Holy Family Primary School, Granville East
199 The Trongate, Granville East 2142
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Introduction

About the Annual School Report

Holy Family Primary School is registered by the New South Wales Education Standards Authority, NESA, 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 2016 and gives information about the 2017 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 2016 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 giving 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 2016 parents and carers were, as always, an important and valued part of the school community. There were many opportunities for parents to be involved with their child’s learning and with the cultural life of the school. These included:
- Catholic Schools Week picnic, Mothers Day picnic, Grandparents Day morning tea and the Fathers Day breakfast
- each term student led conferences, parent forums, Parent Representative Group (PRG) meetings, and parent snapshots of learning (learning walks)
- fundraising committee meetings
- Quality Catholic Schooling (QCS) survey
- school assemblies, liturgies and masses as well as first Reconciliation, Holy Communion and Confirmation
- Captivate showcase concerts and school concert band performances, winter wonderland family disco, Year 6 mini-fete, book week parade and the parish 70th anniversary fair
- swimming, athletics and cross-country carnivals

In 2016 parent forums and the PRG were key means of maintaining the school’s transparency and accountability to the community, and ensuring parents and carers had a voice in important decisions affecting the school. These meetings ensured the community was continually informed about the school’s goals and actions, and that feedback was provided to the community from the QCS survey results. Parents provided input that helped remodel the student learning reports, and parents requested learning workshops to help them better assist their child’s learning at home.

Student
Two thousand and sixteen was the year when all students at Holy Family Primary School learnt the language and ideas of the Learning Wheel and the 4Cs – creativity, communication, collaboration and critical reflection. These are part of everything we do at Holy Family Primary School and as time has gone by, students have developed into more confident and self-directed learners because of this.

We continued to have a great range of learning technologies available to us. In addition to the Macbooks and iPads in every classroom, this year we were lucky to have smart TVs and Apple TV boxes installed in every classroom. These devices made our learning environment more flexible and helped teachers engage students and take learning deeper.

Learning to be a good sport and to have a healthy, active lifestyle was a great part of 2016. We had swimming, athletics and cross country carnivals, plus the gymnastics and swimming programs, and soccer and netball gala days.

There were many great excursions this year which helped our learning. The book week parade and author visits were fun, and the surprise arrival in the playground of a camp site in term 3 and a huge wrapped present in term 4 gave us so much to write about.

The parish’s 70th anniversary fair was a great opportunity for us to play our part in the parish as every grade came up with their own dance to entertain the parishioners and community, which made for a very fun day.
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 and two new classrooms were opened. 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. In 2016 we joined with the parish in celebrating the 70th anniversary of Holy Family Parish, 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 14 classes from Kindergarten to Year 6. These 14 classes work in seven grade learning groups in our contemporary, agile learning spaces.
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>25</td>
</tr>
<tr>
<td>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</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>13</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>9</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>9</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>91.24</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>93</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Throughout 2016 Holy Family Primary School had a wide range of prayer and liturgy experiences to involve students in many aspects of what it means to be Catholic in the contemporary world.

Another aspect of our prayer life at Holy Family Primary School was students planning and leading prayer at Friday morning assemblies, and a class planning and leading prayer at our assemblies twice per term in the hall.

Throughout the course of 2016, staff members shared the responsibility for planning whole-school masses and liturgies, in addition to staff prayer on Wednesday mornings before school.

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
- class-based liturgies involving parents for World Mission Week
- a weekly mercy focus that featured prominently at assemblies, in the school newsletter and in classrooms

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 aimed to reach out to others through social justice initiatives. We raised funds for the society of 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 2016 was the SVDP winter sleep-In, rather than the tradition sleep 'out', in the school hall for Year 6 students. All students participated in a movie afternoon to raise funds through sponsorship and donate blankets for people who are homeless. Holy Family Primary School families are always very generous in their material support of the SVDP Winter 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 2016 parents continued to offer valuable assistance to our school through:
- social justice initiatives
- open classroom opportunities - Catholic Schools Week, Mothers Day, Fathers Day and Grandparents Day, parent learning walks and student led conferences
- parents being invited to visit classrooms the week their child received a Student of the Week award
- readers at school liturgies and special events eg Kindergarten Orientation
Sacramental programs were also an important part of school life. Teachers from Holy Family Primary School volunteered 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 Sacraments of Reconciliation, First Holy Communion 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 2016 students continued to use the school's prayer garden at lunch time for 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. In 2016 the addition of a statue of Mary in a prominent position in the front gardens gave students yet another place to see and express their Catholic identity.

The school community paused each day 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 led 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. There was great pride in seeing children make a donation to Catholic Mission, Caritas or St Vincent de Paul, when participating in social justice initiatives and activities.

Professional Learning of staff in Religious Education

During 2016, teachers collaborated on professional learning with the teacher educator from 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, notably word walls and how to use these effectively. 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 differentiate and scaffold the learning so the learning demands of all children were addressed.

A focus on staff formation during the Year of Mercy included a pilgrimage to St Mary's Cathedral in Sydney for the staff formation day. Following the Way of Mercy and celebrating mass deepened teachers' understanding and spiritual connection to Pope Francis' focus on God's mercy.
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 2016. 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.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
<td>95</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
<td>96</td>
</tr>
</tbody>
</table>
Student results showed fewer students in the lowest two bands and more students in the highest two bands in all areas of Year 3 literacy when compared to previous years. Year 5 students showed an upward trend in reading. The school’s continuing focus on oral language development in 2017 is an important part of responding to data provided by NAPLAN and other assessments. The language demands of both the Literacy and Numeracy tests are significant and students will be well served by developing their language skills overall. This has been a consistent focus for the last two years and will continue into the future.

School curriculum

At Holy Family Primary School we encourage all students to be creative, critically reflective thinkers, collaborative team members and clear communicators. During 2016, students from 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 the Catholic Education, Diocese of Parramatta (CEDP) worked alongside 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 had a successful Band program which targeted Stage 3 students. All students had an opportunity to learn an instrument and perform as part of a concert band.

Initiatives to promote respect and responsibility

Students at Holy Family Primary School learn to become concerned, connected global citizens and members of the universal Church through a range of activities and focuses throughout the year.

In 2016, the weekly ‘Mercy focus’ provided students with a common vocabulary and understanding of a merciful God and ways we can be merciful like the Father. Fundraising and outreach activities enabled students to empathise with, and act for, people who are supported by Catholic Mission, Caritas, Jesuit Refugee Services and the Society of St Vincent de Paul. Our Catholic values permeated every interaction and every aspect of school life.

Two thousand and sixteen was the year when all students at Holy Family Primary School learnt the language and ideas of the Learning Wheel and the 4Cs – creativity, communication, collaboration and critical reflection.

These are part of everything we do at Holy Family Primary School and as time has gone by, students have developed into more confident, self-directed learners because of this - students whose respect and responsibility are visible and evident in the classroom and on the playground.
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 engaged in professional learning meetings each week in line with the school goals, in addition to in-situ professional learning throughout the week. Teachers also attended professional learning sessions facilitated by the CEDP across all learning areas. At Holy Family Primary School, teacher educators in the areas of literacy, numeracy, Religious Education, innovative pedagogy and diverse needs worked with staff to build their capacity to ensure that quality targeted teaching was provided to all students in our care.

Last year professional learning continued to be 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 included developing a Learning Platform that articulated a shared understanding of what learning is, how students learn, the diverse needs of learners and how to differentiate for all students, and what we understood the place of assessment was in contemporary teaching.

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

A focus moving forward will be explicitly linking professional learning at Holy Family Primary School with the Australian Professional Standards for Teachers.
### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>To increase the language competency and knowledge of the students in Religious Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Our literacy data indicated that the children had very limited vocabulary and language structures, and thus they were not able to articulate their learning with any detail, or Stage or content appropriate language. The goal was a domain specific sub-goal of our overarching goal to develop oral language.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | Steps taken to achieve the priority included:  
- developing Religious Education word walls in every class and professional learning about how to use word walls to deepen students' understanding  
- ongoing assessment, tracking and analysis of students' oral language in Religious Education  
- staff professional learning and formation focusing on religious literacy and the Year of Mercy |
| Status of priority 1 | Ongoing |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>To develop students' ability to use and comprehend language, so that growth of at least one English as a Second Language (ESL) scale level will be achieved in oral interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 2</td>
<td>Analysis of NAPLAN, Progressive Achievement Tests in Reading (PAT-R), and Early Years Assessment (EYA) data indicated a need to address language development as a foundation for all school learning. The record of oral Language assessment has indicated a large proportion of Kindergarten students are ‘at-risk’ in terms of oral language development. The achievement gap widens as learning demands increase throughout schooling.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 2 | Steps taken included:  
- teacher professional learning concentrating on unpacking the language demands of planned tasks across the curriculum  
- continuing professional learning with teaching educator for literacy  
- student led conferences providing opportunities for students to explain their work and achievements orally  
- development of an oral interaction tracking mechanism based on the English as a Second Language (ESL) scales and the Department of Education and Communities (DEC) literacy continuum |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>By November 2016 all students in Year 2 will solve multiplication and division problems using partial modelling at a minimum. And all students in Years 3 to 6 will be at, or beyond, abstraction using efficient reasoning strategies to solve complex problems, and vulnerable students with a personalised plan will achieve growth in line with goals on their plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>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. The goal was a domain specific sub-goal of our overarching goal to develop oral language.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | Steps taken to achieve the priority included:  
- 'up-skilling' teachers in rich activities that could be differentiated to target specific growth points in number domains  
- creation, implementation and analysis of class and whole-school data walls for numeracy  
- numeracy leaders planning learning experiences and teaching collaboratively alongside classroom teachers |
| Status of priority 3 | Ongoing |
## Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For students to communicate what they know and what their next learning goal will be, cross curricular, guided by quality questioning, formative assessment and timely and descriptive feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>Teachers have undergone significant capacity building in recent years; consequently, consistency of practice is observable in the skills and proficiencies that underpin good teaching. The next step is for teachers to focus on the individual student and the skills they require to improve their learning capabilities. Therefore the focus on high yield strategies for the year will be: quality questioning, formative assessment, and timely and descriptive feedback.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | Steps taken to achieve the priority will include:  
- professional learning about planning formative assessments that lead to change  
- planning for quality feedback by including quality questioning in the program  
- using exemplars for students to reflect on their work  
- the 'embody, speak and write' approach will be embedded across all learning domains  
- creating purposeful and engaging driving questions to stimulate further inquiry questions from the students  
- embed critical reflection in each lesson |
| Priority 2 | Numeracy: Students are able to use reasoning and multi-level problem solving to develop multiplicative thinking as shown by improvement of at least one growth point in the multiplication and division domain. |
| **Reason for Priority 2** | Teachers have undergone significant capacity building in recent years; consequently, consistency of practice is observable in the skills and proficiencies that underpin good teaching. The focus high yield strategies for the year will be: quality questioning, formative assessment and timely and descriptive feedback. These skills will drive school improvement layered with the learnings to date. This is all viewed through the lens of the 4C pedagogy and the learning disposition wheel. |
| **Steps to be taken to achieve Priority 2** | Students given goal setting folder to record all personal learning goals.  
Students will co-construct personal goals using the learning dispositions from the learning wheel.  
Teachers will model think alouds to embed the language of reasoning and to interpret questions- use this as anchor charts and exemplars of critical thinking skills.  
Teachers will use exemplars for students to reflect on their work- what do I need to learn to improve my work? |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>Literacy: Progressive achievement of individual student goals to meet personal growth targets per semester, as shown by visible growth on literacy tracking sheet*. Evidence will be drawn from cross-curricular work samples.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Teachers have undergone significant capacity building in recent years; consequently, consistency of practice is observable in the skills and proficiencies that underpin good teaching. The focus high yield strategies for the year will be: quality questioning, formative assessment and timely and descriptive feedback. These skills will drive school improvement layered with the learnings to date. This is all viewed through the lens of the 4C pedagogy and the learning disposition wheel.</td>
</tr>
<tr>
<td>Steps to be taken to achieve Priority 3</td>
<td>There will be one to one interviews with each student to reflect on one piece of work. Students view success criteria to determine quality and success of task. There will be co-construction of the next learning goal. Goal sheet sent home to parents for their feedback. There will be precise planning to elicit student responses to improve understanding- using student goals and tracking sheets/ syllabus to know what learning students need to acquire.</td>
</tr>
</tbody>
</table>
Community Satisfaction

Parent satisfaction

The QCS data collected and reported to our parents, students and staff showed parents had noticed an improvement in students’ interpersonal skills, with both ‘social skills’ and ‘connectedness to peers’ indicators showing improvement from 2015. These were important outcomes of the focus on the Learning Wheel and the 4Cs.

Parent participation in assemblies, liturgies and community events continued to be very strong. This was an indicator of parental satisfaction with what these events offered.

There had been an increase in the number of parents volunteering to assist with literacy activities in the early years, and parent response to requests for assistance with creating mathematics resources showed a strong desire to be active and involved in the community.

Student satisfaction

The QCS data collected and reported to our parents, students and staff, showed that our students felt positive about their relationships with their teachers and about their engagement in learning. Students felt the teaching they experienced was purposeful and stimulating, and that they were feeling more confident and motivated, as well as feeling safer at school. These are important outcomes of the focus on the Learning Wheel and the 4Cs. Student feedback on the new student leadership model at Holy Family Primary School, in which all Year 6 students took on a range of leadership roles and tasks throughout the year, showed high levels of student satisfaction with the new model.

Teacher satisfaction

The QCS data collected and reported to our parents, students and staff, showed that staff members were feeling highly supported by the school’s leadership team and had a very clear understanding of what was expected of them. Staff felt that both students and professional learning were going very well and that collaboration was high. Above all, staff reported unanimously that there had been a strong improvement focus at Holy Family Primary School in 2016.
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](http://www.parra.catholic.edu.au/policy-central).

Current and previous years' student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>167</td>
<td>161</td>
<td>328</td>
</tr>
<tr>
<td>2015</td>
<td>172</td>
<td>161</td>
<td>333</td>
</tr>
<tr>
<td>2016</td>
<td>164</td>
<td>168</td>
<td>332</td>
</tr>
</tbody>
</table>

During the 2016 calendar year, we saw a decline in enrolments. A small number of families decided to leave this area for a variety of reasons. As a result many class sizes were significantly lower than expected.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>93</td>
<td>92</td>
<td>93</td>
<td>93</td>
<td>93</td>
<td>91</td>
<td>93</td>
<td>93</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>300</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>31</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
</tr>
</tbody>
</table>

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 2016.

Complaints and grievances policy

At Holy Family Primary School 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 2016.
Section Eleven: Financial Statement

### Income

- **Commonwealth**: (65.5%)  
- **Capital**: (0%)  
- **State**: (21.1%)  
- **Fees**: (12.3%)  
- **Other**: (1.2%)

### Expenditure

- **Capital**: (3.6%)  
- **Salary**: (75.6%)  
- **Non-Salary**: (20.8%)

#### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,874,744</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$924,366</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$539,052</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$51,711</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$4,389,873</td>
</tr>
</tbody>
</table>

#### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$157,460</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$3,286,893</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$901,997</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$4,346,350</td>
</tr>
</tbody>
</table>

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 parents.
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.