

2019 ANNUAL SCHOOL REPORT



Holy Family Parish Primary School, Parkes



Principal - Mr Nick Baird

37A High Street

PARKES NSW 2870

Ph. (02) 68621610 - Fax. (02) 68625076

Email - principal.parkes@wf.catholic.edu.au

Website - <http://www.wf.catholic.edu.au/find-a-school/holy-family-primary-school-parkes/>

Faith, Learning and Transformation in Jesus Christ



ABOUT THIS REPORT

Holy Family Parish Primary School, Parkes is registered by the NSW Education Standards Authority (NESA) 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 NESA 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

The Holy Family community has enjoyed another successful year in 2019. The academic results of our student body continue to be of a high standard and we have identified areas for further growth based on standardised assessment results for 2020. This year, the staff and students have worked together to refine the core values of the school, using the school motto of In Love, Trust and Praise as the foundation of these Core Values. These Core Values will be incorporated into the school curriculum through explicit modelling in 2020.

Our local community has been hit hard by the current drought, and the school is doing everything possible to support families through this difficult time. Fee concessions and a focus on community well-being have helped alleviate some of the stress the climate is bringing upon families. I am very proud to lead our school community and look forward to another successful year in 2020.

Parent Body Message

Our focus this year was building and strengthening connections with families and less about fundraising. It has been a tough year for many local families, so our consideration for events this year has always been about bringing families together.

In February, the Parents and Friends hosted the "Back to School Bash". It was a chance for new and old families to meet and for families to interact with teachers and the Parents and Friends Committee in a relaxed social setting. It was also an opportunity to ask parents, teachers and the children what they wanted from their Parents & Friends. As a result of that night, we were able to create a wishlist and we have been able to tick off most of those wishes throughout the year. This year, the committee has taken a deliberate step back from fundraising due to the ongoing effects of the drought. However, we have still been able to support school initiatives such as the Kinder transition program and sponsored all awards for presentation night.

Our Committee would like to thank all of the families who have supported us throughout the year. Without our helpers, the Parents and Friends cannot function. Thank you to families who also support us in other ways by attending our functions and supporting our endeavors. A special thank you to Mr Baird and Fr Barry Dwyer for your support throughout the year and to the teachers who support us at each and every event.

A very special thank you to Mrs Huppatz and Mrs Airey who support our events with advertising, sending home notes and promoting our work on the school's Facebook page.

We wish our Year 6 students every success in their transition to High School and look forward to seeing our children returning to Holy Family in 2020.

Student Body Message

As school captains, we would like to wish the incoming captains the very best of luck and hope they enjoy their time as much as we have.

It has been an honour to be school captains of Holy Family School. This year Holy Family has not only represented but excelled in many areas. In sporting activities such as football, athletics, swimming, hockey, tennis and cricket, our students have represented at a wide range of levels.

This year also saw students do extremely well in public speaking. 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 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.

We would like to take this opportunity to thank the following people: thank you to the teachers and staff who always do their best to give us the greatest possible education. Thank you to our parents who support us in everything we do and to the parents on the Parents and Friends who work tirelessly to raise funds for our school. Thank you to Father Barry Dwyer for making our liturgical celebrations so special, we appreciate all that you do.

Thank you to the vice-captains, sports captains, SRC members and Year 6 students who have helped us to lead the school this year as good role models.

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 218.

The Holy Family School motto is "In Love, Praise and Trust." These words form the core values of Holy Family School and we aim to live these values each and every day in our school.

Holy Family School is a member of the Marist Schools Alliance and has a proud history dating back to 1948. Our school is well equipped to facilitate learning with technology embedded into every classroom through the use of personal Chromebooks for every student.

This year, Holy Family has 10 classrooms, each equipped with interactive whiteboards and up-to-date technology. Each student in the school has their own Chromebook device which is used for contemporary learning activities.

Our school has two specialised classrooms; the MakerSpace and Sensory Room. The MakerSpace is a room where students can design and create different projects in Science classes. The MakerSpace is open some lunchtimes for students to spend time on different projects throughout the year and is also used for Science lessons. The Sensory Room has been designed to provide a stimulus for students and their sensory needs. Royal Far West occupational therapy sessions are also held in this room, providing students with specialised equipment to complete their activities. Infants classes access the Sensory several times a week for work on their core balance.

Students at Holy Family School engage in extracurricular activities on the sporting field, through creative arts and with a strong focus on Inquiry Learning through our MakerSpace. The school is equipped with a canteen, school hall and excellent playground facilities.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2019.

Girls	Boys	LBOTE*	Total Students
120	103	14	223

* 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 2019 was 91.9%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92.4%
Year 1	93.6%
Year 2	90.1%
Year 3	91.6%
Year 4	92.0%
Year 5	92.5%
Year 6	91.0%

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 well being 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; and
- ❖ 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 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	10	25

* This number includes 12 full-time teachers and 3 part-time teachers.

Percentage of staff who are indigenous	8%
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Teacher Standards

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. The minimum qualification for a teacher in a systemic school in the Diocese of Wilcannia-Forbes is a four-year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004.

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	Annual Improvement Plan strategies and actions New Science Syllabus Implementation
Term 2	Educating in Christ - Religious Education
Term 3	Inquiry Learning - Kath Murdoch
Term 4	Staff Well-Being through goal setting - Behaviour Solutions 24/7

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 2019 includes:

- Anita Chin Maths Consultant - Differentiating the Mathematics Curriculum
- NAPLAN Online Training
- Thrive Training
- Professional Collaboration - Andy Hargreaves
- Learning Progression PL
- Implementation of the Science and Technology Syllabus
- Pathways to School Leadership
- Principal's Conferences
- Additional Needs Conference
- Educating in Christ - Religious Education
- ACSP State Conference
- Literacy/Numeracy Teacher Training
- Road Safety Professional Learning
- EMU Specialist Teacher Training
- Marist Schools Biennial Conference
- School Compliance Workshops
- Kath Murdoch Inquiry Learning
- CSNSW Indigenous Education Conference
- National Schools Colloquium
- REC Cluster Meetings
- PDHPE syllabus implementation
- Personal Planning and Collaboration
- Staff Well-Being through goal setting

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

Students at Holy Family have many opportunities to celebrate their faith at school. Our primary students participate in regular Masses at the School Chapel, with the opportunity to participate in the Sacrament of Reconciliation following each of the class Masses. We have several whole school celebrations, including the Induction Mass in Term 1, Marcellin Mass in Term 2, Grandparents Mass in Term 3 and the Thanksgiving Mass in Term 4. Our Infants students lead the celebration at our Mother's Day Liturgy and on the Feast Day of St Mary of the Southern Cross.

Our students also benefit from regular classroom visits from our parish priests.

Parish Partnerships

Holy Family School has a strong connection with the local Holy Family Parish. Our students participate in regular Family Masses, and the Parish Youth Group contains children from Year 5 and Year 6 from Holy Family, meeting monthly following the Sunday evening Mass. The school has hosted four Family Masses this year and this will continue into 2020 with more events planned to bring the school and parish communities together. Children from Holy Family regularly volunteer to altar serve on weekend Masses. The Family Mass to be held on Christmas Eve with students from Holy Family performing readings, singing in the choir and performing Liturgical Dance is sure to be a highlight of 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.

Both Year 4 and Year 6 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	20.5/35
Year 6	19.2/35

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 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).

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.

There is a range of enrichment programs and support interventions in place at Holy Family. Through the use of our Diverse Learning Officer, students at Holy Family regularly engage in enrichment activities designed to promote high order thinking skills in the classroom. Through the use of our MakerSpace, students engage in creative thinking activities to solve problems posed. This also includes the use of BeeBots and Spheros using coding programs to develop problem solving skills.

Students have participated in ICAS competitions, Australian Mathematics Competition and CoGat Gifted and Talented assessments.

Students in Year 1 and Year 2 benefit from small group instruction and intervention in Maths through our Extending Mathematical Understanding (EMU) groups.

Students with Additional Needs benefit from Personal Plans, co-constructed with the class teacher, Additional Needs teacher, parent and child. These plans may involve specific one-on-one interventions carried out by the teachers.

The staff at Holy Family devised a learning cycle which underpins teaching and learning activities in Literacy and Numeracy classes. This cycle forms the cornerstone of professional conversation and for evaluating student achievement and future goals.

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 2019. 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 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and Punctuation	91.7%	96.5%	74.9%	76.8%
	Reading	100%	97.8 %	58.4 %	75.7 %
	Writing	100 %	95.4 %	70.8 %	66.3 %
	Spelling	95.8 %	95.4%	66.7 %	74.5%
	Numeracy	91.7%	98.8%	74.9 %	83.5%

NAPLAN RESULTS 2019		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and Punctuation	92.3%	93.2 %	69.3 %	62.2%
	Reading	96.2 %	95.7 %	88.5%	68.2 %
	Writing	96.2%	94.5%	57.6 %	51.7 %
	Spelling	100%	88 %	53.8 %	67.2 %
	Numeracy	100 %	97.1%	76.9%	60.8 %

The 2019 NAPLAN results indicated good growth in areas of focus for the school. In both Year 3 and Year 5 Writing, test scores showed improvement when compared to the previous three years. This is a pleasing result as Writing has been a focus for the school for the past two years in the Annual Improvement Plan. Most pleasingly, only one student from Year 5 and one from Year 3 were considered below the national minimum standard in writing.

The Year 5 Reading assessment showed considerable improvement when compared to the same cohort in Year 3 2017, with the vast majority of students scoring in Bands 6, 7 and 8 for this assessment.

There is still much to improve upon from these results, with the Year 3 results indicating a need to focus on students who are achieving below the national minimum standard. The overall results for both year groups also suggests a focus on extending children is necessary, with a high population of students still scoring the middle bands for all assessments. This data will help form the 2020 Annual Improvement Plan, with a focus on differentiation of the curriculum necessary.

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 prerequisite 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 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.

This policy was reviewed by staff in 2019 with changes applied to the identification of behavioural incidents. The "Take 5" system was replaced by Minor and Major incidents of behaviour.

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 at the school office and on the school's website.

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. In 2019, the school community reviewed the Core Values of Holy Family School. The existing 5 values have been replaced by three which directly link to the school's motto. The Core Values of Holy Family School are In Love (of one another), In Praise (of the environment around us) and In Trust

(of the truth). These core values are to be explicitly taught in the 2020 curriculum. The school actively works with MJR values and principles and is an active participant in Mini-Vinnies, Catholic Missions and the Marist Association.

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 2019

Priority 1	For all members of the Holy Family community to be witnesses to the Catholic faith and identifying the school as an extension of the Holy Family Parish (Parameter Twelve).
Reason for priority 1	<ul style="list-style-type: none"> Increasing the engagement by our families in the Parish is an important role of a Catholic School. Building relationships between the school and the local parish is an important aspect of acknowledging the significant relationship between school and parish.
Steps taken to achieve priority 1 Brief summary from the Annual Improvement Plan	<p>STUDENTS</p> <ul style="list-style-type: none"> Contemporary teaching of Religious Education in all classrooms and embedded practices in the school environment at Holy Family. Making Jesus Real focus to embed into school culture (eg MJR board, weekly focus). Mini-Vinnies group to continue. <p>STAFF</p> <ul style="list-style-type: none"> Continue relationship with Marist School Australia. Whole school staff development with Marist Schools (off-site staff development retreat program). RE Maintenance as a focus in all Religious Education lessons. <p>FAMILIES</p> <ul style="list-style-type: none"> Build relationships with the Parish through Youth Group, School Choir at Sunday Twilight Mass, Family Mass once a term, Friday morning Mass with parishioners and altar serving from students. <p>PARISH</p> <ul style="list-style-type: none"> Invitation to parishioners for school faith celebrations in Parish Bulletin weekly.
Status of priority 1	This is an on-going goal, however significant improvement in this area is recognised.

Priority 2	Implementation of Agreed School Practices during the Literacy block with a whole school focus on gradual release of responsibility and a focus on quality pedagogical instruction (Parameters Two, Three, Seven and Thirteen).
Reason for priority 2	<ul style="list-style-type: none"> • The need for consistency in the delivery of literacy teaching and learning activities across the school. • Most effective use of time and resources across the school during Literacy blocks. • Standardised assessments results suggest our students are hitting a plateau in writing and reading.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> • Developed Agreed School Practices utilising effective pedagogical skills and outlining strategies for gradual release of responsibility. • Uninterrupted Literacy block in all classes. • Scope and Sequence to reflect best practices in Literacy teaching and learning. • Writing as a specific focus in the literacy block with a strong emphasis on explicit teaching of text structure. • Agreed school practices in reading assessments - PM Benchmark to Level 22, Fountas and Pinnell used for all students above. • Consistent collection of reading data monitored and updated through Class Profiles document. • Moderated writing assessments at least once per term. • Common assessment tasks across stages. • Use of personnel (specialist teachers and teacher aides) to support teachers in the classroom during the literacy block. • Ongoing focus on professional development at staff meetings and external providers. • Using Learning progressions to monitor, review and adjust outcomes in reading and writing (Creating Texts - Persuasive).
Status of priority 2	Achieved.

Projected Priorities for 2020

Priority 1	The new diocesan Religious Education Curriculum will be implemented in all classes throughout the school.
Reason for priority 1	<ul style="list-style-type: none"> • A review of the Religious Education Curriculum “Sharing Our Story” was undertaken in 2018. After an in depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC’s) 16 recommendations were identified. • A key recommendation was to: “Either adopt a current Religious Education curriculum already written, or develop a new Diocesan Religious Education curriculum that meets the aims and content of Religious Education outlined in magisterial documents and the uniqueness of the Diocese of Wilcannia-Forbes.”
Steps taken to achieve priority	<ul style="list-style-type: none"> • Designate and prepare learning spaces and timetables for Religious Education within our school. • Ensure that all staff members receive appropriate support in understanding the new methodology. • Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.
Priority 2	To differentiate the curriculum for all students through the use of personal learning goals.
Reason for priority 2	<p>Staff have identified an area of concern in extending gifted and talented students and providing classroom support for struggling learners through staff surveys.</p> <p>Further evidence can be found in standardised assessment results. NAPLAN results over the past two years indicate a high range of students sitting in the middle bands of the assessments in all bands. This is further evidenced in PAT assessments, with similar heavy loading in the middle stanines opposed to an even spread across the average scores. These assessments also demonstrate a higher than normal percentage of children not reaching minimum standard in some assessments.</p>
Steps taken to achieve priority 2	<p>This is a three year cycle of implementation;</p> <p>2020 - Writing focus 2021 - Numeracy focus 2022 - Reading focus</p> <ul style="list-style-type: none"> • Analysis of learning goals vs work samples vs learning progressions during PLT meetings (moderation), staff meetings and online data profiles. • Student learning goals to be co-constructed with students each week (pre and post assessment). • Writing samples analysed with students at this conference. • Adjustments are evident in programming and student work samples. • Goal setting process underpinned by the Learning in Action Cycle.

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

Parents were surveyed in Term 1 2019 and again in Term 4 2019. Parent surveys indicated a high level of satisfaction in school practices and policies, particularly in regards to student learning and achievement. Parents also indicated a high level of satisfaction in school initiatives to include them in school life, such as Open Days, parents breakfasts and information sessions. Overall, parents were very satisfied with the opportunities that were offered for their children at the school. Most pleasingly, there was a significant increase in parent satisfaction from Term 1 to Term 4 in the survey responses.

Student Satisfaction

Students at Holy Family were surveyed at the conclusion of Term 3 using the Kidsmatter surveys. The results found a high level of satisfaction in school initiatives and a strong feeling of acceptance and inclusion across the school. The survey responses were used to start the conversation for the new Core Values for the school with results indicating students would prefer a stronger focus on positive behaviours in our school.

Teacher Satisfaction

Staff were surveyed in Term 4, 2019. Results indicate a high level of satisfaction and inclusion at Holy Family School. The staff response was strong in regards to the level of impact their teaching has on student outcomes at the school. Staff results indicate a high percentage that indicated they feel respected at school and their opinions valued and considered.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESA 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	
Commonwealth Recurrent Grants	\$2,699,066.00
Government Capital Grants	\$0.00
State Recurrent Grants	\$759,411.00
Fees and Private Income	\$427,267.00
Other Capital Income	\$42,431.00
Total Income	\$3,928,175.00

RECURRENT AND CAPITAL EXPENDITURE	
Capital Expenditure	\$83,840.00
Salaries and Related Expenses	\$2,990,332.00
Non-Salary Expenses	\$831,970.00
Total Expenditure	\$3,906,142.00