

2020

ANNUAL SCHOOL REPORT



Holy Family Catholic Primary School

French-Smith Place, KELSO 2795

Principal: Mr Kevin Arrow

Web: <http://www.holyfamilykelso.catholic.edu.au>

About this report

Holy Family Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CEDB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Holy Family School Kelso celebrated a productive 2020 school year. It was a year like no other due to COVID-19, but our school was able to successfully navigate the challenges around the pandemic. Online learning during the COVID-19 home period was a special focus as was priority on student and staff wellbeing.

Throughout the year we continued to develop our core work of high quality teaching and learning across the school. Our continued commitment in forming 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 goes from strength to strength with a pleasing enrolment trend and strong parent and community interest in the school. We celebrate all that was in 2020 and we look towards 2021 for another great year at the school.

Parent Body Message

Holy Family School P and F Association, like other school parent groups during 2020, was affected by the restrictions that COVID-19 placed on the school. Early in the 2020 school year though, we welcomed parents into our classrooms for 'open classrooms' during the celebration of Catholic Schools Week. This was most heartening to have the parents along to interact with the children.

2020 COVID-19 restrictions limited our P and F fundraising ventures as well as our social, community activities. The school adhered to the restrictions developed by the NSW Government.

We thank the P and F along with our greater parent body, for their wonderful moral support to the teachers and staff at the school, especially given the limitations that COVID-19 placed on the activities at the school.

2020 was a COVID year for our P and F, we look forward to rebuilding our activities into 2021.

Student Body Message

Holy Family School students experienced a different year in 2020 as a result of the COVID-19 restrictions on some aspects of school life. Importantly, the year did enable students to experience long uninterrupted periods of quality learning across the school.

Students are at the centre of the life of the school, and the response of students in the various programs is acknowledged. Students displayed an industrious approach to school activities and their pride in the school was most obvious during 2020.

Our Year 6 student leaders continued to be excellent role models for the children throughout the school. The Care Group Program, our peer support 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 School applied themselves enthusiastically to school life during 2020. We look forward to seeing student success continue to flourish as we move into 2021.

School Features

Holy Family School is a Catholic systemic co-educational school located at Bathurst.

General Structure of the School: During 2020, Holy Family 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 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 2020.

Curriculum Initiatives: Holy Family School continued specific curriculum implementation during 2020. Our work in this area was facilitated by our Professional Learning Teams where groups of teachers had a special focus on the teaching of mathematics. The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Program was a 2020 priority K-6. The use of digital technology via a well-equipped computer lab enhanced learning through 2020. Aboriginal perspectives were focussed on during 2020 and were extended through our Aboriginal Education Program.

Facilities Improvements: During 2020, a concrete brick retaining wall was built near the Computer Lab, and other capital and maintenance jobs listed in our new Condition Assessment Report were completed. Our admin was re-carpeted. Roofing improvements were completed, and landscaping work around the school improved the appearance of the school.

Student Profile

Student Enrolment

The School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Total Students
164	202	8	366

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has established an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and 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 a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#)

Student Attendance Rates

The average student attendance rate for the School in 2020 was 94.06%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.80	94.60	94.40	94.70	94.70	92.50	93.70

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. 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 and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	38
Number of full time teaching staff	15
Number of part time teaching staff	23
Number of non-teaching staff	12

Total number of teaching staff by NESA category

Teachers at this School are accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead Teacher are voluntary. The number of teachers within the Diocesan Schools System at these levels is as follows:

- Conditional teachers 36
- Provisional teachers 50
- Proficient teachers 857
- Highly Accomplished and Lead Teachers 1

Additionally, there are approximately 8 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing Professional Learning of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific professional learning, meetings and conferences, and a range of programs provided by CEDB. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional learning. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following information provides specific details relating to the focus of three of these professional learning days.

Summary of professional learning at this school

The engagement of staff in professional learning contributes to school improvement. The school supports the professional development of staff members, and this is highly valued. Professional learning can take many forms including whole school staff days, curriculum specific professional learning courses, meetings and conferences. Our staff also engage in a range of professional learning programs provided by Catholic Education Diocese of Bathurst, our Head Office.

During 2020, our COVID-19 year, most professional learning was sourced via online platforms. Restrictions limited the gatherings of large groups of staff so much of our professional learning work was online. In small teams, our teachers engaged in professional learning opportunities during 2020 with a primary focus on improving student outcomes. Much of this was around constructing remote learning programs for students in class groups.

An important focus during 2020 was in the area of staff and student wellbeing. The school maintained this focus as a professional learning topic through the year.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. 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 resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in 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.

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

Holy Family School values the link to the Cathedral Parish. The school continued to strengthen links with the Cathedral Parish in 2020.

Due to COVID-19 restrictions on Church activities during 2020, the planned Parish Sacramental Program was adapted, and parents were invited to take a greater role in organising reception of the Sacraments by the children in Years 2, 3 and 6.

The school continued to give priority to the celebration of liturgies. This was largely via online presentations. Prayer continues as a major focus at the school. We conduct a weekly 'Gospel Challenge' which has a high priority across the school.

Holy Family School continued to support Catholic Missions, Caritas and the Cathedral Restoration Project during 2020.

Staff attended a Cathedral Parish Commissioning Mass to commence the school year in 2020.

Weekly staff prayer included the Diocesan online service "Connect - Home."

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

The promotion and use of online digital resources in RE was a feature during 2020.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During the COVID-19 year, the school had a special focus on the core business of teaching and learning as extra curricular activities were reduced.

School effectiveness is enhanced with use of:

- 1 Quality Catholic Education Program
- 2 Regular school reviews conducted by CEDB personnel
- 3 Roll out of our School Satisfaction Surveys

Our staff are committed to continuous improvement of teaching and learning in all facets of the curriculum.

An emphasis at the school is on teachers working in curriculum teams. Our curriculum teams have the priority focus of improving student learning outcomes. This is part of the integral function of our Professional Learning Teams at the school.

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 2020, the school continued an Aboriginal Educator Program. Achievement outcomes for ATSI students are a priority. Aboriginal perspectives in our curriculum were extended in 2020.

Class teachers facilitate extension and enrichment activities for students. Numerous students participated in the Uni of NSW Academic Assessments with High Distinctions awarded in both Science and Maths Competitions.

A school choir, school band and various music services are available for student participation. COVID-19 limited the activity of these groups during the year.

School sports teams participate in local gala days, competitions and representative sports programs. COVID-19 limited activity here also in 2020.

A comprehensive computer laboratory operates at the school. All classes are involved in lessons in the lab. We also have a growing fleet of mobile devices used across the school. All classrooms have interactive whiteboards to assist instruction.

Student Performance in 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 the School's planning and is used to support teaching and learning programs.

Student results show as skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN is one aspect of school assessment and reporting processes, and compliments the extensive ongoing assessments made by teachers about each student's performance and learning throughout the year.

Due to the restrictions of COVID-19 in 2020, NAPLAN was cancelled, meaning students in Years 3, 5, 7, and 9 did not have the opportunity to undertake these tests.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing Policy, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

No changes were made to the Diocese of Bathurst Pastoral Care and Wellbeing Framework this year. The Framework can be accessed at the [Pastoral Care and Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline Policy and procedures are aligned to the Pastoral Care and Student Wellbeing Framework. The School's policy operates within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning for all students. It supports the development of positive social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Pastoral Care Policy and Student Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Complaints Handling Policy

Catholic Education Diocese of Bathurst has established a Complaints Management Policy which is implemented across the diocese. The policy recognises that misunderstandings, differences of opinion, and complaints and grievances will occur, and that these 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.

The Policies and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

In addition to this policy, there are also policies and procedures related to Child Protection, Procedural Fairness, and Whistle Blowers. All of these are available through the [CEDB website](#).

The full text of the Complaints Management Policy may be accessed on the [CEDB website](#) or by contacting Catholic Education Diocese of Bathurst.

Initiatives promoting respect and responsibility

Holy Family School values the promotion of respect and responsibility across the school.

Programs assisting the promotion of respect and responsibility in 2020 include:

Peer Support Foundation 'Speaking Up: Anti Bullying Program.' (Anti bullying culture building at the school.)

Religious Education Program. (Faith and mission focus.)

Pastoral Care Programs. (Across school welfare and wellbeing support.)

Whole school focus on 'Wellbeing.' (Support to those across our school community.)

School missions and charitable programs. (Care and concern for others.)

Promotion of "Green School" and Laudato si. (Supporting care for the environment and sustainability awareness.)

Extension of the Aboriginal Education Worker Program. (Supporting our Indigenous students and families.)

Teacher addresses to students and assemblies and in classrooms. (Positive culture across the school.)

ANZAC and Remembrance Day reflections, lessons and online liturgies. (Remembering the fallen.)

School emphasis on developing social skills in students. (Assisting positive student behaviours).

School Improvement

Catholic Education Diocese of Bathurst has collaboratively revised and implemented Quality Catholic Education (QCE) in all schools. The QCE framework supports the continuing focus on school improvement and transformation. Cyclical processes in CEDB and schools underpin the framework ensuring alignment and coherence.

Strategic Improvement Plans (SIP) are future focused documents that map the Diocesan and School's directions, focused specifically at improving outcomes for all students and staff through the areas of:

- Faith
- Learning
- Stewardship

Each year, the CEDB and School develops an Annual Improvement Plan (AIP) indicating the intended key strategic intent across these areas for the coming year.

A copy of the school's Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School office.

Key Improvements Achieved

Holy Family School develops an 'Annual School Improvement Plan' to assist in driving continued improvement at the school.

During 2020 improvements included:

- Development of Catholic life programs especially due to COVID-19 restrictions.
- Implementation of Pope Francis' 'Laudato si' focus on the environment and sustainability.
- Focus on student and staff wellbeing during the COVID-19 home learning period.
- Implementation of the Professional Learning Communities Program
- Consolidation of robust Professional Learning Teams across the Stages
- Extension of digital learning capabilities including use of Chromebook devices across classes.
- Establishment of remote online learning programs to support students during COVID-19 home learning period.
- Focus on developing '21st Century Learners'
- Support to STEM learning methods across the school.
- Development of 'Differentiated Maths Groups' across the school.
- Focus on providing 'personalised learning' for students.
- General review of school policies.

- Implementation of Compass / CESIS school software programs.

Priority Key Improvements for Next Year

Holy Family School includes the following priorities as part of the overall improvement plan for 2021:

- Extend the celebration of Catholic life at the school.
- Implement CEDB 'Faith Formation Framework.'
- Extend the implementation of differentiated academic groupings in classrooms.
- Introduce Spelling Mastery Programs across the school following 2020 trials at the school.
- Extend the use of data evidence to inform and review teaching programs.
- Consolidate teaching of STEM across the school.
- Introduce 'Best Start Kindy Program.'
- Introduce next phase of school admin 'Ancestry Program.'

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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. Additionally CEDB undertakes extensive surveying of all stakeholder groups through School Improvement Surveys. This data is used to further inform school improvement.

Parent satisfaction

Holy Family School invites parents to complete complete online 'School Satisfaction Surveys' each year. Data from these surveys indicates the level of parent satisfaction with the school. Collated survey data provides 'ratings' on various elements of the school. (Max rating is 5.)

Highest 2020 Parent ratings:

- 4.6 Our school has a clear identity as a Catholic school in the community.
- 4.5 Our school has clear connections with the local Parish.
- 4.5 I feel well informed about happenings in the school.
- 4.5 Our school promotes awareness of and celebrates Aboriginal heritage.
- 4.5 Our school has a well-implemented Religious Education Curriculum.
- 4.4 Our school supports and provides opportunities for the spiritual development of the student.

Student satisfaction

Holy Family School invites Years 5-6 students to complete complete online 'School Satisfaction Surveys' each year. Data from these surveys indicates the level of student satisfaction with the school. Collated survey data provides 'ratings' on various elements of the school. (Max rating is 5.)

Highest 2020 Student ratings:

- 4.7 Our school promotes and celebrates Aboriginal heritage and culture.
- 4.6 Our school has a clear identity as a Catholic school in the community.

- 4.6 Our school sees student learning as important.
- 4.5 Our school has clear connections to the local Parish.
- 4.5 Students and staff participate in meaningful celebrations of prayer.
- 4.5 Our school promotes awareness of and celebrates Aboriginal heritage.
- 4.5 Our school has a well implemented Religious Education curriculum.

Teacher satisfaction

Holy Family School invites all Staff to complete complete online 'School Satisfaction Surveys' each year. Data from these surveys indicates the level of staff satisfaction with the school. Collated survey data provides 'ratings' on various elements of the school. (Max rating is 5.)

Highest 2020 Staff ratings:

- 4.7 Our school systematically monitors performance data to inform teaching and learning programs.
- 4.6 Our school places a high priority on academic growth and student development.
- 4.6 Our school has a clear identity as a Catholic school in the community.
- 4.6 Our school has a well implemented Religious Education curriculum.
- 4.6 School grounds and other facilities are safe and well-maintained.
- 4.6 Our school has a highly effective system in place to monitor WHS issues.
- 4.6 Our school has well-developed quality educational programs.

Financial Statement

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

School Financial Information for the 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$3,245,047
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$901,474
Fees and Private Income ⁴	\$669,199
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$136,644
Total Income	\$4,952,364

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$124,406
Salaries and Related Expenses ⁷	\$3,509,635
Non-Salary Expenses ⁸	\$1,082,518
Total Expenditure	\$4,716,559

Notes

1. Commonwealth Recurrent Grants includes 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, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes 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.

END OF 2020 REPORT