



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2023

## ANNUAL SCHOOL REPORT



### **Holy Family Catholic Primary School**

2-4 Highfield Road, LINDFIELD 2070

Principal: Pauline Dinale

Web: [www.hfddb.catholic.edu.au](http://www.hfddb.catholic.edu.au)

## About this report

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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 also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

This annual report highlights Holy Family's priorities, successes and challenges, while celebrating the achievements as a Catholic faith community. Holy Family's school motto "Strength and Gentleness" is central to our dual moral purpose of the faith and academic development of each child. We strive to live out the gospel values of Jesus each day, in a supportive and caring environment, that acknowledges and celebrates the gifts and talents of all those in the community, students, teachers and parents, so that they can make a difference to the world in which we live.

2023 has been a year of building relationships and engaging the community. While we work towards excellence in academics, we actively foster our student's spiritual development, promote and support their wellbeing while engaging with their parents to offer them support and guidance. We are blessed with a vibrant and supportive community with strong home, parish and school partnerships.

Holy Family is an outstanding school providing high quality learning experiences. We have articulated the approach to teaching and learning that we believe will develop our students into individuals that are confident, creative and connected to the world in which they live.

I am privileged to work alongside the parish, students, parents, teachers and staff in leading our school where we are inspired by the work and example of St Brigid.

### Parent Body Message

2023 has seen many positive changes between the school, family, and parish communities. The combination of the appointment of our new Principal and new Parents and Friends Executive Team (P&F) have resulted in the P&F's ability to really build our very special community at Holy Family.

The aim of the P&F is to foster a connected and supportive school community for our families and staff, all with the focus of providing the best experiences for our children as they journey through primary school. We do this primarily through celebratory and fun events for everyone to be involved.

Fundraising efforts have supported music programs such as the school band and live music experiences. Events organised included – Welcome BBQ, Mothers' and Father's Day breakfast, Grandparents' morning tea, Colour Fun Run and school disco are a glimpse of the accomplishments that have been achieved. The biggest undertaking – the 47th anniversary of the Lindfield Art Show and Fair with wonderful art to amazing music, fabulous cakes to

dancers galore was an exemplary display of volunteerism and togetherness as a school and parish community.

All of these events were organised with the invaluable help and support from both the school and our families. They are the result of collective hard work and the incredible spirit of togetherness that defines our school community. Together, we'll keep growing, learning and creating a school environment that fosters excellence and inclusivity.

### **Student Body Message**

Students at Holy Family had many opportunities to develop their leadership skills both at school and in the broader community including the Student Representative Council who represent their classes, and the Leader In Me program that has taught us how to use the Seven Habits to become more respectful and responsible, and the best person we can be.

We were able to represent the school by participating in various events including public speaking and debating, band, choir and Tournament of the Minds. Furthermore, our school participated in all kinds of events such as Athletics, Swimming and Cross Country carnivals, Surf Education programs and Gala days - ranging from Soccer through to Netball. This year we entered an Interschool's Dance competition and we had the privilege to attend many incursions and excursions such as camps, Canberra excursion and fun days.

Students contributed to the school by leading assemblies, running sporting competitions, supporting younger students through the buddy program, welcoming visitors, and assisting teachers. Students continually helped our local community by organising many social outreach fundraisers through St Vincent De Paul and Caritas.

In 2023, our school underwent a transformation with new furniture providing students and teachers with updated learning spaces. The playgrounds have new vege pods, soccer and basketball goals and handball courts.

At Holy Family, there are a variety of opportunities for students to live our school motto, strength and gentleness.

## School Features

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Holy Family Catholic Primary School Lindfield is a well-established Kindergarten to Year 6 Catholic systemic co-educational 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. 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.

The School Vision statement brings to life our schoolwide pedagogy. The Collaborative Coach supports teachers in a school wide plan to improve student learning. Schoolwide Positive Behaviours for Learning (SPBL) and Leader in Me programs have been embedded with a focus on Be Safe, Be Respectful and Be Responsible. 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 highly valued. 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 buddy system operates between senior students and Kindergarten.

The school plays an important role in the community through its ongoing support of local charities, as well as through its regular involvement in outreach programs. A range of co-curricular programs are offered at Holy Family; chess, band, strings, choir and Mandarin lessons.

The school welcomes parent involvement and has an active Parents and Friends Association providing for parent voice and engagement to build community and support parents.

# Student Profile

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
113	101	127	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 2024. 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 2023 was 92.26%. 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
93.20	93.00	93.90	91.60	91.30	91.80	91.00

## 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

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### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	17
Number of full time teaching staff	8
Number of part time teaching staff	9
Number of non-teaching staff	4

### 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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teacher

Additionally, there are approximately 35 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 NESAs 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**

All teachers have been involved in professional learning opportunities with a focus on improving student outcomes.

These include:

Day 1: Understanding and catering for Diverse Learning Needs and identifying and supporting EAL/D students.

Day 2: Diocesan Staff Development Day - Towards 2025 vision, new staff wellbeing initiatives and 'Using data and evidence to support the growth of all learners.

Day 3: Spirituality Day - focused on personal prayer and mission.

Day 4 and 5: Strategic planning - reflection and review of whole school Scope and Sequences for all Key Learning Areas.

Other professional learning included: Principal Coaching, Leading Collaborative Coaching, Linda Bendikson "Whole School Improvement", mentoring Early Career Teachers, Safeguarding, Work Health and Safety, sharing Best Practice, familiarisation of and deeper dive into new Religious Education and English Syllabus and Data Analysis with a focus on Progressive Achievement Tests (PAT) CPR training & First Aid.

## Catholic Identity and Mission

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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 explore 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 1 as well as Years 7-10 classrooms in 2022/2023 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.

Religious Education underpins our mission, which is to help others live lives that know, love and serve God. At Holy Family Catholic Primary School, we are guided by the Brigidine Charism as we foster strength and gentleness within our Christ-centred community. We are committed to building the Kingdom of God in our minds, with our hearts and using our hands for the common good. In 2023, we followed the initiative of the Broken Bay Towards 2025 strategy as we accompanied students to know Jesus and helped them grow in faith.

In 2023, Kindergarten and Year 1 embraced the new curriculum in Religious Education. Students were offered opportunities to encounter Jesus through tactile, sensory and hands-on experiences as they responded to His stories that drew them into the mystery of God. Students made connections between their hearts and minds and were encouraged to develop a sense of wonder and awe and an understanding of the significance and meaning

of Sacred Scripture and liturgy for their lives. Teaching and learning in Religious Education in Years 2 to 6 involved students digging deeper, guided by their teachers, to explore the messages in the Sacred Scriptures in the context of 21st Century.

In 2023, all students entered the Religious Education Creative Arts Competition. With great pride and celebration, a Kindergarten student from Holy Family was recognised and performed his original composition to showcase the theme, "Compassion".

Prayer is an essential component of our Catholic tradition. Students participated in many communal prayerful experiences in their classrooms and in the Church as a whole school community. We celebrated significant celebrations in the Church's year, in addition to significant community events including Mothers', Fathers' and Grandparents' Days. Through prayer in our classrooms, we listened for and contemplated our response to the scriptural call to outreach. Our call to service involved fundraising initiatives for Mary Mac's Place, Project Compassion, Socktober and winter and Christmas appeals for Saint Vincent de Paul.

Faith formation opportunities were offered to students, staff and families. Students were invited to participate in Sacramental programs through the Parish, which were supported through the school.

We worked in partnership with parents and the local parish community to provide an authentic Catholic Education. In 2023, the school community engaged in monthly Parish Sunday Masses. With great enthusiasm and encouragement from the new PEC, families took active roles in Masses and families gathered for social interactions after Masses.

Our school also values a partnership with the wider community. In December, Year 3 students visited a local nursing home to sing Christmas Carols delivering Christmas cheer and cards for the residents. We celebrated Advent with a combined parish and school concert, highlighting the musical talents of parishioners and students.

## Curriculum, Learning and Teaching

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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.

Staff at Holy Family are committed to the continuous improvement of teaching and learning in all facets of the school curriculum. The school has developed and streamlined a range of processes to analyse data, to track student achievement and to respond to their needs. A culture of gathering, storing, analysing, interpreting, responding and reviewing to data is evident. The effectiveness and capacity for teachers to know and respond to the data has impacted on improved teaching programs and practice, and increased student engagement and growth in learning outcomes. Teachers recognise their students' learning needs and develop the appropriate, explicit teaching strategies required for student growth. This aligns with the Australian Professional Standards for Teachers.

Leadership Team members work with teachers using a Collaborative Coaching model to gain clarity about what students are expected to learn and to be able to do, with high expectations of students learning, explicit teaching of skills and content, individualised attention as required and timely feedback to guide students' actions and goal setting.

A review of the whole school assessment overview has provided valuable information to develop and implement more efficient methods to collect and analyse relevant evidence of student achievement. A range of tools are used including PAT, NAPLAN, Records of Reading, Sound Waves Spelling, Mathematics Achievement Interview (MAI), ICAS and ongoing formative assessment.

Specialist teachers employed for Music, Sport, Italian, PDHPE and STEAM provide enriching experiences for all students. The use of technology enabling students to participate in learning experiences which connect them to local and global communities.

Students engaged in a variety of sporting activities such as dance, athletics, volleyball, gymnastics, table tennis, netball, skipping, ball-skills, football and soccer. The intensive Surf Education program, swimming and athletics carnival were a success.

Diverse Learning programs involve a collaborative approach between teachers, parents and students. Student diversity is recognised and celebrated, including English as an Additional

Language / Dialect (EAL/D) learners, students with special needs, students at risk and gifted and talented students.

Students with additional needs access intervention programs such as MiniLit, MacLit, Reading Tutor and Individual Adjustment Programs. Student profiles enable teachers to target the specific needs of students. The school continued to ensure that all lessons provide appropriate support and challenge for gifted and talented students with an emphasis on rich, open-ended activities and deep thinking.

Developing leadership skills for life is a vital part of Holy Family student learning. This falls under the umbrella of student wellbeing and is embedded in our pastoral care practices and procedures. Our aspiration is that all students will develop the skills they need to thrive in a fast-changing and challenging world. This will increase student resilience, perseverance, and social emotional learning, also resulting in more confident learners and higher academic results.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Holy Family Catholic Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	91%	54%
	Reading	95%	67%
	Writing	95%	76%
	Spelling	90%	61%
	Numeracy	95%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	97%	64%
	Reading	97%	74%
	Writing	90%	66%
	Spelling	100%	69%
	Numeracy	100%	68%



## Pastoral Care and Student Wellbeing

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### 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 significant changes made to this policy in 2023.

### 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 2023.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2023 to reflect new system processes.

### **Initiatives promoting respect and responsibility**

At Holy Family, we believe that every person has the right to be respected and all children have the right to be educated in a safe, nurturing and stimulating environment. Positive reinforcement promotes self-esteem and is important for the total development of each child. Each child's talents and achievements are acknowledged and celebrated.

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 – 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. These "I am" statements are explicitly taught. 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 is committed to providing a safe and caring environment, which fosters respect for others and does not tolerate bullying. The school bases its Behaviour Management Policy within the context of the school's Student Wellbeing Policy. The correlation of our PBL rules and behaviours with each of the Leader In Me -7 Habits supports our students in becoming more effective people.

We continue to monitor our students' progress by undertaking student surveys. Vertical groups comprising students from Kindergarten to Year 6, led by Year 6 students, were implemented 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 "The Green Team" was able to continue with the group members taking responsibility for our composting and the care and nurturing of our community garden.

The buddy program for Kindy and the Senior Students 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

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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

In 2023, we began using the new curriculum for Religious Education in Kindergarten to Year Two. Within this framework, students are offered opportunities to encounter Christ through tactile, sensory and hands-on experiences as they respond to the stories of Jesus that draw them to the mystery of God. Students were guided to explore the messages of the Sacred Scriptures for all in the context of the 21st Century.

Collaborative Coaching was a significant initiative implemented during 2023. With a substantial investment from Catholic Schools Broken Bay, the School was provided with additional staffing that enabled teaching teams to be released to work collaboratively with a coach to drive improvements to student learning. Teachers contributed towards a collaborative culture of continuous improvement by implementing a cycle of analysing student performance data, strategically planning for essential learning, refining classroom practices and critically evaluating their impact. Drawing on a range of data from standardised testing, school-based assessments and anecdotal evidence, teachers targeted the areas of literacy for improvement. This work was tailored to each grade group and resulted in significant growth in several specific areas of student achievement including sentence structure, use of conjunctions, punctuation, reading comprehension strategies. Oral language activities related to grammar are embedded in teacher programs and practices, so that all students including those students with an EAL/D background further develop the stage appropriate sophisticated language.

### Priority Key Improvements for Next Year

During 2024, 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 for a second year 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. Staff will continue to have with a relentless focus on student learning and the use of teaching quick wins to drive long term academic gains. The School Leadership Team will engage in professional learning and

link with nearby schools to help establish the coaching program and ensure growth for students and teachers.

In working with the new Religious Education syllabus, we strive for a clear alignment of practices and expectations for quality Religious Education and faith formation. Taking full advantage of a beautiful prayer room set aside for experiential learning opportunities and faith-based discussions.

New English and Mathematics syllabi for Years 3-6 will be implemented in 2024.

The school will employ a specialist Gifted Education teacher, adding to the staff already employed to teach Music/Drama, Library/STEAM and Physical Education.

## Community Satisfaction

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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

A number of feedback processes were used in 2023 to elicit the level of parent satisfaction, including anecdotal data in the form of parental emails, letters and verbal feedback, and more specific feedback from the parent survey – Cultural Values Assessment (conducted in May).

One of the key messages the parents gave the school was how much they valued the school and what the school does for their students. The parents indicated that they feel welcome, that it is a nurturing, inclusive school where people show kindness, offer guidance and that they feel their children are safe at a school that supports positive behaviour. Their focus for satisfaction was the community feel for the school, the responsive, dedicated and caring teachers and the open communication opportunities the school provided.

Parents are satisfied with the delivery of quality learning and teaching programs. The focus is on providing outstanding educational instruction. Parents articulated their appreciation of the diverse educational and extra-curricular opportunities that are provided within an inclusive community that focusses on a sense of belonging, welcoming and nurturing.

Parents value the promotion of Catholic values by teachers and parents. Parents support the school community in promoting learning and faith formation for all students. Parents have expressed a high level of satisfaction with the school and in particular the faith life and opportunities for community building initiatives.

### Student satisfaction

Holy Family students value their Catholic heritage, prayer, liturgy and enjoy the Religious Education Programs. The students are appreciative of the engagement of the Parish Priest and the strong links established with our Lindfield/Killara parish.

Student feedback is gathered in a variety of opportunities, surveys, committees, outreach opportunities and the Student Representative Council and the Student Leadership Team giving them voice in identifying school strengths and areas for improvement. The SRC enjoy

leading the students in promoting various initiatives and raising awareness of local charities and outreach programs. Holy Family students expressed satisfaction with the many different curricular and extracurricular activities offered to them.

Students articulated a positive response to leadership opportunities and their engagement in social outreach. The students feel accepted and appreciated by their peers and others at the school. They value their schooling outcomes, feel supported and are challenged in their learning.

Students were appreciative of the many opportunities afforded to them by the school to extend their learning, in particular, Mathematics competitions, public speaking, debating, choir, music, sport, coding and the Buddy Program.

Students reported positive relationships with their teachers and have high expectations for success. Students 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.

### **Teacher satisfaction**

Holy Family staff articulated a high level of satisfaction with the school gauged through surveys such as the Cultural Values Assessment, verbal and written feedback during staff meetings, professional learning teams, learning walks, staff interviews and the evaluations of the Strategic Improvement Plan.

Throughout the year the staff at Holy Family are often asked what our successes and challenges are at school. In 2023, they named the successes as Collaborative Coaching, the shared practices for programming, our assessment and data analysis schedule, the identification of EAL/D students and the support for students with diverse needs.

Staff expressed satisfaction with involvement in the professional learning opportunities to build teacher capacity and collaboration with each other. Staff acknowledged that these learning opportunities have been a positive way to enrich the whole school pedagogical approach and to improve student engagement and achievement. Collaborative Coaching has provided opportunities for all students to achieve and offering individualised programs to improve student engagement and achievement.

Staff were appreciative of opportunities to engage in annual staff spirituality, outreach and wellbeing initiatives. Staff named the support from leadership as very high. School leaders create a safe and orderly school environment for an all-inclusive staff and provide useful feedback to positively improve their teaching.

# Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,744,348
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$461,616
Fees and Private Income <sup>4</sup>	\$1,255,262
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$1,364
<b>Total Income</b>	<b>\$3,462,592</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$37,808
Salaries and Related Expenses <sup>7</sup>	\$2,790,065
Non-Salary Expenses <sup>8</sup>	\$1,152,431
<b>Total Expenditure</b>	<b>\$3,942,496</b>

### 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 2023 REPORT