

Holy Family Catholic Primary School Lindfield

2009 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

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

2009 has been a year dedicated to planning our Federal Government funded building works for 2010 and implementing our strategic plan which was developed following our School Review and Development Process in 2008. Significantly this is the first year of our new strategic plan, that will be the driving force for the years to come.

It has been a year where commitment, dedication and hard work have helped us to achieve outstanding NAPLAN results. Together we have celebrated the many successes in academic, sporting and extracurricular activities. With Christ as the focus of our curriculum, we have nourished the human dignity, spiritual and emotional needs of all within the Holy Family community.

We have enhanced the learning environment for all students and teachers by installing an interactive whiteboard in each classroom and upgrading our classroom computers to the latest laptop technology. This has greatly developed the students' access to and understanding of how technology can enhance their learning.



I invite you to reflect with me on 2009, which has been another successful year at Holy Family. I believe that together in partnership, we can achieve great things for our children.

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

Further information about the school or this report may be obtained by contacting the school or by visiting the website at <http://www.hfiddb.catholic.edu.au>

1.2 Message from the Parent Body

Our School Board and P & F are the key groups in supporting the School Leadership Team. Both groups provide input into the future direction of Holy Family.

The School Board has focused on four strategic points during 2009:-

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

For each of these distinct issues, we have developed ways to proceed, guided by the principle of "Shared Wisdom", which governs the School Board's operations. Each issue called us to consider a plan, with both long and short term objectives.

- (i) Facilities planning included working with the school and parish communities with respect to long term plans with the parish and school grounds. The Board actively planned for short term objectives. The BER project was facilitated by the School Board and the Parish Facilities Committee.



- (ii) Educational issues included giving the Board members a working knowledge of the many complex matters of the curriculum requirements – in particular knowledge of the operation of “Senior Classrooms” and NAPLAN have provide the School Board with a greater understanding of the complexities of school operation. The strategic plan indentified some key initiatives including PBL (Positive Behaviour for Learning) that have been undertaken by the school leadership tem.
- (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 continues to use the newly developed strategic plan as the road map for further school development. The Board looks forward to leading this process in 2010.

1.3 Message from the Student Body

The student body of Holy Family readily have a voice in 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 Primary School is a Kindergarten to Year 6 co-educational school located in the Diocese of Broken Bay in 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 and its outreach to the Lindfield community.

2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
159	152	26	0	311

*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.csodbb.catholic.edu.au/about/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

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 93.0%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 90.0%.



2.6 Teacher Satisfaction

Teachers feel very satisfied that they have had opportunities to engage in teacher leadership and external professional development at Holy Family. Teachers actively contribute to the direction of the school and their ideas and opinions are valued by the school leadership team.

2.7 Student Attendance

YEAR	Average student attendance rate (%)
K	89
1	89
2	93
3	92
4	90
5	93
6	93

The average student attendance rate for the whole school for 2009 was 91%.

Management of 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 Education Act 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 in students, a sense of wellbeing and belonging
- 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, the Catholic Schools Office and the relevant Department of Education and Training 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.



The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

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 2009 the students met regularly with school teaching staff to identify areas where students could improve the physical surrounding of the school and to identify various social justice initiatives.





3. Catholic Life and Mission

3.1 Catholic Heritage

At Holy Family Catholic Primary 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 80 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; that we pronounce our Catholicity through signs and symbols; 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.

During our enrolment process parents are reminded of the Catholic identity and mission of the school and that it is an expectation that they will assist in living out that mission.

3.2 Religious Life of the School

2009 has been a liturgically rich year. We have celebrated many Masses together, including:

- Beginning of the School Year
- Ash Wednesday
- Mother's Day
- Grandparents 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
- Advent

During Lent and Advent we have prayer and reflections during our regular Monday assemblies. During each week of Lent our Social Justice students read the Project Compassion Story for the week accompanied by a prayer and during Advent we read the prayer reflection based on the Sunday Gospel.

During the last week of Term 1 we commemorated the events of Holy Week. Classes prepared a prayer time each morning, based on the events of Holy Week, and we invited parents and families to join us for this prayer time.

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. Approximately 40 students from Year 2 celebrated First Reconciliation and Confirmation in the Parishes of Killara and Lindfield. Fifty students celebrated First Communion in June.



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 comes to the student meetings. In 2009 some of the programs and fundraising in which Holy Family participated were:

- Project Compassion / Caritas Australia
- Catholic Mission
- St Vincent De Paul Winter and Christmas appeal
- School of St Jude, Tanzania

Other Social Justice initiatives include families handing in their old wallets and mobile phones for recycling and students bringing in their old 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 curriculum 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.

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.





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

Derived from the diocesan policies, Holy Family has a Pastoral Care Policy and Student Behaviour Management Policy. The Student Behaviour Management Policy was reviewed by the staff, parents and School Board during 2009. The full text of these policies can be found at:

<http://www.hfldbb.catholic.edu.au>

The new Student Behaviour Management Policy incorporates the Diocesan initiative approach to behaviour - Positive Behaviour for Learning (PBL). The staff, through a steering committee, worked at length to write a Holy Family Lindfield approach to PBL. The School Board, P & F and parents were included and informed of this approach. Parents are also represented on the Committee which meets monthly. The positive approach to students' behaviour has had a great impact on the life of the school and the whole school approach has provided continuity of language used and effective strategies for dealing with behaviour.

The staff continue to follow and implement the procedures from this policy. Inappropriate behaviour in the classroom and playground is recorded. Positive behaviour is recognised by all the staff in any area of the school. Principal's Awards are also given out to students who are nominated by staff members.

The Personal Development and Health learning sequence ensures that each class teacher provides opportunities for children to gain an understanding of bullying and empowers them to develop strategies for positive relationships.

Parents of the school receive regular reminders and updates about the rules and each week there is a rule focus. The school community is aware of this through the use of signage and the weekly newsletter.

4.3 Pastoral Care of Families

Both formal and informal support structures exist for families within the Holy Family Catholic School community. The staff work closely with parents during the year to provide whatever support is required in relation to issues concerning their child. Where necessary, parents are referred to the School Counsellor, North Shore Cluster.

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.

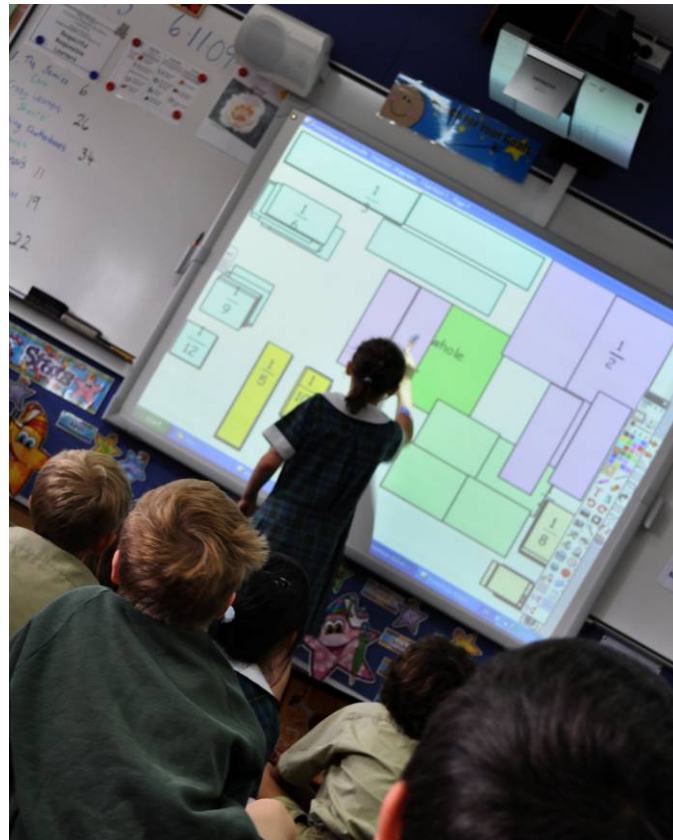
4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the Catholic Schools Office for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe



and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant Catholic Schools Office personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.





5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

During 2009 as part of our strategic direction, a number of Literacy initiatives were undertaken. Teachers in Early Stage One and Stage One were targeted in a Language Project funded by the Catholic Schools Office. This project was developed by our Learning Support Teacher and a local Speech Pathologist, giving staff advanced skills in supporting students who were not achieving age appropriate learning outcomes. This was a huge benefit to the students and to the staff involved.

5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy. Several points should be noted:

- **In Year 3** students in Band 1 are working below the national minimum standard. Students in Band 2 are working at the national minimum standard. Students in Bands 3 – 6 are working above the national minimum standard.
- **In Year 5** students in Band 3 are working below the national minimum standard. Students in Band 4 are working at the national minimum standard. Students in Bands 5 – 8 are working above the national minimum standard.
- In the 2009 cohort, there were 45 students in Year 3 and 26 students in Year 5.
- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above 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.





Band Distributions (%) – Year 3

			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	2009	School	0	0	0	13	24	62	100
		State	3	9	17	22	21	26	96
		National	4	11	18	23	20	22	94
	2008	School	0	6	6	2	30	57	100
		State	4	10	17	24	23	21	95
		National	6	12	18	23	22	18	93
Writing	2009	School	0	2	7	7	36	49	100
		State	2	5	13	29	32	19	97
		National	3	6	15	30	29	16	96
	2008	School	0	0	4	11	28	57	100
		State	2	5	13	28	31	22	98
		National	3	6	16	29	27	17	95
Spelling	2009	School	0	4	2	13	18	62	100
		State	4	7	16	24	23	25	95
		National	6	9	19	25	20	19	92
	2008	School	0	0	4	23	28	45	100
		State	3	7	16	26	25	22	96
		National	6	10	19	26	22	16	93
Grammar & Punctuation	2009	School	0	0	4	7	38	51	100
		State	4	8	13	21	24	30	95
		National	6	9	14	21	23	26	93
	2008	School	0	0	6	21	17	57	100
		State	4	9	16	24	24	23	95
		National	7	11	17	23	21	19	91
Numeracy	2009	School	0	0	0	22	33	44	100
		State	3	10	20	27	22	16	96
		National	4	12	23	27	20	12	94
	2008	School	0	2	4	21	28	45	100
		State	2	9	20	28	23	17	97
		National	3	11	23	28	21	12	95

100% of the Year 3 students performed at or above the national minimum in each test area. The band distribution indicates that over 90% or more of students in Year 3 achieved in the top three bands in Literacy and Numeracy. These band distributions are significantly and consistently higher than those of the state. In overall Literacy achievement, 96% of students scored in the top three bands, with 86% of students scoring in Bands 5 and 6.

100% of students in Year 3 achieved scores in the top three bands in Numeracy. This is an improvement on last year's results. Part of our Strategic Plan has been to develop and improve our teaching of mathematics and our students' mathematical learning. This seems to be achieving results. Further work on the new Australian Curriculum will be followed through in 2010 and future years.



Band Distributions (%) – Year 5

			Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	2009	School	0	0	4	4	46	46	100
		State	5	12	19	25	22	15	94
		National	7	13	21	25	21	13	92
	2008	School	0	0	9	26	32	32	100
		State	6	12	23	26	20	12	94
		National	8	14	24	26	18	9	91
Writing	2009	School	0	0	4	15	31	50	100
		State	4	10	26	33	19	8	95
		National	6	12	27	31	17	7	93
	2008	School	0	6	18	29	32	15	100
		State	4	10	24	31	20	9	95
		National	6	12	25	29	18	8	92
Spelling	2009	School	0	0	8	12	50	31	100
		State	4	10	22	26	21	15	95
		National	6	13	26	26	18	10	92
	2008	School	0	0	9	29	38	24	100
		State	5	10	22	29	22	12	95
		National	7	13	25	28	18	8	92
Grammar & Punctuation	2009	School	0	0	0	27	27	46	100
		State	5	10	18	25	22	19	94
		National	6	11	20	26	21	15	92
	2008	School	0	0	6	29	29	35	100
		State	5	10	20	26	21	16	94
		National	7	11	21	26	20	13	91
Numeracy	2009	School	0	0	8	27	27	38	100
		State	3	11	24	28	19	14	96
		National	4	14	27	28	17	8	94
	2008	School	0	3	15	26	41	15	100
		State	5	15	26	26	17	10	94
		National	6	17	29	26	14	7	93

100% of the Year 5 students performed above the national minimum in each test area. In Year 5 96% of students achieved in the top three bands for Literacy overall. In the grammar and punctuation component 100% of students were in the top three bands. These band distributions are significantly and consistently higher than the state distributions. Spelling was the area of Literacy in which our Year 5 students achieved the lowest results.

In Numeracy, 92% or more of students scored in the top three bands. This is an improvement on last year's results. This is also significantly higher than the state figures. With Numeracy identified as the area for curriculum development, we will focus some new approaches to mathematics teaching practices in our classrooms. This will involve further unpacking of the NSW Mathematics K-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: Lourdes Retirement Village at Killara, 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.

Sport

2009 was another busy and successful year of sport at Holy Family. There was a full calendar of sporting activities, which included the swimming, Cross Country and Athletics Carnival. 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 K-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 state wide 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 Queen Elizabeth II oval where students participated in a range of sports including, soccer, tee ball, cricket, oz-tag, and softball.

5.4 Professional Learning

The ICLT co-ordinator continues to support staff to further integrate information technology into the curriculum. In Term 3 2009, one hundred and twenty laptops and ten interactive whiteboards were purchased. During Terms 3 and 4, all staff were involved in use of interactive whiteboards to enhance student learning. This major upgrade of technology also included the movement of our school onto the new diocesan IT infrastructure; this allowed all staff to access their work remotely.

Staff were involved in before and after school professional development, some of which was provided by external facilitators.

Throughout the year staff also continued to maintain their accreditation in CPR and in Emergency Care so as to support the care of our students.



6. Strategic Initiatives

6.1 2009 Priorities and Achievements

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

The domains which make up our strategic plan are:

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

During 2009 we: -

1. ensured that the Developing the Partnership component and other components were included when planning RE units and established criteria for outreach support.
2. created opportunities for the range of leadership teams to interact with each other and recognised and appreciated the uniqueness of individuals within our community through the diocesan initiative, Positive Behaviour for Learning.
3. reviewed our reward systems for the children and moved to focus our rewards around Positive Behaviour for Learning and to explicitly teach behaviours that would enhance a positive learning environment.
4. engaged an external facilitator to work with the school leadership team to devise a model of consultation regarding Homework Policy Development. Further work will continue in 2010.
5. worked with a speech pathologist to further develop teacher skills in the identification and diagnosis of student literacy needs. This has led to an increase in student achievement in some classes through direct intervention.
6. created teacher learning teams. This has led to a greater understanding of the role of teacher leadership within the school community and has acknowledged teacher leadership as being teachers who take responsibility to support colleagues in an area of teaching and learning within the school.
7. used the BER project to work with the Parish in establishing a master facilities plan that supports the needs of the school. In particular the use of the current play space has been explored and the P&F are actively engaged in discussions with the Parish Finance Committee and Parish Pastoral Council.

6.2 2010 Priorities and Challenges

During the 2010 year we hope to:

Priority Area 1

Catholic Life and Mission

- Review the RE Curriculum to identify opportunities to embed the Education for Justice Program.



- Explore with the Parish Council ways to invite refugee and asylum seeker families into our school and parish community.
- Review the role and focus of the Social Justice Committee within the light of the Catholic Worldview.

Priority Area 2

Pastoral Care

- Continue to develop the relationships between Pastoral Council, Parish, School Board, School Leadership Team, P&F and wider school community.
- Investigate the establishment of interaction between parents, student and teachers to affirm students and assist them in setting goals.
- Review our occasions of welcome and farewell for individuals and groups

Priority Area 3

Teaching and Learning

- Review the homework policy using current research and a whole school consultation model.
- Develop opportunities for staff to reflect on the design and nature of curriculum and its development in line with our pedagogical framework.
- Review the means and modes by which we communicate assessment data to parents and students.

Priority Area 4

Professional Learning

- Develop a professional development model that will support our numeracy focus.
- Provide training and support for all teachers to implement and evaluate the mentoring framework.
- Establish a review process to enable examination of professional development targets in line with school improvement.

Priority Area 5

Leadership

- Create an understanding of the role of teacher leadership within the school community which acknowledges teacher leadership as being teachers who take responsibility to support colleagues in an area of teaching and learning within the school.
- Review and develop management processes and structures to support our commitment to shared leadership.
- Ensure that the School Leadership Team provides opportunities for members of the school community to have input to the site master plan.

Priority Area 6

Strategic Planning and Management

- Develop processes to gather feedback from stakeholders and respond appropriately as part of assessment and evaluation.
- To continue to work with the Parish Council on a master planning process.



7. Parent Participation

7.1 Introduction

At Holy Family, parents participate in a number of ways. In terms of school governance a school board supports the Principal in advising him of school policy and decision making. Members of the school board include parents, teachers, members of the school leadership team, our Parish Priest and other parishioners.

The P&F also supports school resourcing and encourages community building.

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

7.2 Parent Satisfaction

During 2009 the strategic plan has given us an avenue to engage parents in various consultation process that has assisted the School Board and the P & F to make decisions and advise the school leadership team. The School Board has been able to discern a high level of satisfaction with our school community during the recent School Review in 2008 and this has continued in 2009.



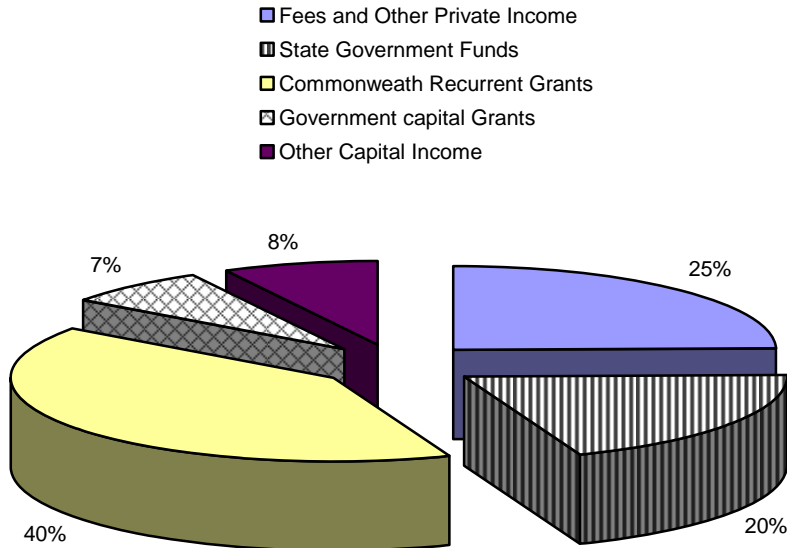


8. Financial Report

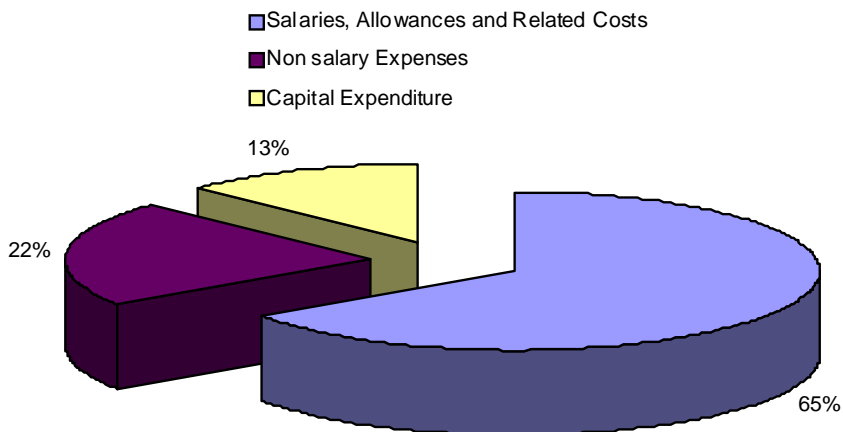
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>

Income



Expenditure



The contents of this annual report have been validated by the Schools Consultant, Diann Hynes.