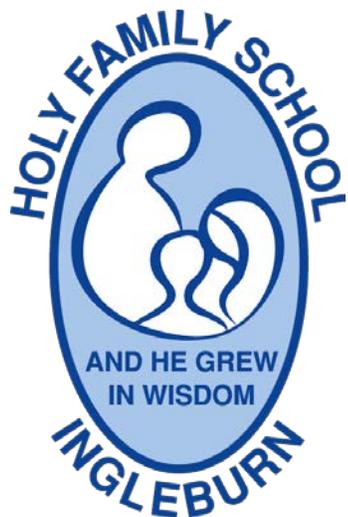


# Annual School Report

## Primary

2016



**CATHOLIC EDUCATION**  
DIOCESE OF WOLLONGONG

## About This Report

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Holy Family Catholic Primary School, Ingleburn 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 the 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  
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**Parish Priest:** Fr Peter Caruana

**Principal:** Paul Moroney  
**Date:** 16 December 2016

## **Vision Statement**

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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**

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### ***Principal's Message***

Holy Family Catholic Primary School at Ingleburn is pleased to present its Annual School Report. The 2016 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), with a specific focus on improving the transition to the new Human Society and Its Environment (HSIE) syllabus for History and Geography in line with the Australian Curriculum. There was also a focus on improving the school's Managing Student Pastoral and Educational Concerns (MSPEC) processes in identifying and supporting students with specific needs. This work supported the provision of learning experiences to improve students' growth academically, socially and spiritually. In 2016, 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 2016 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, and the BBQ for the annual School Christmas Pageant, 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 ride on mower.

As part of the P&F ethos we also arranged, in conjunction with the school, to hold a Transition to High School presentation. This was held in August in place of our usual P&F meeting and was well attended. 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, President*

### ***Student Leadership***

This year, as leaders of the school, there were many responsibilities and opportunities to represent Holy Family Primary School. 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, the Caritas Project Compassion Launch and the Mission Month 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 Ecology Team, the Curriculum Team, the Prayer and Liturgy Team, the Justice Team, the Outreach Team, the Service Team and the School Life Team.

Also in 2016, Year 6 visited Canberra as part of their learning about Federal Government. On this trip all students participated in various activities and 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

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### **School Context**

Holy Family Catholic Primary School 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 388.

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**

2016 enrolments	
Boys	190
Girls	198
Total	388
Indigenous	4
LBOTE	134

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](http://www.hfidow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). Changes were made to this Policy in 2016.

### **Student Attendance**

2016 Attendance	Male	Female
Kinder	91.1%	93.4%
Year 1	93.7%	91.9%
Year 2	95.1%	94.6%
Year 3	93.9%	93.4%
Year 4	91.9%	95.8%
Year 5	93.6%	90.6%
Year 6	93.8%	91.6%
Whole school	93.4%	93.2%

### ***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, monitors 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

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There are a total of 20 teachers and 11 support staff at Holy Family Catholic Primary School. This number includes 15 full-time, 5 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 2016 was 98%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2015 to 2016 was 97 %.

### **Professional Learning**

During 2016 Holy Family Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. Holy Family Catholic Primary School whole school development days.

These days focused on:

- Setting Directions for 2016: This day allowed staff the opportunity to plan classroom programs in alignment with the Strategic Intent of the school;
- Phonemic and Phonological Awareness: This day provided staff with the opportunity to deepen their understanding of the importance of phonics and phonemic awareness in the teaching of literacy;
- Staff Spiritual Formation day: This staff spirituality day enabled school staff to deepen their understanding of the Laudato Si document published by Pope Francis;
- Setting Directions for 2017: This day allowed staff the opportunity to set the learning intentions for 2016 by establishing Scope and Sequences and handing over specific information about the learning and behavioural needs of students; 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 (SPB<sub>4</sub>L) (3 staff members)
- Learning Technologies (2 staff members)
- Lamplighters (2 staff members);
- Lighting the Way Spiritual Formation (1 staff member)

- National Catholic Education Commission Conference (1 staff member);
- Religious Education Coordinator conference (1 staff member);
- Learning for Leadership (1 staff member);
- Learning in Leadership (1 staff member);
- eSmart Training (1 staff member);
- Autism Spectrum Disorder course (1 staff member);
- InitialLit Training (3 staff members);
- MiniLit Training (1 staff member);
- Canteen Expo (1 staff member);
- Geography Leader's days (2 staff members);
- Sentral training (2 staff members);
- Librarian Network Meeting (1 staff member);
- Indigenous Learning Day (1 staff member);
- MSPEC Training Days (4 staff members);
- Blended Online Training - Dyslexia (3 staff members);
- Phonemic Awareness Course (2 staff members); and
- Senior School Support Officer Network Meetings.

The average expenditure by the school on professional learning per staff member was \$394.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of \$586.

## Catholic Life & Religious Education

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At Holy Family the celebration of the Eucharist, along with Liturgies of the Word are important times where the broader school community gathers with the Parish. Throughout 2016, 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 2016 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 2016, 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.

The Catholic Life of Holy Family School includes the commitment to Social Justice initiatives throughout the year. Throughout 2016 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 Cambodia;
- 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; and
- Financially supporting one of the families from the school who lost their home in a fire.

The total amount raised was in excess of \$5 000. Further to this the P&F held a sausage sizzle with the proceeds going to the St Vincent de Paul Christmas Appeal.

### 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 2016. The school cohort in 2016 consisted of **51** Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 29 August 2016 and **53** completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* and was completed during the first five weeks of Term 3.

The performance of each student was described as developing, achieving or extending.

The students' high level of performance was particularly noticeable in their ability to:

- Demonstrate reverence for the Bible;
- Demonstrate and understand the Eucharist;
- Recall and sequence the events of Holy Week and Easter;
- Demonstrate an understanding of Jesus' teaching on forgiveness;
- Identify and sequence the parts of the Mass;
- Recall and sequence the story of the Good Samaritan; and
- Identify the correct liturgical colour for the season of the Church's Year.

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 Sacraments of Initiation;
- Identify key symbols, signs and rituals of Easter; and,
- Demonstrate basic understanding of the Sacrament of Penance.

For Part A, 23% of students were placed in the developing level, 63% in the achieving level and 14% were in the extending level.

For Part B, 0% of students were placed in the developing level, 64% in the achieving level and 36% were in the extending level.

Combining Parts, A and B, 14% of students were placed in the developing level, 67% in the achieving level and 19% were in the extending level for Religious Literacy.

## **School Review and Improvement**

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School Review and Improvement is an on-going 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 2016:**

#### **Key Area 3: Pedagogy**

##### 3.5 Assessment

Goal: Implement a consistent MSPEC referral process across the school.

#### **Key Area 4: Human Resources Leadership and Management**

##### 4.1 Recruitment, selection and retention of staff

Goal: Ensure the school follows all aspects of the Diocesan Recruitment Policy.

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

##### 5.3 Environmental stewardship

Goal: Support the students' understanding of Environmental Stewardship by providing the school community with a sustainable composting project.

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

##### 5.4 Financial management

Goal: Allocating each class teacher with a class budget to purchase resources. This budget is reviewed by the class teacher and the SSO (Finance) each Term.

### **School Review and Improvement components to be reviewed and rated in 2017:**

#### **Key Area 1: Catholic Life and Religious Education**

##### 1.2 Religious Education

Goal: Future directions would include ensuring all class RE programs will contain a unit of work that will be assessed using rich assessment tasks during Semester 2.

##### 1.3 Catholic Life and Culture

Goal: Future directions would include establishing a Catholic Life Team to provide more opportunities to share and engage with parents in the Catholic life of the school.

#### **Key Area 2: Students and their Learning**

##### 2.5 Pastoral Care

Goal: Future directions would include ensuring policies in relation to Pastoral Care are accessible and clearly understood by the school community so that there is shared responsibility of the practices and procedures around the pastoral care of students.

#### **Key Area 3: Pedagogy**

##### 3.3 Teaching Practices

Goal: Future directions would include engaging the staff in a Numeracy Professional Learning Initiative 'Exploring the Potential of Using Challenging Mathematical Tasks.'

**Key Area 4: Human Resources Leadership and Management**

## 4.3 An Ethical Workplace Culture

Goal: Future directions would include developing a current, electronic Staff Handbook to be made available to Staff by the end of Term 4.

**Key Area 4: Human Resources Leadership and Management**

## 4.5 Overall Compliance with Legislation and other Requirements

Goal: Future directions would include ensuring there are pro-active, comprehensive, and highly effective processes and structures in place to monitor and maintain continual compliance with all requirements.

**Key Area 6: Parents, Partnership, Consultation and Communication**

## 6.2 Reporting to the Community

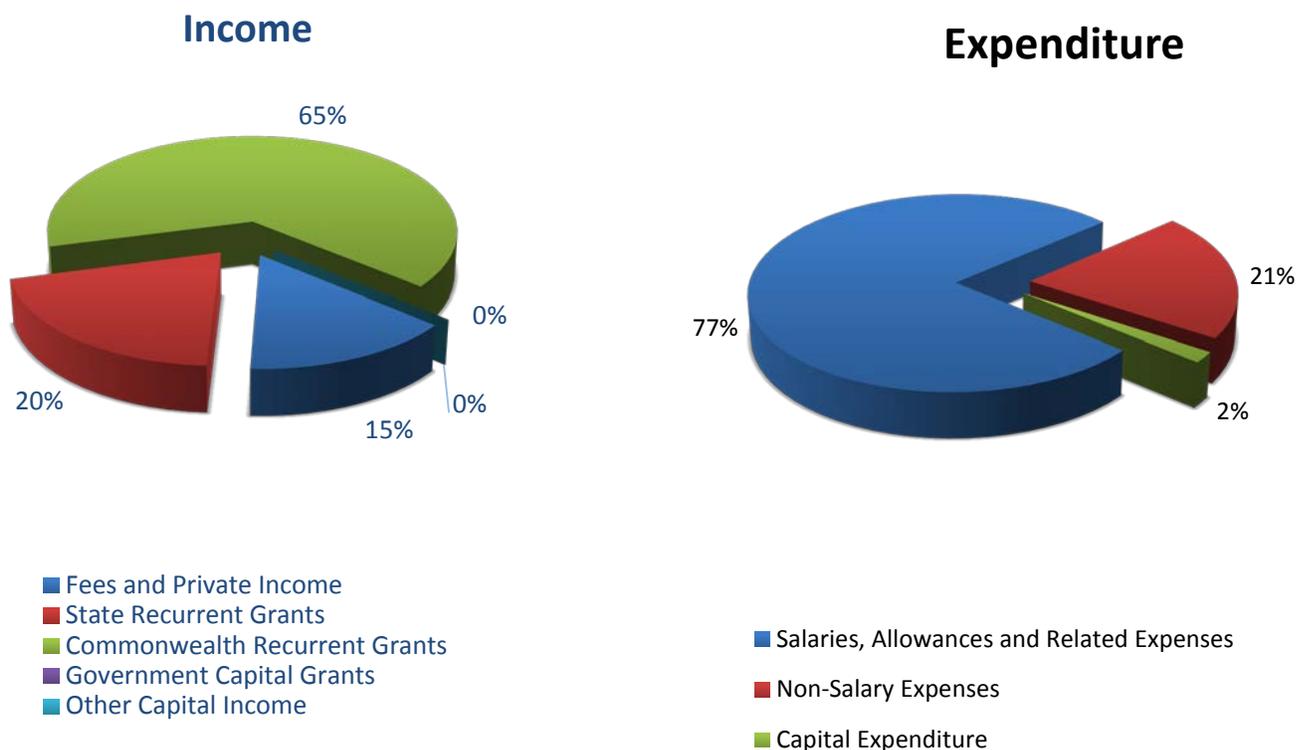
Goal: Future directions would include investigating the need for providing information in a format that is accessible to parents from a non-English speaking background.

## Financial Summary

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 Parents and Friends' Association (P&F) of the school assisted with the first stages of the development of a school Prayer Garden 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 internal LED lighting in all school buildings.

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 2016. This data is taken from the 2016 financial return to the Australian Government, Department of Education and Training.



## Student Welfare

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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. The 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, contribution and success in school. These include academic skill competence, social skill competence and lifestyle skill competence.

The SPB4L Framework 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 that reflect the number of stickers students have in their Sticker Book; 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 time at Holy Family School 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 initiatives through the Leadership Teams that were overseen by various staff members. The Prayer and Liturgy and Justice Teams assisted in Masses and Liturgies and in the planning of various school activities. The Ecology Team took on the responsibility for encouraging the school student body to look after particular areas of the playground. The Curriculum 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 continuation of a Mini-Vinnies Team and Youth Group. 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's commitment to ensuring safe and supportive environments for school communities. These

documents can be found on the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2016.

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**

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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 2016 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 2016, 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 syllabi with a particular focus on the History and Geography components of Human Society and its Environment (HSIE). The staff worked together to create a whole school understanding of these Key Learning Areas, an overview of how they will be taught at Holy Family and units of work using the concepts based approach.

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. Agreed practices were developed, particularly in the area of Guided Reading. In Mathematics, agreed practices were developed with regard the components of a Mathematics lesson, including Guided Mathematics.

There was a focus on plotting each student on the Literacy and Numeracy continuums followed by the reviewing of individual student's needs. This process has enabled students to have their personal learning needs met in a more consistent way. In particular, a significant amount of time was spent establishing clear guidelines for the MSPEC process which assisted in identifying and supporting students who required intervention. This information has also been used as data to reflect on SRI targets in 2016 and to set goals within the 2017 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 Board of Studies. Kindergarten Reports were graded using the descriptors Emerging, Developing and 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. The school provided those students who were unable to bring their own with an iPad for learning. Google Drive was a key resource 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 significant focus on digital citizenship as a part of this initiative 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 Twitter account. The school continued its 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.

### ***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. Stage 3 students participated in the Diocesan Public Speaking Competition and the Christmas Art Competition for the Catholic Education Office. Room 11 participated in the Tigerize Your Classroom competition.

### ***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, particularly with intervention programs like MiniLit and MultiLit.

Students with specific learning needs were supported through the school MPEC 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.

The Reading Recovery program continued in 2016. Ten students gained access to this program during the year, which equated to 18% of Year 1 students. Four of these students were discounted from the program.

### ***Expanding Learning Opportunities***

All Grades were provided with opportunities to enhance their learning through planned excursions, visiting speakers and workshops. Excursions included visits to Calmsly Hill Farm, Taronga Zoo, the Powerhouse Museum, Sydney Olympic Park, Symbio Wildlife Park, the Wollongong Science Centre, Parliament House and the War Memorial in Canberra and historical sites in Campbelltown. Year 5 students were able to develop team building skills and other challenges at Teen Ranch, as well as visiting St Patrick's College Campbelltown and Mount Carmel High School Varroville to participate in transition to High School Programs. Year 5 students also visited the Bike Track in Campbelltown for a day.

Other in-school expanded learning opportunities were organized by some of the student groups. These included; Mission Month Cake Stall, Clean Up Australia Day, and a Mufti Day for Vinnies.

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. Students were also able to participate in the Premier's Reading Challenge.

Opportunities to participate in sport and fitness were made available through weekly Physical Education lessons and sport. The school also held its annual cross country, athletics and swimming carnivals. Students were also able to take part in soccer, gymnastics, Australian Football League (AFL), 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 2016, more than forty students from Holy Family were also able to participate in music tuition with the Music Bus. The Glee Club, comprising students from Years 4-6, also performed during the year at school assemblies, Grandparent's day and the 'Music Count Us In' program.

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

## Student Achievement

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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 2016 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 Reading, Writing, Spelling and Numeracy aspects of the NAPLAN assessments.
- There were no Year 5 students below the National Minimum Standard for the Reading and Writing aspects of the NAPLAN assessments.
- The majority of students in Year 3 achieved a Band 5 or 6 in the English NAPLAN assessments.
- The majority of students in Year 5 achieved a Band 5 or 6 in the Reading NAPLAN assessment.
- The majority of students in Year 5 achieved greater than expected growth in the Reading, Spelling and Numeracy aspects of the 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, excepting Reading.
- Less than 50% of the students in Year 5 had greater than expected growth in the Grammar and Punctuation aspect 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 2016: % 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	8%	42%	50%	4%	38%	58%
	National	12%	37%	49%	16%	47%	35%
Writing	School	8%	40%	52%	9%	72%	19%
	National	6%	43%	49%	18%	63%	17%
Spelling	School	5%	45%	50%	4%	57%	40%
	National	12%	39%	46%	17%	51%	30%
Grammar & Punctuation	School	7%	43%	50%	19%	55%	26%
	National	10%	36%	53%	15%	47%	36%
Numeracy	School	3%	75%	22%	11%	62%	26%
	National	13%	49%	36%	17%	53%	28%

National Band Distributions are calculated by ACARA based on the total number of students in each cohort, including those who did not complete NAPLAN. School Band Distributions have therefore been calculated also using the total number of students in each cohort, including those who did not complete NAPLAN. As such, the total percentage across all Bands may not add up to 100% as the students who did not complete NAPLAN are not allocated a Band.

### 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 2016: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	97%	98%
	National	95%	93%
Writing	School	97%	98%
	National	96%	93%
Spelling	School	97%	96%
	National	94%	93%
Grammar & Punctuation	School	94%	93%
	National	96%	94%
Numeracy	School	95%	94%
	National	96%	94%

## Parent, Student and Staff Satisfaction

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During 2016 the school sought the opinions of students, teachers and parents using a number of processes.

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.

The P&F Association, together with the parent body, discussed school activities, made recommendations and requested further information throughout the year. This feedback was overwhelmingly positive and provided the school with commendations and recommendations that will support its 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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