



Holy Family Catholic Primary School Lindfield

2010 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal



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

The purpose of the Annual School Report is to provide public accountability of the direction and events that have taken place in 2010.

2010 has been an exciting year for our school community. This year we have undertaken the Building the Education Revolution (BER) project and enhanced the physical

environment of our school with the extension of our school hall and the development of our lower playground and COLA (Covered Outdoor Learning Area). These developments were part of our schools Strategic Plan and have created more play space for our children.

1.2 Message from the Parent Body

The purpose of the Holy Family School Board is to provide advice to our Principal and his Leadership team and in doing so help to build, strengthen and nourish the School as part of the broader Parish community.

The School Board is assigned responsibility for the carriage of a number of items contained in the School's Strategic Plan. These provide the framework for much of the discussion and activity of the Board. As well, the Board considers matters that arise during the course of the year that relate to the policies and procedures of the School, how it communicates with the parent community and the School's position within the parish and the local community.

Examples of matters considered by the Board during the year included:

- Facility planning for the future
- NAPLAN and the launch of the My School website
- The adoption of Positive Behaviour for Learning (PBL)
- Homework policy
- Social Justice
- Sustainability
- Enrolments and the welcoming of new families to the School

Members of the Board have been actively involved in making representations to the Roads and Traffic Authority (RTA) and the Minister for Transport for the introduction of a school speed zone on the Pacific Highway adjacent to the School. We welcomed the introduction of the 40 km/h zone in time for the beginning of Term 1. We have been delighted to learn that the Pacific Highway school zone will also now receive flashing lights to help improve driver awareness of the zone. We look forward to the flashing lights being installed in time for the beginning of the 2011 school year.

Chair of the School Board



1.3 Message from the Student Body

The student body of Holy Family readily has 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.”

Year 6 Students





2. School Profile

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.

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
155	139	18	0	294

*Language background other than English

2.2 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.

2.3 Staff Profile

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

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) 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
- c) 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
19	0	0	19

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.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 100%.



2.5 Teacher Satisfaction

Teacher leadership is high on the agenda of the Holy Family Strategic Plan. Teachers actively contribute to the direction of the school and their ideas and opinions are valued by the school leadership team. Teachers have the opportunity to participate in Professional Development and are sponsored by the Diocese to attend external professional development courses. All members of the Holy Family teaching staff are actively involved in Learning Teams and meet on a regular basis to share their understandings around current pedagogy.

2.6 Student Attendance and Retention Rates

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

The average student attendance rate for 2010 was 92%.

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 (CSO) 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.

2.7 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. Throughout 2010 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, for example, members of our choir and Social Justice Club regularly visit and perform for residents of some of our local nursing homes.





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 Lindfield Killara Parish. We believe it is important to continue the traditions and rituals that have been established here at Holy Family over the last 80 years. This was clearly indicated in an evaluation of our strategic plan. This review 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 support the living out of that mission.

3.2 Religious Life of the School

2010 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
- Transfiguration
- Year 6 Graduation
- End of Year Liturgy

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

- Holy Week and Easter
- ANZAC day
- The Canonisation 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 members to join us for this prayer time.

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 60 students from Year 2 celebrated First Reconciliation and Confirmation in the Parishes of Killara and Lindfield. 50 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.



3.3 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 rep from the parish SJ committee comes to the student meetings. In 2010 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

Other Social Justice initiatives included families donating hampers to St Vincent de Paul, 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 Key Learning Area (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 (BOS) perspectives (Aboriginal, gender, environmental, multicultural, global and media) are also included in all programming throughout the year.

3.4 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 CSO.

4.2 School Implementation of Diocesan Policy

Derived from the diocesan policies, Holy Family has a Pastoral Care Policy and Behaviour Management and Student Discipline Policy. The Behaviour Management and Student Discipline Policy was reviewed by the staff, parents and School Board in July 2010. The full text of these policies can be found at: <http://www.dbb.org.au/schools/holyfamilylindfield/>

The Behaviour Management and Student Discipline Policy incorporates the Diocesan initiative (approach to behaviour) - Positive Behaviour for Learning (PBL). The positive approach to students' behaviour has had a great impact on the life of the school and the whole school approach has provided consistency of language used and effective strategies for developing positive learning behaviours.

The Personal Development and Health learning sequence ensures that each class teacher provides opportunities for children to gain an understanding of anti 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 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 Primary 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 CSO.

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 CSO 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 CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the CSO'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 2010 as part of our strategic direction we implemented PBL. We saw this initiative as a way of supporting student learning by focussing on the positive behaviours that would give them the best advantage to succeed socially and academically. The project involved all member of the Holy Family staff. A committee was established to design lessons for teachers and to monitor the implementation of the project. The students have responded very positively to the project with significant improvement in student behaviour.

As the students are explicitly taught what is and is not appropriate there is a greater sense of wellbeing around Holy Family and teachers are spending less time modifying student behaviour and spending more time teaching. This has truly been a wonderful project.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 45 students in Year 3 and 37 students in Year 5.

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 shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).



Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	0	0	11	9	16	64	100
Writing	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	0	0	13	33	53	100
Spelling	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	4	0	13	7	27	49	96
Gr. & Punct.	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	0	4	2	9	29	56	100
Numeracy	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	0	0	7	22	31	40	100

100% of the Year 3 students performed at or above the national minimum in Reading, Writing, Grammar & punctuation and Numeracy; with 96% at this level in Spelling. These scores are significantly and consistently higher than the state and National average – particularly notable is how much higher than these averages for both State and National levels are our scores for students in Band 6.

In overall Literacy achievement, over 81% of students are achieving scores in Band 5 and 6. Spelling was the area where our Year 3 students achieved the lowest results. 93% of our Year 3 students achieved in the top three bands in Numeracy. Over the past years we have been focussing on Numeracy in our strategic and school improvement plans and this work will be followed through when the new Australian curriculum is introduced.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	5	3	11	19	19	43	95
Writing	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	0	0	5	32	35	27	100
Spelling	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	0	5	8	32	38	16	100
Gr. & Punct.	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	0	0	11	19	35	35	100
Numeracy	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	0	3	11	24	41	22	100

100% of Year 5 students performed at or above the National minimum in Writing, Spelling, Grammar & Punctuation and Numeracy; with 95% of Year 5 students achieving this level in Reading. These scores are significantly and consistently higher than the State and National average – particularly notable is how much higher than these averages for both State and National levels



are our scores for students in Band 5 and 6. Reading was the area of Literacy where our Year 5 students achieved the lowest results.

This year was the first year we could measure growth in NAPLAN from Year 3 to Year 5. Whilst our students overall did not do as well as last year's cohort, they did attain significant growth over the two year period from Year 3 to Year 5. The mean of our growth rate in all areas of English and in Numeracy was significantly higher than those within the Nation and the State. The value we have added to our students' learning has been significant.

5.3 Extra Curricula Activities

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 Church Fete and at the Holy Family Christmas Concert. Children in the school band have the opportunity of participating in the Yamaha Music Festival and the Holy Family Band Camp.

'An Evening of Fine Music' together with 'An Evening of Dance' were held where children from Infants and Primary classes gave a concert for the parent community.

Sport

2010 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 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 K-2 participated in a learn to swim program.

At a school level we participated with our fellow cluster schools in a variety of soccer, rugby 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

Holy Family staff participated in a range of professional learning experiences throughout 2010. A feature of this was the establishment of Professional Learning Teams where staff chose an area of interest and nominated themselves for a particular learning area, e.g. Learning Platform, Numeracy and PBL. A number of Staff Development Days were held to support these staff initiatives.

A number of our teachers participated in the New Scheme Teachers Program offered by the Catholic Schools Office. Two teachers recently completed their accreditation to a very high standard.





6. Strategic Initiatives

6.1 2010 Priorities and Achievements

Our direction for 2010 has been driven by the five priority domains of our strategic plan:

- Catholic Life and Mission
- Pastoral Care
- Teaching and Learning
- Professional Learning
- Leadership
- Strategic Planning & Management

Priority Area 1

Catholic Life and Mission

- We have reviewed the RE Curriculum and have embedded Social Justice into our Strategic Plan.
- We have established a Social Justice Committee within the school and Parish.

Priority Area 2

Pastoral Care

- We have continued to build the relationship between Pastoral Council, Parish, School Board, School Leadership Team and the P & F.
- We have formalised a process of welcoming and farewelling individuals from our school.

Priority Area 3

Teaching and Learning

- We have reviewed our homework policy using an external consultant and have re-written the Homework Policy in light of current research. This will be reviewed in 2011
- We have established a process of communicating assessment data to parents through a variety of modes e.g. Open Classrooms, Student work books going home, parent teacher interviews and formal reporting.

Priority Area 4

Professional Learning

- We have developed a Professional Learning Model within our staff and have continued our focus on numeracy.
- We continue to provide training and support for all teachers to implement and evaluate the pedagogical framework.

Priority Area 5

Leadership

- We have established teams where teachers have had the opportunity of becoming curriculum leaders within our school.
- We have reviewed and developed our management structures to develop greater opportunities for leadership within the school executive.



Priority Area 6

Strategic Planning and Management

- We have worked with the School Board in developing a process of gathering feedback from stakeholders and respond appropriately as part of assessment and evaluation.
- We have continued to work with the Parishes on the successful amalgamation of the Lindfield Killara Parish.

6.2 2011 Priorities and Challenges

During the 2011 year we intend:

Priority Area 1

Catholic Life and Mission

- That all staff will program Religious Education (RE) with social justice perspectives identified and embedded each term.
- That the school and Parish will hold Social Justice Days to raise awareness and funds for many charities, in line with the parish social justice plan.
- That the Social Justice Group will have an outline to work from for suggested yearly events

Priority Area 2

Teaching and Learning

- That the staff and School Board are familiar with the Pedagogical Framework for quality teaching. Evidence of implementation of framework in programmes, staff meeting agendas, professional discussion.
- That the staff and School Board will review the Homework Policy and evaluate homework practice in line with the policy.

Priority Area 3

Strategic Leadership and Learning

- That we will develop opportunities for staff to reflect on the design and nature of curriculum and its development in line with our pedagogical framework.
- That we will review the means and modes in which we communicate assessment data to parents, students.

Priority Area 4

Pastoral Care

- That we will develop a broad range of opportunities to recognise and appreciate the uniqueness of individuals within our community.



7. Parent Participation

7.1 Introduction

This year we have had the wonderful ongoing support of our P & F who have continued to support all of our Social Justice initiatives and have provided financial resources to the Student Representative Council (SRC) and Social Justice committees to help them meet their Social Justice targets. The SRC and Social Justice Committee have regularly provided feedback to our school community through their newsletter and have updated us on their progress. This year we have also made some inroads into the establishment of a "Sustainability Team". We will highlight this area particularly in 2011.

Whilst raising the funds to support these initiatives is important, the purpose and our commitment to helping those in need is our expression of the meaning of the Beatitudes. Once again the bulk of the financial support has been that of supporting the educational resources for our staff and children to use. Our children are very fortunate to have a well resourced library and state of the art technology in our classrooms.

Our teachers also appreciate the P&F support in providing them with the curriculum resources to bring alive learning here at Holy Family. This combination of a well resourced school and highly trained professionals does put our children in the best position to take on educational challenges.

7.2 Parent Satisfaction

Our School Board and P&F have worked together in 2010 and have been a crucial group in assisting with the Building the Education Revolution (BER) consultation, supporting the consultation process around our "Homework Policy" and monitoring of our schools direction. We are very appreciative of their assistance and feel very confident in moving forward on our journey.

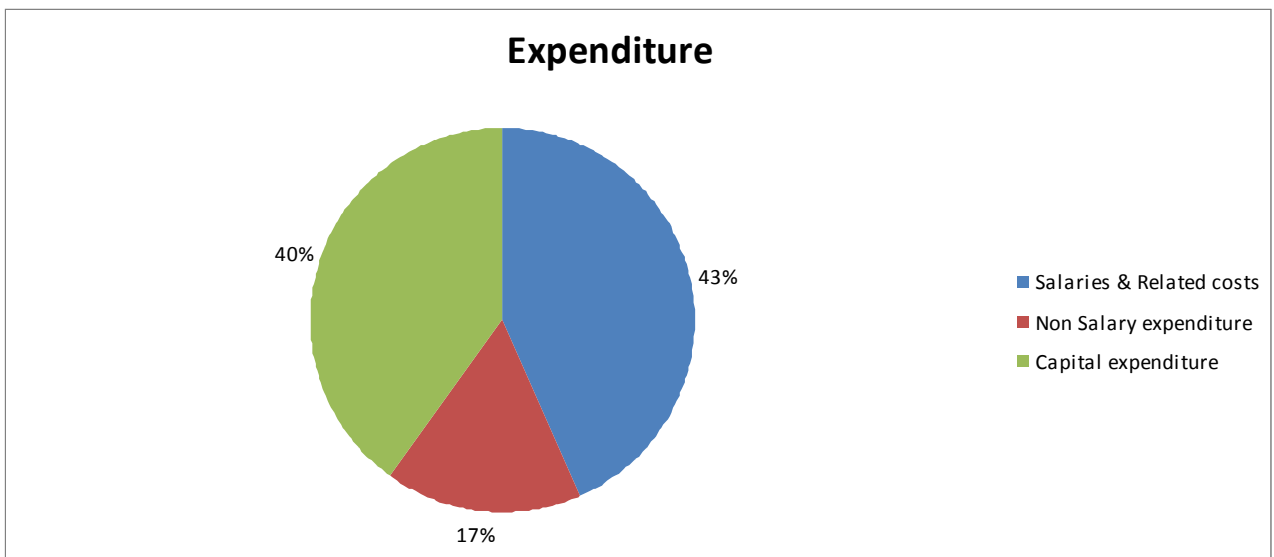
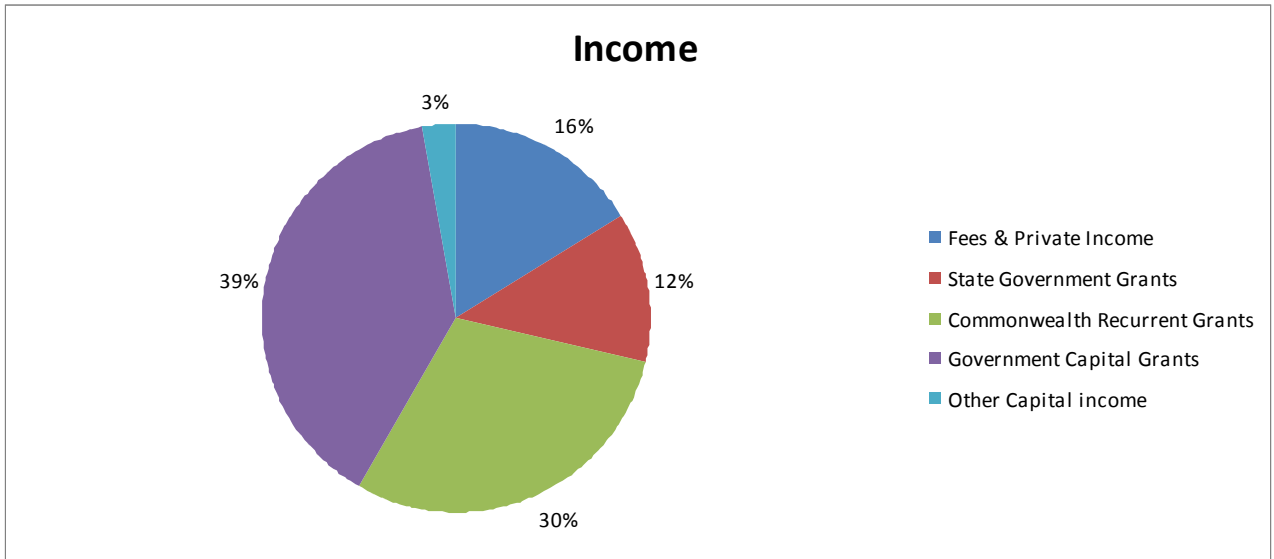
The Holy Family community is a very social group of people and I believe that the strong sense of community has assisted us to meet our targets this year and believe that it is in the relationships that we have established with each other that has helped form a strong community.

Throughout the year we were again delighted with the many outstanding achievements of our students. Our students participated in various sporting and academic activities - Soccer, Basketball, Netball, Swimming, Cross Country, Athletics, Tournament of the Minds, Public Speaking, Chess, Band, Recorder Group, School Choir and many civic ceremonies. It has been great to see so many of our children taking up the various challenges and choose to participate in such a variety of activities.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. 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>



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