Annual School Report to the Community
2015

Holy Family Parish Primary School
Gowrie
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Principal
Mrs Anne-Marie Marek
Section One: Message from Key Groups in our Community

Principal's Message

At Holy Family effective schooling begins with dedicated staff, who continually encourage the students by nurturing their self-esteem and educating the whole child. This engenders confident students who are motivated to do their best. Our core values are encapsulated in the school’s vision of “Educating in Faith for tomorrow’s possibilities”. We pride ourselves in providing a rich, broad and balanced curriculum, with a strong focus on religious education, literacy, numeracy, scientific, music and history skills. Students experience challenge and success. The school has excellent facilities and resources and students access latest technology. In 2015 our aim at Holy Family was for all teachers to be educational researchers and experience the value of the inquiry process. Teachers refined their practice and provided opportunities to engage students in deeper thinking, thereby directly impacting upon student engagement and learning. The underlying philosophical belief that inquiring students are best supported and developed by inquiring teachers was promoted through the Action Research Projects. 2015 was a time to celebrate - 30 years, a highly successful Re-registration and Fete.

Parent Body Message

The Parent Support Network is set up to provide an additional link between home and school activities, and to assist in providing extra support to parents and teachers through contact networks. This is achieved by parents volunteering to act in the role of class contact (a minimum of two per class is preferable). These parents provide an easy avenue for communication and pastoral care among families in each class. This is an additional point of contact and is in no way the only means by which parents can keep in touch with the school or with their children’s teacher.

Additionally, from time to time families may require community support and the Parent Support Network may be in a position to facilitate this.

Holy Family also employs a Parent Ambassador. This role aims to increase participation of parents and families in the life of the school community. We expect families to be welcomed into the school community and have a sense of belonging. Families are supported through pastoral care and wellbeing initiatives that are coordinated by the parent Ambassador.

Student Body Message

Holy Family is a great community, as we ALL belong. When you arrive you quickly feel welcomed and included. This school offers many opportunities to a wide range of students. We all learn about different subjects that challenge us. The school also inspires us to work at a high standard. We love Holy Family’s environment, teachers and also the reason that you make friends so easily. As SRC (Student Representative Council) members and Year 6 leaders, we get responsibility which we love. We get to be 100% ourselves. (SRC)
Section Two: School Features

Holy Family Parish Primary School is a Catholic systemic Co-educational School located in Gowrie.

Holy Family Primary school is located in Gowrie, ACT. The school is a co-educational preschool to Year 6 school with 660 children in the primary campus and 112 students in the preschool. Students attending the school come from a variety of backgrounds and nationalities. Our values theme for 2015 was “Open the Doors”. This was to commemorate the school’s 30th birthday. The school also underwent its five-yearly Registration. The school complements the work of parents to promote the personal care and development of each student. Emphasis is placed on relating well with others, being considerate and contributing as a successful member of a team. Student engagement was promoted through challenging and inclusive learning experiences, such as the Transdisciplinary units encompassing History/Geography and Science. A focus on staff wellbeing ensures the school maintains a spirit of collegiality, shared goals and a positive and effective work environment. Student Leadership is fostered through a peer support programme and a senior leadership programme. All children also learn the importance of acting responsibly and showing respect for one another and the environment in which they live.
Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

Holy Family Primary school implements the Archdiocesan Religious Education Guidelines “Treasures New and Old”. Religion is taught daily through a variety of strategies such as art, bible stories, dance, drama, group work, liturgy, meditation, music, prayer, research, reflection and song. However, Catholic values are not confined to Religion lessons but are integrated across the curriculum throughout each day. With the support of the school Religious Education team, which consists of a staff representative from each grade level, existing RE resources were reviewed and new resources ordered to enhance the teaching of Religious Education in the school. All staff who work at Holy Family participate in an the RE Accreditation process and Professional Development opportunities were also made available to all staff throughout the year to enhance their own faith development and their teaching of Religion.

Holy Family School is part of the wider Catholic community of Corpus Christi Parish, Tuggeranong in South Canberra. In consultation with the Parish Priest, Sacramental Coordinator, Religious Education Coordinators and Principals in the parish, Holy Family has developed a holistic and comprehensive parish-based sacramental program as part of our Religion teaching and learning programs.

The students of Holy Family School come together to celebrate prayer assemblies, school masses, Holy Week celebrations and Feast Day Masses in the Holy Family Church at which parishioners are most welcome to be present. Individual classes attend a weekly parish mass every Tuesday with parishioners on a rotational basis.

The Staff of Holy Family have been committed for 10 years to The St Vincent de Paul ‘Vinnie’s Van’. Each Sunday night a team of staff and at times members of our community venture into Civic in the Vinnie’s Van to assist those people of Canberra who are in need. This rewarding experience is testament to Holy Family being a family that wishes to nurture and welcome all, be it for a chat or a coffee and sandwich.
Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>345</td>
<td>308</td>
<td>76</td>
<td>653</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an Enrolment Policy for Catholic Schools. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2015 was 93.86%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
</tbody>
</table>

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal’s leadership, support the regular attendance of students by:
- providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:
- parents and students are regularly informed of attendance requirements and the
consequences of unsatisfactory attendance;

- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.
Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>18</td>
<td>55</td>
</tr>
</tbody>
</table>

* This number includes 30 full-time teachers and 7 part-time teachers.

Percentage of staff who are Indigenous 0%

Professional Learning

Early in 2015, teachers met with Australian Catholic University (ACU) staff to understand theoretical background for the implementation of an action research project. Using evidence, teachers created a hypothesis to investigate, in order to refine their pedagogy, to improve student outcomes. Teachers then presented their Research to the principal and their team. Staff participated in First Aid training, a workshop on teaching the Visual Arts, Spirituality retreat and several attended the Young Learners’ and EduTech Conferences, various workshops, seminars and network days.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.
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 School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>59%</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>47%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>53%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td>56%</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>44%</td>
<td>34%</td>
</tr>
<tr>
<td>5</td>
<td>Reading</td>
<td>49%</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>15%</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>36%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td>26%</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>21%</td>
<td>28%</td>
</tr>
</tbody>
</table>
Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School’s Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

In 2015, the Registration panel ensured the school met the requirements of the ACT Education Act 2004 in relation to curriculum, teaching staff, educational resources as well as Catholic ethos and leadership and the completion of the Catholic Education Office School Review and Development Program.

Staff and students worked to build the school to be an innovative community that embraces new technologies and opportunities for learning in a changing world. The 1-1 iPad programme is Years 4-6 has enabled students to take greater responsibility for their own learning.

In 2015 all teachers were led to become educational researchers as they experienced the value of the inquiry process. Teachers refined their practice and provided opportunities to engage students in deeper thinking, thereby directly impacting upon student engagement and learning. The underlying philosophical belief that inquiring students are best supported and developed by inquiring teachers was promoted through the Action Research Projects.

There was a re-development of 6 classrooms as the school was a grateful recipient of a Block Grant from the Australian Government. This building project was completed in 2015.

Priority Key Improvements for 2016

Three key priority areas have been determined for 2016: Developing Expert Teaching Teams, Growing School-Community partnerships and Embedding the use of Data to inform teaching and learning at Holy Family. Five Teacher Leader roles will be created to grow teachers as leaders. University of Canberra (UC) Teaching Clinics will operate out of the school and a strong teacher-mentor focus will be adopted. Another building project will commence, with the construction of two new classrooms and a new toilet block in phase 1 of a two phased project.
Section Eight: School Policies

Student Welfare Policy

The Student Welfare and Management Policy (SWAMP) serves as a framework for positive relationships within our school community. It supports and was developed using current theory and practice in student welfare and management. Respect for and valuing the different cultures and backgrounds of all members of our school community is vital to maintaining and developing positive relationships in our school community.

This policy does not permit corporal punishment of students attending Holy Family and the school does not explicitly or implicitly sanction the administration of corporal punishment by non-school persons to enforce discipline at the school.

We have established a restorative intervention approach which enables each student to:
- Develop self-discipline and a sense of worth;
- Respect the rights and feelings of others; and
- Be responsible for their actions.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a Complaints Policy which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the Complaints Policy may be accessed on the Catholic Education website at https://cg.catholic.edu.au.

The Complaints and Grievances Resolution policy describes the process for effectively managing complaints whilst protecting the rights of all parties involved and seeking a solution to the problem in the best interests of all affected. The school follows the Catholic Education Policy as listed on the CE website.

A commitment to respond positively to critical feedback ensures that people have the opportunity to contribute to the continued improvement of the school. It is expected that all staff will demonstrate a commitment to ensuring that a culture of consultation and open dialogue is nurtured at every level, giving every member of the school community the opportunity to express dissatisfaction as well as satisfaction.

Complaints need to be addressed responsively, openly and in a timely manner to increase levels of satisfaction and to maintain harmonious relations in the wider community. Staff are encouraged to develop an open expectation of a cooperative and genuine effort to resolve any valid complaint.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.
Section Nine: 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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

A recent parent school satisfaction survey revealed that more than 90% of parents who responded, agreed that Catholic Religious identity is clearly expressed through he school values, prayer, symbols, masses, liturgies and celebrations; parents felt welcomed and respected; that the school staff are respectful, receptive and responsive to parents; that the school maintains high standards of behaviour; that their child feels safe; the teacher meets the needs of their child; the school offers a diverse range of curricular and extra-activities to meet diverse needs and interests; the leadership team demonstrates a clear educational vision; parents are provided with opportunities to volunteer; parents are kept informed about school activities and events; the school is adequately resourced; the use of technology enhances their child’s learning; and that parents are overall satisfied with the education at the school.

"Holy Family is a great school and has been very welcoming to my son and my family. I love having the opportunity to help out and volunteer for different activities."

Student Satisfaction

97 students in Years 4, 5 and 6 responded to the recent survey.

81% strongly agreed or agreed they like coming to school each day.

99% believe that their teachers work hard to help them learn

97% felt that their teachers cared about them

94% of students who responded strongly agreed or agreed that they feel like they belong at Holy Family Primary School

Only 69% of students who responded believed there is enough choice of extra sports and lunchtime clubs at the school

Only 59% feel that their suggestions for the school are listened to

94% feel safe at the school

97% strongly agreed or agreed that the use of IT at the school, including iPads, helps them to learn

Teacher Satisfaction

All of the staff respondents to a recent survey reported that the Catholic religious identity is clearly expressed through the school values, prayer, symbols, masses, liturgies and celebrations. Staff feel welcome and respected at Holy Family and they believe the school maintains high standards of behaviour.

The survey revealed that most staff feel confident in the use of data to drive student learning in their class and that Action Research supports their own professional learning and helps them to become a better teacher. However, many felt these initiatives to be an additional expectation that caused some stress. While the use of technology at the school enhances learning in classrooms, teachers felt the pressure to use technology within their teaching.

97% of staff agreed that the leadership team has demonstrated a clear educational vision for the school and is at the forefront of education in Australia. The staff feel supported professionally by the school and believe that the leadership team works effectively to support and maintain a rich educational environment for students and that the school is adequately resourced.
Section Ten: Financial Statement

### Income

- **Commonwealth Recurrent Grants (57.7%)**
- **Government Capital Grants (0.3%)**
- **State Recurrent Grants (18.2%)**
- **Fees and Private Income (16.9%)**
- **Other Capital Income (6.9%)**

### Expenditure

- **Capital Expenditure (11.1%)**
- **Salaries and Related Expenses (63%)**
- **Non-Salary Expenses (25.9%)**

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$4,010,237</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$22,139</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$1,267,786</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$1,171,590</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$476,921</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$6,948,673</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$818,880</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$4,646,330</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,909,168</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$7,374,378</strong></td>
</tr>
</tbody>
</table>

**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.