



2019

ANNUAL SCHOOL REPORT



Holy Family Catholic Primary School

2-4 Highfield Road, LINDFIELD 2070

Principal: Mr Lou Dogao

Web: www.hfddb.catholic.edu.au

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') 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](#).

Message from key groups in our community

Principal's Message

Holy Family Catholic Primary School is a community of learners working together to help prepare our children to be able to contribute to our local and global community.

This 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 an outline of the School's improvement journey and initiatives implemented in 2019 and improvement and initiatives planned for 2020.

I hope this report will provide an insight into our wonderful school and school community.

Parent Body Message

There are many ways parents can engage in the life of our school. Two groups that currently provide this opportunity are the School Advisory Board and the Parents and Friends (P&F).

The role of the School Advisory Group is to provide advice and support to our Principal and their leadership team. We are there to provide a parental perspective on matters of school policy and on "big picture" matters affecting the school's present life and its future.

An important role of the Parents and Friends is encouraging the strong sense of community that Holy Family is so well known for. A big part of that are the events and social gatherings that are held throughout the year. Parent contribution, whether in organising or attending and supporting, is an important way to give back to and be part of our wonderful community.

Together, these groups foster collaboration, synergy, amongst the parent group and with the school. They are also vehicles for parent voice.

Student Body Message

Holy Family is a very kind and nurturing school. We focus on leadership, the 7 Habits and how we can strive to do better. We teach and lead the younger students to be better versions of themselves and to be a leader not a follower. When you are in Year six you have a buddy in kindy. Each term we lead vertical group meetings in week seven. This means that we can all get to know people from the other classes and make all the people in our group feel like they belong. Week 7 is also our wellbeing week every term. This means that every day of the week we have a special activity that helps us sharpen our saw. We also have a SRC committee. One child from each class is chosen to represent their class. Every Thursday the representatives meet in a classroom and discuss what the Positive Behaviours for Learning (PBL) and Habit focus will be. Our school motto is Strength and gentleness. This means that

we have the strength to be a better and more confident person and the gentleness to be accepting and care for others.

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.

Student voice is in part facilitated via a Student Representative Council (SRC). One member from each class from Years 2 to 6 is elected to the SRC serving a semester. The Year 6 School Leadership Team form the executive and serve the full year. The purpose of the SRC is to give children a “voice” in the school, an avenue for raising issues and concerns.

A number of student leadership opportunities, ministries, that students can apply for also exist. These include Student Leadership Team, Social Justice and Environment, Liturgy, Sport, Band and Library. Student voice and involvement whether through a leadership position or belonging to a club is important in building community and self-worth. A buddy system operates between Year 6 and Kindergarten.

The school welcomes parent involvement and has an active Parents and Friends (P&F) Association providing for parent voice and engagement. The P&F builds community and supports parents. Another parent group is the School Advisory Group. This group provides support and advice for the Principal and the leadership team with the School Improvement Plan and issues that have global school impact. Parents are welcomed helpers in the classroom and at other events related to Key Learning Areas.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 112 | 107 | 40 | 219 |

* 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 2019 was 94.70%. 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 |
| 94.51 | 94.97 | 94.43 | 95.11 | 94.65 | 96.07 | 93.56 |

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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

| | |
|------------------------------------|----|
| Total number of staff | 24 |
| Number of full time teaching staff | 8 |
| Number of part time teaching staff | 10 |
| Number of non-teaching staff | 6 |

Total number of teaching staff by NESA category

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 NESA. 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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

Staff Development Days focused on the three key areas of Mission, Learning and Teaching and Pastoral Care.

In Mission teachers experienced authentic ways to engage in their faith that transfer to the classroom, through Lectio and Visio Divina and recreating Bible stories using i-motion.

Learning and Teaching saw a deeper unpacking of the Science and Technology Syllabus, particularly the technology component; development of progressions to map student thinking; strategies that promote a growth mindset in students.

The Pastoral Care focused on the Positive Behaviours for Learning program and improved structures to support students with behavioural needs and their teachers.

Catholic Identity and 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.

Here at Holy Family Catholic Primary School we are guided by the charism of the Brigidine tradition as we work together to foster strength and gentleness within our Christ-centred community. We are committed to Catholic discipleship through living out gospel values in our daily lives.

Working in a close partnership with our parent and parish communities is a priority and strongly valued here at Holy Family. We are very much a celebrating faith community as evidenced in our rich yearly calendar of masses and liturgies. These celebrations of liturgical seasons, important feast days, praying for social justice in our world and celebrating the special people in our lives such as grandparents are where our already strong community bond is further nourished. Parents and parishioners are warmly invited and encouraged to come along as the children K-6 actively take responsibility for preparing and helping to lead these masses and liturgies. Collaboration exists between the school and our parish and is seen as vital in supporting our students preparing for sacraments. We believe in the importance of students being given many opportunities to express, develop and give witness to their Catholic identity.

At Holy Family, we are committed to providing students with authentic opportunities to engage meaningfully in Religious Education. We believe in the importance of students being able to express, develop and give witness to their Catholic identity. Social Justice initiatives across the school led by the Social Justice Club have a focus on three of the Key Principles

of Catholic Social Teaching: Human Dignity; Preferential Option for the Poor and Vulnerable; and Stewardship of Creation. Fundraising this year has included supporting Mary's House; Caritas, during Project Compassion; and Mission month; and, The St Vincent de Paul Christmas hamper appeal. These are some uplifting examples of where the school community has really worked together to support other communities in need, truly acknowledging our call to service and living out gospel values in our contemporary world. These principles are also interwoven into our daily life here at Holy Family as our Green team endeavours to raise awareness of our personal responsibility to care for all things "green" and our PBL approach promotes respect for each other in our learning community. Deep engagement with scriptures using rich teaching strategies also helps students find messages for their call to Catholic Discipleship today.

Curriculum, Learning and Teaching

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. New laptops and teacher desktops replaced older machines. iPads are in Kindergarten to Year 4 classrooms and can be borrowed by older groups. 2019 saw an upgrade of all iPads with 100 new ones leased. Professional development for staff continued with one teacher being the expert for iPads and an external Apple Educator supporting classroom teachers.

There is a Learning Support Teacher (LST) is on staff for two days every 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. MULTILIT (Making Up Lost Time In Literacy) program continued to support Year 1 and 2 students under the guidance of our Learning Support Teacher (LST). A Learning Support Assistant (LSA) was trained and now facilitates the program.

Extending Mathematical Understanding (EMU) continued in 2019 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 Year 1 and 2 students and the other on Year 3 and 4 students.

The Mathematics Coordinators provided staff professional development in a new pedagogy for teaching Mathematics, Encouraging Persistence Maintaining Challenge (EPMC). This had been trialled in Years 5 and 6 and was extended to include Years 3 and 4. Through this approach children adopt a growth mindset, develop resilience and self-belief, take greater risks with learning and persist in seeking out their own solutions.

In continuing our enculturation of a Culture of Thinking (Dr Ron Ritchhart), Assessment tools were developed to help map the growth of student thinking. This was done collaboratively with Our Lady of Dolours, Chatswood.

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.

Student Performance in Tests and Examinations

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 2019 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 95% | 59% | 0% | 10% |
| | Reading | 89% | 54% | 0% | 10% |
| | Writing | 92% | 55% | 0% | 5% |
| | Spelling | 86% | 52% | 0% | 11% |
| | Numeracy | 73% | 42% | 0% | 11% |
| NAPLAN RESULTS 2019 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
| | | School | Australia | School | Australia |
| Year 5 | Grammar and Punctuation | 80% | 37% | 0% | 17% |
| | Reading | 73% | 38% | 0% | 12% |
| | Writing | 40% | 19% | 0% | 18% |
| | Spelling | 87% | 38% | 0% | 13% |
| | Numeracy | 67% | 32% | 0% | 14% |

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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while 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 2019.

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. There were no changes made to this policy in 2019.

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 2019.

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. These 'rules' are explicitly taught with a fortnightly focus. 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.

A revised student leadership structure removed 'captain' labels and increased opportunities for leadership. An increase in leadership possibilities and responsibilities increased student voice and involvement.

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 up 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 group comprising students from Kindergarten to Year6 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 Club continued to meet regularly and is linked to the Parish Social Justice group. They have been involved in many fund and awareness raising activities throughout the year with a focus on Catholic charities. Environment became a new arm of the Club with the formation of the Green Team. 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, we believe, begins with behaviours and actions taken within our school community and families.

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

During 2019 we were able to 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. Our journey of enculturation of Habits of Thinking continued with consistent use of thinking routines and deep questioning. This was supported by our ongoing work with the Seven Habits through The Leader In Me (LIM), the focus this year was aligning LIM with the academic domain.

A growth mindset and learning were prioritised with challenging mathematical tasks developed through 'Encouraging Persistence Maintaining Challenge' pedagogy. This was implemented in Years 3 and 4 with ongoing professional development for all teachers.

The evolving culture of leadership saw a restructuring of student leadership roles and expectations with the introduction of Leadership Teams rather than Captains across all ministries. This provided greater student voice and opportunity to contribute locally and globally.

Refining the use of Godly Play, a strategy that engages students with scripture, was successfully utilised in classrooms. Staff spiritual development allowed time for guided reflection using tools like the Ignatian daily Examen as well as other prayer forms. A social justice focus was maintained.

Priority Key Improvements for Next Year

In Mission there will be a focus on deepening teacher knowledge about the world as it was in the times of biblical texts. Having this contextual knowledge will allow teachers to provide authentic opportunities for students to engage meaningfully in Religious Education as they

look to apply scriptural messages in their own lives. This will also promote a deepening of understanding and engagement with Social Justice.

In Learning and Teaching we aim to refine our knowledge and application of gifted education. Staff will undertake the Mini Certificate of Gifted Education. Professional development will also be undertaken in the analysis of the standardised test AGAT (General Ability Test) to assist teachers in identifying high ability students. The Encouraging Persistence Maintaining Challenge program will be expanded to include Kindergarten to Year 2 classes. Programmed weekly coding lessons will be implemented within the whole school and a Science Technology Arts Mathematics (STEAM) program will be introduced. Teachers will be introduced to the New Pedagogies for Deep Learning program/philosophy during Semester 2 with implementation 2021.

Pastoral Care will focus on student wellbeing with the introduction of Soul Journals, mindfulness breaks and daily meditation through the prayer the Examen.

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.

A few key themes came through in response to a Parent Survey conducted by the P&F in association with the School Advisory Board. Parents were very strong in their opinion that Holy Family provides a safe and caring environment and strong sense of community which is what makes it unique. In addition to the strong sense of community, the best thing that Holy Family offers their child is a learning environment with Catholic values and a small student body where the children all know one another and have many opportunities to participate in extracurricula activities.

Some parents also felt they would be better able to engage in their child's learning through enhanced communication with staff.

Student satisfaction

Holy Family utilises two tools to track student engagement and wellbeing: The "Tell Them From Me" (TTFM) survey which identifies school strengths and areas for improvement; and, the ACER tool, "Social-Emotional Wellbeing Survey" (SEW), which focuses on a wide variety of social, emotional and behavioural outcomes such as student application and attitude to learning, happiness and relationships with peers and teachers.

The results of the TTFM survey were strong indicators of engagement at school. In 2019, 88% of Holy Family students reported positive relationships at school while 80% felt a strong sense of belonging within the school community. 95% of students believed their learning was directly related to their long-term success and 89% tried hard to succeed in their learning.

The results of the SEW survey highlighted that 45% of Holy Family students had very high or highly developed social-emotional wellbeing. 97% of students reported being happy, 85% liked coming to school, 96% had a positive relationship with their teacher and nearly 90% loved to learn.

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

Teacher satisfaction

A combination of professional learning evaluations and dialogue, incidental observations and comments all indicate a high level of teacher satisfaction. A survey identified support provided for students and families is a great strength of Holy Family School. Teachers indicated that the school provides opportunities for everyone to share views and opinions and that relationships between staff and families are respectful and responsive. Teachers believe that relationships between staff members are respectful and responsive.

A high level of teacher satisfaction was also evident in the engagement in professional dialogue and the commitment to ongoing learning. Teachers openly and collaboratively engaged in School Improvement Planning. There is a real sense of shared pedagogical leadership and a commitment to applying newly learned strategies to improve student engagement and learning.

Visitors often comment on the welcoming nature of our staff - a good indicator of positive relationships and satisfaction.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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 2019 | |
|--|------------------|
| Commonwealth Recurrent Grants ¹ | \$1676274 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$474574 |
| Fees and Private Income ⁴ | \$1016149 |
| Interest Subsidy Grants | \$4444 |
| Other Capital Income ⁵ | \$145886 |
| Total Income | \$3317327 |

| Recurrent and Capital Expenditure 2019 | |
|---|------------------|
| Capital Expenditure ⁶ | \$13097 |
| Salaries and Related Expenses ⁷ | \$2376618 |
| Non-Salary Expenses ⁸ | \$931034 |
| Total Expenditure | \$3320749 |

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT