

Holy Family Catholic School Lindfield

2006 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

Holy Family Catholic School is registered by the Board of Studies (NSW) and managed by the Catholic Schools Office, Broken Bay, the approved authority for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report to the School Community for this year provides our school community with fair, reliable and objective information about school performance measures and policies.

The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Strategic Plan.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Schools Office, Broken Bay.

This Report complements and is supplementary to school newsletters, P & F Annual Reports and other regular communications. This report has been checked by the school's Consultant and meets the requirements of the Education Act 1990. This report has been forwarded to the Board of Studies and is available on the school's website.

The School's Consultant monitors the processes undertaken by the school to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

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

Holy Family Catholic School Lindfield is enriched by an active parish and school community, from which there is much

support and active participation in the life of the school. Areas of support for the school in which there is parental involvement include the Parents' & Friends' Association and School Board as well as a number of annual initiatives including the publication of a school year book, support of the Art Festival and a programme of pastoral support for other school families in need.

The School Board acts as a consultative forum for the Principal and the school's leadership team. The work of the Board centres on the Annual Development Plan, derived from the school's Strategic Plan. Parent and parish representation on the Board brings the collective wisdom of both parish and school interests to look at strategic matters concerning policy, property, human resources and parent communication. The Parents' & Friends' Association at Holy Family is a vital link between the school and parent body, and provides a vibrant and energetic opportunity for parental involvement, bringing together representatives of both the school and parish communities, through regular meetings and initiatives which give life to:

- Fundraising
- Social gatherings
- Information sessions

The major fundraising events for the school throughout 2006 were the annual Art Festival and Mid-Year Dinner. Both are the direct result of parental and school collaboration through the Parents' & Friends' Association. Proceeds from both events are divided among a number of significant nominated beneficiaries. While some of the proceeds are fed directly back to the school to assist with areas of need such as minor maintenance, the Parents' & Friends' Association also nominate a percentage to be spent on charity support, both local, parish and broader. The generosity of both the Parents' & Friends' Association and the school community in general, in supporting these charity organisations, is a credit to the ethos and tradition of the school.



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.





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 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.

2.2 Student Profile

The following information describes the student profile for 2006:

Girls	Boys	LBOTE*	Indigenous	Total
149	157	50	0	306

*Language background other than English

Many of the students leave the school towards the end of primary to attend secondary education in the independent secondary schools. This often affects the number of male students at the Year 5 and 6 level of our school. In 2007 we expect 311 students to be enrolled at Holy Family Catholic School.

2.3 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Enrolment_Apr2006.pdf

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

The Diocesan Enrolment Policy is implemented by our school Enrolment Committee consisting of the Principal, Parish Priest and representatives from our Parish Council. The priority in enrolling has been in accordance with the Diocesan Enrolment Policy.

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 1st 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
22	0	2	22

The Holy Family School Leadership team comprises of the Principal, Assistant Principal, Religious Education Co-ordinator and two Education Co-ordinators. The Leadership team is responsible for the general operation of school life and monitors the strategic direction of the school.

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2006 was 93.8%. This figure does not include teachers on planned leave.

The teacher retention rate from 2005 to 2006 was 79.2%.



2.6 Teacher Satisfaction

Members of staff regularly have the opportunity of participating in professional development programmes. These have been taken up by numerous staff members. Gifted and Talented, Boys Education and ICTL initiatives were embraced by the staff in 2006.

2.7 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.



3. Catholic Life and Mission

3.1 Catholic Heritage

At Holy Family Catholic School staff and students aim to foster strength and gentleness within this 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. The school believes it is important to continue the traditions and rituals that have been established here at Holy Family for the last 79 years. As a school community Holy Family is committed to Catholic discipleship and to valuing and respecting our students and their families.

3.2 Liturgical Life

Students have participated both in Class and Parish Family Masses, giving them the opportunity to celebrate the Eucharist. Throughout the year the school has celebrated a number of whole school Masses, for example:

- Beginning of Year Mass
- Grandparents' Day Mass
- Mission Mass

The school has also celebrated other liturgies throughout the year including the Advent Concert at the end of the year.

During Holy Week a sacred space was provided to allow children the opportunity to experience prayer and reflection in a variety of ways.

The Parish Priest has supported the school by visiting the classes prior to Class Masses and giving them the opportunity to celebrate the Sacrament of Reconciliation. Among the many highlights of the school year, was the participation in the Year 6 Cluster Mass at Waitara that was celebrated by Bishop David Walker.

3.3 The School in the Life of the Parish and Diocese

The school has once again supported the Parish Sacramental Program with approximately 75 children receiving the Sacraments of Reconciliation and

Confirmation for the first time. A further 50 students also received the Sacrament of the Eucharist for the first time. Throughout the year teachers liaised with the Parish Liturgical Co-ordinators in the organisation of seven Parish Family Masses, all of which were well attended.

3.4 Religious Education Curriculum

2006 saw the Diocesan K to 12 Religious Education Curriculum being implemented at Holy Family. The curriculum has three components: the Foundations section which explores the context of religious education and the call to Catholic discipleship, the Syllabus and the modules which are resource packages assisting teachers in the development of units of work.

Teachers were encouraged to evaluate new approaches and strategies as recommended in the syllabus units and a staff development day was dedicated to strengthening pedagogy within Religious Education.

To support staff in teaching religion an online staff religious education resource page was set up, utilising CASTnet and providing links to many resources.

A Religious Education Scope and Sequence was reviewed in 2006 and will continue to be refined next year as we look at the Quality Teaching Framework.

3.5 Catholic Worldview

In keeping with the Holy Family Mission Statement where the human dignity of all people is valued and respected, the school provided opportunities where the children took the initiative to reach out to others, both within and outside the community.

Some of the programs Holy Family participated in were:

- Peru fundraising
- St Vincent de Paul Winter Appeal

These opportunities were enabled by the collaborative guidance of such groups as the Student Representative Council and teaching staff. Impetus was given to the children's understanding of "world view" by the visit

and talk of missionary workers. The children were able to see how their financial contribution helped to provide for a better life for disadvantaged people. This further strengthened our existing appeals for St Vincent de Paul and Caritas.

3.6 Parent Participation

As the primary educators of their children, parents are acknowledged, supported and informed by the Principal and Religious Education Co-ordinator in the weekly newsletter and are invited to join the school community in a variety of ways - liturgies, appeals, talks and special celebrations such as Grandparents' Day.

3.7 Professional Learning in Catholic Life and Mission

All teachers were encouraged to attend and develop professional expertise in a diversity of ways. Staff worked together to develop Religious Education modules and were provided with professional development opportunities by the Religious Education Co-ordinator. All classroom teachers participated in a staff development day based on the new curriculum and developed strategies for effective implementation.

As part of our strategic plan, staff were given the opportunity to develop their own personal spirituality, facilitated by the Mission Services team from the Catholic Schools Office.

The Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Rqs_Accrd_Tchrs_RE.pdf





4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Discipline Policies which are implemented by all schools in the Diocese. The full text of these policies can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Pastoral_Care_Oct05.pdf and

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Student_Discipline_Policy_Oct05.pdf

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 2006. The full text of these policies can be found at:

www.holyfamily.nsw.edu.au

The staff continue to follow and implement the procedures from this policy. They also worked on more effective ways of monitoring and recording inappropriate behaviour in the classroom and playground.

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.

Procedures have been continued for parents and visitors when entering the school premises. Parents of the school receive regular reminders of the procedures 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. A parent team welcomes new families into the school and ensure that new students meet at least one class mate before their first day at school. 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 2006 Initiatives

As part of our strategic goals we have promoted the pastoral care of all members of our Holy Family Community. This initiative has been developed over the past two years and has seen the establishment of a parent base support network through the school. This initiative is funded by the Parents' and Friends' Association.

4.5 Resolving Issues

The Diocese of Broken Bay has established a Complaints Handling Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Complaints_Handling.pdf

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



5. Excellence in Teaching and Learning

5.1 Curriculum Overview

Holy Family Catholic School offers a diverse curriculum that meets the New South Wales Board of Studies requirements. The primary school curriculum is divided into the following stages:

<i>Early Stage One</i>	<i>Kindergarten</i>
<i>Stage One</i>	<i>Year 1 and 2</i>
<i>Stage Two</i>	<i>Year 3 and 4</i>
<i>Stage Three</i>	<i>Year 5 and 6</i>

Each stage from Kindergarten to Year 6 implements the Key Learning Areas of Religious Education, English, Mathematics, Science and Technology, Human Society and Its Environment (HSIE), Personal Development/Health/Physical Education (PD/H/PE) and Creative Arts.

5.2 Approach to Teaching and Learning

During 2006 the staff at Holy Family used the Quality Teaching Framework to guide teaching reflection and analysis where teachers, individually and in groups, analysed current classroom practices in order to understand how these might subsequently be improved.

The staff also introduced the new A – E reporting system in line with government requirements and Diocesan Assessment guidelines.

5.3 Significant Initiatives

Boys Education:

During 2006 Holy Family was part of the Diocesan initiative, "Success For Boys". This action research project focussed on the differing academic and social needs of boys and girls. The project developed strategies to improve boys' results, attitudes, behaviours and outlooks about education.

Important changes in boys' education occurred by encouraging fathers to play a more active role in the school life of their sons, creating positive role models to enhance attitudes to literacy and providing

the boys with a clearer understanding of stereotypes and their own 'maleness'. Boys at the school have been able to increase their self-esteem and become more confident learners.

Focus on Pedagogy; Action Research Report

During 2006 teachers at Holy Family participated in the Action Research program, 'Focus on Pedagogy'. This project provided the teachers involved with a framework and time to reflect on classroom pedagogy and investigate innovative and effective use of ICLT. It allowed them to engage in conversations and make connections with pedagogy, research and change. At the conclusion of the project a final summary and evaluation was presented to the CSO. The teachers are committed to the vision of extending the community of practice within the school over the following year.

Gifted and Talented Education

During 2006 Holy Family was part of the Diocesan professional learning in gifted education. This involved an action research project to develop and apply knowledge, skills and attitudes in gifted education. The aim of the research project was to develop and evaluate a framework for integrating and differentiating the curriculum that highlights critical, creative and caring thinking in the KLA's of HSIE and Science and Technology. The project resulted in the development and implementation of differentiated units that provided a diverse range of learning experiences to promote higher order thinking skills. As a result the students demonstrated a higher level of engagement and motivation towards learning.





Gifted Education

Two teachers from Stage 1, together with other teachers from the Diocese, have been involved in action research as part of a Diocesan focus on professional learning in gifted education.

The research was based on developing an integrated inquiry approach to learning where all students actively investigate issues and understandings about the world. A framework for integrating and differentiating the curriculum was developed, trialled and evaluated. This model of learning not only catered for different learning styles but also challenged students to develop more complex thinking.

Data such as students' questions and answers, self-reflections and work samples, demonstrated that all students showed increased motivation and curiosity for learning, and were empowered by the variety of learning strategies that were offered.

This model of learning, particularly in the KLA of Human Society and Its Environment has, and will continue to be, a focus in professional development for all staff.

5.4 Student Achievement

Basic Skills Tests

Students in Year 3 and Year 5 also participated in the Basic Skills Test. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. In 2005, Writing was also included in the Basic Skills Test. In previous years this was referred to as the Primary Writing Assessment. These tests provide a measure of students' performance compared with other students in the State and give an indication of areas of strength and areas of improvement.

Parents of students participating in these tests received detailed information on their child's results including their achievement according to Skill Bands, which graduate in levels from Skill Band 1 to Skill Band 5 (Year

3) and Skill Band 1 and Skill Band 6 (Year 5).

The following tables show the percentage skill bands in Year 3 and Year 5 compared to the state percentage.

Literacy Percentage Skill Bands
For Year 3

Skill Band	% of Holy Family Students	State %
5	55	14
4	35	28
3	9	32
2	2	19
1	0	8

The higher the Band the higher the skill level

90% of Holy Family Year 3 students achieved Bands 4 and 5, compared with 42% of students across the State.

The following table compares Year 3 student performance in Literacy (Reading and Language) to statewide performance and illustrates trends in student performance over time. Since 1996 the average scaled score for Holy Family Catholic School has been 55.3 compared with State average of 50.2 and the Diocesan average of 53.3. Holy Family has consistently been above the State and Diocesan performance.

Year	State	Diocese	School
1996	49.6	NA	52.2
1997	49.7	51.8	52.2
1998	49.2	51.9	53.4
1999	50.3	52.6	54.0
2000	50.0	52.7	54.3
2001	50.6	53.6	56.6
2002	50.6	54.2	57.5
2003	50.6	54.2	57.8
2004	50.5	54.2	57.0
2005	50.8	54.2	56.1
2006	50.7	53.8	57.4



**Literacy Percentage Skill Bands
For Year 5**

Skill Band	% of Holy Family Students	State %
6	53	22
5	37	28
4	10	29
3	0	14
2	0	5
1	0	1

The higher the Band the higher the skill level

90% of Holy Family Year 5 students achieved Bands 5 and 6, compared with 50% of students across the State.

The following table compares Year 5 student performance in Literacy (Reading and Language) to state-wide performance and illustrates trends in student performance over time. Since 1997 the average scaled score for Holy Family Catholic School has been **61.9** compared with State average of **56.9** and the Diocesan average of **59.3**. Holy Family has consistently been above the State and Diocesan performance.

Year	State	Diocese	School
1996	56.3	NA	NA
1997	56.6	58.3	58.6
1998	56.2	58.3	59.0
1999	56.6	58.1	61.4
2000	56.2	58.8	61.4
2001	57.1	59.4	60.8
2002	57.8	59.9	63.9
2003	57.5	60.2	62.4
2004	57.4	60.7	65.3
2005	57.0	60.0	63.7
2006	57.3	60.1	63.0

**Writing Percentage Skill Bands
for Year 3**

Skill Band	% of Holy Family Students	State %
5	49	13
4	31	25
3	18	36
2	2	18
1	0	7

The higher the Band the higher the skill level

80% of Holy Family Year 3 students achieved Bands 4 and 5, compared with 38% of students across the State.

The following table compares Year 3 student performance in Writing to state-wide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Holy Family Catholic School has been **55.6** compared with State average of **50.5** and the Diocesan average of **53.6**. Holy Family has consistently been above the State and Diocesan performance.

Year	State	Diocese	School
1996	NA	NA	NA
1997	NA	NA	NA
1998	NA	NA	NA
1999	NA	NA	NA
2000	NA	NA	NA
2001	49.0	51.8	52.2
2002	51.5	54.4	56.7
2003	51.1	53.8	55.4
2004	51.2	54.4	58.0
2005	50.1	53.2	55.0
2006	50.2	54.0	56.2



**Writing Percentage Skill Bands
for Year 5**

Skill Band	% of Holy Family Students	State %
6	60	20
5	40	31
4	0	25
3	0	17
2	0	5
1	0	2

The higher the Band the higher the skill level

100% of Holy Family Year 5 students achieved Bands 5 and 6, compared with 51% of students across the State.

The following table compares Year 5 student performance in Writing to state-wide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Holy Family Catholic School has been **63.1** compared with State average of **56.6** and the Diocesan average of **59.3**. Holy Family has consistently been above the State and Diocesan performance.

Year	State	Diocese	School
1996	NA	NA	NA
1997	NA	NA	NA
1998	NA	NA	NA
1999	NA	NA	NA
2000	NA	NA	NA
2001	56.3	58.3	58.7
2002	57.1	59.5	63.3
2003	56.4	58.6	63.2
2004	56.6	59.5	63.7
2005	56.2	59.7	63.9
2006	56.7	60.4	65.7

**Numeracy Percentage Skill Bands
for Year 3**

Skill Band	% of Holy Family Students	State %
5	40	22
4	38	24
3	15	26
2	5	19
1	2	9

The higher the Band the higher the skill level

78% of Holy Family Year 3 students achieved Bands 4 and 5, compared with 46% of students across the State.

The following table compares Year 3 student performance in Numeracy to statewide performance and illustrates trends in student performance over time. Since 1996 the average scaled score for Holy Family Catholic School has been **59.2** compared with State average of **52.7** and the Diocesan average of **55.5**. Holy Family has consistently been above the State and Diocesan performance.

Year	State	Diocese	School
1996	53.5	NA	56.7
1997	52.0	53.6	56.7
1998	52.1	54.7	58.4
1999	52.5	55.0	55.3
2000	51.7	54.7	60.2
2001	52.4	55.0	58.3
2002	53.0	56.6	61.4
2003	52.8	56.6	64.1
2004	52.3	55.5	61.4
2005	53.6	56.5	60.1
2006	53.3	56.4	58.8



**Numeracy Percentage Skill Bands
for Year 5**

Skill Band	% of Holy Family Students	State %
6	63	30
5	17	26
4	20	24
3	0	15
2	0	5
1	0	1

The higher the Band the higher the skill level

80% of Holy Family Year 5 students achieved Bands 5 and 6, compared with 56% of students across the State.

The following table compares Year 5 student performance in Numeracy to state-wide performance and illustrates trends in student performance over time. Since 1996 the average scaled score for Holy Family Catholic School has been **66.2** compared with State average of **60.3** and the Diocesan average of **62.4**. Holy Family has consistently been above the State and Diocesan performance.

Year	State	Diocese	School
1996	60.0	NA	NA
1997	60.0	61.5	62.3
1998	60.0	61.8	64.2
1999	60.2	61.8	65.6
2000	59.5	62.1	65.7
2001	60.3	62.2	66.2
2002	60.2	62.3	67.6
2003	60.0	62.1	63.2
2004	60.7	63.4	70.2
2005	60.4	63.1	67.6
2006	61.5	63.6	69.2

Reporting Value-Added (Learning Gain)

The scores in the table below indicate the average growth achieved by students who sat for the BST in 2004 as Year 3 students and again in 2006 as Year 5 students, in Literacy (Reading and Language), Writing and Numeracy at Holy Family Catholic School and for the same cohort of students in the State. The expected growth in BST

scores is between 6-7. The following table indicates that this cohort of students demonstrated the expected growth in Literacy and Writing and exceeded the expected growth in Numeracy. Holy Family students also made significantly more growth in Writing than students in the State.

Average Growth achieved by students who sat for the BST in 2004 as Year 3 students and again in 2006 as Year 5 students.

2006	School	State
Literacy (Reading and Language)	6.9	6.8
Writing	7.4	5.6
Numeracy	9.5	9.3

The Commonwealth Government has developed National benchmarks that describe the minimum acceptable standards for Year 3 and 5 students for Reading, Writing and Numeracy.

The following two tables outline the percentage of students in Year 3 and Year 5 who have surpassed the National Benchmarks since the school has had access to this data.

Percentage of Students in Year 3 who have surpassed the National Benchmarks since the school has had access to this data

	Reading	Writing	Numeracy
2006	100%	100%	100%
2005	96%	98%	100%
2004	100%	100%	100%

Percentage of Students in Year 5 who have surpassed the National Benchmarks since the school has had access to this data

	Reading	Writing	Numeracy
2006	100%	100%	100%
2005	100%	100%	100%
2004	100%	100%	100%

External Competitions

In 2006 students in Years 3 to 6 were offered the opportunity to participate in the UNSW Science, English and Mathematics Competitions.

In Science there were 79 participants and students achieved 1 high distinction, 12 distinctions and 25 credits.

In English there were 84 participants, one Year 6 student achieving a perfect score. Also students achieved 7 high distinctions, 13 distinctions and 26 credits.



In Mathematics there were 86 participants and students achieved 1 high distinction, 13 distinctions and 21 credits.

Targets for 2007

Target 1: To increase students' and staff access to, and use of, technology.

Holy Family Catholic School will engage specific teachers in a structured program of professional learning focussing on the increased use of information technology in the classroom. The staff will identify opportunities to further integrate ICLT across all Key Learning Areas.

Target 2: To improve student literacy and numeracy skills.

The staff will analyse Basic Skills Test results and implement intervention programs in targeting students. Those students who performed at a less than expected level in the basic skills test will also be targeted.

Student performance and achievements in the K – Year 2 classes will be specifically monitored.

Target 3: To improve students' skills in higher order thinking.

The staff will engage in a program of professional dialogue which supports strategies used in the classrooms. This will focus on increasing the levels of risk taking when approaching learning tasks by all students and in line with teacher professional development around the Quality Teaching Framework. Teachers will engage in specific professional development to enhance their skills in this area.

5.5 Information, Communication and Learning Technologies (ICLT)

During 2006 we began to implement the School Technology plan which included the purchase of new hardware such as Apple Laptops that were used primarily in Year 3 - 6 during 2006. Staff will have the opportunity to further develop their skills through specific professional development opportunities.

The CASTnet online delivery system continued to be implemented. Several staff

meetings were dedicated to staff development in using ICLT, particularly in using the "myclasses" application of "myinternet".

Students from Year 5 participated in the Diocesan Kids Congress initiative and were



supported by the Year 5 teacher and Diocesan ICLT support staff.

5.6 Professional Learning

All teachers participated in a range of professional learning activities in 2006.

Professional learning is most effective when it is meaningful, based on recognised need and there is a long term commitment by those involved. The professional learning and development program at Holy Family Catholic School supports this process.

On a Diocesan level, staff have been engaged in such experiences as: teacher induction and mentoring, OH&S training, child protection, professional development and technology-related professional learning opportunities.

Staff development days during 2006 were dedicated to:

- K to 12 Religious Education Staff Development
- Quality Teaching Framework
- Curriculum programming modelling

Some teaching staff are currently undertaking further formal education in the form of a Masters Degree.

The average expenditure on professional learning per teacher in 2006 was \$1,560.



6. Extracurricular Program

Music

The children have been involved in many musical activities throughout the year. The school choir, consisting of children from Years 3 to 6, practised once a week in their lunch hour to prepare a repertoire for recitals at the Lourdes Retirement Village in Killara. This further strengthened the ties with the residents of the retirement village. Each child in the school also made Easter and Christmas cards for the retirees. The choir also performed at the Art Festival, the Evening of Fine Music and Song and the Christmas Concert.

The school band performed at various school assemblies and at the Christmas Concert. Students had the opportunity to attend private music lessons to facilitate their inclusion in the school band. Also a recorder group for Year two commenced this year.

An Evening of Fine Music and Song was held where many of our musically talented children performed for the parent community. Children also performed at a dance concert for Infants and Primary.

Each class presented an item at the school Christmas concert linking the performances with movements and actions.

Sport:

2006 resulted in a full calendar of sporting activities, which included the School Swimming, Athletics and Cross Country Carnivals. Children from Years 3 to 6 participated in the Surf Education Program held at Manly Surf Club. Students from Holy Family competed in the following carnivals:

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



At a school level we participated with our cluster schools in the following sporting events: soccer, netball, and basketball days.

Holy Family entered teams in the NSW Primary Netball Association Competition; teams also took part in the Soccer Competition.

Primary sport was held for six weeks each term. Many coaching clinics were organised for the children to develop their skills in a variety of sports, including Cricket, Oztag, Rugby League, Soccer and Tennis.

General Activities:

- A team of children from Years 5 and 6 took part in the Tournament of the Minds, a statewide competition fostering creative solutions to set problems. The team this year received honours in the regional competition.
- The children's disco was divided into two sections, one for the infants and the other for the seniors.
- Chess was again a popular activity with the primary children. Teams competed against other schools and were given the opportunity to attend training.
- The Premier's Reading Challenge was completed by 170 children from K - 6.
- Children from Years 1-6 participated in the Holy Family Public Speaking Competition in Terms 3 and 4. Children competed against their class members, then across the year cohort and finally against the stage (K-2, 3-4, 5-6).



- Two students represented Holy Family in the Lower North Shore Public Speaking Competition. One of the students went on to represent and win the cluster final in the Diocesan competition.
- The end of the year Talent Quest was very well supported with infants and primary students taking part, showcasing the children's many talents.
- A delicious breakfast was arranged for Father's Day for the fathers and in fact all the family had a great time.
- Our grandparents joined us in celebrating the Eucharist and for Grandparents' Day morning tea.
- Each term open classrooms were held to allow parents the opportunity to visit classes and view the children's work.
- The walkathon was a whole school activity that provided an opportunity for the children to raise funds for the library.
- The Student Representative Council was very active during 2006. They were responsible for some healthy fundraising activities for the school of St Jude, St Vincent de Paul, Caritas and CANA. They were also responsible for food drives and raising student awareness of social justice issues.





7. Strategic Initiatives

7.1 2006 Priorities and Achievements

Priorities for our Schools Planning Cycle have been established. Twenty-three goals spanning five priority areas will be implemented, monitored and reviewed over the next three years.

Priority Areas:

1. Catholic Life and Mission and Pastoral Care
2. Teaching and Learning
3. Catholic Leadership
4. Community
5. Facilities and resources

During 2006 we:

1. strengthened the Catholic identity of our school;
2. developed an authentic learning community;
3. implemented a shared model of leadership that is reflective of the schools vision and mission statement;
4. affirmed and strengthened the partnership between school and home;
5. provided a safe, secure and well resourced learning environment.

Some significant strategic achievements from 2006 have been:

- the priority that has been given to Catholic symbols around our school, for example, the brass religious sculpture of the Holy Family located in the school courtyard;
- the alignment between 'beliefs about learning' statement and classroom practice through the work of the Quality Teaching Framework;
- the participation of staff in Gifted and Talented, Boys Education and ICLT diocesan initiatives;

- the introduction of the new student reporting system in line with Government requirements.

7.2 2007 Priorities and Challenges

Priority Area 1

Catholic Life and Mission and Pastoral Care

- To continue to promote our Catholic identity through the school Vision and Mission Statement.
- To focus on the spiritual development of all members of the Holy Family Community.
- To promote the pastoral care of all members of the Holy Family community.
- To continue to develop an awareness and understanding of our social justice responsibility.

Priority Area 2

Teaching and Learning

- To develop and implement a shared pedagogy.
- To integrate information, communication and learning technology into the curriculum and to improve teaching and learning.
- To continue to develop a long term plan for the professional learning of staff and the education of parents.
- To monitor and evaluate the model of learning support delivery.

Priority Area 3

Catholic Leadership

- To explore and implement effective models of collaborative leadership.
- To provide opportunities for all staff to demonstrate collaborative leadership.

Priority Area 4

Community

- To work in partnership with parents as the primary educators of their children.



- To build a culture of inclusiveness where all parents feel free to contribute and participate equally.

Priority Area 5

Facilities and Resources

- To develop an annual and long term budget to reflect strategic priorities.
- To implement OH & S legislation.
- To develop a long term facilities plan for the school plant.
- To implement the Information Communication and Learning Technology (ICLT) plan.



8. Parent Participation

8.1 Introduction

Parents have an active involvement in the life of Holy Family Catholic School.

School Board

The role of the School Board is to act as a consultative forum for the Principal and the school's leadership team. Parent representation on the School Board has been most valuable in contributing to the school community.

School Year Book

The School Year Book Committee publishes an annual Holy Family Year Book. Through the hard work of this parent committee we are able to display all our celebrations and memories from each class and across the whole school to be preserved each year.

Parents and Friends

The Parents' and Friends' Association provide a link between the Parish community, school staff and the parents.

Holy Family School's Parents' and Friends' Association has a strong tradition of combining:

- Enjoyable fundraising activities
- Social opportunities for parents and school families to come together
- Meetings through which parents can keep up to date with what is happening in the school and as an opportunity to contribute to the school's direction.

"Hey, Dad" Program

During 2006 a parenting program called "Hey, Dad" was implemented. The program was designed for men to explore the challenges of being a father in an Australian society. The program was held over seven nightly sessions and was facilitated by a small team of fathers from Holy Family.

Parent Volunteers

Parent participation is highly valued within our school community. There are many opportunities for our parents to support classroom teachers, administration staff and the parent community. For example: class parents, Clothing Pool assistants, Tuckshop volunteers, Library helpers and Gross Motor programs.



8.2 Parent Satisfaction

One particular area of school life that is highly supported by our parent community is that of our social justice direction. The development of a Social Justice Club by the students and Social Justice Committee has given our parent community a great deal of satisfaction.

This direction has had significant influence on the way in which our children have participated in social outreach projects and has provided an outlet for the children to learn about others less fortunate than themselves.



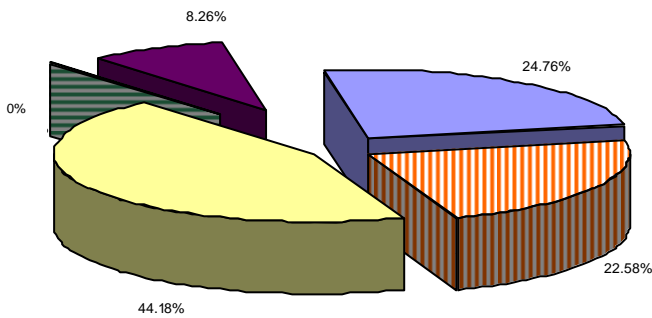
9. Financial Report

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.

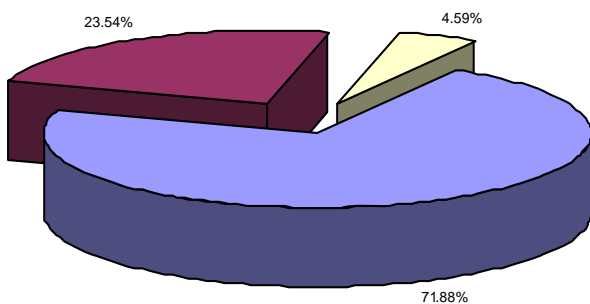
Income

- 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.