



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



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, inquiry, music, sporting and Indonesian skills. Students experience challenge and success. The school has excellent facilities and resources and students access latest technologies. In 2016 our aim at Holy Family was for all teachers and students to undertake inquiry learning opportunities. Teachers presented their Action Research within a micro-conference and students through term Showcases. Our belief is that inquiring students are best supported by inquiring teachers.

Parent Body Message

The Parent Support Network is set up to provide an additional link between home and school. This is achieved by parents volunteering to act as class contacts. They provide an easy avenue for communication and pastoral care amongst 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 child's teacher.

Holy Family also employs a Parent Ambassador. This role aims to increase parental participation. We expect families to be welcomed into the community and have a sense of belonging to an amazing community. Families are supported through pastoral care and wellbeing initiatives that are co-ordinated by the Parent Ambassador.

Our Parents and Friends Association is active and they work hard to raise funds to provide additional resources for our children.

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- academic, sporting, musical, lunchtime clubs, robotics and coding, to name a few. The school also inspires us to work to a high standard. We love Holy Family's environment, teachers and also the fact 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.

Section Two: School Features

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

Holy Family Primary School is a co-educational Preschool to Year 6 school with 654 children in the primary campus and 100 students in the preschool. Students attending the primary school come from a variety of backgrounds and nationalities: 312 male and 342 female students, 22 indigenous students, 11 students with diagnosed and 'funded' disabilities.

The school employs 55 staff comprising 30 teachers and 25 non-teaching staff, the latter being employed in a variety of capacities including Learning Support Assistants, Canteen Manager, Care Out Of School Hours (COOSH) leaders, Preschool Educators, Library assistant and Front Office staff. Another 30 staff are employed in a casual capacity within the COOSH programme.

Holy Family prides itself in providing a very rich and comprehensive curriculum, complemented by a wide range of co-curricular activities and programmes to enrich learning. The school's curriculum, with a strong emphasis on literacy and numeracy, also demonstrates a commitment to individual differences and engages students of all ability levels. The school balances its formal curriculum with an emphasis on physical wellbeing, creativity, performing arts and creative thinking.

ICT has become a major emphasis at Holy Family and we introduced a 1:1 iPad programme in 2015 for students in Years 4-6. Authentic integration of ICT into our curriculum is seen as a priority and students in 2016 explored opportunities to network with other schools, engage with robotics and coding.

The school achieves its vision by ensuring each student is welcome, safe, nurtured and encouraged to do their personal best and is recognised as a valuable member of the school community. We are fortunate to have a committed and generous staff, working with supportive and active parents and students who take pride in their school. The strong sense of community combined with the modern and contemporary facilities make Holy Family a school of choice for many families in the Tuggeranong Valley.

The school's website can be found at <http://holyfamily.act.edu.au>

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

As an Early Learning Centre and Primary school in the Archdiocese of Canberra and Goulburn, Holy Family embraces the traditions, rituals and understandings of the Catholic Church, embedding these into its ethos, learning and relationships. The school motto is: "*Open the Doors to the Redeemer*". In 2016 our school theme was FAMILY. We promote our school as being an extension of the children's home family, we are our own family at school and staff are family to each other. Our Catholic values are not confined to religion lessons but are integrated across the curriculum throughout the day. With the support of the school's Religious Education team, which consists of staff representatives from each grade level, resources are reviewed and updated.

Holy Family follows the Archdiocesan Religious Education curriculum, *Treasures New and Old*, and is part of the Parish of Corpus Christi. Holy Family works in close partnership with our other parish schools- St Francis of Assisi and St Clare of Assisi. The school is actively involved in supporting the Parish team and has developed a holistic and comprehensive parish-based sacramental programme as part of our Religion programmes.

The students at Holy Family come together regularly to celebrate prayer assemblies on Monday mornings, school and class masses and liturgical celebrations. The staff at Holy Family have been committed for more than 10 years to the St Vincent de Paul "Vinnies's Van". Each Sunday night members of our staff venture into the city in the Vinnie's Van to assist those people of Canberra 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.

Holy Family is a thoughtful, compassionate and spirited community who promote the pastoral care of all its members.

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 2016:

Girls	Boys	LBOTE*	Total Students
347	313	26	660

* 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 2016 was 93.57%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	94%
Year 2	94%
Year 3	94%
Year 4	94%
Year 5	93%
Year 6	92%

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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
40	15	55

* This number includes 30 full-time teachers and 10 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

In 2016 all teachers have been involved in professional learning opportunities. These activities are designed to develop the skills and understandings of staff to improve student outcomes. Professional learning can take many forms including whole staff days, specialist curriculum workshops, meetings and conferences.

The content of these days was as follows:

- Dianne Siemon: Assessing and developing 'Big Ideas' in Number
- What great teachers do differently
- The Power of Inquiry- Kath Murdoch
- "When I am weak, then I am strong" staff spirituality retreat: Fr Peter Day
- CPR, anaphylaxis, asthma training

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

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.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	51%	49%	10%	11%
	Writing	48%	49%	8%	6%
	Spelling	37%	46%	13%	12%
	Grammar and Punctuation	46%	52%	6%	10%
	Numeracy	28%	36%	13%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	39%	35%	13%	15%
	Writing	12%	17%	17%	18%
	Spelling	22%	30%	15%	18%
	Grammar and Punctuation	30%	36%	16%	15%
	Numeracy	26%	29%	16%	17%

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 2016

- *CREATING EXPERT TEACHING TEAMS*: Strengths of staff were noted and staff were given opportunities to take an active role and higher duties: *Teachers and Leaders Programme*. These staff members were released from class a day a fortnight to undertake project-based work. *Professional Development Feedback* meetings were conducted each term, (Principal with each teacher and appraisals conducted with other staff each semester); *Early Career Teacher programme* was established, and University of Canberra Teaching Clinics implemented at the school. *Action Research* enabled teacher reflective practice.
- *ANALYSIS AND DISCUSSION OF DATA*: systematic collection of data undertaken, emphasis on formative assessments to inform teaching planners. Our major project for the year was exploring "*How to use data to inform teaching*". Several teachers chose this area for their Action Research.
- *GROWING SCHOOL-COMMUNITY PARTNERSHIPS*: Emphasis on making deliberate and strategic partnerships: AsOne Therapy; University of Canberra teaching clinics; ACU and Curtin University pre-service placements; parish connections, etc. Each partnership was established in response to an identified need.

Priority Key Improvements for 2017

Four key priority areas have been determined for 2017:

- *CATHOLIC IDENTITY AND FAITH FORMATION*- spiritual and faith formation of students and staff; professional learning in Religious Education to build teacher capacity as religious educators
- *GROWING A CULTURE THAT PROMOTES LEARNING* -A culture of high expectations
- *SYSTEMATIC DELIVERY OF CURRICULUM*- staff of the school are familiar with and work within the school's shared curriculum expectations; the curriculum is used as a basis for ongoing staff discussions about the best ways to maximise student learning and wellbeing; a priority is given to constructing learning experiences that are accessible, engaging and challenging for all students, including those with particular needs.
- *DIFFERENTIATED TEACHING AND LEARNING*- teachers closely monitor the progress of individual students and continually adjust their teaching in response to the progress that individuals are making; teachers work to ensure that all students – including high-achieving students – are appropriately engaged, challenged and extended by

designing classroom activities to meet students' learning needs, levels of readiness, interests, aspirations and motivations.

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 community is vital to maintaining and developing positive relationships in our school.

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 for 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>.

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The full text of the policy can be accessed on the Catholic Education website at <https://cg.catholic.edu.au>

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

The opinions of parents were sought during 2016 to contribute to the planning for continuous school improvement. Parents continued to express a very high level of agreement to all the statements in their survey. The following were highlighted areas:

- 96% agree that Holy Family is a good Catholic school.
- 98% agree that the school staff take an interest in their child.
- 91% agree that communication between home and school is good.
- 96% agree that the school responds quickly to parental concerns.
- 98% state they are happy with the quality of teaching their child receives.
- 96% agree that the school has high expectations of student engagement and behaviour.
- 98% agree that the school is well-equipped.

Student Satisfaction

Students were also surveyed in 2016 and they responded with the following:

- 94% of students surveyed like being at this school.
- 96% agree they feel safe at this school.
- 93% feel accepted by other students at this school.
- 98% agree that this school encourages them to be a good community member.
- 98% agree that using technology at this school helps them to learn.
- 96% agree that the teachers try to make lessons interesting.
- 97% of students agree that their teachers care about them.
- 96% of students would recommend this school to others.

Issues raised by the students included having all classrooms like the new buildings, 'maybe wearing a uniform that was a bit more free', keeping the school grounds litter free, more sporting clubs, stronger punishments for people who play up and to have easier homework.

Teacher Satisfaction

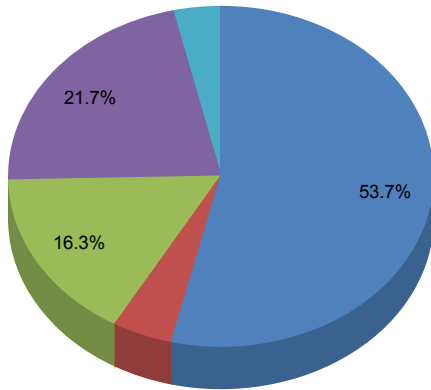
Staff satisfaction indicated a positive response to the school. Staff rated the following areas as follows:

- 96% agree that this school is a good place to work.
- 98% get a lot of satisfaction from working in this school.
- 100% believe their work at this school is important, that their work makes a difference to our students, this is a good Catholic school, it is well-organised and they have the resources needed to do their job.
- 93% agree that there is a good team spirit among the staff at this school.

- 95% agree that the school leaders at this school know them as a person and support them with their well-being and they have the opportunity to have input into decisions affecting their work in this school.
- 98% agree there is effective communication strategies in place to keep staff informed of what is happening at our school.

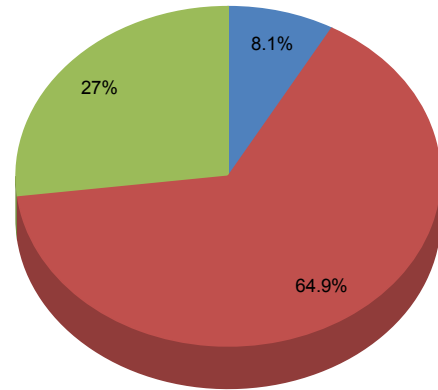
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (53.7%)
- Government Capital Grants (4.6%)
- State Recurrent Grants (16.3%)
- Fees and Private Income (21.7%)
- Other Capital Income (3.6%)

Expenditure



- Capital Expenditure (8.1%)
- Salaries and Related Expenses (64.9%)
- Non-Salary Expenses (27%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,317,683
Government Capital Grants ²	\$367,837
State Recurrent Grants ³	\$1,314,034
Fees and Private Income ⁴	\$1,746,942
Other Capital Income ⁵	\$292,254
Total Income	\$8,038,750

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$599,731
Salaries and Related Expenses ⁷	\$4,790,422
Non-Salary Expenses ⁸	\$1,989,439
Total Expenditure	\$7,379,592

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.