

2015 ANNUAL SCHOOL REPORT



Holy Family Primary School, Granville East

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Catholic Education
Diocese of Parramatta

Introduction

About the Annual School Report

Holy Family Primary School is registered by the Board of Studies Teaching and Educational Standards (BOSTES) NSW, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2015 and gives information about the 2016 priorities.

This Report is a legislative requirement under the [Schools Assistance Act, 2008](#) and the [Education Amendment Act 2004](#).

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Key Messages

Principal

I am proud to present to you the 2015 Annual School Report for Holy Family Primary School, Granville East. This report comments upon, and highlights, various aspects of our school. We constantly strive to educate our children in the spirit of our school motto: *In Christ We Live, Love and Learn*.

The community of Holy Family Primary School constantly strives towards:

- developing a loving and supportive community, based on gospel values and given expression through prayer, liturgy and social interaction
- building a partnership between home and school to achieve our school's mission and vision statement
- providing a place of lifelong learning for students, parents and staff
- encouraging the pursuit of equity and excellence in all areas of education in accord with each person's unique talents and needs
- embracing and celebrating the cultural richness of our school
- offering pastoral support for all school community members from a caring, dedicated and highly trained staff
- cultivating effective citizenship and social responsibility
- nurturing adaptability in a world of change to bring about a spirit of faith and hope for the future
- living out our school motto: *In Christ We Live, Love and Learn*

Parent

During 2015 Holy Family Primary School continued to be assisted by a supportive Parent Representative Group (PRG). This group was made up of parents who represented the interests and opinions of our parent community. This group met with the members of the school team twice a term to discuss school initiatives, directions, plan for fund-raising activities and bring forward issues for discussion. This group was central in presenting parent opinion on issues such as fundraising, parent information, school uniform rules and the day-to-day wellbeing of students and their families.

In 2015 we continued parent learning walks whereby parents participated in a teacher guided visit to the learning spaces to see first-hand classroom strategies that they in turn could use at home to support their children's learning. Student led conferences also began, where students guided their parents along their learning journey and showcased the great work they had achieved and also discussed the areas of their learning that they found challenging.

There was opportunity for parents to attend a cyber safety presentation by the NSW Police School Liaison Officer.

Parent selected workshops were also organised by the school to assist parents with different aspects of school life.

Student

At Holy Family Primary School we are very lucky to have teachers who care very much for us and who always give us great learning activities. In 2015 we continued to explore great ways to use technology including laptops, iPads, Nintendo DS units and iPods, helping us to enrich and extend our learning.

In our school we have learnt about how to care for one another by being safe and respectful. We have learnt about using strong words to stop people doing things we don't like in the playground. We know that our school is a 'no bullying zone' and we try to keep everyone free

from bullying. We enjoy great sport activities including our swimming and athletic carnivals, our cross country competition, and diocesan gala days for soccer, netball and touch football. Everybody loves our term 1 Gymnastics program and our term 4 Swimming program.

Highlights of 2015 were our Harmony Day celebrations, our Year 6 Mini Fete, great excursions, lots of sport activities and the Stage 3 concert band's performance at the end of the year.

Who we are

History of the school

Holy Family Primary School, Granville East was established in February 1938. It was founded by the Sisters of St Joseph. The community responded to the Sisters' contribution to their faith education and eventually in 1946 the parish of Holy Family was founded. In 1952 a new building was erected which housed the church and school catering for Kindergarten to Year 6. In 1954 the convent was established in Clyde Street. In 1963 and 1967 further additions were made to the original building with a new convent being opened in The Trongate in 1970.

In 1987 a new parish hall was opened and two new classrooms. During that year the sisters ended their 50 years administration at Holy Family Primary School and since that time our school has been led by a series of lay principals. In 2011 we opened and blessed our refurbished and contemporary learning spaces that were achieved through the federal government's Building the Education Revolution (BER) funding program. In 2013 we proudly celebrated 75 years of Catholic education at Holy Family Primary School, Granville East.

Location/drawing area

The school is located in Granville East and draws on students from Granville, Merrylands and Guildford localities. It serves the parish of Holy Family, East Granville, which is bordered by Parramatta Road to the north, Rawson Road to the south, Duck Creek to the east and Woodville Road to the west. There are 13 classes from Kindergarten to Year 6. These 13 classes work in seven grade learning groups in our contemporary, agile learning spaces.

Workforce Composition

Category	Number of Staff
Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	25
Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications	0
Number of teachers accredited to teach Religious Education	12
Number of teachers currently undertaking accreditation to teach Religious Education	1
Number of non-teaching staff (includes teachers' aides)	9
Percentage of teachers who are indigenous	0
The average teacher attendance for 2015	94.56
Percentage of 2015 teaching staff who were retained from 2014	90.01

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

To support our school implementation plan, we introduced the process of Christian meditation, participating in this in class, in whole-school opportunities and during weekly staff prayer. Another aspect of our prayer life at Holy Family Primary School is students planning and leading prayer at Monday morning assemblies. Throughout the course of 2015, staff members shared the responsibility for planning whole-school masses and liturgies.

Other experiences included:

- celebrating St Patrick's Day, St Joseph's Day, Ash Wednesday, Feast of Mary MacKillop , Feast of the Assumption and the Feast of the Sacred Heart
- continuing the daily praying of The Angelus
- the special place of family at our school where we celebrate Mothers Day , Fathers Day and Grandparents Day (Feast of Ann and Joachim)
- ANZAC Day prayer and Remembrance Day prayer, held each year
- the seasons of Lent and Advent, shared with the children through whole-school prayer experiences
- a post Easter celebration was shared, based on the artworks 'Faces of Jesus', allowing students, parents and staff to celebrate the Easter journey, culminating in the resurrection of Jesus
- praying the Rosary at Monday morning assemblies during October

Social Justice

As a school, proud of its Josephite traditions, we follow the credo of St Mary of the Cross MacKillop: *'Never see a need without doing something about it'*. With this as our goal, our school aims to reach out to others through social justice initiatives including the continuation of the Junior Joeys Social Justice Group. This group raised funds for St Vincent de Paul (SVDP), Catholic Mission and Caritas Project Compassion through student discos, theme days such as 'Silly Sock Day' and collection boxes.

A special activity in 2015 was the SVDP Winter Sleep Out in the school hall for Year 6 students, raising funds for homelessness through sponsorship. A guest speaker from SVDP shared with the students the plight of the homeless in our local area and the work of SVDP in supporting them. Holy Family Primary School families are always very generous in their support of the SVDP Winter and Christmas appeals.

Year 5 participated in a workshop with staff from Catholic Mission. They discussed poverty and participated in role plays highlighting the disproportionate distribution of wealth in our world.

School home and parish partnerships

Holy Family Primary School values its partnership with parents in the faith education of their children. The school has an active role in the parish Sacramental program. Parents are invited to all school and class liturgies and to whole-school prayer times such as Lent and Advent.

Throughout 2015 parents continued to offer valuable assistance to our school through:

- social justice initiatives
- open classroom opportunities - Catholic Schools Week, Harmony Day, Literacy and Numeracy Week, and our new initiative of parent learning walks
- parents being invited to visit classrooms the week their child receives a Student of the Week Award
- readers at school liturgies and special events eg Kindergarten Orientation

- parent attendance at the Parent Representative Group meetings

Sacramental programs are also an important part of school life. Teachers from Holy Family Primary School volunteer their time to facilitate the Sacrament programs for our parish in partnership with our parish priest and parish Sacramental coordinator. The children participated in lessons after school in readiness for the reception of the Sacrament of Penance, First Eucharist and Confirmation.

Religious Education

At Holy Family Primary School, we believe that Religious Education permeates all aspects of our life. Therefore, Religious Education is not bound by set lesson times and liturgical celebrations. For us, Religious Education is lived in how we treat one another, bringing to life the messages of the gospels.

Sharing Our Story is the Religious Education curriculum of the Parramatta Diocese. It incorporates the child's life experience, our Christian story, personal reflection and the opportunity for the children to respond in action to their learning. This document supports the partnership in faith between parish, school and home in living out the gospel values.

A very special characteristic of our school is the children's willingness and openness to share their faith. With this in mind, in 2015 students continued to use the school's prayer garden at lunch time for time of quiet prayer and reflection. This has become a favourite place to sit quietly at lunch times, with children often seen with their heads bowed in quiet prayer.

The school community pauses each day at 12:00 to pray the Angelus. This time has become a special time in the day for all to spend time in reflection and prayer, focusing on Our Lady. Our Year 6 students lead the school each day in praying this very special prayer.

All students, Kindergarten to Year 6 (K-6), were very supportive of social justice initiatives introduced by the Junior Joeys group. There was great pride in seeing children make a donation to Caritas or St Vincent de Paul, when participating in social justice initiatives and activities.

Professional Learning of staff in Religious Education

During 2015, the staff collaborated on professional learning with the teacher educator from the Catholic Education, Diocese of Parramatta (CEDP). The teachers focused on effective strategies that enhanced and promoted clear and precise oral communication relating to faith development and understanding. Teachers were also mentored in identifying good pedagogy to develop deep understanding of the content covered in the Religious Education curriculum (*Sharing Our Story*) and ways to scaffold the learning so the learning demands of all children were addressed.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2015. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	91	94	62	73
	Literacy	95	95	64	72
	Reading	97	95	57	71
	Writing	98	96	79	76
	Spelling	98	93	57	65
	Numeracy	91	94	34	61

NAPLAN RESULTS 2015		% of students at or above national minimum standard		% of students in top three bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	84	93	42	61
	Literacy	97	93	49	57
	Reading	92	93	45	58
	Writing	100	92	50	52
	Spelling	100	93	45	61
	Numeracy	92	95	37	56

The students performed their best across all test areas. The students performed the strongest in the area of writing in both Year 3 and 5.

NAPLAN data will be analysed and used to identify the learning agenda for 2016. Improvement across all areas of mathematics will have priority planning especially in the areas of using backward mapping skills to solve multi-step problems and establishing a visualisation framework for students to internalise, connect and communicate their understanding of mathematical concepts.

Literacy trend data analysis identified similar areas for development that will be carried through into 2016.

School curriculum

At Holy Family Primary School we encourage all students to be creative, critically reflective thinkers, collaborative team members and clear communicators. During 2015, students Kindergarten to Year 6 (K-6) participated in a Drama Literacy program that supported the school learning goal to improve the oral language capabilities of all students. The program was twofold in that a team from CEDP worked along side the teachers to up skill teachers in the area of deep learning through the lens of embodied cognition, and for students to develop creative thinking and drama techniques to gain confidence to communicate their understanding at a deeper level.

The school also has a successful Band program which targets Stage 3 students. All students have an opportunity to learn an instrument and perform as part of a concert band. This program is funded by the CEDP.

Initiatives to promote respect and responsibility

Everything we do at Holy Family Primary School is about respecting individual differences. The school is a highly multicultural, multi-faith community. In 2015 Harmony Day was celebrated on a grand scale with students and parents participating in an Olympics style day of activities. Students dressed in their cultural colours and learned about the similarities and differences between peoples.

Our Religious Education program is not limited to class teaching time. The values are embedded in all interactions.

The adoption of the ForCe Pedagogy during 2015, will continue to create a school culture of self regulated, creative learners. This year we have begun to unpack the nine learning dispositions that will promote interpersonal, intrapersonal and cognitive skill development. These skills will promote respectful, responsible citizens in a climate of creative, collaborative, critical thinking communicators.

Professional Learning

At Holy Family Primary School our teachers have a clear focus - to improve the learning of all students. To achieve this goal, the teachers undertake professional learning each week in line with the school goals. The teachers also attend professional learning sessions facilitated by the CEDP across all learning areas. At Holy Family Primary School, teacher educators in the areas of English, Mathematics and Religious Education work with staff to build the capacity to ensure that quality teaching is provided to all the students in our care.

This year professional learning has been a priority in the areas of pedagogical change related to encouraging self regulated learners in the context of mindful and purposeful teaching.

The professional learning focus for 2015 identifies key questions that focuses on the Learner.

What is learning?

How does language influence learning?

How do we apply our shared understanding to develop effective learning pathways for all students?

The approach has enables teachers to build on what they know and extend their thinking so that a methodical, effective and shared understanding can be identified and sustained at Holy Family Primary School.

School Improvement

Annual school priorities

Priority 1	To develop students' ability to use and comprehend language
Reason for priority 1	Analysis of data indicated a need to address language development as a foundation for all learning.
Steps taken to achieve priority 1	<ul style="list-style-type: none"> ▪ professional learning for all staff in the areas of integrating effective oral language structures to support specific Key Learning Area (KLA) language demands ▪ establishing a shared understanding of how language influences learning ▪ applying the knowledge from professional learning so that strategies such as embodied cognition, mental imagery, and comprehension skills are used to unpack language demands across all KLAs
Status of priority 1	This priority will continue in 2016.

Priority 2	only one priority in 2015
Reason for priority 2	only one priority in 2015
Steps taken to achieve priority 2	only one priority in 2015
Status of priority 2	only one priority in 2015

Priority 3	only one priority this year
Reason for priority 3	only one priority in 2015
Steps taken to achieve priority 3	only one priority in 2015
Status of priority 3	only one priority in 2015

Projected school priorities

Priority 1	To increase the language competency and knowledge of the students in Religious Education
Reason for Priority 1	Our literacy data indicates that the children have very limited vocabulary and language structures, and thus they are not able to articulate their learning with any detail, or Stage or content appropriate language.
Steps to be taken to achieve Priority 1	<p>We will:</p> <ul style="list-style-type: none"> ▪ use a variety of oral language strategies (from day one of term 1) to unpack domain specific language (focusing on Scripture, God, and church) including: <ul style="list-style-type: none"> ▪ Scripture word walls, theological word walls, <i>Exploring Scripture</i> kits, drama literacy techniques, visual literacy ▪ collaboratively add to this bank of agreed strategies, informed by professional reading and professional learning sessions
Priority 2	To develop students' ability to use and comprehend language
Reason for Priority 2	Analysis of student assessment results, class programs and school processes indicate a need to address language development as a foundation for all learning at school.
Steps to be taken to achieve Priority 2	<p>We will:</p> <ul style="list-style-type: none"> ▪ develop an effective and consistent approach of tracking student growth in literacy: vocabulary knowledge, text reading, comprehension and aspects of speaking ▪ focus on professional learning to target integration of skills, strategies, organisation, high yield strategies, content, assessment and personalised instruction to create an effective learning program

Priority 3	For all students to improve their visual reasoning in mathematical thinking and multi-step problem solving
Reason for Priority 3	NAPLAN data indicated a high percentage of incorrect responses in the areas of visualisation, interpreting questions, language and multi-step problems. School assessment data validated these observations.
Steps to be taken to achieve Priority 3	<p>Students will be:</p> <ul style="list-style-type: none"> ▪ thinking through, and by, visualising across a variety of mathematical concepts ▪ using correct language to communicate their mathematical reasoning and understanding ▪ using backward mapping skills to solve multi step problems ▪ working collaboratively to problem solve and share their understanding in a creative way ▪ working in their zone of proximal development to move from modelling to visualising to abstracting

Community Satisfaction

Parent satisfaction

During 2015, Catholic Education Diocese of Parramatta engaged insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually.

The QCS data collected and reported to our parents, students and staff, showed that our parents identified that behaviour was managed well and teachers were enthusiastic and passionate about their work. Parents would have liked to see greater learning challenges for their students. Parents felt very connected to the school and the parish and were very comfortable approaching the school to discuss any issues or concerns. Overall, parents were very satisfied with the learning and faith community of the school.

Student satisfaction

The QCS data collected and reported to our parents, students and staff, showed that our students experienced positive emotions at school, felt connected to school and felt that they belonged. Students felt understood and that learning was interesting and enjoyable. They were interested in learning that was well planned and creative. Students felt very safe in the classroom and on the playground. They were confident in socialising with others and felt they could approach teachers with their concerns or issues. The students also had many opportunities to extend themselves in a variety of extra-curricular activities.

Teacher satisfaction

The QCS data collected and reported to our parents, students and staff, showed that staff were intrinsically on board with the school goals and objectives and staff were consulted about the decisions that affected their work. The teachers had many opportunities to improve their craft, with professional learning happening each week for all teachers. Staff were collaborative in all aspects of work life and had many opportunities to reflect on current processes and procedures in order to improve both professional work standards and student learning.

Student Profile

Enrolment Policy

Holy Family Primary School follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. This document can be obtained from the school office or can be accessed on the CEDP website <http://www.parra.catholic.edu.au/policy-central>

Current and previous years' student enrolment

Year	Boys	Girls	Total
2013	174	149	323
2014	167	151	318
2015	171	160	331

Holy Family Primary School has had a slow increase in enrolments over the past three years.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

Kindergarten	91
Year 1	93
Year 2	93
Year 3	93
Year 4	93
Year 5	94
Year 6	94
School Average	93

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Language background other than English (LBOTE)	307
Students with disabilities (SWD)	38
Indigenous	1

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences

through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.

Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

Student wellbeing is an area of high priority at Holy Family Primary School. It relies on the full support of all stakeholders, parents, students and teachers to ensure that all students feel safe at all times. The policies and procedures that we follow are in alignment with the policy and procedures of the CEDP. The students are provided with many learning opportunities to build skills to assist them if bullying situations were to occur.

To assist them, certain guidelines have been established to support all persons involved.

WHAT THE TEACHERS ARE DOING TO HELP:

- The staff at Holy Family Primary School are fully committed to this policy.
- All staff members will act to eliminate bullying from both the playground and the classroom.
- Staff will ensure that core units of work from the relevant Personal Development, Health and Physical Education (PDHPE) syllabus and Religious Education *Sharing Our Story* program, are implemented in class programs. Such units of work support the building of self-esteem, respect and resilience.
- The teaching staff will continue to use the guidelines and procedures for investigating and dealing with matters under the *Pastoral Care* policy and *School Management* policy.

Procedural fairness always applies in dealing with any incidents of bullying. Appropriate and timely support, management and resolution of reported incidents of bullying will be offered to all persons involved in these incidents.

WELFARE PROGRAMS

An essential part of being an authentically Catholic school is offering students a supportive environment in which to learn. Holy Family Primary School makes the welfare of its students a priority and seeks to offer them appropriate support to ensure their wellbeing, such as:

- transition to Kindergarten
- transition to high school
- Holy Family Playgroup
- Kids Club
- students with additional needs
- Pastoral Care – including a school counsellor
- Community Liaison Officer – Lebanese

The *Student Welfare* policies are reviewed annually and no changes occurred to the documents in 2015.

Complaints and grievances policy

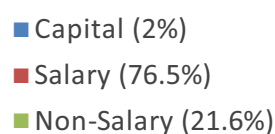
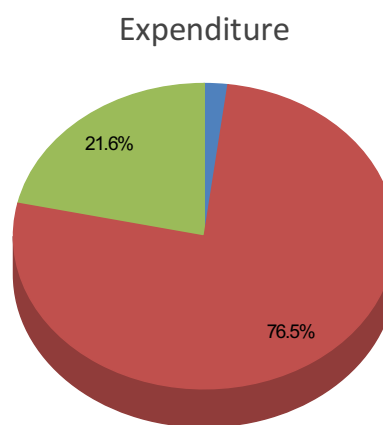
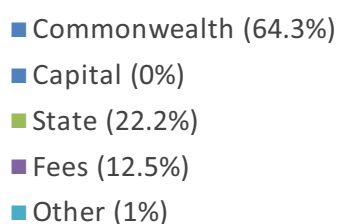
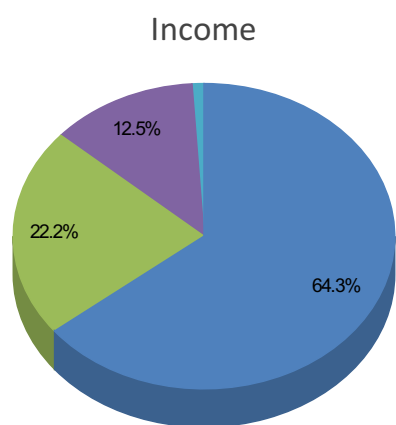
At Holy Family we follow the *Complaints and Grievances* policy of the CEDP. A copy of the school policy is available from the school office or is available on the CEDP website <http://www.parra.catholic.edu.au/policy-central>.

Parents are encouraged to speak with the class teacher as the first port of call to discuss issues or concerns. If parents feel that the issue is to be taken further, a formal meeting is held with the principal and a resolution or action is negotiated.

Parents are encouraged to speak with CEDP personnel if they are still concerned or feel that the issue has not been dealt with appropriately.

The CEDP and the school will always work together to ensure student safety and wellbeing is maintained. There has been no change to this policy in 2015.

Section Eleven: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,703,465
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$931,663
Fees and Private Income ⁴	\$525,606
Other Capital Income ⁵	\$42,180
Total Income	\$4,202,914

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$79,289
Salaries and Related Expenses ⁷	\$3,042,028
Non-Salary Expenses ⁸	\$857,510
Total Expenditure	\$3,978,827

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from fundraisers.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.

