

Annual School Report



Holy Family Parish Primary School, Parkes

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ABOUT THIS REPORT

Holy Family Parish Primary School, Parkes is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Education Office (CEO), Wilcannia-Forbes, the 'approved authority' for the registration system formed under Section 39 of the NSW Education Act (1990).

The Annual School Report provides parents and the wider school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NSW BOSTES requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Further information may be obtained by contacting the School or by visiting the School's website.

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

2016 has been a productive and rewarding year at Holy Family School. It is appropriate to express gratitude to the staff, students and parents, particularly those involved with the Parents and Friends Association, those on the School Committee and those who regularly help in the classroom and in the canteen, for their support of Holy Family School. One of the key characteristics of our school is the atmosphere which is a direct result of parents, staff and students working together. In addition to the fact that the government requires open and honest evaluation and reporting, we are proud to provide a report in which we acknowledge the close working partnerships within our school community, as well as the many academic, cultural and sporting successes.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

Parent Body Message

Well, what a huge year the P & F Committee have had this year with discos, Mother's Day stalls, movie nights, walk-a-thons....the list goes on.

I would like to thank everyone who has volunteered their time and helped through the year. We have raised much needed funds to finish the outdoor learning area. The P&F raised money for the Robotics program as well as many other items. The walk-a-thon was a huge success and the children had a fabulous day.

We have had a successful year and couldn't have done it without the support of parents, friends and carers.

Student Body Message

It has been an honour to be school captains of Holy Family. This year Holy Family has not only represented but excelled in many areas. In sporting activities such as rugby league and union, athletics, swimming, hockey and tennis our students have represented at a wide range of levels. This year also saw students do extremely well in public speaking and the Forbes Eisteddfod. In all of these areas, our students represented our school with pride.

The children of Holy Family were enthusiastic representatives at Parish Masses, Mini Vinnies, Anzac Day, Remembrance Day, Carols by Candlelight and other events in our Parish and community. Students and teachers should also be proud of our academic achievements throughout the year as shown through the results in NAPLAN, the Australian Mathematics Competition and the University of NSW ICAS Competitions. Congratulations.

SECTION TWO: SCHOOL FEATURES

Holy Family Parish Primary School is a Catholic systemic co-educational school located in Parkes. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 264.

Our Achievements

Academic achievement

In NAPLAN Testing, our Year 3 and Year 5 students performed very well as indicated on the ACARA – My School website. In programs for children with special needs, our children who were funded by the Commonwealth Government and Diocesan funding, showed measurable improvement. All students increased their development in reading and all those children who had attended the Reading Recovery program in the past have improved in measurable outcomes.

National Competitions

In 2016 a high number of students participated in the University of NSW International Schools Competitions and the Year 4 Religious Education Test. Children in each primary year completed each examination and of these many received very pleasing marks with many students achieving High Distinctions, Distinctions, Credits and Merits.

The Arts

Students were invited to take part in the CWA Public Speaking Competitions. In 2016 many children nominated to participate at the school level. From the school level, children were selected to participate at the community level. All children spoke very effectively with four children selected to compete in the CWA Public Speaking Competition. All children spoke very competently and represented Holy Family School well.

As a result of work undertaken either in gifted and talented programs or the class art and craft program, children produced various art works for display in the local agricultural show with many receiving awards.

Holy Family entered several categories at the Forbes Eisteddfod and were rewarded by being named champion school of the Eisteddfod for the third year in a row.

A record number of students entered 'Holy Family's Got Talent' with a large array of talent on display.

The school choir performed exceptionally in the local 'Carols by Candlelight'.

The students as a whole school experienced two 'Musica Viva' performances.

Sport

2016 proved to be a busy year for all sports at Holy Family School.

The round of swimming carnivals began very early in the year. After the school carnival, a large squad of children represented Holy Family at the cluster carnival, from which a squad of children were selected to compete at the Diocesan carnival. Eight children qualified to compete at the Homebush Aquatic Centre in the NSW Catholic Primary Schools (NSWCPS) competition with one student gaining selection in the Polding team.

Forty eight Holy Family School children competed at the Diocesan Cross Country trials held in Parkes and six qualified to compete at the NSWCPS Carnival at Eastern Creek.

Holy Family players dominated the Diocesan touch football teams and performed credibly at the trials at Port Macquarie with two students selected in the Polding touch football team which competed at the NSWPSA carnival.

Several children competed in the winter sports trials. Children were vying for positions in the netball, hockey, soccer and rugby league teams. Three children were successful in making the Polding team for hockey and one student made the rugby league team. These students competed at the respective NSWPSA carnivals. Progression through the local and cluster athletics carnivals, then the Diocesan carnival at Parkes gave ten Holy Family students the opportunity to compete in the NSWCPS carnival at Newcastle. At this carnival two students were successful in gaining Polding selection to compete at the NSWPSA Carnival at Homebush. One student then gained selection in the NSW team to compete at the National carnival where she finished third in Australia in shot-put.

Primary students participated in a swimming program each Thursday during Term One and there was an intensive swimming program for Year Two students in Term Four. These additional activities enhanced the sporting curriculum across the school.

Other competitions included the local hockey gala day where the boys' team finished runners-up and the girls' team were named champions on the day.

Our Year 3/4 tennis team finished second in NSW in the Todd Woodbridge Cup and also won the local McDonalds/Magill Competition.

Other sporting activities included the Russell Richardson/David Peachey football competition and development days for a variety of sports. Overall, Holy Family School students participated in many varied sporting activities with great results and sportsmanship.

Community Involvement

The school students have been involved in community celebrations on many occasions. The school always submits many entries for the local show and the Show Society awarded Holy Family students prizes in many categories. The HFS choir sang at the community Christmas carols celebration and we entered groups in the percussion, choir, verse-speaking and dance sections at the Forbes Eisteddfod. At the end of the Eisteddfod, Holy Family was named the champion school for the third successive year.

A highlight of 2016 was the continuation of Mini Vinnies which enabled students in Years 5 and 6 to be young representatives for St Vincent de Paul. The students visited the local St Vincent de Paul Centre as well as regularly visiting Southern Cross Village. The students were also active in fundraising for this organisation.

Sporting activities involving local state schools also provided opportunities for community involvement.

On ANZAC Day the children marched in the parade after the school captains had represented the school at the Dawn Service. Our school captains also represented the school at the Remembrance Day ceremony.

There were several school events where the community celebrated with the students and staff – Catholic Schools Week, Grandparents' Day, Literacy and

Numeracy Week, fortnightly assemblies and our presentation evening. All of these events were very well attended by community members.

Our students were fine ambassadors for our school in the wider community.

Special Celebrations

Among the special celebrations the most memorable were: Mission days when the children raised money for underprivileged children, the sacramental celebrations for Confirmation, Reconciliation and First Holy Communion.

Aboriginal Education

The Holy Family School Aboriginal Education Policy endeavours to promote an understanding, appreciation and respect for Aboriginal people and their culture. A copy of the school's Aboriginal Education Policy and the Diocese of Wilcannia Forbes Education Handbook - Diocesan Policies – Aboriginal Education, are available at the school office. In 2016 Wiradjuri language lessons were taught in all classes from Kindergarten to Year Six. Students participated in NAIDOC Week activities at school. The children enrolled as Aboriginal students were supported to improve learning outcomes in various ways. All were catered for in individual programs within the First Steps English program. Inclusive teaching practices enabled the students to achieve at their individual levels. Our Aboriginal Education Worker assisted the teachers and students with a variety of programs throughout the school. Six senior students were members of the local AECG group and attended local meetings each term.

Information Technology

Interactive whiteboards are in every classroom at Holy Family School which means that each classroom operates with the latest technology. The children from Kindergarten to Year Six have developed skills in research and the many valuable uses of the interactive whiteboards. The Information Technology Coordinator attended regular inservices at the Catholic Education Office and trained each teacher at school each term on the use of technology within the classroom. Children have used their personal Chromebooks effectively throughout the year.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2016.

Girls	Boys	LBOTE*	Total Students
133	131	18	264

* Language Background Other than English

Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The CEO Wilcannia-Forbes monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 94%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95%
Year 1	94%
Year 2	93%
Year 3	95%
Year 4	93%
Year 5	94%
Year 6	92%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. 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.

School staff, under the Principal's leadership, supports 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; and
- 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 Director of Catholic Education or designated CEO Wilcannia-Forbes 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

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
21	13	34

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

Percentage of staff who are indigenous	9%
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Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	21
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 the CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

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

Term 1	Mini COGE
Term 2	Mini COGE
Term 3	Geography
Term 4	Our Daily Bread/Data Walls/Mathematics/Religious Education

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences.

Professional learning undertaken by staff in 2016 includes:

- EMU Mathematics
- Footsteps, Marist Schools Australia
- STEM training
- Gifted and Talented Education
- Cystic Fibrosis
- CPR
- First Steps Writing
- Aboriginal Education
- Assessment
- Making Jesus Real
- Future Leaders
- Marist Schools Australia, Next Generation 1

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 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.

Prayer, Liturgical Life and Faith Experiences

Every student is actively involved in Holy Family School liturgical life. As well as regular class liturgies, Years Three to Six celebrate a class Mass each term and Years One and Two celebrate a Liturgy of the Word, with Kindergarten celebrating their first formal Liturgy of the Word in Term Four. In 2016, whole school Masses or Liturgies of the Word were celebrated at the beginning of the school year for the induction of school leaders, Ash Wednesday, Mission Days, Catholic Schools Week, Advent and the Feast of St Joachim and Anne. Children's weekend Masses were celebrated each term in the Holy Family Parish Church.

The students in Year Three received the Sacrament of Confirmation whilst Year Four students received the Sacraments of Reconciliation and Eucharist.

2016 saw the refurbishment of our school chapel which has allowed the parish and school community to have liturgical celebrations on the school grounds.

Parish Partnerships

The school is formally involved in one weekend Mass each term and in 2016 our school Masses were conducted at both the parish church and the school chapel.

Father Barry Dwyer celebrated class and whole school Masses with each primary class. Father Barry also made himself available to class teachers to support the instruction of the Religious Education program.

The school made regular contributions to the parish newsletter and the staff participated actively in parish life, through the ministry of the Eucharist, being on the Baptismal team, taking up the offertory, singing, reading and/or commentating at the weekend Masses and organising the parish school students for the weekend

parish Masses each term. The children had regular opportunities for Reconciliation throughout the year.

Religious Education

The Religion Program, based on the Parramatta Diocesan Curriculum document, *Sharing our Story*, covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer. It offers students rich and varied faith experiences.

Year 4 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, *Sharing our Story*.

Our School's average result (as a mark out of 35)	
Year 4	24.5

Results of these assessments are analysed by teachers and are used to inform teaching and learning in Religious Education.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW BOSTES 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 2016 the School implemented the new syllabuses developed by BOSTES for History and Geography. In addition, the School implements the requirements of the CEO Wilcannia-Forbes.

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

Students with Disabilities

In 2016 Holy Family School received Commonwealth funding for children with special needs. These children were supported in an inclusive teaching environment on individual programs during the week. A teacher assistant implemented the programs in consultation with the Learning Support team which is comprised of the principal, the Literacy/Numeracy Focus teachers, the Special Education teacher, the class teacher and the parents. The team met each term to review the progress and the recommendations were implemented. Peer tutoring and use of the buddy system nurtured the students' awareness of children's differences and provided additional support for each student. Associated policies available for perusal at the school office are: Learning Support Policy, Enrolment Policy and the Diocesan Policy: Enrolment Policy for Diocesan Schools.

Catering for the needs of students

Holy Family has a variety of programs to cater for the divergent needs of students. All classrooms are provided with high quality IT equipment including interactive whiteboards, Chromebooks, iPads and laptop computers. Our ICT teacher works with all staff and students in developing their IT skills through classroom interaction, one on one tutorials and professional development at staff meetings.

Students were supported with the Reading Recovery program, EMU Mathematics, Mini-Lit and Multi-Lit. Holy Family extended children's learning with a Gifted and Talented program.

Excursions are seen as a very valuable educational tool and they were enjoyable and effective in 2016. The K-5 students visited several local attractions in the local area whilst the Year Six students travelled to Burrendong Sport and Recreation Centre for a two day excursion. The Mini Vinnies group visited the local nursing homes on a regular basis as a part of their service to the community.

Holy Family has a comprehensive PE program with students doing daily fitness activities as well as organised sport once per week. We have also utilised expertise from regional development officers to run specialised sessions for students in a variety of sports.

Holy Family introduced a Wiradjuri Language Program where all students attended lessons to learn Wiradjuri.

SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the 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 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.

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and punctuation	96.1%	96.9%	64.7%	71.9%
	Reading	98%	96.9%	72.5%	70.9%
	Writing	100%	98.7%	72.5%	80.8%
	Spelling	96.1%	96.8%	70.6%	76.1%
	Numeracy	98%	96.9%	60.7%	61%

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and punctuation	95%	96%	75%	64.2%
	Reading	95%	94%	70%	62.3%
	Writing	100%	94.8%	51.3%	50%
	Spelling	95%	94.6%	80%	63.6%
	Numeracy	100%	95.8%	82.5%	57.1%

NAPLAN SUMMARY

YEAR 5

- Above the state average in Reading, Writing, Spelling, Grammar and Punctuation, Numeracy.
- Above the Diocesan average in Reading, Writing, Spelling, Grammar and Punctuation, Numeracy.
- BAND 8
Reading – 15.0%
Writing – 2.7%
Spelling – 17.5%
Grammar & Punctuation – 22.5%
Numeracy – 37.5%

BAND 3

No students in Band 3 for Writing and Numeracy.

- **STUDENT GROWTH:**

READING

>200 growth points – 1 student

>150 growth points – 4 students

>100 growth points – 16 students

>80 growth points – 6 students

All students showed growth except for 4 students

WRITING

Growth not reported on due to text type in writing changing from Year 3 to Year 5

NUMERACY

>200 growth points – 5 students

>150 growth points – 5 students

>100 growth points – 17 students

>80 growth points – 8 students

All students achieved growth except for 1 student

SPELLING

>200 growth points – 2 students

>150 growth points – 4 students

>100 growth points – 14 students

>80 growth points – 10 students

All students achieved growth

GRAMMAR & PUNCTUATION

>200 growth points – 2 students

>150 growth points – 2 students

>100 growth points – 10 students

>80 growth points – 6 students

All students achieved growth except for 4 students

YEAR 3

- Just below the state average in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.
- Above the Diocesan average in Reading, Writing and Numeracy.
- BAND 6
 - Reading – 23.5%
 - Writing – 7.8%
 - Spelling – 11.8%
 - Grammar & Punctuation – 31.4%
 - Numeracy – 13.7%

Holy Family will have a Writing focus in 2017.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) 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.

Student Welfare Policy

Student Welfare or Pastoral Care is at the forefront of all policies at Holy Family Parish Primary School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff.

No changes were made to the policy this year.

Behaviour Management and Student Discipline Policy

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

Anti-Bullying Policy

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed.

No changes were made to the policy this year.

The full text of all policies focusing on student welfare, discipline and anti-bullying can be accessed in the school policy folder.

Complaints and Grievances Policy

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

Initiatives Promoting Respect and Responsibility

The values of respect and responsibility are reflected across all dimensions of school life.

Peer Support

A peer support program is facilitated by one teacher at Holy Family and operated in each classroom once per semester.

Sustainable Gardens

A vegetable garden is installed at Holy Family School. The infants' classes have taken responsibility for the planting, watering and maintenance of the gardens. The produce from the gardens is taken to our school canteen for their use in the preparation of lunches and morning tea items.

Making Jesus Real

Making Jesus Real is incorporated into teaching in all classrooms. Weekly MJR awards are presented to students at assembly.

Student Leadership

Our school provided many opportunities to foster leadership for our students. Our leadership positions included a boy and girl school captain and vice-captain. Also our four house teams were led by both a boy and girl captain. Having a Year Six leader position for each Year Six student ensured positions of leadership for every Year Six student. Our school leaders were inducted into their positions of responsibility at a special Mass at the commencement of the school year.

The captains and vice-captains had numerous opportunities to actively engage in their roles by representing the school at community functions. The house captains led our sporting teams at various carnivals. The captains, vice-captains, sports captains and Year Six SRC Representatives led our fortnightly assemblies in the school hall.

The School Student Representative Council was most active, meeting on a regular basis. The SRC consisted of the school leaders, and a girl and boy representative from each year who were voted for by their peers. The SRC held class meetings and reported back to the council with suggestions and concerns from their class members. Two representatives from the SRC met with the principal after each meeting and then reported back to the council. The SRC also organised some very successful Mission Days and themes for school discos.

SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, “Christo et Doctrinae – For Christ and Learning”. The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

Annual School Priorities for 2016

Priority 1	Faith Goal – to further our focus on the importance of daily prayer, especially our devotion to Mary through the daily praying of the Angelus.
Reason for priority 1	To expose children and staff on a daily basis to a traditional Catholic devotion and to support the Diocesan directive to pray this special prayer.
Steps taken to achieve priority 1 Brief summary from the Annual Improvement Plan	School bell to be rung at 12.00pm each day by senior students. Copies of prayer distributed to all staff members. Directive that the Angelus is prayed daily.
Status of priority 1	The Angelus is a daily part of prayer life at Holy Family School.

Priority 2	Learning Goal – to upskill all staff into better using data walls to guide their teaching and learning.
Reason for priority 2	To ensure that data plays an integral role in guiding teaching and learning. To ensure all staff are confident in reading and maintaining data walls.
Steps taken to achieve priority 2	Staff have attended professional learning opportunities on data walls. Staff engage with data wall on a regular basis.
Status of priority 2	Staff competent in understanding and utilising data walls to inform teaching and learning.

Priority 3	
Reason for priority 3	
Steps taken to achieve priority 3	
Status of priority 3	

Projected Priorities for 2017

Priority 1	To use real world contexts to bring interdisciplinary (STEAM) learning to life through a Makerspace.
Reason for priority 1	<ul style="list-style-type: none"> • Future focused teaching and learning for all staff is our ideology • We want learning to be authentic, purposeful and student centred and incorporated current and emerging technologies
Steps taken to achieve priority 1	<ul style="list-style-type: none"> • Establishment of a Makerspace to create an area for exploration, creativity, tinkering and innovation with an emphasis on Digital Technologies. • Professional learning for all staff • Development of a mentoring partnership with CSIRO and North Parkes Mine

Priority 2	To improve our standards in Writing K-6 and to track children on the continuum.
Reason for priority 2	<ul style="list-style-type: none"> • Writing is an area staff have identified for improvement after 2016 NAPLAN analysis • Large number of students in second highest bands in NAPLAN but reduced number in top bands
Steps taken to achieve priority 2	<ul style="list-style-type: none"> • Create rich writing tasks for implementation in classrooms • Participate in school-based professional learning • Implementation of writing data wall

Projected Priorities for 2017 cont'd

Priority 3	To continue with Pope Francis' call from the Year of Mercy 'To be merciful like the Father'.
Reason for priority 3	<ul style="list-style-type: none">• For mercy to be a genuine focus in our lives• To answer Pope Francis' challenge in being open for others
Steps taken to achieve priority 3	<ul style="list-style-type: none">• Staff participation in Marist faith formation programs• To regularly reflect on our practice and relationships with others

SECTION TEN: 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

From anecdotal evidence and written feedback provided by parents and carers in the community, it is fair to say that parents are very satisfied with the quality of teaching and the care provided for their children and the attention given to all areas of learning and personal development. Parents are very happy with the use of technology in all classrooms and the quality of IT equipment available for student use. They are pleased with the development of the faith life of their children and the Sacramental Programs on offer. Parents are impressed with the buildings, grounds and facilities at the school.

Student Satisfaction

The students of Holy Family appear to be very happy in their classrooms and on the playground. They readily interact with teachers and visitors to the school.

From anecdotal evidence and written feedback provided by the students it appears that the students are most satisfied with what the school provides, the quality of teaching and the opportunities provided for them. They believe that they are learning and that the teachers help them when they require assistance.

Teacher Satisfaction

The anecdotal evidence and the written feedback provided by the staff indicates that they are very satisfied with the work environment, the quality of teaching and learning and the progress of the students in the school. They are appreciative of the professional development opportunities and the buildings and facilities.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	\$2,898,440	Capital Expenditure	\$44,001
Government Capital Grants	\$45,642	Salaries and Related Expenses	\$3,613,657
State Recurrent Grants	\$847,589	Non-Salary Expenses	\$742,251
Fees and Private Income	\$613,907	Total Expenditure	\$4,399,909
Other Capital Income	\$7,997		
Total Income	\$4,413,575		