

2019 Annual School Report to the Community

Holy Family Primary School Bathurst

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Principal Mr Kevin Arrow





Principal's Message

Holy Family Catholic School Kelso celebrated '40 Years of Catholic Education' during 2019. Our school opened in 1979 and our anniversary year in 2019 was a special year for us at Kelso.

Throughout the year we continued to develop our essential work of high quality teaching and learning across the school. Our continued commitment in developing a Professional Learning Community has assisted our work in the area of teaching and learning.

As well, we joined together to express our strong Catholic identity and celebrate Catholic life here at Kelso. Our links to the Cathedral Parish were strengthened through the course of the year.

The school is experiencing a pleasing enrolment trend and strong parent and community interest in the school. We celebrate all that was in 2019 and we look towards 2020 for another great year at the school.

Parish Priest's Message

A tradition of the Cathedral Parish is starting the school year with a Mass for all in our Parish Catholic Schools. It gives us focus on the task ahead - that all the many elements that constitute our educational endeavours are underpinned by Jesus Christ, the mystery of God, and the strength and guidance of the Holy Spirit.

We reaffirm that reality for each school community at our opening school Masses. These Masses and other liturgies that are celebrated during the year make explicit our recognition of our faith in Jesus Christ and our dependence on his grace and love. This nurturing of the spiritual dimension of students' lives is also woven into the daily life of our school. The values of kindness, fairness, compassion and justice are witnessed by all members of the school community. The ongoing struggle for all of us is to be consistent in our living of these values. Sometimes we fail, and then that other crucial Christian value of forgiveness, has to be brought forth. While we learn a lot about God, revealed by Jesus, the challenge is to apply this in our relationships and in the places we live and interact with one another.

Fr. Paul Devitt

Parent Body Message

Holy Family Catholic School Parents and Friends Association has had a most pleasing 2019, our school's 40th anniversary year. An event early in the year was the Welcome Family Picnic Night in the school grounds. Throughout the year the P and F also provided valuable funds to support the various teaching & learning programs in the classrooms. The target project was ICT devices to be utilised in our classrooms.

Through many fundraising ventures including the operations of the food van, a pie drive, raffles, and a golf day, the P and F was able to provide valuable support to the education of the children at the school. The P and F also provided wonderful moral support to the teachers and staff at the school.

Many parents were involved in activities to support students such as sports coaching, classroom reading and mathematics, canteen, transport and book covering.

2019 was an excellent year for our P and F, and we look forward to building upon this year as we move into 2020.

Student Body Message

Holy Family Catholic School students participated enthusiastically in the '40th Anniversary Year.' Student focus on academic, spiritual, social, sporting and extra curricular life of the school was evident throughout 2019.

Students are at the centre of the life of the school, and the response of students in the various programs is acknowledged. Students displayed a happy approach to school activities and their pride in the school was most obvious during 2019.

Our Year 6 student leaders were outstanding role models for the children throughout the school. The Peer Support Care Group Program at the school again was a highlight of positive activity and engaged all students at the school.

Our student leaders represented the school on numerous occasions through the year and we acknowledge their commitment to their various roles.

Students at Holy Family Catholic School applied themselves enthusiastically to school life during 2019. We look forward to seeing student success continue to flourish as we move into 2020.

SECTION TWO: SCHOOL FEATURES

Holy Family Primary School is a Catholic systemic Co-Educational School located in Bathurst.

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General Structure of the School: During 2019, Holy Family Catholic School comprised 14 separate classes. This included two parallel classes in each of the seven graded classes from Kindergarten to Year 6. Specialist staff also take responsibilities to assist the 14 class teachers in providing a comprehensive education program for the students. Specialist staff assist in providing learning support, music education, information technology and library services.

Cathedral Parish: Holy Family Catholic School is part of the Cathedral Parish of St Michael and John's Bathurst. Our school draws its population from the local area.

Motto: Our school motto was formulated in 1979 when the school first opened. Our motto, 'Gathered in Love' has provided us with inspiration throughout 2019, our 40th anniversary year.

Curriculum Initiatives: Holy Family School continued specific curriculum implementation during 2019. Our work in this area was facilitated by our staff 'Professional Learning Teams,' where teams of teachers had a special focus on the teaching of literacy.

The use of digital technology via a well-equipped computer lab enhanced learning through 2019.

Aboriginal perspectives were focussed on during 2019 and were extended through our Aboriginal Education Program.

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019:

Girls	Boys	LBOTE*	Total Students
168	200	7	368

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Capital Works Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office. CEDB Enrolment Policy is available from the CEDB website: www.bth.catholic.edu.au.

Student Attendance Rates

The average student attendance rate for 2019 was 94.03%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94.00%
Year 1	94.70%
Year 2	95.00%
Year 3	93.80%
Year 4	94.10%
Year 5	94.90%
Year 6	91.70%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Executive Director of Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
23	10	33

* This number includes 14 full-time teachers and 9 part-time teachers.

Percentage of staff who are Indigenous	3%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by Catholic Education Diocese of Bathurst. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

Term 1	Literacy Programs K-6.
Term 2	La Sallan Staff Faith Formation Day.
Term 3	School Curriculum - Developing Reading Groups Across the School.
Term 4	School Curriculum - Using Data To Inform Teaching and Learning Programs.

Staff at Holy Family Catholic School engaged in ongoing professional development activities during 2019. The major focus during 2019 included consolidation of our 'Professional Learning Community Program' to further develop our literacy programs. Staff also engaged in 'team teaching & peer observations' to assist in the implementation of a focus on '21st Century Teaching and Learning.' As well, our staff learning had a focus on the 'Model of Christ Centred Learning Project.' Both are system Catholic Education Diocese of Bathurst priorities being implemented across the Diocesan schools.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the New South Wales Education Standards Authority (NESA):

Teacher Standards		Percentage of Teachers
1	Graduate Teachers	8%
2	Proficient Teachers	92%
3	Highly Accomplished and Lead Teachers	0%

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

Our Catholic school has a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, our Catholic school strives to encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

Holy Family School follows the Diocesan Religious Education Curriculum and uses the "To Know, Worship and Love Program," as authorised by the Bishop of Bathurst.

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Holy Family School values the link to the Cathedral Parish. The school continued to strengthen links with the Cathedral Parish in 2019. The school assisted with the implementation of the Parish Sacramental Program and also published regular Parish events in the weekly newsletter for families. The school continued to give priority to the celebration of liturgies and worship. Prayer is a major focus at the school.

Holy Family School continued to support 'Catholic Missions,' 'Caritas' and 'Mercy Works' during 2019. We also assisted various drought relief appeals through the year.

Staff attended a Cathedral Parish Commissioning Mass to commence the school year in 2019. Weekly staff prayer with an emphasis on a 'Weekly Gospel Challenge' continued as the staff gather as a faith community.

Pastoral care and a school focus on 'wellbeing' is a shared responsibility for everyone at Holy Family Catholic School. Our policy in this area includes anti bullying approaches at the school, and also includes a successful peer support program involving all students.

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Holy Family Catholic School provides an educational program based on, and taught in accordance with NESA curriculum requirements.

Key Learning Areas are: English, Mathematics, Science and Technology, Human Society and its Environment (Geography / History), Creative Arts and Personal Development, Health and Physical Education.

In addition, the school implements the Religious Education curriculum requirements of the Catholic Education Diocese of Bathurst. School effectiveness is monitored by the 'Quality Catholic Education' self review process, and 'Annual School Satisfaction Surveys' assist school review.

Holy Family Catholic School is registered in accordance with the NSW Education Standards Authority (NESA).

Holy Family Catholic School has a special emphasis on engaging teachers in curriculum teams to develop capacity. Our curriculum teams have the priority focus of improving student learning outcomes.

A learning support program exists at the school to assist students needing extra help with literacy and numeracy. Specialist staff coordinate this program to support the work of the class teacher.

In 2019 the school continued an Aboriginal Education Program. Achievement outcomes for ATSI students were assisted via personalised learning plans. Aboriginal perspectives in our curriculum were extended in 2019.

Class teachers facilitate extension and enrichment activities for students to support learning. During 2019, one of our Year 2 students was awarded First Place in NSW for distinguished achievement in the University of NSW Science Competition. A University Medal was awarded to the student.

A school choir, school band and various music services are available for student participation. Our School Band was awarded First Place at the 2019 Bathurst Eisteddfod in the Primary Schools Band section.

School sports teams participate in local gala days or competitions for rugby league, rugby union, soccer, netball and AFL. The school supports, and is involved in a representative sports program. One of our students was selected in the 2019 NSW PSSA Golf Team and competed at the School Sport Australia National Championships.

A comprehensive computer laboratory operates at the school. All classes are involved in lessons in the lab. Computers and various devices are also located in all classrooms. All classes have access to the use of Chromebooks to support student learning.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

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 School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are 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.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	49.00%	56.70%	10.20%	10.80%
	Reading	52.10%	52.80%	8.30%	10.70%
	Writing	39.60%	50.90%	4.20%	6.20%
	Spelling	53.10%	47.90%	8.20%	13.20%
	Numeracy	23.40%	39.60%	8.50%	12.10%

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	35.30%	34.20%	9.80%	17.00%
	Reading	35.30%	37.10%	7.80%	12.40%
	Writing	20.00%	16.90%	10.00%	19.10%
	Spelling	21.60%	33.90%	9.80%	13.70%
	Numeracy	12.00%	29.00%	8.00%	14.00%

Student Welfare Policy

Holy Family Catholic School is active in the area of student welfare. Student wellbeing forms part of this policy. Details regarding student welfare are available in the School's Pastoral Care / Student Welfare Policy. The Religious Education Coordinator is responsible to the Principal in ensuring that this policy is implemented and updated at the school.

Our Welfare Policy also includes implementation of the NSW Peer Support Foundation Program. In 2019 it was implemented over Terms 1, 2 and 3. Our 'Care Groups' led by our Year 6 leaders are an excellent way to vertically group the school. 38 groups were formed in 2019. Our program had a focus on building positive relationships.

Our approach to student welfare also includes a proactive, anti-bullying policy. In 2019, we celebrated a whole school 'anti bullying day.' This policy forms part of our Behaviour Management and Discipline Policy.

Catholic Education Diocese of Bathurst ensures each school has a Student Welfare or Pastoral Care Policy. This policy guides the school community in establishing a safe and supportive environment in which all students thrive to reach their potential. Student welfare and student learning are intrinsically linked and fostered by the collaborative endeavours of staff and parents and community.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

Discipline Policy

Each school in Catholic Education Diocese of Bathurst has a Discipline Policy. This policy is developed to encourage and foster positive relationships and behaviours among members of the school community. The policy details the processes the school undertakes to foster behavioural change in individuals who require assistance with specific behavioural areas. This policy may also include the rights and responsibilities of members of the school community.

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

Holy Family Catholic School's Discipline Policy is incorporated in the overall 'Student Behaviour Management and Discipline Plan.' The school priority is to provide a safe and supportive environment and so help students develop self-discipline within each child.

At our school we strive to assist each student to: Learn to accept responsibility, show respect for others and their property, cooperate with each other, and show care for others.

Holy Family Catholic School reinforces the view that every child has the right to learn. Our fundamental rights for students and staff include: The right to learn, the right to feel safe, the right to be treated with dignity and respect.

Our policy intends to develop a safe and supportive school environment that encourages students to: Develop positive self esteem, respect for the rights and dignity of others, build workable relationships, own their behaviour, and accept consequences of behavioural choices.

The Discipline Policy was recently updated.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

The Diocese of Bathurst has a Discrimination, Harassment and Bullying Policy which guides the school's Anti-Bullying Policy. The policy provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person in the school community. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has a Complaints Guideline which is implemented by our schools. This document recognises that from time to time, misunderstandings and differences of opinion occur, and need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

Holy Family Catholic School values the promotion of respect and responsibility within the climate of the school. Programs assisting the promotion of respect and responsibility in 2019 include:

- Peer Support Foundation 'Positive Relationships Program'

- K-6 Religious Education Program
- Pastoral Care and Wellbeing Programs
- School missions and charitable programs
- Extension of the Aboriginal Education Worker Program
- Teacher presentations and addresses to students at assemblies and in classrooms
- ANZAC and Remembrance Day reflections, lessons and liturgies
- School emphasis on developing social skills in students
- School community events eg Mothers' Day 'Morning Tea With Mum', Fathers' Day 'Big Breakfast'

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the Consultant to Schools.

Key Improvements Achieved in 2019

Holy Family Catholic School develops an, 'Annual School Improvement Plan' to assist in driving continued improvement at the school. During 2019 improvements included:

- Consolidation of the 'Professional Learning Communities Program'
- Formation of robust 'Professional Learning Teams' across the teaching stages
- Focus on 'Personalised Learning Programs' across classrooms
- Implementation of a new phonics and reading groups program
- Consolidation of across grade mathematics ability groupings to assist differentiation of the curriculum
- Focus on developing '21st Century Learners'
- Development of Science Technology Engineering Mathematics (STEM) learning programs across the school
- NAPLAN, DIBELS and PAT external testing and improvements
- Extension of digital learning capabilities including use of Chromebooks
- Extended use of our Compass portal and Facebook page

Priority Key Improvements for 2020

Holy Family Catholic School includes the following priorities as part of the overall improvement plan for 2020:

- Extend the celebration of Catholic life at the school
- Consolidate our PLC and MCCL programs
- Extend the implementation of differentiated academic groupings in classrooms
- Extend the Literacy Programs across the school, introduce 'Diocesan Grammar and Punctuation Program'
- Extend the use of data evidence to inform, review and develop teaching programs
- Develop 'Project Based Learning' programs across classrooms
- Consolidate teaching of STEM across the school
- Consider greater use of contemporary learning furniture and programs
- Extend our technology priorities through the school - implement online NAPLAN
- Further development of 'Green School' programs at the school

SECTION TEN: PARENT, STUDENT AND TEACHER 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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

During 2019, parents demonstrated a high level of support towards the school. The parent representative body strongly supported the school with much appreciated fundraising. Large parent attendance at events such as parent teacher grade nights, parent teacher interviews, and the end of year 'Family Night' celebration, indicated strong support for the school.

Through 2019, the school experienced high demand for enrolment places in all classes at the school. This is an indication of high regard for the school and high satisfaction level from parents.

An online 2019 'School Satisfaction Parent Survey' was available to all parents. Some parent responses included:

Q: 'Religious Education is of a high standard'

92% of parent responses indicated 'Agree / Strongly Agree' in this area

Q: 'The school places a high priority on academic growth and student progress'

79% of parent responses indicated 'Agree / Strongly Agree' in this area

Q: 'Technology is effectively integrated into the teaching & learning process'

94% of parent responses indicated 'Agree / Strongly Agree' in this area

Student Satisfaction

During 2019, students expressed a high level of satisfaction towards the school. Students demonstrated a high level of commitment to their class work.

Students worked well on their learning tasks, as reported by the teachers of their learning. At school and inter-school sports carnivals a wonderful expression of school spirit was evident. Students also represented the school very positively at other events throughout the year. At the end of the year, graduating Year 6 students and their parents expressed wonderful support to the school as they finished their primary schooling.

In the 2019 School Satisfaction Student Survey, senior students indicated:

Q: 'Our school has a clear identity as a Catholic school'

96% of senior students indicated 'Agree / Strongly Agree' in this area

Q: 'Our school uses technology to support our learning'

80% of senior students indicated 'Agree / Strongly Agree' in this area

Q: 'Our school has a plan to support us in our learning and well being'

86% of senior students indicated 'Agree / Strongly Agree' in this area

Teacher Satisfaction

During 2019, teachers and staff worked with energy and enthusiasm for the good of the school. Teachers worked supportively at meetings, professional learning days and staff meetings. Teachers engaged professionally in the emerging Professional Learning Teams structure at the school.

Teachers attended many extra curricula events to show their support and satisfaction towards the school. Throughout the year the school received a significant amount of positive feedback from parents about the quality of our teachers and staff.

Catholic Education Diocese of Bathurst conducted a 'Staff Satisfaction Survey' on Holy Family School in 2019. Some staff responses included:

Q: 'The school has a clear identity as a Catholic school in the community'

100% of staff responses indicated 'Agree / Strongly Agree' in this area

Q: 'The school has a well developed quality educational program with a high standard of teaching across the school'

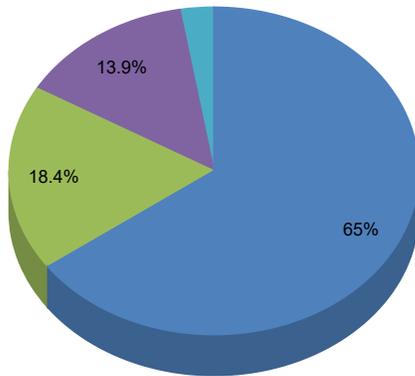
92% of staff responses indicated 'Agree / Strongly Agree' in this area

Q: 'There are a range of extra-curricula activities that enrich student learning'

92% of staff responses indicated 'Agree / Strongly Agree' in this area

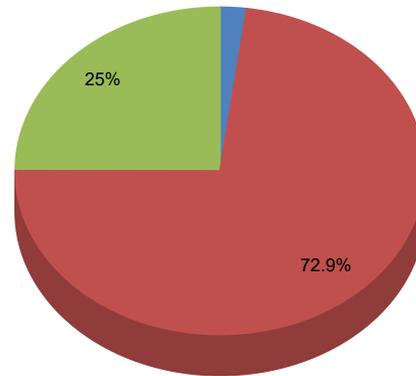
SECTION ELEVEN: FINANCIAL STATEMENT

Income



- Commonwealth Recurrent Grants (65%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.4%)
- Fees and Private Income (13.9%)
- Other Capital Income (2.7%)

Expenditure



- Capital Expenditure (2.1%)
- Salaries and Related Expenses (72.9%)
- Non-Salary Expenses (25%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.