

Holy Family Catholic School Lindfield

2008 Annual Report



Principal: Mr Kevin Bauer

Address: 2-4 Highfield Road
LINDFIELD NSW 2070

Phone: (02) 9416 7200

Fax: (02) 9416 9342

Web: <http://www.holyfamily.nsw.edu.au>



1. Message from Key Groups in Our School Community

1.1 Message from the Principal

Holy Family Catholic School is a community which fosters **strength and gentleness** with a Christ Centred focus for all.

This report complements and is supplementary to school newsletters, P & F Annual Reports and other regular communications. Accordingly, the report demonstrates accountability to regulatory bodies, the school community and the Catholic Schools Office, Broken Bay.

This year we reflect, evaluate and celebrate the many achievements of our school community. Perhaps our biggest challenge and achievement this year has been our participation in the School Review and Development process. This was guided by our Strategic Plan and gave witness to the commitment, dedication and hard work of our community.

We continue to celebrate **excellence in teaching and learning** through our academic, sporting and personal achievements, whilst still focusing on the human dignity of all people through our social justice and Religious Education Curriculum.



This was especially evidenced during World Youth Day celebrations in which Holy Family Catholic School and parish hosted young pilgrims from Ireland and Brisbane and the entire community rallied to support their faith development as well as nurture our own personal spiritual journeys

I invite you to reflect with me on 2008, which has been another successful year at Holy Family. I believe that together in partnership, we can achieve great things for our children.

Further information about the school or this report may be obtained by contacting the school on 9416 7200 or by visiting the website at www.holyfamily.nsw.edu.au

1.2 Message from the Parent Body

The school continued to seek ways of better understanding our role and purpose of the School Board and have been assisted by a number of agencies, from the Catholic Schools Office through to the school and parish.

Four effective strategic points for review have been the basis of our annual plan for 2008. These have come largely from the school community, where we have seen or heard a need for the Board to work in partnership with the school leadership, and with the wider school and parish communities:

- (i) facilities management and planning
- (ii) educational issues
- (iii) social justice
- (iv) School Board sustainability

For each of these distinct issues, we are developing a way of proceeding guided by the principle of shared wisdom, which governs the School Board's operations. Each issue calls us to consider a plan, with both long and short term objectives.

- (i) Facilities planning includes working with the school and parish communities with respect to long-term plans for the parish and school grounds. The Board also planned short-term objectives.



- (ii) Educational issues includes giving the Board members a working knowledge of the many complex matters of the curriculum requirements - from compliance issues with respect to funding and legislation to understanding how the network of relationships operates between the many agencies which impact on the school. There is also provision for us to consider the community's input and desires for the educational landscape at Holy Family.
- (iii) Our Social Justice Program has had a considerable impact, on many levels. We are now looking at the next series of integrated programs to heighten people's awareness of this considered need in our community.
- (iv) The Board is also considering its own sustainability: what does it stand for? What is its purpose? How do we maintain a continuity of membership? And how better can we document our processes and structure, within a framework of annual review and reflection?

The Board has used these as the starting point for planning the strategic direction of the school from 2009, as we enter into the second Strategic Plan, effective from next year. Together at all levels we have considered a great deal of input from the wider school and parish community to create the initiative for our future direction. The Board looks forward to leading this process from 2009.

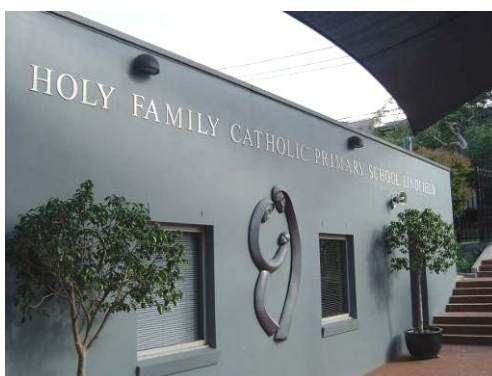


One of the most important aspects of the work of our School Board is to help build the sense of community here at Holy Family, both through school and parish.

1.3 Message from the Student Body

The student body of Holy Family readily have a voice into the life of the school. The students are represented through the Student Representative Council, House and School Captains and the Social Justice Club.

"Year 6 students are the leaders of the school. We help the Kindergarten children learn about Holy Family School through the buddy system. Year 6 is privileged to be able to enjoy special events like the Year 6 Leadership Camp, the Year 6 Cluster Mass and of course, wearing the Senior badge. We try to be excellent leaders by taking responsibility for what we do, being respectful of others, being reverent at Mass and liturgies and by always trying to set a good example."





2. School Profile

2.1 Introduction

Holy Family Catholic School is a Kindergarten to Year 6 co-educational school located in the Diocese of Broken Bay on Sydney's North Shore. The students from Holy Family are drawn from our Parishes of Lindfield and Killara. The school enjoys a very high local profile in the community due to its excellence in teaching and learning.

2.2 Student Profile

The following information describes the student profile for 2008:

Girls	Boys	LBOTE*	Indigenous	Total
154	156	34	9	310

*Language background other than English

2.3 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.cso.brokenbay.catholic.edu.au/resources/index.html> or by contacting the Catholic Schools Office.

2.4 Staff Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
21	0	0	21

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2008 was 95.7%. This figure does not include teachers on planned leave.

The teacher retention rate from 2007 to 2008 was 94.7%.



2.6 Teacher Satisfaction

The School Review committee reported that teaching and learning were of a very high standard. Many teachers contributed a great deal towards our five year strategic plan. The teachers enjoyed the retreat and World Youth Day activities. Members of staff continue to regularly have the opportunity of participating in professional development programmes. These have been taken up by numerous staff members in 2008.

2.7 Student Attendance

The average student attendance rate for 2008 was 94.8%.

2.8 Student Satisfaction

Students regularly participated in school governance through membership of the Student Representative Council. This council meets with a co-ordinator who then relays information to the school leadership team. Many school initiatives including social justice programmes have been initiated through this council. This is widely supported by the student population at Holy Family. Throughout 2008 the students were able to participate in a number of surveys so that their views were included in the strategic planning process.





3. Catholic Life and Mission

3.1 Catholic Heritage

At Holy Family Catholic School we aim to foster strength and gentleness within our Christ-centred community. It is here that we acknowledge our faith as part of the Broken Bay Diocese and are supported locally by our parishes of Killara and Lindfield. We believe it is important to continue the traditions and rituals that have been established here at Holy Family for the last 79 years. This was clearly indicated in an evaluation of our strategic plan which noted as particular strengths of the school that we have numerous opportunities to celebrate, we pronounce our Catholicity through signs and symbols and that we reach out to others and are aware of the needy. As a school community we are committed to Catholic discipleship and to valuing and respecting our students and their families.

3.2 Religious Life of the School

2008 has been a liturgically rich year. We have celebrated many Masses together, including:

- Beginning of the School Year
- Ash Wednesday
- Mother's Day
- Grandparent's Day
- Assumption
- Year 6 Graduation.

We have also celebrated and prayed together on other occasions such as:

- Holy Week and Easter
- ANZAC day
- The Feast of Mary MacKillop
- Remembrance Day
- Catholic Mission month.

During Lent and Advent we reflect through prayer at our regular Monday assemblies. Throughout each week of Lent our social justice students read the Project Compassion Story for the week accompanied by a prayer and in Advent we read a prayer which the students reflect on based on the Sunday Gospel.

During the last week of Term 1 we commemorated the events of Holy Week. Different grades took responsibility for re-enacting Palm Sunday, the Last Supper and the Stations of the Cross. Then towards the end of Term 4, the whole school participated in a concert with a Christian singer/songwriter, which was based on the Christmas story and celebrated with our entire school community.

3.3 The School in the Life of the Parish and the Diocese

Classes joined the Parish community to celebrate Mass both during the week and on weekends. The school has supported the Parish Sacramental Program throughout the year. Students from Years 2 and 3 celebrated First Reconciliation in the Parishes of Killara and Lindfield, to allow for the possible merging of the two parishes and thereby aligning the time of the year Reconciliation is celebrated in both parishes. Approximately 60 Students celebrated First Communion in September and 60 students were Confirmed in May.



Some of our students joined other schools in the Diocese at the Year 6 Cluster Mass and the Mission Mass.

3.4 Catholic Worldview

We uphold the Holy Family Vision statement by valuing and respecting the human dignity of all people. Therefore, as a school we have opportunities for the community – children, staff and parents – to be involved in initiatives that reach out to others both within and outside the community. The school has a student Social Justice committee, which is an offshoot of the Parish Social Justice committee. A representative from the parish Social Justice committee attends the student meetings. In 2008 some of the programs and fundraising Holy Family participated in were:

- Project Compassion / Caritas Australia
- Catholic Mission
- St Vincent De Paul Winter and Christmas appeal
- School of St Jude, Tanzania
- Woods Cottage (Woods Cottage is a home in Lindfield for young people with an intellectual disability).

Other social justice initiatives include families handing in their old wallets and mobile phones for recycling and students bringing in their used school shoes at the end of the year to send to communities in Western NSW.

Mission modules were taught in the Religious Education KLA. This teaches not only about the needs of others, but our responsibility as disciples of Jesus to take action to achieve justice for all people. The Board of Studies perspectives (Aboriginal, gender, environmental, multicultural, global and media) are also included in all programming throughout the year. A different “value” was focused on each term in 2008 raising awareness in the school community and to celebrate students who were good role models. They included positive relationships, responsibility, feeling safe and doing your best.

3.5 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

All teachers are accredited to teach Religious Education at Holy Family in accordance with the Diocese of Broken Bay's policy on the *Professional Requirements for the Accreditation of Teachers of Religious Education*. Those who required accreditation put applications in during the year and this was formalised.

Staff were released to spend some time on learning about programming in RE with the input of an Education Officer-Mission Services from the Catholic Schools Office. Staff also attended an overnight retreat in September to further enhance their personal spirituality.





4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Student Discipline Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

The Pastoral Care and Anti-Bullying Policy continued to be a policy that is constantly referred to in managing issues that arise in the day-to-day life of the school. Both of these documents are to be reviewed in 2009 and this coincides with the school's planned involvement in the Diocesan initiative Positive Behaviour for Learning (PBL). This is planned to commence with leadership team training, an introductory staff meeting in Term 1 and a staff development day in Term 2, 2009.

Numeracy has been identified in the school strategic plan as a focus in 2009 and this policy will undergo extensive review as part of the professional development plan. The other teaching and learning focus over the next three years will be on pedagogy and developing the Holy Family Learning Framework that will be explored in part through the lens of numeracy. Homework policy is also identified to be reviewed in 2009 in the strategic plan. This will be considered as part of our focus on pedagogy and the Learning Framework to ensure alignment with what happens in class during the day with what students are expected to achieve at home. Gifted and Talented policy review has been extended to ensure that our insights into pedagogy and the development of the Learning Framework incorporate the needs of all the students.

The Diocesan OH&S Policy was adopted in 2008 and teachers have been in-serviced with this. The Diocesan OH&S Purchasing Policy was also adopted. The Holy Family Excursion Policy was reviewed and the risk assessment component developed. First Aid policy was reviewed and latest approaches in line with OH&S and First Aid, CPR, Asthma Management and Anaphylaxis have been incorporated into the policy and teacher training.

4.3 Pastoral Care of Families

Within the Holy Family Catholic School community, both formal and informal structures exist to support families. Being a welcoming community is a valued quality with a parent team appointed to ensure new students meet at least one other classmate before commencing their first day. Staff continue this welcome by organising classmates to accompany new students. Staff liaise with outside agencies and professionals for families requiring support. Where needed, through collaboration with families, the school counsellor for the North Shore cluster is contacted.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.





5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

During 2008 Holy Family initiated special programmes to support student learning.

The Gifted and Talented program used mathematics as the key focal area while also integrating ICLT. The learning support teacher introduced a social skills program that assisted children in early stage 1 and stage 1.

As part of the School Review, many KLA scope and sequences were revised. Teachers were given the opportunity to examine planning and programming and how assessment can be used to differentiate the curriculum and determine quality teaching.

5.2 Student Achievement

2008 was the first year of the National Assessment Program – Literacy and Numeracy (NAPLAN). As a result of this new initiative, several points should be noted:

- A national minimum standard replaces the national benchmark of previous years.
- It is not possible in 2008 to provide comparisons with previous years' data.
- Students who were exempted from a test were deemed not to have met the national minimum standard.
- In the 2008 cohort, there were 53 students in Year 3 and 34 students in Year 5.

Detail on school performance is provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.

Year 3 band distributions and % of students at or above national minimum:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	School	0	6	6	2	30	57	100
	National	6.1	12	17.7	23	21.7	17.7	92.1
Writing	School	0	0	4	11	28	57	100
	National	2.9	6.5	15.6	28.7	27.4	17.2	95.4
Spelling	School	0	0	4	23	28	45	100
	National	5.9	10	19	25.9	21.9	15.5	92.4
Grammar & Punctuation	School	0	0	6	21	17	57	100
	National	6.6	10.7	17.3	23.3	21.3	19.1	91.7
Numeracy	School	0	2	4	21	28	45	100
	National	3.3	10.9	22.9	28	20.9	12.4	95.0

100% of the Year 3 students performed at or above the national minimum in every test area. The band distribution indicates that approximately 90% or more of students in Year 3 achieved in the top three bands in literacy and numeracy. These scores are significantly and consistently higher than the state average. In overall Literacy achievement, 98% of students scored in the top three bands, with 85% of students scoring in Bands 5 and 6. Spelling, grammar and punctuation performance indicate approximately 20% of students scored in Band 4. This is an area that we need to explore further. Only approximately 10% of students recorded a Band 4 performance in writing.



Approximately 90% of students in Year 3 achieved scores in the top three bands in numeracy. In the measurement, data, space and geometry strand, 15% of students scored in Band 4. This is an area that we identified to be targeted in 2009. We have decided to focus on the strands as we explore mathematics teaching in the classroom. These strands will be the vehicle used to launch some new approaches to mathematics teaching practices in our classrooms.

Year 5 band distributions and % of students at or above national minimum:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	School	0	0	9	26	32	32	100
	National	7.5	13.6	23.9	26	18.1	9.3	90.9
Writing	School	0	6	18	29	32	15	100
	National	5.9	11.8	25.3	29.3	17.9	8.3	92.5
Spelling	School	0	0	9	29	38	24	100
	National	6.8	12.8	24.9	28.2	18.2	7.6	91.7
Grammar & Punctuation	School	0	0	6	29	29	35	100
	National	6.6	11	21.2	26.4	19.9	13.4	91.9
Numeracy	School	0	3	15	26	41	15	100
	National	5.9	17.4	28.9	25.7	13.9	6.6	92.6

100% of the Year 5 students performed at or above the national minimum. In Year 5 approximately 95% of students or more achieved in the top three bands for literacy overall. This is also the case for the reading, spelling and grammar components. These scores are significantly and consistently higher than the state average. Writing was the only area where we have identified higher numbers of students (29%) achieving Band 6. We have planned to address this by a specific focus on writing in Stage 2 and Stage 3 with particular emphasis, not only on developing students' knowledge of the structure of the written narrative text, but also a focus on revisiting the purpose of text, and developing students' skills in the craft of writing creative and interesting narratives.

In Numeracy, approximately 80% or more of students scored in the top three bands. This is also significantly higher than the State average. With our numeracy identified as the area for curriculum development in 2009, we will focus some new approaches to mathematics teaching practices in our classrooms. This will involve further unpacking of the NSW Mathematics Kindergarten to Year 6 syllabus, exploring open-ended questions, differentiation and a greater range of assessment strategies. We will explore the expansion of the numeracy block and the integration of Thinking Mathematically across the other mathematics strands. This curriculum initiative is in line with our strategic plan and the annual school goals.





5.3 Extracurricular Activities

Music and Dance

The children have been involved in various musical activities throughout the year.

The school choir gave several choral performances, including those at: a local retirement village, Holy Family Art Show, Killara Parish Fete, The Evening of Fine Music and Song, Card Ladies Christmas lunch, the Year 6 Graduation Mass and The Holy Family Christmas Concert.

The School Band performed at several school assemblies, at the Killara Parish Fete and at the Holy Family Christmas Concert. Children in the school band have the opportunity to attend private lessons to help their performance in the school band.

The Year 2 Recorder group performed at school assembly.

An Evening of Fine Music and Song was held where children from Infants and Primary classes gave a concert for the parent community.

Each grade also performed a song and participated in the finale at the Christmas Concert, with the accompaniment of a professional musician hired for the concert.

An Evening of Dance was held for children in both Infants and Primary grades where they performed for the parent community.

The whole school participated in the Sing Australia initiative where our school joined in with schools all around Australia to simultaneously sing a song.



Sport

2008 was another busy and successful year of sport at Holy family. There was a full calendar of sporting activities, which included swimming, cross-country and athletics carnivals. Students from Holy Family competed in the following carnivals:

- NSCPSSA Swimming, Cross Country, Athletics
- BBPSSA Swimming, Cross Country, Athletics
- Polding Swimming, Cross Country, Athletics
- State Swimming, Cross Country, Athletics

Students from Years 3 to 6 again participated in a Surf Education Program at Manly Surf Club while students from Kindergarten to Year 2 participated in a learn to swim program.

Holy Family also entered a cricket team in the Mark Taylor shield. The school also entered teams in statewide netball and soccer competitions.

At a school level we participated with our fellow cluster schools in a variety of soccer, netball and basketball Gala days.

Primary sport was held every week at Lofberg oval where students participated in a range of sports including soccer, lacrosse, cricket, oz-tag, and softball. Several coaching clinics were also held to help children develop their skills in sports such as oz-tag, tennis and cricket.



5.4 Professional Learning

The average expenditure on professional learning, per teacher, in 2008 was \$1,699.



The ICLT co-ordinator continued to support staff to further integrate information technology into the curriculum. An induction for new staff on technology was held in Term 1 2008. Holy Family purchased two interactive whiteboards in 2008 and has plans to acquire more the following year.

Throughout the year four teachers participated in the TESOL course offered by the Diocese of Broken Bay and two teachers participated in the Certificate of Primary Mathematics course offered through Sydney University. Staff were also involved in the analysis of NAPLAN data, attendees at the Groundworks Mathematics Conference, and participated in the Diocesan Mid-Leadership Course.

Throughout the year staff also continued to maintain their accreditation in CPR and in emergency care so as to support care of our students at Holy Family.





6. Strategic Initiatives

6.1 2008 Priorities and Achievements

An external consultant was employed to lead staff through our Strategic Plan and prioritise for our School Development commencing in 2009 following our Tier One and Tier Two Review.

Planning Domains:

1. Catholic Life and Mission
2. Pastoral Care
3. Teaching and Learning
4. Professional Learning
5. Leadership
6. Strategic Planning and Management



During 2008 we:

1. continued to promote our Catholic identity through the school Vision and Mission Statement witnessed through our participation in a staff retreat, celebrating and praying as a school community and promoting social justice in partnership with the parish and parents
2. developed strong relationships within our community through the hosting of pilgrims for World Youth Day, supported the parish through its merger process, showcased student and staff achievements internally and externally
3. participated in a rigorous School Review and Development process which has enhanced our learning community and determined our goals for 2009 - 2013. A shared pedagogy for teaching and learning has been fostered. Technology has been enhanced through the purchase of Interactive Whiteboards and in-servicing of staff and the model of learning support delivery has been reviewed to be more complementary to classroom practice
4. supported teachers to strengthen their knowledge and understanding of the pedagogical framework
5. extended our leadership model to become more collaborative, as witnessed during the School Development and Review process; highlighted our School Board so that all members of our community would better understand their role within our school; and affirmed our strong partnership between school and home
6. implemented OH&S legislation and completed an OH&S audit to provide a safe, secure and well-resourced learning environment. The basketball court was also modified to make it an inviting play ground space.

Some significant strategic achievements from 2008 have been:

- the completion of the Tier One and Tier Two School Review and Development process
- the development of a shared pedagogy for teaching and learning
- the participation of staff in TESOL and numeracy professional development
- the hosting of one hundred pilgrims from around the globe for World Youth Day celebrations in Sydney.



6.2 2009 Priorities and Challenges

Priority Area 1

Catholic Life and Mission

- Ensure that the Developing the Partnership component and other components are included when planning RE units.
- Provide professional development for staff on relevant social justice issues and ensure that they are reflected in teaching programs.
- Establish criteria for outreach support.

Priority Area 2

Pastoral Care

- Identify elements within the school that could be more inclusive of other cultures.
- Create opportunities for the range of leadership teams to interact with each other.
- Develop a broader range of opportunities to recognise and appreciate the uniqueness of individuals within our community through the Diocesan initiative, Positive Behaviour for Learning.
- Review the reward and recognition program.

Priority Area 3

Teaching and Learning

- Develop and implement a pedagogical framework to enable student learning.
- Deliver a rich and diverse curriculum with numeracy as a focus.
- Review all current teaching and learning policies across the curriculum to ensure they align with the Pedagogy Framework 2010 – 2011.
- Review our assessment policy, practice and procedures.
- Review homework policy using current research and whole school consultation model.
- Equip teachers with skills to engage in reflective practice.

Priority Area 4

Professional Learning

- Identify a range of professional development strategies to further the development of the pedagogical framework.
- Develop a professional development model that will support our numeracy focus.
- Develop a realistic timeline that delivers school improvement in priority areas in line with the pedagogical framework.
- Develop a curriculum cycle of KLA reviews over a five year period in line with strategic plan.

Priority Area 5

Leadership

- Review and develop management processes and structures to support our commitment to shared leadership.
- Create an understanding of the role of teacher leadership within the school community.



- Further develop the role of the board and its relationship with the P&F and the staff, and the process of shared wisdom.

Priority Area 6

Strategic Planning and Management

- Review the playground equipment available for children to promote play.
- Look at ways to make the most effective use of space within the school site.
- Work with the Parish Council on a master planning process.





7. Parent Participation

7.1 Introduction

At Holy Family, parents are consulted participate in a number of ways. In terms of school governance, a school board supports the Principal with advice around school policy and supports the decision making process. Members of the school board include parents, teachers, members of the school leadership team, our parish administrator and other parishioners.

There is also a strong P & F that supports the resourcing and encourages community building.

Both of these groups then have a number of sub-committees or working parties that support them and allow other members of the school community to engage.

7.2 Parent Satisfaction

During 2008 throughout the strategic planning process, parents were asked to comment on all aspects of school life. The school board was able to discern a high level of satisfaction with our school. This was also confirmed and validated by the School Review process.

Both processes were able to identify the areas with which parents were most satisfied and alluded to areas that parents would like reviewed. The school board and school leadership team have included these in our strategic plan and will work towards addressing these in the next cycle of the plan.





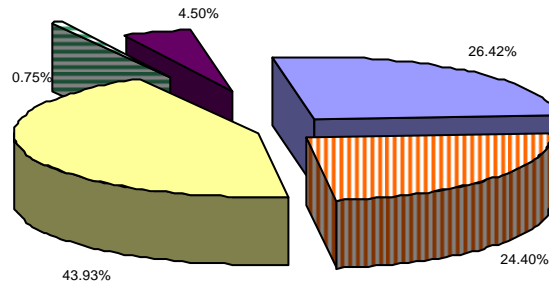
8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report.

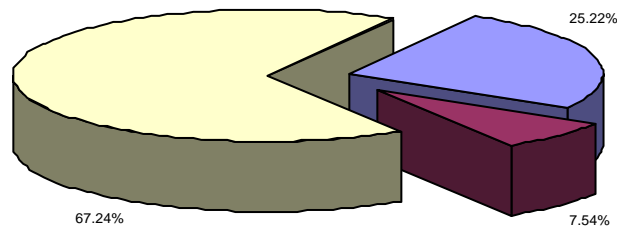
Income

- Fees and Other Private Income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income



Expenditure

- Salaries, Allowances and Related Costs
- Non salary Expenses
- Capital Expenditure



The contents of this annual report have been validated by the School's consultant, Diann Hynes.