



2022

ANNUAL SCHOOL REPORT

ANNI



Holy Family Catholic Primary School

2-4 Highfield Road, LINDFIELD 2070

Principal: Mr Lou Dogao

Web: www.hfldbb.catholic.edu.au

Message from key groups in our community

Principal's Message

Holy Family Catholic Primary School is a community of learners working together to help prepare our children to be adults who contribute to our local and global community.

This report provides parents and the wider community with fair, reliable and

a Social Justice committee that follows in the footsteps of Jesus and is charitable towards the poor, needy and vulnerable.

At Holy Family, the senior school has the opportunity to have buddies in Kindergarten. This has allowed us to take on the role of being their role models, friends to trust and rely on. If there was a child that was in need of extra support, they would be paired with someone who is able to be there for them in any time of need. The senior school has taken care of these children, been by their side at all times and have shaped them into confident and friendly children ready to go into the years ahead.

School Features

Holy Family Catholic Primary School Lindfield is a Catholic systemic co-educational

Plan and issues that have global school impact Parents are welcomed helpers in the classroom and at other events related to Key Learning Areas.

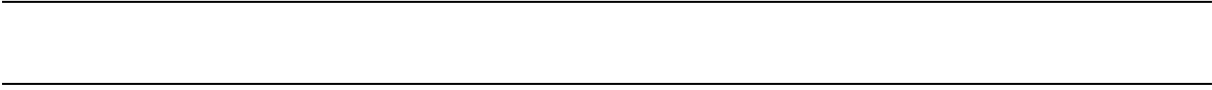


Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and



following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Teaching Staff participated in the 2-day Mini Certificate of Gifted Education delivered by GERRIC (Gifted Education Research, Resource and Information Centre).

All staff, teaching and non-teaching, participated in a day focused on the Diocesan strategic plan, 'Towards 2025'. This included a keynote address on emerging issues and social trends and presentations and workshops on using data and evidence to support the growth of all learners, staff and personal wellbeing and Faith.

Professional learning on the Kindergarten to Year 2 Mathematics and English Syllabus and research of spelling pedagogy and initial updating of the spelling scope and sequence were undertaken.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim

This year we trialled the new Kindergarten Religious Education Curriculum, which is linked to the Early Learning Years Framework. The tenets integrate belonging (knowing where and with whom you belong is central to human existence), being (childhood is a time to be, to seek and to make meaning of the world) and becoming (the process of rapid and significant change that occurs in the early years as young children learn and grow).

This approach to teaching and learning in Religious Education, inspires students to understand more fully the meaning of being a member of the Catholic community encouraging them to become aware

program delivered and assessed by qualified gymnastics teachers using their equipment; this takes place in the school hall.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	80%	52%	0%	12%
	Reading	84%	50% ^{0.75}	478.0% ^{Additional}	11%
	Writing	76%	50%	0%	7%
	Spelling	51%	48%	4%	15%
	Numeracy	57%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care

The buddy reading program for Kindy and the Senior Students; and, Year 1 and Year 3 continued, providing leadership responsibilities for the older children and support and a sense of belonging and inclusion for the younger children.

Through all these initiatives we aim to build students' capacity to be engaged and effective young people in our world, able to take their place in the world as a global citizen underpinned by Catholic values. This begins with behaviours and actions

A key project in the Learning Improvement Program will see teaching staff engaged in Collaborative Coaching. The purpose is to *improve every student's learning through building the capacity of every teacher*. Teachers will meet with the learning coach weekly to analyse and unpack student learning progress data, establish a focus, plan lessons and adjustments and set goals. The School Leadership Team will engage in professional learning and link with a buddy school to help establish the coaching program and ensure growth for

Community Satisfaction

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

Parent satisfaction

At Holy Family we use the Tell Them From Me (TTFM) survey (conducted in September) and feedback via Parents and Friends and Advisory Group forums as the main tools in gauging parent satisfaction.

There is an overall high level of satisfaction among parents. Numerous comments point to the perception that Holy Family provides a safe, welcoming and caring environment for their children. A high number of survey respondents believe there is a strong sense of community and a majority of families feel included and treated fairly.

Pastoral care is perceived as a strength by a majority of parents and the Leader In Me (LIM) continues to be identified as an important and positive element of the overall pastoral care program. Parents were very positive about the values and morals reflected and taught with comments supporting the Catholic ethos visible in the school.

Parents are keen to have a better understanding of their child's learning goals and how they can support them at home with the 'Glow and Grow' project receiving positive feedback and seen as an effective step towards better achieving this.

A small percentage questioned whether children should be expected to complete home learning during weekends or holiday breaks.

Student satisfaction

Holy Family utilises the "Tell Them From Me" (TTFM) survey with Year 4 to Year 6 students, the work of, and feedback from, the Student Representative Council and the Student Leadership Team giving them voice in identifying school strengths and areas for improvement.

Holy Family students reported positive relationships with their teachers and have high expectations for success. They acknowledge their teachers as being helpful when learning is challenging and feel they have a voice. There was a positive response to feeling safe and happy at school. They enjoy seeking out opportunities for leadership and participating in ministries like the Environment Group, Social Justice Club, Student Representative Council

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	

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