

2018 Annual School Report



Holy Family Catholic Primary School, Lindfield

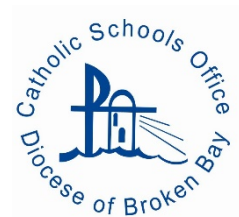
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ABOUT THIS REPORT

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 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 2018. This year, the School and parish community has enjoyed incursions, assemblies, school and parish functions and concerts including 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.

At Holy Family we pride ourselves in being family and provide many opportunities for parents to be involved in the school community. The Parents and Friends is a body that also provides a voice for parents, opportunities for involvement in, and contributing to, events. Volunteering as class helpers, in the canteen, at sporting events and on excursions, as well as attending parent education sessions, school liturgies and assemblies are examples of the opportunities available to parents.

We are blessed to have a strong school and a highly proactive (Habit 1) school community. This was very evident in 2018.

Student Body Message

This year we stretched our learning by using the cultures of thinking routines e.g. 'See, Think, Wonder'. We have tried to use the 7 Habits in our daily lives. Using the Habits has helped us at school and at home. Learning about how to set goals and work towards achieving challenges has come from 'The Leader In Me' programme and learning about the 7 Habits. These Habits can be seen every day in our School and are important to life at Holy Family.

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 2018. The opportunities included Student Representative Council, one of the School Bands, the Social Justice Club, mission and sport activities, the list goes on.

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.

A Student Representative Council (SRC) operates in the school. One member from each class from Years 2 to 5 is elected to the council and the executive positions are held by Year 6 students. Members of the Student Leadership Team are also part of the SRC. The purpose of the SRC is to give the children a “voice” in the school, an avenue for raising issues or concerns and/or fund-raising. A buddy system operates between Year 6 and Kindergarten.

The school welcomes parent involvement and has an active Parents and Friends (P&F) Association that has a number of committees to support the school, for example, social committee, art and craft festival, tuckshop, uniform shop and the before and after-school care program. Our School Advisory group supports the principal with the school's goals. Parents are welcomed helpers in the classroom and at other events related to Key Learning Areas, for example, excursions and sport.

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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
132	126	45	258

* Language Background Other than English

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 2018 was 94.27 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94 %	94 %	94 %	95 %	94 %	95 %	94 %

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 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
- 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

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	23
Number of full time teaching staff	12
Number of part time teaching staff	5
Number of non-teaching staff	6

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	Began the process of engaging with, and reviewing, the Holy Family Vision and Mission Statement. Also revisited administration and scoring of the Maths Assessment Interview (MAI).
Day 2	Reflecting on the past to identify future direction. Preparing for the diocesan school review and development program and formulating a new 3 year School Improvement Plan.
Day 3	'Sweeter than Honey'. Staff were exposed to different forms of prayer which could be used in the classroom.

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 Christ-centred 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, class liturgies and combined Parish-School "Carols under the Stars". 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 as well as visiting Saint Lucy's School for their 'week without words'.

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. 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. During 2018, Year 2 teachers and students participated in a 2 week intensive in class program, 'iPads for learning'. Year 2 teachers and students became 'Tech Experts' sharing and supporting learning throughout other classes. This relationship will be continued and extended into 2019 supported by the upgrading and increasing the number of iPads in the school. Chromebooks are used in Years 4, 5 and 6 with a ratio of one device between two students.

A Learning Support Teacher (LST) is 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 LST has been instrumental in introducing the MULTILIT (Making Up Lost Time In Literacy) program, supporting younger children in literacy.

Extending Mathematical Understanding (EMU) continued in 2018 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 group focusing on Stage 1 students and the other on Stage 2 students.

In Learning and Teaching, our School Improvement Plan goal was to further develop the Culture of Thinking. Holy Family embarked on a joint professional learning and sharing with Our Lady of Dolours, Chatswood, developing a fruitful professional relationship that will continue into 2019.

During 2018, all staff took part in an online course on spelling and 7 staff completed a combined online and face to face course focusing on recognising and, more importantly, supporting students with dyslexia.

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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	82.93 %	53.20 %	0.00 %	8.60 %
	Writing	92.68 %	41.90 %	0.00 %	10.00 %
	Spelling	80.49 %	46.60 %	0.00 %	12.50 %
	Grammar	73.17 %	53.10 %	2.44 %	11.00 %
	Numeracy	75.61 %	39.20 %	0.00 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	56.25 %	38.60 %	3.13 %	12.60 %
	Writing	28.13 %	13.70 %	6.25 %	23.40 %
	Spelling	65.63 %	34.50 %	0.00 %	13.60 %
	Grammar	62.50 %	35.50 %	0.00 %	14.30 %
	Numeracy	65.63 %	27.60 %	6.25 %	14.00 %

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 2018.

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 2018. 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 *Anti-Bullying 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 2018 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 2018.

Initiatives Promoting Respect and Responsibility

Holy Family promotes respect and responsibility through many initiatives, including using Positive Behaviours for Learning (PBL) as the basis our behaviour management policy and procedures; our continuing journey in introducing *Leader in Me* (LIM) – based on Stephen Covey’s 7 Habits of Highly Effective people; our Social Justice group; and our Student Representative Council).

Respectful, Responsible Learners are our school rules. We explicitly teach these rules through a focus per fortnight on what behaviours we can 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 (LIM)* is another initiative Holy Family has engaged in. 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 our students in becoming more effective people. We continue to 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 fourth term. 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. Vertical groups comprising students from Kindergarten to Year 6 and led by Year 6 students met three times each term. These groups focused on goal setting, PBL and the 7 Habits and provided further opportunity for Year 6 leadership and building 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.

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 as a global citizen underpinned by Catholic values. This begins with 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

The introduction of 'thinking routines' was an important element of creating a culture of thinking, referred to as *habits of thinking* at Holy Family. Through the use of routines students were able to more clearly express their learning and explain and share their thinking. Children are becoming aware that thinking leads to learning and in many classes were able to select and apply routines like *See/Think/Wonder*, *Think/Pair/Share* and *Give One Get One* to facilitate and promote thinking and learning.

Vertical groups with students from Kindergarten to Year 6 began during 2018. Year 6 students took on leadership of the groups meeting 3 times each term. The first 2 meetings were opportunities to 'dig deeper' into the Positive Behaviours focus and one of the 7 Habits. The third meeting was a celebration of learning in the form of games and a combined lunch with parents invited. These proved valuable learning and community building opportunities for all and further developed a culture of leadership within Year 6.

Successful collaboration with our sister school established strong professional connections, dialogue and sharing of resources across the 2 schools and will continue in 2019.

Priority Key Improvements for Next Year

During 2019 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 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* as well as the Digital Technology element of Science and Technology.
- Expanding on the learning and use of challenging mathematical tasks developed through 'Encouraging Persistence Maintaining Challenge', beyond Stage 3, Years 5 and 6, with ongoing professional development
- Continue to develop teacher skills and the use of iPads for learning Kindergarten to Year 6
- Continue to develop a culture of the Seven Habits with *The Leader In Me*, focusing on aligning LIM with academic domain
- Expand opportunities for students to engage with coding providing professional learning for teachers and investing in resources
- 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, the academic level and direction undertaken regarding social and emotional support structures and programs currently being taken at the school.

The initial implementation of a *Culture of Thinking* has received a positive response but is still very much in its early stages. This 'enculturation' will continue in 2019 and will be accompanied by parent education.

There continues to be much verbal and written commentary supporting the implementation of the *Leader In Me* and the level of involvement of the School Advisory Board has highlighted for parents the importance and value of this undertaking.

Student Satisfaction

The Australian Council of Educational Research (ACER) tool 'Social-Emotional Wellbeing Survey' (SEW), a survey targeted at primary aged children was undertaken in 2018. The survey looks at areas such as student application and attitude to learning, happiness and relationships with peers and teachers.

The 'Overall Summary of Social-Emotional Wellbeing' is grouped into 6 levels. 50% of Holy Family students placed in the 2 highest levels of social-emotional wellbeing, more than 15% above the national average, with over 75% in the top 3 levels.

Almost 100% of students indicated that they strive to do their best in their learning and this is reflected in their belief, that generally, they are good at helping others with their learning.

Student response to feeling liked and accepted by their peers and having a positive relationship with teachers rated very high at 90-100%, above the national average.

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

Teacher Satisfaction

In the latter part of 2018, the school underwent the intensive Tier 1 and Tier 2 external review for school registration. Staff was also involved in the renewal and development process for the Religious Education Coordinator, the Assistant Principal and the Principal. These processes gave staff opportunity to complete surveys and have one to one interviews with the Panel. Staff were very positive about the direction the school was heading in, the support offered and the sense of collaboration and cooperation experienced.

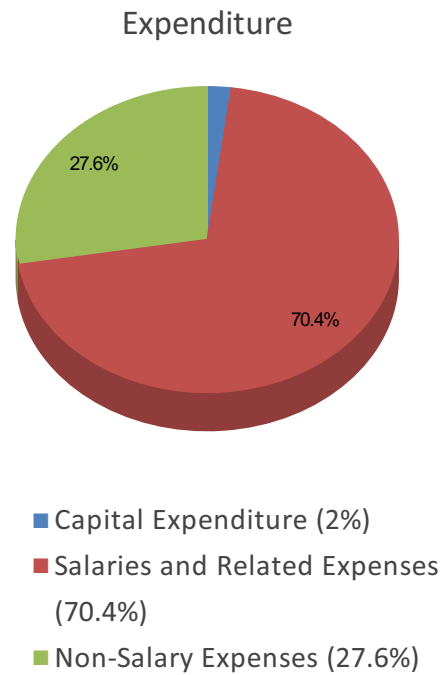
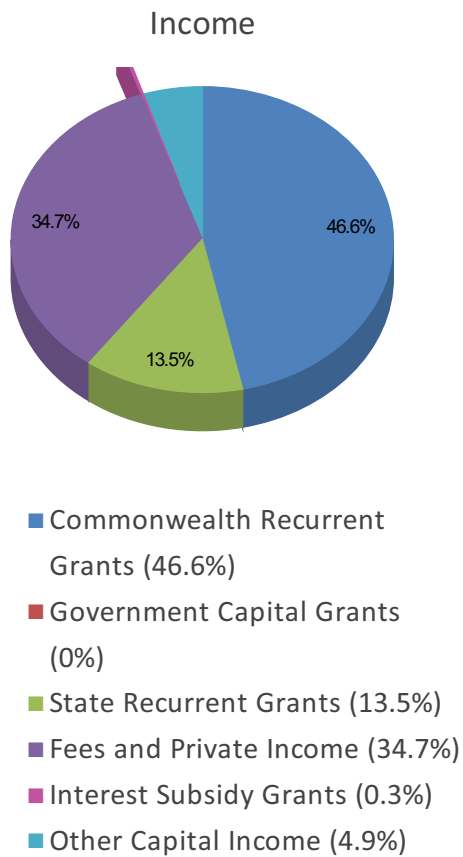
Leadership was seen as providing good direction, feedback and support for teachers as well as facilitating provision for new student learning experiences.

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. Staff believe much is happening to promote and develop this.

In the final report and presentation, the Panel involved in the school review commented that they were very impressed in the way the whole staff supported and worked together in support of the school goals and direction.

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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,686,947
Government Capital Grants	\$0
State Recurrent Grants	\$487,218
Fees and Private Income	\$1,255,878
Interest Subsidy Grants	\$9,652
Other Capital Income	\$178,758
Total Income	\$3,618,453

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$72,140
Salaries and Related Expenses	\$2,509,366
Non-Salary Expenses	\$984,641
Total Expenditure	\$3,566,147