

# Holy Family Parish School Annual School Report 2015



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## ABOUT THIS REPORT

Holy Family Parish School, Parkes is registered by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia Forbes. The CEO is the 'approved authority' for The Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report outlines information regarding School Review and Improvement initiatives and developments of major interest and importance to the school community during the year. It also details the achievements arising from the School's annual planning.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office. It complements and is supplementary to school newsletters and other regular communication.

Following its submission to the NSW BOSTES, the Report will be presented to the Parent Body and will be available on the school's website by 30 June 2016.

## MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

### Principal's Message

2015 has been a productive and rewarding year at Holy Family School. It is appropriate to express gratitude to the staff, students and parents, particularly those involved with the Parents and Friends Association, those on the School Committee and those who regularly help in the classroom and in the canteen, for their support of Holy Family School. One of the key characteristics of our school is the atmosphere which is a direct result of parents, staff and students working together. In addition to the fact that the government requires open and honest evaluation and reporting, we are proud to provide a report in which we acknowledge the close working partnerships within our school community, as well as the many academic, cultural and sporting successes.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

### Parent Body Message (P & F)

What a year 2015 has been with many events taking place this year including discos, carnival canteens, street stalls, a pie drive, raffles and a wonderful walk-a-thon. Amazingly the above fundraisers raised approximately \$20,000 for not too much effort. Apart from the monetary value gained, the true value has been in the growth of the school community.

### Student Body Message

It has been an honour to be school captains of Holy Family. This year Holy Family has not only represented but excelled in many areas. In sporting activities such as rugby league and union, athletics, swimming, hockey and tennis our students have represented at a wide range of levels. This year also saw students do extremely well in public speaking and the Forbes Eisteddfod. In all of these areas, our students represented our school with pride.

The children of Holy Family were enthusiastic representatives at Parish Masses, Mini Vinnies, Anzac Day, Remembrance Day, Carols by Candlelight and other events in our Parish and community.

Students and teachers should also be proud of our academic achievements throughout the year as shown through the results in NAPLAN, the Australian Mathematics Competition and the University of NSW ICAS Competitions. Congratulations.

## SCHOOL FEATURES

Holy Family Parish School is a Catholic Systemic co-educational school located in Parkes. The school caters for students in years Kindergarten to Six and has a current enrolment of 284.

### Our Achievements

#### Academic achievement:

In NAPLAN Testing, our Year 3 and Year 5 students performed very well as indicated on the ACARA – My School website. In programs for children with special needs, our children who were funded by the Commonwealth Government and Diocesan funding, showed measurable improvement. All students increased their development in reading and all those children who had participated in the Reading Recovery program in the past have improved in measurable outcomes.

#### National Competitions:

In 2015 a high number of students participated in the University of NSW International Schools Competitions and the Year 6 Religious Education Test. Children in each primary year completed each examination and of these many received very pleasing marks with many students achieving High Distinctions, Distinctions and Credits.

#### The Arts:

Students were invited to take part in the CWA Public Speaking Competitions. In 2015 many children nominated to participate at the school level. From the school level, children were selected to participate at the community level. All children spoke very effectively with four children selected to compete in the CWA Public Speaking Competition. All children spoke very competently and represented Holy Family School well.

As a result of work undertaken either in gifted and talented programs or the class art and craft program, children produced various art works for display in the local agricultural show with many receiving awards.

Holy Family entered several categories at the Forbes Eisteddfod and were rewarded by being named champion school of the Eisteddfod for the second year in a row.

A record number of students entered 'Holy Family's Got Talent' with a large array of talent on display.

The school choir performed exceptionally in the local 'Carols by Candlelight' and were named champion school at the 'Gallipoli Singing Competition'.

The students as a whole school experienced two 'Musica Viva' performances.

## **Sport:**

2015 proved to be a busy year for all sports at Holy Family School.

The round of swimming carnivals began very early in the year. After the school carnival, a large squad of children represented Holy Family at the cluster carnival, from which a squad of children were selected to compete at the Diocesan carnival. Seven children qualified to compete at the Homebush Aquatic Centre in the NSW Catholic Primary Schools (NSWCPS) competition.

Forty eight children competed at the Diocesan Cross Country trials held in Parkes and five qualified to compete at the NSWCPS Carnival at Eastern Creek.

Holy Family players dominated the Diocesan touch football teams and performed credibly at the trials in Mudgee with three students selected in the Polding touch football team which competed at the NSWPSA carnival in Coffs Harbour.

Several children competed in the winter sports trials. Children were vying for positions in the netball, hockey, soccer and rugby league teams. Three children were successful in making the Polding team for hockey and one student made the rugby league team. These students competed at the respective NSWPSA carnivals with both the boys and girls hockey representatives winning the state titles. From the boys carnival, one student was selected in the NSWPSA hockey team to compete at the National titles in Perth.

Progression through the local and cluster athletics carnivals, then the Diocesan carnival at Parkes gave twelve Holy Family students the opportunity to compete in the NSWCPS carnival at Newcastle. At this carnival three students were successful in gaining Polding selection to compete at the NSWPSA Carnival at Homebush.

Primary students participated in a swimming program each Thursday during Term One and there was an intensive swimming program for Year Two students in Term Four. These additional activities enhanced the sporting curriculum across the school.

Other competitions included the local hockey gala day where both the boys and girls teams competed well with our boys team being named the champion school, the David Peachey Shield and the McDonalds inter-school tennis competition.

Other sporting activities included development days for a variety of sports and tabloid sports days. Overall, Holy Family School students participated in many varied sporting activities with great results and sportsmanship.

## **Community Involvement:**

The school students have been involved in community celebrations on many occasions. The school always submits many entries for the local show and the Show Society awarded Holy Family students prizes in many categories. The HFS choir sang at the community Christmas carols celebration and we entered groups in the percussion, choir, verse-speaking and dance sections at the Forbes Eisteddfod. At the end of the Eisteddfod, Holy Family was named the champion school for the second successive year.

A highlight of 2015 was the continuation of Mini Winnies which enabled students in Years 5 and 6 to be young representatives for St Vincent de Paul. The students visited the local St Vincent de Paul Centre as well as regularly visiting Southern Cross Village. The students were also active in fundraising for this organisation.

Sporting activities involving local state schools also provided opportunities for community involvement.

On ANZAC Day the children marched in the parade after the school captains had represented the school at the Dawn Service. We also participated in the Boomerang Re-enactment March. Our school captains also represented the school at the Remembrance Day ceremony.

There were several school events where the community celebrated with the students and staff – Catholic Schools Week, Grandparents' Day, Literacy and Numeracy Week, fortnightly assemblies and our presentation evening. All of these events were very well attended by community members.

Our students were fine ambassadors for our school in the wider community.

### **Special Celebrations:**

Among the special celebrations the most memorable were: Mission days when the children raised money for underprivileged children, the sacramental celebrations for Confirmation, Reconciliation and First Holy Communion.

### **Aboriginal Education**

The Holy Family School Aboriginal Education Policy endeavours to promote an understanding, appreciation and respect for Aboriginal people and their culture. A copy of the school's Aboriginal Education Policy and the Diocese of Wilcannia Forbes Education Handbook - Diocesan Policies – Aboriginal Education, are available at the school office. In 2015 the Diocesan Aboriginal Studies program, 'Riverbank to Classroom' was incorporated into the Human Society and Its Environment Program and taught in all classes from Kindergarten to Year Six. Students participated in NAIDOC Week activities at school. The children enrolled as Aboriginal students were supported to improve learning outcomes in various ways. All were catered for in individual programs within the First Steps English program. Inclusive teaching practices enabled the students to achieve at their individual levels. Our Aboriginal Education Worker assisted the teachers and students with a variety of programs throughout the school. Four Year Six students were members of the local AECG group and attended meetings each term.

### **IT**

Interactive whiteboards are in every classroom at Holy Family School which means that each classroom operates with the latest technology. The children from Kindergarten to Year Six have developed skills in research and the many valuable uses of the interactive whiteboards. The Information Technology Coordinator attended regular inservices at the Catholic Education

Office and trained each teacher at school each term on the use of technology within the classroom. The introduction of a personal device for each student enhanced the use of technology across the school.

### **Drug Education**

Drug education was covered in the health units taught across the school as part of the Physical Education, Health and Personal Development syllabus guidelines.

### **Student Leadership**

Our school provided many opportunities to foster leadership for our students. Our leadership positions included a boy and girl school captain and vice-captain. Also our four house teams were led by both a boy and girl captain. Having a leader position for each Year Six student ensured positions of leadership for all students in the cohort. Our school leaders were inducted into their positions of responsibility at a special Mass at the commencement of the school year.

The captains and vice-captains had numerous opportunities to actively engage in their roles, by representing the school at community functions such as the Boomerang Re-enactment March, a reception for the Governor, the ANZAC Dawn Service and ANZAC Day March. The captains also had the opportunity to thank visitors and performers to our school and make presentations to various organisations.

The house captains led our sporting teams at various carnivals. The captains, vice-captains, sports captains and Year Six SRC Representatives led our fortnightly assemblies in the school hall.

The School Student Representative Council was most active, meeting on a regular basis. The SRC consisted of the school leaders, and a girl and boy representative from each year who were voted for by their peers. The SRC held class meetings and reported back to the council with suggestions and concerns from their class members. Two representatives from the SRC met with the principal after each meeting and then reported back to the council. The SRC also organised some very successful Mission Days and themes for school discos.

## STUDENT PROFILE

### Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
134	150	19	285

\* Language Background Other than English

### Enrolment Policy

Our school follows the Enrolment Policy and the Guidelines for Enrolment of Students with Special Needs that states -

- Catholic schools contribute to the mission of the Wilcannia-Forbes Diocese by educating and forming students in Catholic discipleship by offering them experiences of following Jesus as members of the Catholic community. Catholic schools have traditionally aimed to support Catholic parents in their role of educating their children in the faith.
- At least 75% of the children enrolled should be baptised Catholics. Variations to this can be made in each parish by the parish priest and principal.
- The decision to enrol a student with a disability will depend on an appraisal of a number of factors including: the student's support needs in areas such as curriculum, mobility, social skills, personal care and communication; the expressed desires of parents and caregivers; and the capacity of the school to provide the level of support services required. Appraisals will involve Catholic Education Office personnel, parents or caregivers and may include documentation from medical practitioners, other health and education professionals and the advice of experts in the field of the particular disability.
- Children must be aged five by the 30 April of the year of enrolment before being enrolled in Kindergarten. In exceptional cases acceleration to each level of schooling will be considered.

### Student Attendance Profile

Our school follows the Catholic Education Office's Guidelines and Procedures for the Management of Student Attendance to reflect amendments to the NSW Education Act. These procedures are located on The Catholic Education Office intranet.

The average student attendance rate for the school during 2015 was **94%**.

School attendance rates aggregated by year group are shown in the following table.

<b>Attendance Rates by Year Group</b>	
Kindergarten	95%
Year 1	93.5%
Year 2	93.5%
Year 3	94%
Year 4	94%
Year 5	94.5%
Year 6	93.5%

Most children have a very high attendance rate with parents very good at following process regarding absences of students.

### **Managing Student Non-attendance**

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

- The class roll is electronically marked daily using approved codes. Absences are carefully recorded.
- An explanation of absences is to be provided for the class teacher by parents/carers.
- In the event of an explanation not being provided, teachers report the matter to the Principal.
- Unexplained absences are followed up by the Principal in consultation with the school consultant. Resolution of attendance difficulties may require a range of school based strategies including:
  - telephone contact with parents;
  - student and parent interviews;
  - reviewing the appropriateness of the student's educational program;
  - development of a school based attendance improvement plan;
  - support from school based personnel.
- If school based interventions prove unsuccessful then the school may make referral to the Director of Schools who advises the Catholic Education Commission.
- Absences are recorded on the student's report at the end of each semester.
- Each fortnight the Principal validates an Official Record of Attendance for each class. These records are kept for 7 years.

## STAFFING PROFILE

In 2015 the staff profile consisted of:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
20	15	35

\*This number includes 14 full-time teachers and 6 part-time teachers.

Percentage of staff who are indigenous	6%
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### Professional Learning

Professional learning opportunities are highly valued and sought by all members of Holy Family Parish School staff. During 2015 school personnel undertook a range of professional learning activities related to improving student outcomes.

The school held five whole school development days this year with the areas of focus as follows:

<b>Term 1</b>	Google Chrome
<b>Term 2</b>	Religious Education
<b>Term 3</b>	History
<b>Term 4</b>	Spelling/Mathematics/Data/Standards

Other professional learning activities provided were Mathematics, Reading Eggs, Mathletics, Mystics and Prophets, Mini-Lit, Footsteps, EMU Mathematics and RTA online training.

### Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
<b>1</b>	Those having formal qualifications from a recognised higher education institution or equivalent.	20
<b>2</b>	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	
<b>3</b>	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	

## **Teacher Attendance and Retention**

The average daily teacher attendance rate for 2015 was 95.91%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 100%.

## **CATHOLIC LIFE AND RELIGIOUS EDUCATION**

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

### **Catholic Life and Mission**

#### **Liturgical Life**

Every student is actively involved in Holy Family School liturgical life. As well as regular class liturgies, Years Three to Six celebrate a class Mass each term and Years One and Two celebrate a Liturgy of the Word, with Kindergarten celebrating their first formal Liturgy of the Word in Term Four. In 2015, whole school Masses or Liturgies of the Word were celebrated at the beginning of the school year for the induction of school leaders, Ash Wednesday, Mission Days, Catholic Schools Week, Advent and the Feast of St Joachim and Anne. Children's weekend Masses were celebrated each term in the Holy Family Parish Church.

The students in Year Three received the Sacrament of Confirmation whilst Year Four students received the Sacraments of Reconciliation and Eucharist.

#### **Parish Involvement**

The school is formally involved in one weekend Mass each term and in 2015 our school Masses were conducted at both the parish church and the school hall.

Father Keeble celebrated class and whole school Masses with each primary class. Father Keeble also made himself available to class teachers to support the instruction of the Religious Education program.

The school made regular contributions to the parish newsletter and the staff participated actively in parish life, through the ministry of the Eucharist, being on the Baptismal team, taking up the offertory, singing, reading and/or commentating at the weekend Masses and organising the parish school students for the weekend parish Masses each term. The children had regular opportunities for Reconciliation throughout the year.

The Religious Education Coordinator was a member of the Liturgy Committee as well as having regular meetings with the parish priest. He coordinated the students from the school to participate in the weekend parish Masses each term. A teacher was also a member of the Liturgy Committee.

## Religion Program

Each class had a daily thirty minute Religion lesson implementing the program, 'Sharing Our Story'. The overview for the religion program and the scope and sequence is reviewed each year and taught on a two year cycle to cover all key concepts and outcomes. In 2015, children received the Sacraments of Confirmation, Eucharist and Reconciliation. All classes were involved in 'Mission Days' to raise money for Caritas Australia and the St Vincent de Paul 'Assist a Student Scheme.'

Students in Year 6 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake the Sydney Archdiocesan Religious Education Test annually. The test consists of fifty multiple choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. Our school's average result (as a mark out of 50) was 41.

Students in Year 4 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake an online Religious Literacy Assessment. The test consists of 35 multiple choice questions that are drawn from the seven strands of the Religion Program, *Sharing Our Story*: God, Jesus, Church, Scripture, Sacraments and Christian Life. The questions related to their learning in Religion up to and including Year 4. While the questions were not the same for each student, the assessment was of equal difficulty overall. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. Our schools average result (as a mark out of 35) was 23.5.

## CURRICULUM

The school provides an educational program based on, and taught in accordance with the NSW BOSTES syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office, Wilcannia-Forbes.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

## Students with Disabilities

In 2015 Holy Family School received Commonwealth funding for children with special needs. These children were supported in an inclusive teaching environment on individual programs during the week. A teacher assistant implemented the programs in consultation with the Learning Support team which is comprised of the principal, the Literacy/Numeracy Focus teachers, the Special Education teacher, the class teacher and the parents. The team met each term to review the progress and the recommendations were implemented. Peer tutoring and use of the buddy system nurtured the students' awareness of children's differences and provided additional support for each student. Associated policies available for perusal at the school office are: Learning Support Policy, Enrolment Policy and the Diocesan Policy: Enrolment Policy for Diocesan Schools.

## Catering for the needs of students

Holy Family has a variety of programs to cater for the divergent needs of students. All classrooms are provided with high quality IT equipment including interactive whiteboards, net books, Chromebooks, iPads and laptop computers. Our ICT teacher works with all staff and students in developing their IT skills through classroom interaction, one on one tutorials and professional development at staff meetings.

Excursions are seen as a very valuable educational tool and they were enjoyable and effective in 2015. The K-5 students visited several local attractions in the area whilst the Year Six students travelled to Burrendong Sport and Recreation Centre for a two day excursion. The Mini Vinnies group visited the local nursing homes on a regular basis as a part of their service to the community.

Holy Family has a comprehensive PE program with students doing daily fitness activities as well as organised sport once per week. We have also utilised expertise from regional development officers to run specialised sessions for students in a variety of sports.

## STUDENT PERFORMANCE

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

The information provided shows the percentages of students who achieved particular skill bands compared with state performance, and the percentage of students who achieved at or above national minimum standards. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement. Band 1 in Year 3 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 2 in Year 3 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

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

		<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>	<b>Band 5</b>	<b>Band 6 (+)</b>	<b>% at or above national minimum</b>
<b>Reading</b>	School	0.0	5.0	10.0	32.5	30.0	22.5	97.6
	State	4.3	5.7	19.0	21.0	19.5	30.5	95.7
<b>Writing</b>	School	0.0	0.0	12.8	41.0	41.0	5.1	97.5
	State	1.8	4.3	16.4	23.0	38.5	15.9	98.2
<b>Spelling</b>	School	0.0	12.5	35.0	20.0	15.0	17.5	97.6
	State	4.0	9.6	18.4	20.8	20.1	27.1	96.0
<b>Grammar &amp; Punctuation</b>	School	2.5	7.5	17.5	40.0	12.5	20.0	95.1
	State	4.1	7.3	12.6	23.6	20.4	32.1	95.9
<b>Numeracy</b>	School	0.0	10.0	22.5	42.5	15.0	10.0	97.6
	State	4.4	12.6	21.1	23.8	19.3	18.8	95.6

The Year 3 NAPLAN data allows us to monitor, plan and set targets to ensure the positive growth of all students. Our school focus is the growth of each individual student.

Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Band 3 in Year 5 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 4 in Year 5 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

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

		<b>Band 3 (-)</b>	<b>Band 4</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8 (+)</b>	<b>% at or above national minimum</b>
<b>Reading</b>	School	<b>0.0</b>	<b>9.7</b>	<b>19.4</b>	<b>32.3</b>	<b>19.4</b>	<b>19.4</b>	<b>96.9</b>
	State	<b>4.6</b>	<b>15.0</b>	<b>20.7</b>	<b>21.8</b>	<b>20.5</b>	<b>17.5</b>	<b>95.4</b>
<b>Writing</b>	School	<b>0.0</b>	<b>6.5</b>	<b>35.5</b>	<b>38.7</b>	<b>16.1</b>	<b>3.2</b>	<b>96.9</b>
	State	<b>5.8</b>	<b>8.7</b>	<b>32.6</b>	<b>31.5</b>	<b>15.2</b>	<b>6.2</b>	<b>94.2</b>
<b>Spelling</b>	School	<b>3.2</b>	<b>3.2</b>	<b>0.0</b>	<b>25.8</b>	<b>38.7</b>	<b>29.0</b>	<b>93.7</b>
	State	<b>4.5</b>	<b>10.4</b>	<b>20.0</b>	<b>25.2</b>	<b>27.0</b>	<b>12.9</b>	<b>95.5</b>
<b>Grammar &amp; Punctuation</b>	School	<b>0.0</b>	<b>3.2</b>	<b>12.9</b>	<b>35.5</b>	<b>32.3</b>	<b>16.1</b>	<b>96.9</b>
	State	<b>6.6</b>	<b>10.7</b>	<b>22.5</b>	<b>21.5</b>	<b>20.6</b>	<b>18.1</b>	<b>93.4</b>
<b>Numeracy</b>	School	<b>0.0</b>	<b>3.2</b>	<b>12.9</b>	<b>41.9</b>	<b>25.8</b>	<b>16.1</b>	<b>96.9</b>
	State	<b>3.0</b>	<b>15.3</b>	<b>25.3</b>	<b>25.6</b>	<b>16.6</b>	<b>14.1</b>	<b>97.0</b>

The Year 5 NAPLAN data allows us to monitor, plan and set targets to ensure the positive growth of all students. Our school focus is the growth of each individual student.

## **PASTORAL CARE AND WELLBEING**

Catholic Schools in the Diocese of Wilcannia-Forbes are committed to safe and supportive school environments. Our school is guided by relevant policies, procedures and guidelines that are located on the Catholic Education Office Intranet.

### **Student Welfare Policy**

The Pastoral Care Policy is based on the Mission of the Catholic Church and reflects the values of respect and forgiveness. It aims to foster in students self-discipline and respect for the dignity and worth of self and others. It aims to develop students' understanding of their rights and their corresponding responsibilities to respect and protect the rights of others.

The full text of the School's Pastoral Care Policy may be accessed on the school's website or at the administration office.

## Discipline Policy

The school expressly prohibits the administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of the School's Behaviour Management Policy may be accessed on the school's website or at the administration office.

## Anti-Bullying Policy

Our school rejects all forms of bullying and strives to develop a school community that respects the dignity of each person by promoting human rights, human dignity, social justice and peace.

**All members of the school community are expected to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.**

When an incident of bullying occurs, the procedures outlined in the policy are followed.

## Complaints and Grievances

The Diocesan Resolution of Complaints Policy (*CEO Intranet*) forms an important element in the Diocese's commitment to ensuring a safe and supportive environment for school communities. Holy Family Parish School follows these procedures.

## Initiatives Promoting Respect and Responsibility

### Peer Support

A peer support program is facilitated by one teacher at Holy Family and operated in each classroom once per semester.

### Sustainable Gardens

A vegetable garden is cultivated at the School. The infants classes have taken responsibility for the planting, watering and maintenance of the garden. The produce is taken to our school canteen for use in the preparation of lunches and morning tea.

During the year, as part of the cyclical improvement process, our school community has reviewed the following policies:

- Pastoral Care and Behaviour Management;
- Maintenance; and
- Cleaning.

Access to all policies and guidelines can be obtained by contacting the school office.

## SCHOOL IMPROVEMENT

Holy Family Parish School is committed to continuous improvement. System-wide processes support a culture of self-review and self-improvement to assist the school in achieving improved learning outcomes and life opportunities for students. Each year the school develops an improvement plan (Framework for Strategic Planning) which identifies aspects for improvement and development. A wide range of data informs development of the plan. In collaboration with the Consultant the school engages in an annual evidence-based evaluation aiming at all times for quality, improvement and accountability.

### Key Improvements Achieved in 2015

Our faith goal for 2015 was to embrace our membership with Marist Schools Australia and continue to embed these charisms in our teaching. We continued our professional development in this area with staff members participating in a one day professional learning experience 'Just Love' facilitated by representatives of Marist Schools Australia (MSA). The executive staff also attended the 'Mystics and Prophets' and 'Footsteps' spiritual formation programs. Staff members have embraced this learning ensuring that this charism remains part of our daily lives at school.

Our key learning goal was for learning walks to become embedded within our culture with a focus on the National Curriculum, Chrome Books and Google Apps, Learning Intentions and Success Criteria. Throughout the year the executive staff as well as Catholic Education Office staff conducted learning walks on a regular basis and reported back to staff with constructive feedback.

### Priority Improvements for 2016

- **Faith Goal** – to further our focus on the importance of daily prayer, especially our devotion to Mary through the daily praying of the Angelus.
- **Learning Goal** – to upskill all staff into better using data walls to guide their teaching and learning.

## PARENT, STUDENT AND TEACHER SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the school has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

## **Parent Satisfaction**

From anecdotal evidence and written feedback provided by parents and carers in the community, it is fair to say that parents are very satisfied with the quality of teaching and the care provided for their children and the attention given to all areas of learning and personal development. Parents are very happy with the use of technology in all classrooms and the quality of IT equipment available for student use. They are pleased with the development of the faith life of their children and the Sacramental Programs on offer. Parents are impressed with the buildings, grounds and facilities at the school.

## **Student Satisfaction**

The students of Holy Family appear to be very happy in their classrooms and on the playground. They readily interact with teachers and visitors to the school. From anecdotal evidence and written feedback provided by the students it appears that the students are most satisfied with what the school provides, the quality of teaching and the opportunities provided for them. They believe that they are learning and that the teachers help them when they require assistance.

## **Teacher Satisfaction**

The anecdotal evidence and the written feedback provided by the staff indicates that they are very satisfied with the work environment, the quality of teaching and learning and the progress of the students in the school. They are appreciative of the professional development opportunities and the buildings and facilities. Staff have enjoyed the opportunities to extend their knowledge in the area of IT and Mathematics.

## **FINANCIAL REPORT**

A full copy of the school's 2015 financial statement is tabled at the Annual General Meeting of the School Committee. Further details concerning the statement can be obtained by contacting the school.

This financial information is based on data provided in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	<b>\$727,943</b>	Capital Expenditure	<b>\$30,692</b>
Government Capital Grants	<b>\$0</b>	Salaries and Related Expenses	<b>\$2,953,027</b>
State Recurrent Grants	<b>\$2,447,070</b>	Non-Salary Expenses	<b>\$1,123,177</b>
Fees and Private Income	<b>\$550,017</b>	Total Expenditure	<b>\$4,106,897</b>
Other Capital Income	<b>\$49,995</b>		
Total Income	<b>\$3,775,025</b>		

### Notes

**Commonwealth Recurrent Grants** include recurrent per capita grants and special purpose grants.

**Government Capital Grants** include all capital grants received from the Commonwealth and State governments.

**State Recurrent Grants** include recurrent grants per capita, special purpose grants and interest subsidy grants.

**Fees and Private Income** include diocesan and school-based fees, excursion and other private income.

**Other Capital Income** includes building levies and capital donations used to fund capital expenditure.

**Capital Expenditure** includes expenditure on school buildings, furniture and equipment.

**Salaries and Related Expenditure** includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

**Non Salary Expenses** include all other non salary recurrent expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.