



2022

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 Catholic Schools Broken Bay (CSBB). CSBB 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 CSBB. 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 at local school level and 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](#).

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 adults who 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 2022 and improvement and initiatives planned for 2023. I trust that this report will reflect the passion and professionalism of the Holy Family staff and broader learning community.

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

At Holy Family, there are a variety of opportunities for students to live our school motto, strength and gentleness. We are strong in the sense that we have determination and passion, and we have gentle hearts and friendly souls.

There are many opportunities and experiences that Holy Family has included, such as the Student Representative Council who represent their classes, and the School Leadership team that allows students to represent our school at a variety of events. Holy Family also has

a Social Justice committee that follows in the footsteps of Jesus and is charitable towards the poor, needy and vulnerable.

At Holy Family, the senior school has the opportunity to have buddies in Kindergarten. This has allowed us to take on the role of being their role models, friends to trust and rely on. If there was a child that was in need of extra support, they would be paired with someone who is able to be there for them in any time of need. The senior school has taken care of these children, been by their side at all times and have shaped them into confident and friendly children ready to go into the years ahead.

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 Senior Students 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 2022. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 122 | 92 | 66 | 214 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2022 was 91.00%. 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 |
| 89.40 | 92.30 | 91.20 | 89.40 | 91.30 | 92.60 | 92.60 |

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

| | |
|------------------------------------|----|
| Total number of staff | 26 |
| Number of full time teaching staff | 10 |
| Number of part time teaching staff | 8 |
| Number of non-teaching staff | 8 |

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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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 CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Teaching Staff participated in the 2-day Mini Certificate of Gifted Education delivered by GERRIC (Gifted Education Research, Resource and Information Centre).

All staff, teaching and non-teaching, participated in a day focused on the Diocesan strategic plan, 'Towards 2025'. This included a keynote address on emerging issues and social trends and presentations and workshops on using data and evidence to support the growth of all learners, staff and personal wellbeing and Faith.

Professional learning on the Kindergarten to Year 2 Mathematics and English Syllabus and research of spelling pedagogy and initial updating of the spelling scope and sequence were undertaken.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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 are guided by the charism of St Brigid as we foster strength and gentleness within our Christ-centred community. As a school community we are committed to Catholic discipleship by living out gospel values.

In Term One and Two, due to COVID-19, we were only able to celebrate in stage groups. From Term Three, restrictions eased and we were able to gather and celebrate as a whole school community. These celebrations included a Father' Day liturgy, Grandparents' Day Mass, All Saint's Day Mass, a Remembrance Day liturgy, Year 6 Graduation Mass and an Advent Mass to celebrate the end of the school year.

A goal within the Towards 2025 strategy is to accompany students to know Jesus Christ and to help them grow in faith. At Holy Family each day we form our community in Jesus Christ's vision of life as we strive to follow His way.

This year we trialled the new Kindergarten Religious Education Curriculum, which is linked to the Early Learning Years Framework. The tenets integrate belonging (knowing where and with whom you belong is central to human existence), being (childhood is a time to be, to seek and to make meaning of the world) and becoming (the process of rapid and significant change that occurs in the early years as young children learn and grow).

This approach to teaching and learning in Religious Education, inspires students to understand more fully the meaning of being a member of the Catholic community encouraging them to become aware of God's presence in themselves and in others and to grow in faith. The approach is a student-centred pedagogy embarking on a journey of faith in an experiential learning environment. Students are prompted to respond to the stories of Jesus Christ with their hands, hearts and minds.

The Bishop's Art Prize Competition saw students in Years 4, 5 and 6 submit musical and visual arts entries. Three of our students received prizes for their creative entries.

At Holy Family, we pray and work for justice in our world. The Social Justice Group led our community in supporting Catholic organisations through various initiatives. Rice Day called us to experience a little of what the world's poor and hungry do every day whilst raising money to support Caritas. We also provided physical and financial support to Mary's House, the School of Saint Jude (Tanzania), Mary Mac's Place on the Central Coast, Caritas and, at Christmas, supported the Vinnie's Hamper appeal making more than forty hampers. These experiences were opportunities to answer Christ's call to service to the poor and destitute, to be active with our hearts, heads and hands.

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 our newly installed interactive flat screen monitors 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. Professional development and collaboration in the use of IT was, again, a priority. Kindergarten, Year 1 and Year 2 used the platform See Saw to best facilitate a majority of the Home Learning and the Australian based online reading platform Wushka. Years 3 to 6 used Google Classroom as their main platform with Year 3 also using Wushka.

Our Learning Support Teacher (LST) is permanently on staff two days a week. This role encompasses supporting teachers with students who are unable to access the curriculum at their grade level and those who may be working well beyond their level. The 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) as was Macqlit, Macquarie Literacy Program, a program designed to support students (Year 3 and 4). Reading Tutor is a one-to-one program designed to assess and assist students of any age in reading. Learning Support Assistants, the Learning Support Teacher and the Principal were trained in the program. A Learning Support Assistant (LSA) has also been trained in all programs and co-facilitates the program with the LST.

A Science, Technology, Engineering, Arts and Maths program (STEAM) with a specialist teacher continued and was enhanced with new resources for Kindergarten to Year 4. Year 5 and 6 continue studying Italian with a specialist teacher.

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 and choir. These all came back to life post COVID restrictions.

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. 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

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 2022 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 80% | 52% | 0% | 12% |
| | Reading | 84% | 54% | 0% | 11% |
| | Writing | 76% | 50% | 0% | 7% |
| | Spelling | 51% | 48% | 4% | 15% |
| | Numeracy | 57% | 34% | 0% | 15% |
| NAPLAN RESULTS 2022 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
| | | School | Australia | School | Australia |
| Year 5 | Grammar and Punctuation | 46% | 31% | 3% | 14% |
| | Reading | 74% | 39% | 0% | 11% |
| | Writing | 49% | 25% | 0% | 18% |
| | Spelling | 51% | 37% | 3% | 14% |
| | Numeracy | 41% | 25% | 5% | 16% |

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 prerequisite 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 CSBB website or by contacting CSBB. 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 CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Initiatives promoting respect and responsibility

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

I am Respectful, I am Responsible, I am a Learner are our school “I am” statements or norms. These “I am” statements 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 resolve social problems.

Holy Family continues to embed The Leader In Me (LIM) into our school. We continue to work with the Covey Institute and utilise the comprehensive website with lesson plans, videos and ideas for parents. The correlation of our PBL rules and behaviours with each of the 7 Habits supports our students in becoming more effective people. We continue to monitor our students' progress by undertaking yearly Tell Them From Me student surveys for Years 4 to 6, which was conducted in Term 3. Vertical groups comprising students from Kindergarten to Year 6, led by Year 6 students, were reintroduced later in 2022 following the lifting of COVID restrictions. This year, these groups focused on building community.

Our Social Justice Club continued to meet throughout the year concentrating on fund and awareness raising activities throughout the year with a focus on Catholic charities. The environmental arm of our Social Justice team was able to continue in a modified form and the group’s members continued to take responsibility for our composting and the care of our community garden.

The buddy reading program for Kindy and the Senior Students; and, Year 1 and Year 3 continued, providing leadership responsibilities for the older children and support and a sense of belonging and inclusion for the younger children.

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 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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

During 2022, all key improvements supported and promoted the Diocesan strategic plan 'Towards 2025' particularly in the two key domains Evangelisation and Catechesis and Student Achievement.

Staff undertook the 2 day Mini Certificate of Gifted Education helping us to refine our knowledge and application of gifted education to better identify and support high ability students.

A new play based Religious Education Curriculum linked to the Early Learning Years Framework was introduced in Kindergarten.

A new Leader in Me website was introduced with targeted and easy to use resources.

Classroom learning environments were further improved with the installation of new interactive flat panel touch screens in all classrooms.

Sets of decodable readers and teacher resources in reading and spelling were purchased with professional development for all staff.

'Glow and Grow', an opportunity for students to prepare and share learning and work with their parents that they are proud of and areas they are striving to improve on, was successfully trialled.

A ramp connecting the middle and lower play areas was constructed. This was a wonderful addition ensuring accessibility to all areas of the school for all students, parents and parishioners.

Solar panels were installed providing up to 40 kilowatts.

Priority Key Improvements for Next Year

During 2023, all key improvements will continue to support and promote the Diocesan Strategic Plan 'Towards 2025'.

A key project in the Learning Improvement Program will see teaching staff engaged in Collaborative Coaching. The purpose is to *improve every student's learning through building the capacity of every teacher*. Teachers will meet with the learning coach weekly to analyse and unpack student learning progress data, establish a focus, plan lessons and adjustments and set goals. The School Leadership Team will engage in professional learning and link with a buddy school to help establish the coaching program and ensure growth for students and teachers.

In the second half of 2023, the School Leadership Team will be led by an external coach providing professional development and support with a focus on team building, School Improvement and student learning.

The new Religious Education Syllabus will be further extended into Year 1.

The new Kindergarten to Year 2 Mathematics and English Syllabus will be fully implemented and the draft Year 3 to 6 English and Mathematics Syllabus will be trialled with ongoing professional development for all staff.

Further development of plans and work to upgrade school play areas will be undertaken.

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

At Holy Family we use the Tell Them From Me (TTFM) survey (conducted in September) and feedback via Parents and Friends and Advisory Group forums as the main tools in gauging parent satisfaction.

There is an overall high level of satisfaction among parents. Numerous comments point to the perception that Holy Family provides a safe, welcoming and caring environment for their children. A high number of survey respondents believe there is a strong sense of community and a majority of families feel included and treated fairly.

Pastoral care is perceived as a strength by a majority of parents and the Leader In Me (LIM) continues to be identified as an important and positive element of the overall pastoral care program. Parents were very positive about the values and morals reflected and taught with comments supporting the Catholic ethos visible in the school.

Parents are keen to have a better understanding of their child's learning goals and how they can support them at home with the 'Glow and Grow' project receiving positive feedback and seen as an effective step towards better achieving this.

A small percentage questioned whether children should be expected to complete home learning during weekends or holiday breaks.

Student satisfaction

Holy Family utilises the "Tell Them From Me" (TTFM) survey with Year 4 to Year 6 students, the work of, and feedback from, the Student Representative Council and the Student Leadership Team giving them voice in identifying school strengths and areas for improvement.

Holy Family students reported positive relationships with their teachers and have high expectations for success. They acknowledge their teachers as being helpful when learning is challenging and feel they have a voice. There was a positive response to feeling safe and happy at school. They enjoy seeking out opportunities for leadership and participating in ministries like the Environment Group, Social Justice Club, Student Representative Council

and see these opportunities and responsibilities as important to their growth and development. Students value the teaching and expectation of having a 'growth mindset'.

Students enjoy, and are actively engaged in ,school sports and extracurricular activities.

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. While this is positive, a higher than average percentage of students who feel confident in their learning skills believe they can be challenged more.

Teacher satisfaction

The Tell Them From Me (TTFM) survey and a combination of professional learning evaluations and dialogue, incidental observations and comments all indicate a high level of teacher satisfaction. The level of, and opportunities for, collaboration is valued. Staff believe there is a positive learning culture in the school. A high level of teacher satisfaction was evident in the engagement in professional dialogue and the commitment to ongoing learning.

A majority of staff feel supported by the school Leadership Team and believe that relationships between staff and families are respectful and responsive. Teachers believe that relationships between staff members are also respectful and responsive.

There is a general and genuine desire for more time to be able to work collaboratively, to focus even more on analysis of student learning data to better inform teaching focus and to dive more deeply into the new English and Mathematics Syllabi Kindergarten to Year 6.

Teachers are excited about the implementation of Collaborative Coaching in 2023 and the time the program will offer to address some of the issues of time and professional 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 2022 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 2022 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$1,612,465 |
| Government Capital Grants ² | \$15,072 |
| State Recurrent Grants ³ | \$425,179 |
| Fees and Private Income ⁴ | \$1,095,256 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$923 |
| Total Income | \$3,148,896 |

| Recurrent and Capital Expenditure 2022 | |
|---|--------------------|
| Capital Expenditure ⁶ | \$327,168 |
| Salaries and Related Expenses ⁷ | \$2,418,269 |
| Non-Salary Expenses ⁸ | \$1,190,240 |
| Total Expenditure | \$3,608,510 |

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 2022 REPORT