedback and feed forward from teachers. Teachers used the school based and developed writing marking criteria K-6, aligned with the NAPLAN criteria, as a continuum, to help guide student learning.

Students continued to be supported by teachers in setting personal learning goals and regularly reviewing and refining them. This process allowed students to be actively involved and responsible for their learning and their sharing of goals with parents thus promoting parent engagement.

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 2017.

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 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

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 2017 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 2017.

Initiatives Promoting Respect and Responsibility

Holy Family promotes respect and responsibility through many initiatives, including using Positive Behaviours for Learning as the basis for our behaviour management policy and procedures; our continuing journey in introducing *Leader in Me* – based on Stephen Covey’s 7 Habits of Highly Effective people; our Social Justice group; and our *Many Leaves One Tree* (MLOTs) group (who meet to build community within our school).

Respectful, Responsible Learners are our school rules. We explicitly teach these rules through a focus per fortnight on what behaviours can we use to show we are respectful, responsible and good learners. Our SRC take a leadership role in promoting these rules and behaviours and also take responsibility in the playground with assisting to solve social problems when they occur.

The Leader In Me (TLiM) is another initiative with which Holy Family has engaged. We continue to work with the Covey Institute who walks this journey with us. Correlating our PBL rules and behaviours with each of the 7 Habits has enabled us to make a smooth transition into skilling up our students in becoming more effective people. We monitor our students progress by undertaking yearly standardised tests such as ACER’s Social and Emotional Wellbeing survey, which is conducted at the end of Term 1 and a *Leader In Me* survey by Years 4-6 in Term 4. We also initiated parent and family involvement through home learning activities once a term and inviting parents to our end of term Goals Success celebrations. We trialled vertical groupings by getting students from K-6 together to help build community.

Our Social Justice group continued to meet regularly and is linked to the Parish Social Justice group. They have been involved in many fund raising and awareness raising activities throughout the year with a focus on our Catholic charities. Our relationship with St Lucy’s School at Wahroonga continued.

MLOTs also ran numerous activities throughout the year at lunch time, such as treasure hunts, discos, games time, yoga and entertained us with their own version of *The Wizard of Oz*.

Through all these initiatives we aim to build students' capacity to be engaged and effective young people in our world, able to take their place in the world as a global citizen underpinned by Catholic values. This begins with positive behaviours and actions taken within our school community 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 equipped staff to be able to construct and implement a range of assessment tasks that engage students and make it possible for them to more accurately demonstrate their level of learning. Whilst the focus for this was in the area of Religious Education teachers have been able to transfer learning about assessment to other KLAs.

Children in Year 5 and 6, and some in Year 4, have become particularly adept with the use of Google Applications For Education. Most obvious has been the collaborative learning made possible with the use of Google Docs allowing for a number of children to contribute simultaneously to one document.

Still in the very early stage of implementation, of a culture of thinking – referred to as Habits of Thinking at Holy Family – we saw the utilisation of a number of associated routines in all classrooms as well as at staff professional learning. The routines provide opportunities that challenge student thinking and make it visible. This will be an ongoing process, and focus of enculturation.

A program of coding was introduced in Years 5 and 6. Collaboration, problem solving and visible thinking have been positive outcomes.

Priority Key Improvements for Next Year

During 2018 we aim to:

- Further refine teaching and learning in all Key Learning Areas by continuing to develop and support teachers in establishing a culture of thinking, making thinking visible, referred to as *Habits of Thinking* at Holy Family
 - Further establishing and using thinking routines within *Habits of Thinking*
 - Collaborate with a sister school in the establishment and development of *Habits of Thinking*
- Explore the construction and use of challenging mathematical tasks and teacher expectations of student learning in mathematics by participating in the 'Encouraging Persistence Maintaining Challenge' professional development project
 - Continue to develop the use of Google Applications For Education in Year 4
 - Continue to develop a culture of the Seven Habits with *The Leader In Me*, focusing on aligning TLIM with academic domain
- Provide for teacher professional learning in spelling and providing for targeted and developmental pedagogy and programming Kindergarten to Year 6
 - Expand opportunities for students to engage with coding beyond Years 5 and 6
 - 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 group 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 group 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. This was made very clear when the parent body rallied and became extremely active and vocal when faced with perceived threats to Government funding. Parent passion and support for Holy Family was made obvious.

The initial implementation of a Culture of Thinking has received a positive response but is still very much in its early stages. This will continue in 2018 and will be accompanied by parent education.

There continues to be much verbal and written commentary supporting The Leader In Me (TLIM). It will be important that we provide further parent education in TLIM and Cultures of Thinking, particularly for new families in the School.

Student Satisfaction

‘Tell Them From Me’ (TTFM), a survey targeted at primary aged children gauging student engagement was undertaken late in 2017. The survey broadly looks at the three key areas of social, institutional and intellectual engagement.

The social engagement domain responses has the school mean above the norm in relation to having positive relationships and participation in sports and clubs but slightly below the norm for a positive sense of belonging.

The institutional domain tells us that our students value schooling outcomes and students with positive behaviour at school rates above the norm. An area for further

inquiry is that of students with positive homework behaviour which rated below the norm.

The intellectual domain reports that students are interested, motivated, apply themselves to learning and believe they receive high-quality instruction.

Year 4 and Year 6 students report they are engaged in learning above the norm with Year 5 slightly below.

In summary our students reported they receive quality instruction, experience positive relationships, have high expectations for success and feel supported at school.

Teacher Satisfaction

Holy Family Staff participated in the 'Tell Them From Me' (TTFM) 'Focus on Learning' survey. The data was normed against the Catholic Schools Diocese of Broken Bay. The survey is based on eight identified drivers of student learning: Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Informs Practice, Learning Culture and Collaboration.

Staff rated Technology just above the Diocesan norm and collaboration just below. The other six drivers were rated as well above the Diocesan norm and speak of a high level of satisfaction.

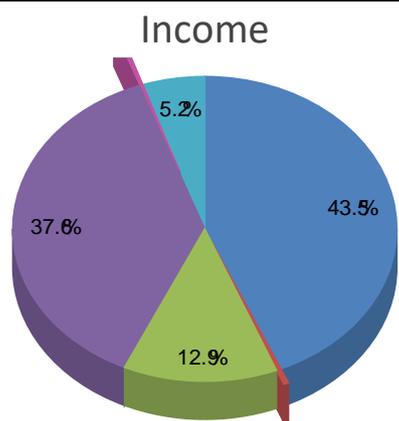
Leadership was seen as providing good direction, feedback and support for teachers as well as facilitating provision for new student learning experiences.

Staff believe teaching strategies, inclusion and differentiation are strengths at Holy Family. They also understand the need and importance of parent involvement in promoting student learning and developing a learning community and believe much is happening to promote and develop this.

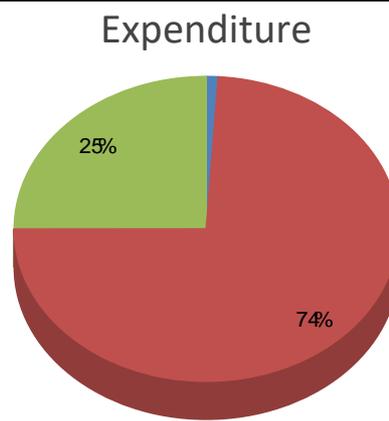
Collaboration is the one driver that stands out as requiring development. Planned teacher Stage meetings throughout 2018 will facilitate and promote collaboration.

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](#).



- Commonwealth Recurrent Grants (43.5%)
- Government Capital Grants (0.4%)
- State Recurrent Grants (12.9%)
- Fees and Private Income (37.6%)
- Interest Subsidy Grants (0.4%)
- Other Capital Income (5.2%)



- Capital Expenditure (1%)
- Salaries and Related Expenses (74%)
- Non-Salary Expenses (25%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,557,146
Government Capital Grants	\$15,000
State Recurrent Grants	\$463,427
Fees and Private Income	\$1,345,445
Interest Subsidy Grants	\$14,318
Other Capital Income	\$184,402
Total Income	\$3,579,738

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$34,406
Salaries and Related Expenses	\$2,544,660
Non-Salary Expenses	\$860,273
Total Expenditure	\$3,439,339