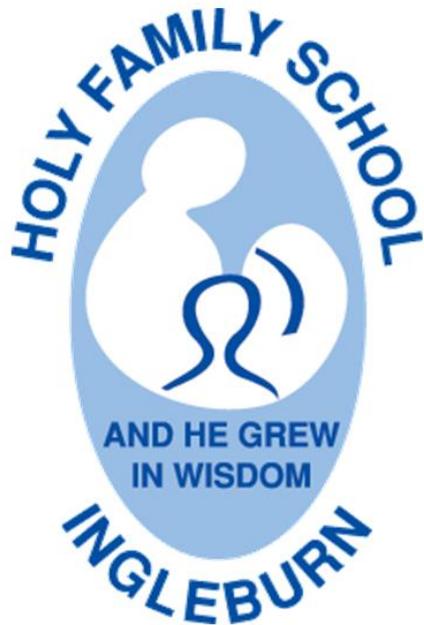


Annual School Report

2015



CATHOLIC EDUCATION
DIOCESE OF WOLLONGONG

About This Report

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

The Annual School Report to the Community 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 also outlines information regarding School Review & Improvement 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 Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and CEDoW. This Report has been approved by CEDoW to ensure compliance with all the BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the parent body and be available on the school's website by 30 June 2016.

Further information about the school or this Report may be obtained by contacting the school:

Holy Family Catholic Primary School
PO Box 21
Ingleburn NSW 1890
Ph: (02) 9605 8649
Fax: (02) 9829 1820
Email: info@hfidow.catholic.edu.au
Website: www.hfidow.catholic.edu.au

Parish Priest: Fr Peter Caruana

Principal: Paul Moroney
Date: 22 December 2015

Vision Statement

Holy Family Catholic Primary School is founded on the Good Samaritan tradition. This is an inclusive school community with Christ at its centre. Holy Family is committed to fostering a love of learning preparing students to be active and responsible citizens.

Message from Key School Bodies

Principal's Message

Holy Family Catholic Primary School at Ingleburn is pleased to present its Annual School Report. The 2015 school year saw Holy Family continue its focus on student learning and improvement with the staff working to develop teaching practices in line with the Diocesan Learning and Teaching Framework (DLTF), done with a specific focus on improving the transition to the new Science syllabus in line with the Australian Curriculum. There was also a focus on preparations for the implementation of the new History and Geography syllabi. This work supported the provision of learning experiences to improve students' growth academically, socially and spiritually. In 2015, Holy Family School continued to attract families seeking a Catholic education for their children, drawing from areas such as Macquarie Fields, Ingleburn and Minto. The school has continued to develop and strengthen the links with the Parish community. Commitment to whole school Masses, Parish Masses and the celebration of the Sacraments within the Parish community all contributed to this development. Holy Family continues to build a strong Catholic educational community within Ingleburn.

Parent Involvement

The Parents & Friends' Association (P&F) exists to promote communication between school and home. The P&F aims to provide material assistance for extra resources and opportunities for social engagement between parents, so as to build a strong sense of community in which our children can thrive.

During 2015 the P&F again hosted a Welcome to Holy Family BBQ for new Kindergarten families and new families joining the school. Mother's Day and Father's Day stalls were also held so that the children could buy presents for the special people in their lives. The P&F provided funding assistance for the annual school disco, BBQ for the annual School Christmas Pageant and raising funds for the St Vincent De Paul Society.

This year sees the continuation of the P&F fundraising levy which continues to be strongly supported by the majority of families in the school. Due to this continued support, the P&F was able to continue its assistance to the school for over school budget expenses. This year the P&F was able to financially support Pastoral Care initiatives, the Year 5 Bike Safety Program and the purchase of a new portable sound system.

As part of the P&F ethos we also arranged, in conjunction with the school, to hold a Cyber Bullying session for the parents in lieu of our scheduled meeting time in May.

Thanks are extended to the P&F Executive for their support this year and also the wonderful and dedicated group of parents who make themselves available to host the social initiatives that are held throughout the year.

Parents and Friends Association

Student Leadership

This year, as leaders of the school, there were many responsibilities and opportunities to represent Holy Family Primary School. At the beginning of the year, the Captains attended an Anzac Day Ceremony and laid a wreath at the flagpole at Ingleburn RSL. It was an honour to attend functions and events on behalf of the school. These included the Year 6 Gathering and Prayer with Bishop Peter Ingham and the Caritas Project Compassion Launch. Another opportunity to represent the school was at the Annual Catholic Club Mass held at Mary Immaculate Parish, Eagle Vale. Other roles and responsibilities undertaken by the Year 6 students included being part of the different teams within school and supporting the activities arranged by the teams. The teams consisted of:

- The Environmental Team;
- The Learning Team;
- The Liturgy Team;
- The Social Justice Team;
- The Events Team; and
- The Sports Team.

Year 6 visited Canberra as part of their learning about Federal Government. On this trip student's participated in various activities, learnt about Parliament and the electoral process.

The experience as school captains and leaders enabled Year 6 to contribute to Holy Family School and was a memorable way to finish primary school, before the transition to high school.

School Leaders

School Profile

School Context

Holy Family is a Catholic systemic co-educational school located in Ingleburn. The school caters for students in years K-6 and has a current enrolment of 398 students.

Holy Family Catholic Primary School lives the core values of the school through the motto 'And He Grew In Wisdom'. This is guided by the Gospel values found within the scriptures and the teaching of the Catholic Church. This recognition of the important role the Church plays in the education of the students is grounded in our beliefs that Catholic education is inclusive, celebrated, evangelising and supportive. The school works towards its mission by building a learning community of students and professionals who embrace Catholic education, who provide and engage with authentic curriculum and pedagogy and who meet the challenges of 21st Century education. Teachers and staff engage in professional learning that allows for reflection, analysis and development of Catholic Life and Religious Education, Students and their Learning and Pedagogy. Holy Family Catholic Primary School serves the Parish communities of Ingleburn, Minto, Macquarie Fields and Glenfield. The school links to the Parish community through regular Masses and liturgies, fundraising activities and participation in various social events.

Student Enrolments as at August 2015 census

2015 enrolments	
Boys	203
Girls	195
Total	398
Indigenous	5
LBOTE	138

The Diocesan Primary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website: www.hfidow.catholic.edu.au and the CEDoW website: www.dow.catholic.edu.au. No changes were made to this Policy in 2015.

Student Attendance

2015 Attendance	Male	Female
Kinder	93.2%	91.7%
Year 1	93.3%	93.1%
Year 2	93.0%	93.3%
Year 3	89.7%	93.9%
Year 4	92.0%	91.9%
Year 5	93.6%	92.2%
Year 6	92.8%	90.7%
Whole school	92.5%	92.5%

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are 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, monitor part or whole day absences.

Holy Family regularly advises parents of the importance of school attendance in the school newsletter. If a child is absent for any reason, on his/her return to school a note is required explaining the reason so that class rolls can be marked accurately. These notes must be received within seven days of the absence. Reminder letters are sent to parents and carers before the roll is marked as an unexplained absence. Partial absences are followed up with a letter from the Principal reminding parents of the importance of students attending school for the full school day.

Exemption from school for exceptional domestic circumstances must be applied for and is at the discretion of the Principal. Parents and carers are encouraged not to withdraw their children from school for family holidays and try to arrange holidays during school vacations.

Staffing Profile

There are a total of 21 teachers and 11 support staff at Holy Family Catholic Primary School. This number includes 15 full-time, 6 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

*Australian Education Institution – National Office of Overseas Skills Recognition Staff

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 97.5%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 85%. One staff member retired at the end of 2015, another gained a promotion to Principal of another school, while two others started a period of Maternity Leave.

Professional Learning

During 2015 Holy Family personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

- A. Holy Family whole school development days involving (25) staff.
These days focused on:
 - Setting Directions for 2015: This day allowed staff the opportunity to plan classroom programs in alignment with the Strategic Intent of the school;
 - The Australian Curriculum: This day explored the Science Syllabus for the Australian Curriculum with a specific focus on a concepts-based approach to programing;
 - The Lamplighter Spiritual Formation program: This staff spirituality day enabled school staff to deepen their understanding of the Enneagram and to renew their own spirituality;
 - Setting Directions for 2016: This day allowed staff the opportunity to set the learning intentions for 2016 by establishing Scope and Sequences; and
 - Renewal of First Aid Skills: This day provided completion of a compliance requirement for staff.
- B. Other professional learning activities provided at school level including CEDoW run courses:
 - School-wide Positive Behaviours for Learning (SPB₄L) (5 staff)

- Learning Technologies (2 staff)
- Lamplighters (3 staff);
- Association of Catholic Schools Principals NSW Conference (1 staff);
- Religious Education Coordinator conference (1 staff);
- Igniting the Fire (1 staff);
- Canteen Expo (1 staff);
- Science Leader's days (2 staff);
- English Leader's days (2 staff);
- Maths Leader's days (2 staff);
- History Leader's days (2 staff);
- Australian Curriculum day (1 staff);
- Sentral training (2 staff);
- Innovative classroom (2 staff);
- Librarian Network Meeting (1 staff);
- Indigenous Learning Day (1 staff);
- Managing Student Pastoral and Education Concerns (MSPEC) Training Days (4 staff); and
- MiniLit Training (2 staff)

The average expenditure by the school on professional learning per staff member was \$427. In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$627.

Catholic Life & Religious Education

The Catholic Life of Holy Family School includes the commitment to Social Justice initiatives throughout the year. Throughout 2015 the students of Holy Family participated in fundraising for:

- Project Compassion: This Social Justice initiative encouraged the students to support the needs of those less fortunate in other countries;
- Catholic Missions: In October, the school's Social Justice Leadership Team developed an initiative to raise money for the work that Catholic Missions do in Madagascar; and
- The school's Good Samaritan Group, led by the Pastoral Support Worker, created hampers during the year from items donated by families. These hampers were provided for families in need.

The total amount raised was in excess of \$2 800. Further to this the P&F held a sausage sizzle with the proceeds going to the St Vincent de Paul Christmas Appeal. At Holy Family the celebration of the Eucharist, along with Liturgies of the Word are important times where the community gathers as a whole or as a Grade. Throughout 2015, Masses were held to open and close the school year, welcome Kindergarten and new families and to celebrate Feast Days. A significant Feast Day celebrated in 2015 was the feast of St Benedict. This was in recognition of the school's historical connection to the Sisters of the Good Samaritan. The School's goal is to ensure this Feast Day celebration becomes an annual event. Students also had the opportunity to participate in the Sacrament of Penance regularly throughout the year. In addition, the Year 6 students attended the annual Mass with the Bishop. This event helped to prepare the students for the Sacrament of Confirmation.

The students in Year 2 received the Sacrament of Penance for the first time, and those in Year 3 celebrated their First Holy Communion. The school based preparations for the Sacraments included community days where the children gathered with their State school peers to celebrate these important milestones in their faith journey.

During 2015, Holy Family participated in a number of Parish and community initiatives. These included Parish Masses where each Grade took the responsibility for the readings and Offertory Procession. Grade liturgies also welcomed parents, grandparents and carers throughout the year. These Masses and liturgies have continued to strengthen the link with the Holy Family Parish community.

The Annual Parish 'Get-Together' Mass, barbeque and concert enabled students and families from many different cultural groups to participate and interact. The Christian churches Christmas Carols night included the school choir and many families.

Religious Literacy Assessment

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4.

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2015. The school cohort in 2015 consisted of 47 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 53 completed the Extended Task (Part B). The Extended Task was based on the Unit: *One With God's Creation* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. This high level of performance was particularly noticeable in their ability to:

- Identify key symbols, signs and rituals of the Catholic Tradition;
- Identify ways that they continue the ministry of Jesus;
- Recall and sequence the events of Holy Week and Easter;
- Demonstrate an understanding of Jesus' teaching on the practice of giving;
- Write a prayer of thanksgiving for being made in God's image;
- Demonstrate growing familiarity with Scripture stories;
- Identify different types of prayers and their usage;
- Demonstrate basic knowledge of Jesus and His teachings; and
- Identify the three Sacraments of Initiation.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- Identify key symbols of Baptism;
- Identify the Season of Lent as a preparation for Holy Week and Easter;
- Demonstrate understanding of Jesus' teaching on forgiveness; and,
- Demonstrate basic understanding of the Sacrament of Penance.

For Part A, 9% of students were placed in the developing level, 53% in the achieving level and 38% were in the extending level.

For Part B, 7% of students were placed in the developing level, 72% in the achieving level and 21% were in the extending level.

Combining Parts A and B, 9% of students were placed in the developing level, 68% in the achieving level and 23% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2015

- **Key Area 2: Students and Their Learning**
2.1 Educational potential
Implement an online process of tracking student data enabling annual target setting and explicit teaching to cater for student needs
- **Key Area 2: Students and Their Learning**
2.4 Integration of ICT
Students to develop knowledge and skills in line with the safe and ethical use of technology.
- **Key Area 3: Pedagogy**
3.1 Curriculum provision
Implement the NSW Syllabus of the Australian Curriculum - English, Mathematics and Science.

3.3 Teaching practices
To develop a whole-school approach to meet the diverse needs of students through an effective implementation of NSW syllabuses for English, Mathematics and Science.
- **Key Area 5: Resources, Finances and Facilities**
5.1 ICT Resources
To improve the accessibility of technology in the classrooms, particularly iPads.

School Review and Improvement components to be reviewed and rated in 2016:

- **Key Area 3: Pedagogy**
3.5 Assessment
Future directions would include that there is a consistent MSPEC referral process across the school.
- **Key Area 4: Human Resources Leadership and Management**
4.1 Recruitment, selection and retention of staff
Future directions would include the school following all aspects of the Diocesan Recruitment Policy.
- **Key Area 5: Resources, Finances and Facilities**
5.3 Environmental stewardship
Future direction would include Year 4 classes demonstrating their understanding of Environmental Stewardship by providing the school community with a sustainable environmental project.
reviewing the effectiveness of the current methods used to report to the community.

- **Key Area 5: Resources, Finances and Facilities**

5.4 Financial management

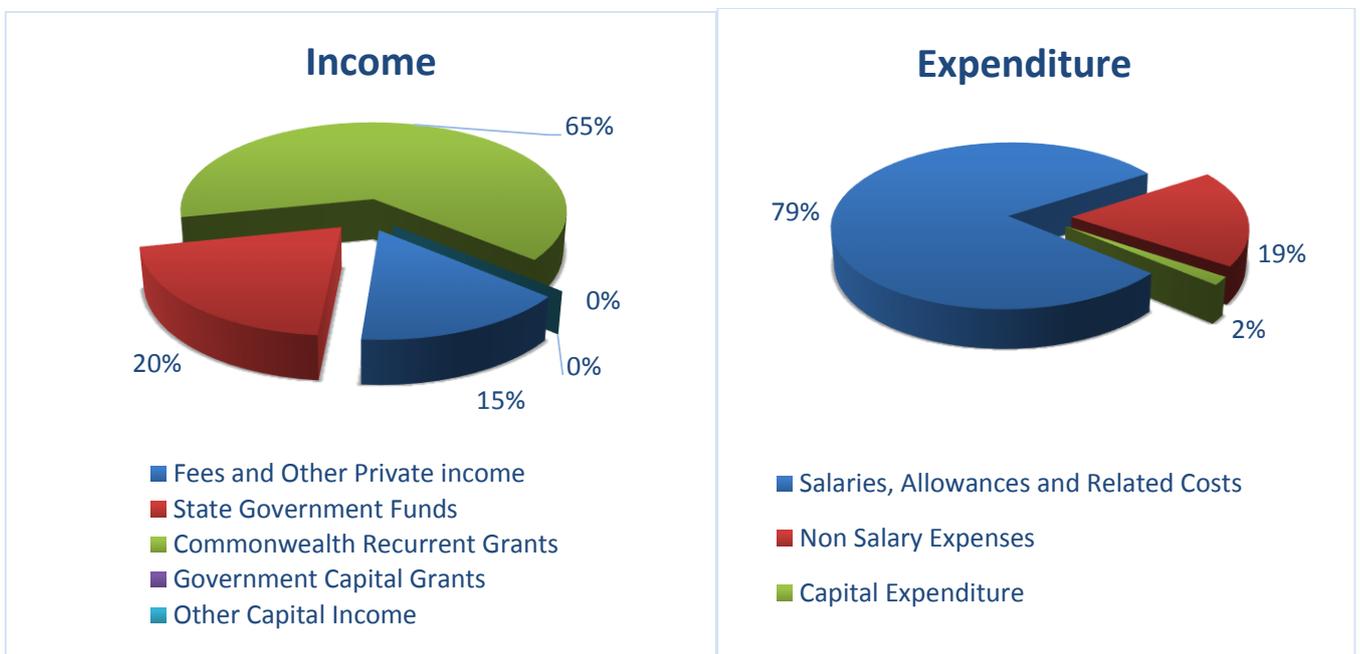
Future direction would include each class teacher being given a class budget to purchase resources. This budget will be reviewed by the class teacher and the SSO (Finance) each Term.

Financial Summary

During 2015 a loan that the school had with the Catholic Development Fund (CDF) to enable the cyclical upgrading of computers within the school was paid off. Library resources, Information Communication Learning Technologies (ICLT) equipment and quality literature in line with the new English syllabus were a priority within the school budget. The P&F of the school assisted with these resources as well as a Year 5 Bike Education program. The School Enhancement and Debt Servicing Obligation (SEDSO) supported the payment of maintenance costs during the year, particularly the purchase of new air conditioning for the library and an extension to the awning near the canteen. The Catholic Education Office financially supported the replacement of security fencing along one of the boundaries of the school.

Each year, the school budget is determined by the ongoing needs of the school. The budget is set using historical information from the previous year and emerging needs. This draft budget is then discussed with key stakeholders and implemented.

The following graphs reflect the aggregated income and expenditure for Holy Family Catholic Primary School, Ingleburn for the year ended 31 December 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.



Student Welfare

Holy Family continued to develop the School Wide Positive Behaviour for Learning (SPB4L) Framework. This is a framework of student Pastoral Care and Student Management. SPB4L has become vital in maintaining the effective academic and social learning of the students. At Holy Family, the belief is held that all students need to be offered the opportunity to achieve expectations that enable participation, contributions and success in school. These include academic skill competence, social skill competence and lifestyle skill competence. SPB4L is an approach to student management that is preventive, proactive and positive. It relies on data to create direction for behaviour support. It is not an elimination of consequences for problem or poor behaviour. It also allows students to recognise that there is a set of expectations that are school wide. Holy Family follows three school rules; Be Safe, Be Responsible, and Be Respectful. A matrix was used for consistency in action and purpose when dealing with the students and the school community in general with regard to these rules.

During the year, there were opportunities for students to be recognised academically and socially, with school awards. These include: Merit Awards; Bronze, Silver and Gold awards; Principal Awards; and, classroom awards. Students of Year 6 were nominated to receive the Sister Bernadette Nichols Memorial Award. This award was instituted in memory of the school's founding Principal, Sister Bernadette Nichols. The award was presented to two students from Year 6, who throughout their primary school lives, demonstrated a commitment and balance to their spiritual, academic and social growth. A Citizenship award was also presented to one Year 6 student, acknowledging their civic-minded contribution to the school community.

Students in Year 6 continued to support welfare through the Leadership Teams that were overseen by various staff members. The Liturgy and Social Justice Team assisted in Masses and Liturgies and in the planning of various school activities. The Environment Team took on the responsibility for encouraging the school student body to look after particular areas of the playground. The Learning Team supported students in Kindergarten and Year 1 as Reading buddies, listening and encouraging the students with their familiar reading. Senior students have also acted as 'buddies' to the Kindergarten students, assisting them both in the classroom, during Masses and Liturgies and in the playground.

CatholicCare counselling was provided for students and families three days a fortnight to support the school community. A Pastoral Care Worker assisted students through the provision of mindfulness programs, Seasons for Growth to support students who have experienced grief or separation and the establishment of a Mini-Vinnies team. They also maintained the Good Samaritan program, an initiative that provided practical support, such as hampers of food, to families in need.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese commitment to ensuring safe and supportive environments for school communities. These documents can be found on the CEDoW website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2015.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

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

Learning and Teaching

Introduction

Holy Family Catholic Primary School has continued to develop learning and teaching programs that have assisted in improving learning and teaching outcomes for all students. During 2015 there has been a continued focus on sustaining staff collaboration in developing learning and teaching programs by linking to the School Review and Improvement (SRI) process. All Board of Studies requirements were met in the six Key Learning Areas. In addition, the students have been provided with courses of study in Religious Education in accordance with the Diocesan policy.

Curriculum and Pedagogy

Throughout 2015, there was a focus on sustaining the work done with the implementation of the new Australian Curriculum. Teachers continued to work collaboratively with each other to plan and implement the new English and Mathematics curriculum and to begin to teach the Science and Technology curriculum. There was a focus on professional learning for staff to set them up to introduce the History and Geography curriculum in 2016. The staff worked together to create a whole school understanding of these Key Learning Areas (KLAs) an overview of how this will be taught at Holy Family and units of work using the concepts based approach for Science and Technology, Geography and History. This has enabled staff to feel confident and informed to start teaching this part of the curriculum at the beginning of 2016.

In English, the concepts-based approach to programming was sustained with over one quarter of staff professional learning time being allocated to English. Through this professional learning, understandings of the new syllabuses were deepened, and opportunities were provided for considerable dialogue amongst staff to build up confidence and transfer this knowledge into the classroom.

There was a focus on plotting each student in the school on the Literacy continuum and Numeracy, with a substantial amount of support given to each staff member to enable all students to be plotted on the Literacy Continuum. This process has enabled students to have their personal learning needs met in a more consistent way. This information has also been used as data to reflect on SRI targets in 2015 and to set goals within the 2016 SRI plan.

Assessment and reporting initiatives enabled teachers to share information gathered during assessment activities with parents and carers. Parent Teacher meetings and formal reporting facilitated the sharing of this information. Parents and carers were provided with two written reports. Each report detailed information about student progress, and students were graded according to the A to E standards as outlined by the BOSTES. Kindergarten reports were graded as: Emerging, Developing or Achieving.

The integration of Information and Communication Technologies (ICT) in learning and teaching activities within the school continued to be integral to the students' learning. The students in Stage 3 were involved in a one to one iPad program which enabled them to bring in their own iPads to use as a tool for learning or the school provided students with an iPad for learning. Google Drive and Hapara were key resources in the success of personalising the learning which was a key goal of this initiative. The school ICT Agreement was reviewed in alignment with this initiative and parents were kept informed through parent information sessions, newsletter articles and surveys. There was a big focus on digital citizenship as a part of this which included an incursion by Brainstorm Productions, some peer teaching and parent workshops in Stage 3 with a representative from Mac One working with the staff, students and parents. A whole school approach was taken to the teaching of cyber safety which included the use of resources such as Cyberwise Apps, Hector's World, and Be Cyberwise. This information was shared with the parent community through the school newsletter and a Twitter account. The school began a journey of becoming an eSmart school this year and will continue to work with this behaviour change

initiative which is designed to help the school improve cyber safety and reduce cyberbullying and bullying. The school's Technology Assistant worked within classrooms, supporting teachers in accessing various apps and features of the Google Drive. This learning assisted students in the development of a range of options when presenting their understanding of various concepts within the KLAs.

Cross Curriculum

Through the use of integration, teachers programmed learning experiences to meet cross curriculum content. Literacy and numeracy were key areas in all learning plans. Students also participated in Catholic Schools Week, G Day Celebrations and Book Week. Students from Stage 2 participated in the Campbelltown Council Art competition. Stage 3 students participated in the Diocesan Public Speaking Competition and a Macarthur Advertiser design competition. A Stage 1 class participated in the We Commemorate Anzac History Competition for the Powerhouse Museum Sydney and had the winning entry. Stage 3 also participated in the Christmas Art Competition for the CEDoW with some students receiving a Highly Commended award. Room 11 participated in the Tigerize Your Classroom competition and won.

Meeting the needs of all students

The individual needs of students were supported in a variety of ways. These included additional Support Teacher assistance as well as School Support Officers who worked in classes with teachers and with students in small groups.

Students with specific learning needs were supported through the school MSPEC process. This process was reviewed this year and a team of staff participated in various professional learning opportunities throughout the year to improve the process that was currently in the school. This process provided a formal opportunity for class teachers to seek advice from colleagues regarding the learning needs of specific students. In addition, meetings were held with parents to set short-term learning goals for students with identified high level needs. Individual Education Plans (IPs) were developed for these students. IPs were also established for the Indigenous students in the school.

Staff members were trained in the Minilit program this year, an evidence based early literacy program. This has allowed staff to be in a position to begin this program with our students in Year One in 2016. Students in Stage 2 had access to the Multilit program in 2015. There were eleven students in Year One who were discontinued from the Reading Recovery Program in 2015.

Expanding Learning Opportunities

All Grades were provided with opportunities to enhance their learning through planned excursions and visiting speakers and workshops. Excursions included visits to Calmsley Hill Farm, Taronga Zoo, the Powerhouse Museum, Warragamba Dam, The State Library, The Early Start Discovery Centre, Parliament House and The Australian War Memorial in Canberra. Year 5 students were able to develop team building skills and other challenges at Teen Ranch. Year 5 students visited St Patrick's College Campbelltown and Mount Carmel High School Varroville towards the end of the year to participate in a transition to High School Program. Year 5 students also visited the Bike Track in Campbelltown for a day.

Other in school expanded learning opportunities were organized by our School Representative Council (SRC) and our Mini Vinnies Group. These included; a Harmony Day Cake Stall, Clean Up Australia Day, A mufti day for Vinnies and Multicultural Food Day.

Once again, students participated in the University of New South Wales academic competitions. This was a voluntary entry and students were recognised for their involvement at school assemblies throughout the year. Opportunities to participate in sport and fitness were made available through

weekly Physical Education and sport. The school also held its annual cross country, athletics and swimming carnivals. Students were also able to take part in Jump Rope for Heart, soccer, gymnastics, Australian Football League (AFL), basketball and rugby league coaching clinics. Participation was also encouraged in soccer, netball, basketball, cricket and rugby league gala days. The school provided a 'learn to swim' program for K-2 students over a five-day period. During 2015, approximately 48 students from Holy Family were also able to participate in music tuition with the Music Bus. The Glee Club, comprising students from Years 3-6, also performed during the year at school assemblies, Grandparent's day and the Ingleburn Combined Christian Churches Carols night.

More than thirty of the school's students participated in two chess competitions held in the local region and run by New South Wales Junior Chess League (NSWJCL).

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

In 2015 Holy Family was again pleased with the performance of our students in NAPLAN. This data is used to provide information that helps plot direction for improvement in student learning. Below are the scale scores of improvement across some of the areas assessed.

- There were no Year 3 students below the National Minimum Standard for the Writing, Spelling and Numeracy aspects of the NAPLAN assessments.
- The majority of students in Year 3 achieved a Band 5 or 6 in the English NAPLAN assessments.

The following highlights an area for future growth in the school:

- The majority of students in Year 5 achieved a Band 5 or 6 in all aspects of the NAPLAN assessments.
- Less than 50% of the students in Year 5 had greater than expected growth in all aspects of the NAPLAN assessments.

Holy Family's results reflect the data already gathered through classroom assessment tasks, standardised assessments and the professional knowledge and planning of the teachers.

Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

NAPLAN 2015: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	7%	32%	61%	14%	63%	23%
	National	13%	39%	48%	20%	47%	33%
Writing	School	2%	49%	49%	17%	70%	13%
	National	9%	44%	47%	19%	62%	19%
Spelling	School	7%	37%	56%	11%	63%	27%
	National	16%	43%	41%	17%	50%	33%
Grammar & Punctuation	School	9%	40%	51%	25%	56%	19%
	National	13%	35%	52%	18%	46%	36%
Numeracy	School	11%	56%	33%	23%	63%	14%
	National	17%	49%	34%	18%	55%	28%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2015: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	98%	95%
	National	95%	93%
Writing	School	100%	95%
	National	96%	92%
Spelling	School	100%	98%
	National	93%	93%
Grammar & Punctuation	School	96%	95%
	National	95%	93%
Numeracy	School	100%	95%
	National	94%	95%

Parent, Student and Staff Satisfaction

During 2015 the school sought the opinions of students, teachers and parents using a number of processes.

Students

Students in Years 4-6 were given the opportunity to complete a survey that sought their responses in relation to their learning opportunities at school, co-curricular activities and how safe they felt while at school. The responses provided an overwhelmingly positive response, to each item, particularly the pride they have for their school, the teachers' commitment to supporting their learning, the provision of co-curricular activities and the resources we have available to support students when they feel they need someone to talk to. One response indicated an area that is worthy of further investigation, namely the level of safety the students feel at school.

Parents

The P&F, together with the parent body, discussed school activities, made recommendations and requested further information throughout the year. During 2015, Holy Family participated in a Cyclic Review which provided staff, parents and students with an opportunity to give feedback in response to a variety of questions. This feedback was overwhelmingly positive and the Cyclic Review Report provided the school with commendations and recommendations that will support the school's future growth. Suggested areas for improvement that were identified, aligned with the priorities of the school and areas identified for review in the SRI components mentioned earlier in this report.



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