

Annual General Meeting 2021



Principal Report

In January 2020 the bushfires on Kangaroo Island and in the eastern states were a grim portent of even greater challenges which were to unfold during the year.

With the smoke barely out of our nostrils we faced a far more insidious and unfamiliar threat in the form of COVID-19 not only in Australia but around the globe. This event disrupted not only our school and education generally but also the local economy and the world-wide economic system. Indeed, the whole social fabric of schools and society was thrown into disarray.

I believe the principal effect of the pandemic was a loss of certainty in life. Suddenly everything that was predictable and reliable was thrown into a flux. A sense of fragility and vulnerability was in the air.

Nevertheless, at our school Holy Family, in the Catholic Education System and in South Australia many good things happened during this period.

Strategic Planning

Over the period of 2018-2020 we had a specific focus on improving our **Catholic Identity** in across the school and the Alive Early Learning Centre in the context of the Salisbury Catholic Parish. This focus was enacted by the creation of Prayer Tables, Catholic Identity Walls, incorporating Scripture across the curriculum and in staff development, children planning liturgies, inclusion and welcome of parents and parishoners in liturgies, engaging in the support of Charities (Fred's Van and Catherine House) and working with the workers from these groups.

We have also had a focus on "**differentiation of the curriculum**" to ensure that each child can access the curriculum at their own level, consolidate their identity as a learner and increase their rate of improvement to satisfy their own aspirations and those of their families for them. We sought to generalise improvements across the school by the use of "Learning Walks", guidance from peer leaders in differentiation, support from our external Coach (Lisa Burman) and modelling from our on-staff Coach (Beth Hawkes), use of data to inform teaching, formative assessment strategies, co-constructed learning goals, data collection and analysis, invitational learning environments, standard constructed learning goals, awareness of success indicators. Our third strategic direction was **Ecological Conversion through our Fish Farm**. Our principal strategies were the expansion of the Fish Farm from the prototype developed in a corner of the shed, through taking over the remainder of the shed and then moving the double transportable to create the Multi-Disciplinary Learning Area (MUDLA). In this area we created opportunities for STEM studies and developed plans for coping with the fish as they grew. We also formed a partnership with aquatic ecologist Dr Sylvia Zukowski in relation to our Purple Spotted Gudgeon breeding program.

In the period ahead 2021-2023 we have established three new strategic directions which mirror the current priorities of the Catholic System in South Australia, namely the rapid improvement in well-being, literacy and numeracy.

- Enhancing well-being through improved professional practice in literacy and numeracy teaching
- Planning and Documentation Practices to underpin improvements in literacy and numeracy professional practice
- Use of data for a positive impact on student Learning

Principal Report

Capital Development

One of the features of our school is the degree of capital development which we have consistently achieved over the past twenty years. I attribute this success to the diligent management of our finances by our Bursars Anne Richards and Jessie Ng supported by our Finance Committees and School Boards.

In the last 18 months we have seen the fulfillment of our vision for the Early Learning Centre (Alive CELC) now with an enrolment of 100 children. Congratulations to Nicole Tropeano-Atyeo and her dedicated team together with the support and guidance of Gemma D'Angelo from Alive Incorporated.

The construction of the Netball and Basketball Courts has been successfully completed in the adjacent Grevillia Road Reserve. I deeply appreciate the support of our Chairperson David Garrick and the Mayor of Salisbury Gillian Aldridge and the City of Salisbury in getting this project to completion. I am very grateful to local Constructors Ron Papillo and Andrew Ritchie for getting the job done expeditiously and economically as it was a self-funded project.

The Community has deeply appreciated the deployment of the new video screen installed at the front of the school. This facility enables us to quickly update the community about events at Holy Family, at the ELC and across the System.

The Fish Farm project is moving from strength to strength under the guidance of Gerry McCarthy, Dr Sylvia Zukowski and more recently Pia Siska from Northern Resource Management. We are currently planning the construction of a series of billabongs to house our native fish which we are breeding here.

Our signature project, the Curiosity Building is due to be constructed by mid-May and will be a celebration of our contemporary approaches to teaching and learning at Holy Family. I congratulate Design Inc Architects and Partek Constructions on the work they are undertaking with this project.

The future at Holy Family is looking so bright I find myself getting more excited each day by the possibilities ahead of us....

KERRY WHITE
PRINCIPAL



HOLY FAMILY CATHOLIC SCHOOL APPRECIATIVE INQUIRY SUMMIT VISION TO STRATEGY 2021-2024

Report for Holy Family Catholic School by

*Associate Professor Mathew White
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Holy Family Catholic School - The Jewel Of The Crown

Introduction

Traditionally, school improvement plans have focused on improving student learning outcomes. However, there is growing international recognition that schools are far more complex and require a more comprehensive strategic planning approach to strengths and positive learning and wellbeing cultures. Consequently, schools are now increasingly focusing on developing strategic plans that operationalise goals around academics, wellbeing, student life and activities, community engagement, and other broader measures. In the past, instructional or distributed leadership models have been integrated with strategic planning, focusing on academics, wellbeing or pastoral care goals, cocurricular goals, and various other elements of school life including service-learning activities. The disruption of COVID-19 and the wide-scale implications for education have illustrated the importance of robust strategic planning.

Disruption is not new for education. Over the last century, we have seen the evolution of schools and schooling, and the wide-scale implementation of digital technologies in learning. While the integration of digital learning has varied between and across schools and systems, there will always be various elements of disruption. These may include, for example, natural disasters such as earthquakes, tsunamis, bushfires, or war and famine. However, the COVID-19 pandemic has shown that strategic planning is more important than ever. The disruption caused by the pandemic has been unprecedented given the simultaneous shock waves that have reverberated worldwide in various waves. The first wave of the pandemic illustrated that education was being potentially upended. Initial studies on the first wave of COVID-19 were uncertain whether this was presenting itself as a crisis or a catalyst for educational reform. The later waves of COVID-19 throughout Europe illustrated that as the world started to live side by side with this virus, it was necessary for schools to proactively plan for rolling disruption.



Examples of how strategies are implemented and positive learning climates are developed within schools are top-down, bottom-up, or side to side change. The varying leadership strategies in recent years have borrowed more from organisational development with more widespread consultation to cocreate strategies that are directly linked to school cultures and contexts. This report presents outcomes of an appreciative inquiry (AI) summit as the result of a yearlong university-school partnership between a Reception to Year 6 non-government Catholic school and Associate Professor Mathew White in South Australia.

Report aims

This report aimed to provide a comprehensive case study of how AI was used to co-design a new strategic plan during the COVID-19 pandemic. First, the details of the case study school are presented, the strengths and limitations of the AI method are discussed, and the development of the university-school partnership outlined. Next, the design of the summit and various stages in the process are considered, and the elements of the AI summit are presented. Finally, the implications of the summit are discussed and critically examined in the context of the output generated by participants.

About Holy Family Catholic School

Holy Family Catholic School is a coeducational Reception to Year 6 non-government school. It is part of the Catholic Education South Australia (CESA) network of schools located in the northern suburbs in the Metropolitan Archdiocese of Adelaide. The school was initially established as a local parish school during the early 1980s, with strong links to the Vietnamese community. Today, there are 584 students (297 boys and 287 girls) at the school. There are 32 different ethnic and cultural groups in the school and 48% of students come from a language background other than English. The school's Index of Community Socio-Educational Advantage is 988, placing the school in the 40th percentile; therefore, the school is more educationally disadvantaged than 60% of Australian schools. A total of 38% of the student population is placed within the bottom quarter and 33% in the middle quarter of the Socio-Educational Advantage distribution. There are 39 teaching staff, 32 full-time equivalent teaching staff, 17 non-teaching staff, and 11 full-time equivalent non-teaching staff.

What is appreciative inquiry (AI)?

AI is a strength-based approach to leading change. It is an organisational development process that focuses on a constructivist view of the world. Five philosophical principles underpin the AI approach. These include a constructionist principle that argues participants are active change agents within their organisations. Second, the principle inquiry and change are not mutually exclusive and the inquiry itself during the 4-D process is an intervention within the organisation. Third, the poetic principle engages the metaphor linked to the appreciative topic. Fourth, the tree principle imagines what is a possible future for participants working within the organisation. Lastly, the positive principle focuses on the concrete hopes, joys, aspirations, and inspirations that the participants might experience.

There are several theoretical assumptions around individuals and organisations such as schools, and the relationships between and across groups within organisations for AI. This approach moves on from a deficit-oriented perspective of organisational improvement and change. For example, in the improvement processes of many traditional schools, culture and climate are often discussed and measured. This can be done via traditional strategic planning organisational mapping and leadership development, and is a systematic and deliberate life-giving search for the positive within organisational development.

Central to the AI approach is inviting participants to retell stories about the best of what they have experienced in the past, how they understand the strengths of the current point in time, and imagine the best possible future for their organisation. Researchers have described AI goals as discovering the life-giving forces within an organisation, which is achieved via the 4-D cycle: Discovery, Dream, Design, and Destiny (Figure 1). These stages involve discovering what is best within an organisation during the present, focusing on what might be or dream of the future during a design phase, and then determining how to create a sustainable future in the destiny phase.

Figure 1

The 4-D cycle appreciative inquiry (AI)



The 4-D cycle is underpinned by the affirmative topic of choice, which acts as the anchor throughout the four stages of the AI process. During the discovery phase, participants engage in meaning-making and storytelling to interpret the best of what is currently happening within an organisation. This process sequentially and deliberately engages individuals in discussion.

Our 'task ... is to create an alignment of strengths in ways that make our weaknesses irrelevant'

Peter Drucker

During the dream phase, participants are invited to consider what is possible in the future for their organisation. During this envisaging process, participants are invited to imagine what the organisation might be like in the future. During the design phase of the AI summit, individuals construct the various theoretical and architectural needs for the organisation to make their visions a reality. During this time, different strategic intent may be developed by the participants, ultimately leading to the operational strategy for an overall vision. Finally, during the destiny stage, participants determine how various parts of the organisation can operationalise the vision that has been cocreated during the overall process.

There are several benefits to adopting AI as a strategic planning approach. This includes the AI cycle enabling participants to create a space where individuals can be heard, stories told, curiosity developed, empathy unlocked, and compassion shared. It is also an approach that enables participants to envisage future directions for institutions, and it allows participants to be active contributors to the direction of the organisation. Nevertheless, the process is not without its critics. Common criticisms of the oppression of the inquiry approach argue that it overlooks negative experiences, creates false-positive experiences among participants, and ignores systematic failure, thus causing frustration among participants.

Summit approach – A university–school collaboration

As outlined in Table 1, this summit was the result of a university–school collaboration. Associate Professor White worked very closely with the senior leadership team of the Holy Family Catholic School and ensured there was cooperation between the process chosen, the structure of the day, the strategic direction for CESA, the needs and specific culture in the context of the school climate, and the potential overall future goals for the school.

Phase 1: University–school partnership

The initial university–school partnership was developed in 2019. The Head and Deputy Head of School of Education at the University of Adelaide visited the partner school twice to discuss potential collaboration. From this initiative, several Holy Family Catholic School employees enrolled in the Master of Education at the University of Adelaide.

Phase 2: Designing the summit leadership team consultation

On 10 September 2019, Associate Professor Mathew White visited Holy Family Catholic School and spent over 2 hours discussing with the senior leadership team of the school and student leaders the core values that they felt were vitally important to integrate into the summit. Associate Professor Mathew White discussed the major values of the school and how these were implemented in day-to-day activities. Here, the initial structure for the summit was drafted and feedback was provided to Associate Professor White on the approach and structure for the entire day. Attention was paid to the potential affirmative topic that was finalised in a final meeting with the senior leadership team just before the summit. The affirmative topic choice was developed in consultation and collaboration with the senior leadership team to ensure that there was an alignment between and across the Catholic values of the school and the potential future direction.

‘The purpose of the summit was to draw the Holy Family Catholic School community together for a unique purpose and focus – unpacking the Holy Family Catholic School Strategy 2021-2024 to educate thriving children’

During these discussions, the following three themes were identified as pivotal to integrate into all steps of the summit:

- *Fostering Catholic identity*
- *Improving student learning and wellbeing*
- *Developing ecological conversion*

These themes were intentionally selected to align directly with the strategic direction of CESA.

Phase 3: The summit

The summit for Holy Family Catholic School was held on Monday, 12 October 2019 from 9:00 AM to 4:00 PM. The participants comprised the principal and senior leadership team of the Holy Family Catholic School. A representative number of key stakeholders were invited to take part. Extra participants included CESA members, the local parish, school council members, and parent representatives. Several student leaders from the Year 6 cohort were also invited to attend and participate.

Our purpose: Draw the Holy Family Catholic School community together for a unique purpose and focus – unpacking the Holy Family Catholic School Strategy 2021–2024 to educate thriving children.

Our aim: Document and define the most precious values, honouring relationships, and making meaning of our steps and decisions at Holy Family Catholic School.

Outcomes:

- Discover what makes the Holy Family Catholic School unique through stories from the students, staff, parents, parish, and CESA.
- Dream what is possible for our community.
- Design the future and work out the next steps as an institution.

Underpinning topics: Fostering Catholic identity, improving student learning and wellbeing, and developing ecological conversion.

Table 1: Summary of pre-summit planning meetings

Step	Staff present	Focus	Outcome
1	Principal and Assistant Principal	Alignment with existing school values and link with proposed summit methodology	University–school partnership proposal responding to Principal’s brief and initial strategic intent
2	Researcher, Principal, and Assistant Principal	Co-design summit	Draft aim, objectives, and possible affirmative topic choice; 4-D cycle over the course of the day

Step	Staff present	Focus	Outcome
3	Researcher and Leadership Team	Reality-check × 1	Summit aim, objectives, and possible affirmative topic choice; draft AI questions for the 4-D cycle
4	Researcher and Leadership Team	Reality-check × 2	Principal’s core messages, summit aim, objectives, and possible affirmative topic choice; draft AI questions for the 4-D cycle
5	Researcher, Principal, and Assistant Principal	Reality-check × 3	Principal and facilitators core messages; complete running sheet of 1-day 7-hour AI summit; all questions for the 4-D cycle finalised
6	Invited members of council, parish, invited parents, CESA, all employees, and student leaders	1-day 7-hour AI summit	120 pages of output from the 4-D cycle linked to the redevelopment of the 2021–2024 school’s strategic direction

Output

Below is a summary of the step-by-step process adopted throughout the summit. Following this is are word clouds created by an online service developed by Jason Davies. This service uses an algorithm to find dominant words in large qualitative responses. The output during the day was significant, covering more than 20 square metres of collective feedback thoughts and feelings from the participants. Significantly, there were several recurring themes throughout the day. Each of the activities corresponds to elements of the 4-D cycle developed by Cooperrider.

Activity #1 – DISCOVER

Purpose: To discover the factors that help us to educate thriving children.

- From the perspective of students, all staff, parents, parish, and CESA:
 - What are we most proud of as a school (Figure 2)?
 - What makes us unique?
 - What is our proudest achievement in the last year or two?
 - How does Holy Family Catholic School meet the needs of our community?

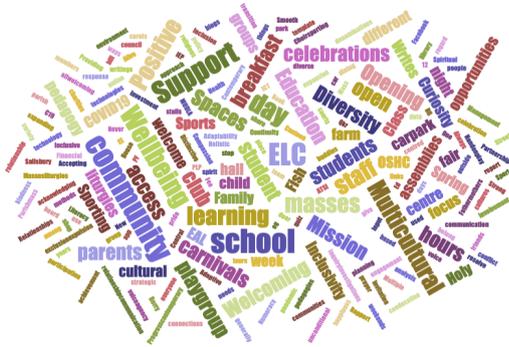
The three dominant themes obtained from the participants were:

- *Community*
- *Diversity*

- Inclusivity

Figure 2

What are we most proud of as a school?



Activity #2 - DISCOVER

Purpose: To discover the factors that help us to educate thriving children.

- Reflect on the past 5 years and pick two stories of success from Holy Family Catholic School and where the school is today from the perspective of students, all staff, parents, parish, and CESA. Why does it matter?
- Is there one motto/quote/idea/story/song that has stuck with you throughout your time at Holy Family Catholic School?
- What are the Holy Family Catholic School's greatest strengths?

The three dominant themes obtained from the participants were:

- Mission day
- Masses
- Multi-cultural identity

Figure 3

What makes the Holy Family Catholic School unique?



The three dominant themes obtained from the participants were:

- Accessibility
- Community centred
- Strength-based approach to each child

Activity #3 - DISCOVER

Purpose: To discover the factors that help us to educate thriving children.

Think of a time when there was an *extraordinary* display of cooperation between diverse individuals or groups at Holy Family Catholic School.

What made such cooperation possible (e.g. planning methods used, communication systems or process, leadership qualities, incentives for cooperation, skills, and team development techniques)?

Provide examples and stories of extraordinary cooperation from the perspective of students, all staff, parents, parish, and CESA (Figure 4):

- Fostering Catholic identity (students, all staff, parents, parish, and CESA)
- Improving student learning and wellbeing identity (students, all staff, parents, parish, and CESA)
- Developing ecological conversion identity (students, all staff, parents, parish, and CESA)
- How can these lessons be applied to the next strategy?

Figure 4

What are the Holy Family Catholic School's stories of success?



Success Stories

1. **Fish Farm/aquatic** – teachers to connect to and implement in their investigations
 - Kerry/Gerry – invitation
 - Teachers – invited to become involved (no pressure)
 - Funds: camps/fishing – sustainability, Commonwealth grant – equipment
 - Open and accessible
 - Escalation of children being involved
2. **1:1 Laptops**
 - Children in Years 2–6
 - Accessible to all families
 - No hierarchy between students and teachers—we all have the same devices

3. **The ELC 'alive'**

- The opportunity to education very young children, which reflects the values of children as competent and capable
- Stakeholders – staff, parents, parish, CESA
- Why does it matter...the opportunity for children to experience the cultural influences of Holy Family Catholic School sooner! This has an impact on the individual, their family, and the wider community. Continuity in community and flow on, the environment, and pedagogy

4. **Character strengths**

'The first time I heard the word "character strength" I think it was in Year 1 with Miss Feher and the character strengths I'd use in class was perseverance because I wouldn't give up straight away and I kept trying'.

5. **Financial support**

- Advised that family of four children were likely to be transferred due to financial stress
- Fee reduction offered for the remainder of the year
- Communication and flexibility – kindness, generosity

6. **Scholarship**

- Helping a student get a full scholarship to a good high school
- Family support, we care, we value them, 'make it happen', want the best for them

7. **Spring fair**

- Whole community – focal point
- Opportunity for everyone to come – brings everyone together
- Old scholars come back
- Biggest event in Salisbury Council
- Parents/families volunteering
- Lots of fun
- Inclusivity
- Makes a bigger community
- It makes people feel like they belong

8. **Laptops for all students in Years 2–6**

- Gave greater 'endless' opportunities
- Use technology to take learning to a higher level
- Access to resources for everyone
- Fair learning opportunities
- Equity

9. **Supporting each child**

- Bored student, disengaged, missed school
- Challenging family, life, lots of family responsibility
- Ran a restaurant, fleet of buses, auctioneer
- Lead teachers and student in signing
- He knew he could be successful, different skills

10. **Roses**

- Disruptive in class
- ESO – one-on-one
- Maintenance – pruning roses
- Years later – ran into them at shopping centre
- Now prunes roses for mother and grandmother

11. **Moon lantern**

- Focusing on moon lanterns for learning; integrated into all areas of the curriculum
- Children make lanterns for exploring creativity, curiosity – Kerry acknowledges every lantern and child
- Children show learning at school assembly
- Learning, culture, and community

12. **Holy Family Reads**

- Data and test
- Specialist teacher support, E&E team
- Professional learning – Lisa Burman
- Holy Family Writes
- Encourage a love of and interest in reading

13. **Family choice**

- Children enrolled at ELC with older children at other settings
- From experience at ELC, families choosing to enrol their other children, including moving them from other settings to Holy Family Catholic School
- Impact – positive choice to belong to community based on their experience of it as a welcoming, innovative, and caring space

14. **Changes to physical environments of school**

- Welcoming entrance
- More secure
- Aesthetically pleasing
- ELC, fish farm, privacy, hall, contemporary design, signage, canteen
- Environment as third teacher, adds to sense of belonging, have pride in setting
- First impressions
- Functionality – caters for diverse needs etc

15. **Everyone has their time to shine**

- Assembly
- Child performing at assembly for the first time
- Opportunity to be on stage
- Parents were very proud
- Child was very proud

16. **Student growth**

- Individual student had a challenging start to school
- Saw amazing growth while at Holy Family Catholic School
- Now a leader at high school and has won multiple awards

17. **Spring fair**

- Idea was created 18 years ago
- Planning phase, ideas, fundraising, community involvement, donations
- Involves staff, parents, students, and the wider community
- Family involvement, volunteering
- Profit, money goes back into the school and more enrolments, strengthens the community

18. **Mission week**

- The purpose – Catholic identity and supporting those less fortunate than us
- Fred's Van, Loretto Vietnam, Catherine House
- Educating students about the three main organisations the school supports – how we do this
- Student agency, creating opportunities for fundraising
- Children are a part of something bigger than themselves

Activity #4 - DISCOVER

Purpose: To discover stories from the school community that will bring value to CESA and beyond and the factors that help us to educate thriving children.

Holy Family Catholic School builds on 'proven strengths' and has a history of being a pioneer in many areas.

In your opinion, what is the most important achievement that you can recall that best illustrates this spirit of 'educating thriving children'?

Provide examples and stories of proven strengths from the perspective of students, all staff, parents, and CESA (Figure 5):

- Fostering Catholic identity (students, all staff, parents, parish, and CESA)
- Improving student learning and wellbeing (students, all staff, parents, parish, and CESA)
- Developing ecological conversion (students, all staff, parents, parish, and CESA)

In your opinion, what has been the causes of success (i.e. why did it happen)?

The dominant themes obtained from the participants on the school's strengths included:

- 100 languages of learning
- Acceptance
- Child at centre
- Common language
- Diversity
- Everyone is a leader
- Footprint
- Forward thinking
- Inclusivity
- Influences
- People and resilience
- Leadership and relationships
- Opportunities to grow and thrive
- People
- Relationships
- Respect
- Tech
- Technology/infrastructure
- Unique
- Welcoming

Figure 5

What are the Holy Family Catholic School's strengths in the words of the staff?



Activity #5 - DREAM

Purpose: To dream a school that will bring value to CESA and beyond to discover the factors that help us to educate thriving children.

Imagine it is 2030. The school has fully implemented the new 2021–2024 Strategic Plan. What would an *ideal* Holy Family Catholic School look like for students, all staff, parents, parish, and CESA and the school more broadly?

Provide examples and stories of *ideal* Holy Family Catholic School from the perspective of students, all staff, parents, and CESA:

- Fostering Catholic identity
- Improving student learning and wellbeing
- Developing ecological conversion
- How would we know if we are succeeding?
- What will improve? How will we measure it? How will we demonstrate our impact?
- Identify measurable outcomes for students, all staff, parents, the school, parish, and CESA

Examples obtained from participants included:

Assemblies – buddies/classroom

- Church group masses and meetings
- Class masses
- Cultural celebrations
- Grandparent's Day
- Harmony day – multi-cultural
- Language of the fortnight
- Spring fair – entertainment, food stalls

ELC fundraising dinners

- 2015/16
- Community groups contributions – catering, auction, students serving, families attending

ELC fundraisers – dinners x 2

- Benefit for children and families
- Bravery
- Collaboration
- Collective purpose
- Common goals
- Communication
- Dedication
- Generosity
- Persistence
- Planning

- Ahead of the game in IT
- Art/music access for all children
- Business
- Changing times – literacy and numeracy in the morning
- Community/cultural groups – teach their culture to us
- Continue with more advanced technology
- Established First Nation pedagogy and support
- Extensive ecological platform established (wetlands)
- Fish farm could turn into a community facility
- Flexible learning times
- Global curriculum framework
- Greater infrastructure – chapel, prayer space
- Gym, more courts, gymnasium
- Birth to Year 9
- High-quality sports facilities
- Houses of learning – doing more in learning houses
- Increase of literacy/numeracy
- Learning hubs
- Learning strands – sports academy, dance, performing arts, student choice, specialist teachers, early access to interests, languages
- Middle school
- More fun events including the school and community
- More outside activity options
- Multi-language school – indigenous
- Musical/plays – possible drama festival
- New subjects – greater student agency eg bands, specialised sports academy, robotics, STEAM, extending aquaponics, greater focus on sustainability
- Parents and grandparents leading activities
- Partnerships with local universities, internships
- Pre-service teacher internship program
- School bus travel – reduce emissions and carpark congestion
- School would be carbon neutral
- Rubbish-free school
- Self-directed community learning
- Senior student common area/retreat
- Swimming pool
- Technology – keeping upskilled, online learning parents, podcasts, live streaming of events, religious outreach
- Theatre
- Thriving – wellbeing, high attendance, increased enrolment
- Virtual international students
- Wellbeing hub

How do we know it's succeeding?

- Academic excellence – literacy, numeracy, ICTs
- Advocate for our profession
- B-12 school and ELC – model contemporary learning and wellbeing from 1-12 (flow on effect)
- Band plays at school events
- Building international relationships
- CESA funding
- Citizenship – active participants, informed, responsive, responsibility
- Class masses/liturgies
- Community recognition/enrolments
- Creating more jobs in school
- Data records
- Early childhood education

- Ecological activists – action driven, environmental awareness (litter, care of belongings), leaders of sustainable practice, accountability
- Engaged learners – agency, entrepreneurship
- Growth – numbers, people, facilities, technology, attendance, belonging, community engagement
- High student engagement/wellbeing
- Improvements in grades
- Leaders

Measurable outcomes

- Mentor school for others (influencing others)
- More opportunities for children agency
- Number of students – increase
- Qualitative data (surveys)
- Relevance – evidence based, communicators, contemporary pedagogy, modes of communications
- Social intelligence – thriving
- Student engagement
- Students excelling in senior and tertiary education in their fields of interest
- Students returning as community leaders
- Wellbeing – emotional intelligence, positive relationship
- Wellbeing survey
- Word of mouth

How is the school different?

- Flexible learning – fluid, strength-based
- Primary driven specialist education
- Showcase of learning
- Student have access to 2030 subjects

What are people saying about the school?

Students

- I love my school
- Can I go to Holy Family?
- We learn a lot about real life
- I have choice and can make decisions

Parents

- They really care about my kid
- They are very supportive of our whole family
- My child is really happy and doing well there
- Passion, commitment, trust
- Driven, shared vision
- Students are 'living the dream'

Staff

- It's a great school to work at
- I'm effective in my practice
- I know I'm making a difference
- I feel empowered

Recommendations

Holy Family Catholic School's strengths lie in the fact that it is a community-driven school. There is convincing evidence of community commitment, ownership, involvement, and strengths aligned with the Catholic vision for the school and its original heritage. Importantly, Holy Family Catholic School can combine the needs of the local community with a vision for what is possible for the future education of the children it serves. The strengths of this community lie within the staff and the community they serve. The possibilities are significant for Holy Family Catholic School to expand in the next 3 to 5 years.

Based on the level of engagement, participation, and output from the summit day, there is clear support for the future direction of Holy Family Catholic School. What is of particular interest and excitement is the level of organisational commitment and readiness for expansion.

Based on a review of the output during the day, the following major themes appeared:

- Catholic identity and core values
- Community
- Diversity
- Service and social justice

To accelerate the strategic direction of Holy Family Catholic School, it is recommended that an audit be conducted to align the organisational goals to the following areas:

- Academics
- Wellbeing
- Cocurricular
- Catholic identity
- Community

Areas of Holy Family Catholic School including innovation, child focused education, the integration of information technology an eLearning, the development of innovation and creativity in each child, the focus on inquiry-based learning, and the improvement of overall literacy and numeracy.

The AI summit demonstrated that there is a strong organisational commitment from the staff to grow the school. It is clear from the creativity and ideas of the participants that there are several future possibilities for Holy Family Catholic School to consider. These need to be considered strategically in alignment with the strategic direction of CESA and the needs of the community and culture developed by the school.

About this report

This report has been prepared by Associate Professor Mathew White from the University of Adelaide in close collaboration with the senior leadership team of the Holy Family Catholic School.

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About the author



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Mathew A. White PhD is Deputy Head of the School of Education and an Associate Professor of Education at the University of Adelaide where he is also the program director for the Master of Education. He is also a Principal Fellow in the Melbourne Graduate School of Education at the University of Melbourne. Mathew has published over 45 scientific journal articles and book chapters. Forthcoming publications include *Wellbeing and Resilience Education: COVID-19 and Its Impact on Education Systems* (with Faye McCallum, Routledge, 2021). He edited *Critical Perspectives on Teaching, Learning and Leadership: Enhancing Educational Outcomes* (with Faye McCallum, Springer, 2020), *Future Directions in Wellbeing: Education, Organisations and Policy* (with Gavin Slempe and Simon Murray, Springer, 2017) *Theology Encountering Positive Psychology* (with Gillies Ambler, Matthew Anstey and Theo McCall, Wipf & Stock, 2017) and *Evidence-Based Approaches in Positive Education: Implementing a Strategic Framework for Wellbeing in Schools* (with Simon Murray, Springer, 2015). Recent awards include 2020 Distinguished Contribution to Research in Educational Leadership Award by the South Australian Branch of the Australian Council for Educational Leaders and 2020 University of Adelaide Faculty of Arts Teaching Award. He is President of the International Positive Psychology Association Education Division, a Council-appointed member of the St Peter's Woodlands Grammar School Council and a member of the SA Branch of the Australian College of Educators. Mathew was a secondary school teacher for 20 years and has a decade's senior leadership experience.



Chairperson Report

Welcome to the Holy Family Catholic School – Parafield Gardens AGM for the 2020 school year.

Last year I was fortunate to serve for the second term as the School Board Chairperson.

For those who do not know myself or my family, Holy Family Catholic School Parafield Gardens is a school that is close to my heart as my children have been students since 2014. My daughter Lily has moved on to High School and my son Samuel is currently in his final Year of Primary. My wife Nina is also a Primary School teacher serving in the Public Sector. The Holy Family School has a strong history and I am proud that we are part of the Holy Family Community.

My role as chairperson of the School Board has been to work with Kerry and Adam in supporting the vision of the school and to be accessible to Kerry, the School Board and the Holy Family community with the goal of providing outstanding learning experiences in a safe and nurturing environment.

My role also includes being the spokesperson at School Board functions and provide feedback to the Board on the administration of the school.

In 2020, we witnessed as a school, community and world an experience like no other, with the COVID pandemic. This created many challenges for the Board and Staff, with most meetings needing to be postponed, as Government both State and Federal placing constraints on the school and our wider community.

During this time, we witnessed our school lockdown and closure due to a related case within our school community. The School Leadership team, School Board, Staff, students and their families must be commended by their extreme following of the restrictions imposed by our governing bodies during this time. The understanding of the importance that we monitor and reduce the risk of everyone in our community must be applauded.

As a Board we were able to meet with key staff members and students from all grades who presented their initiatives.

Kerry White – “Culture is what you do when no one is watching.”

With Kerry as our Principal, we as a Community have and will over the next 2 years achieve several amazing spaces that our children will thrive and prosper.

- The two courts that will act as a dual-purpose area for both the School and Community have now been completed in Grevillia park ready for our classes of 2021. This area increases the volume of play area for the students during recess and lunch and provides the surrounding residence with a safe place for their children to play outside of school hours.

- A double-sided electronic sign has been installed on Shepardson Road, providing information on a daily basis about the school.

- Exciting News: Our New Learning Hub commenced construction in late 2020 and we look forward to the opening mid-2021. This building will be state of the art and totally off the grid and will be a grand example for those who follow.

Chairperson Report

Adam Slater – Informed the Board about several great initiatives.

- Dining Hall experience was full swing in 2020 continuing on with the positive effect witnessed in 2019 with many of the students eating habits.
- The ELC is going from strength to strength with enrolments moving along nicely and the expansion to accommodate infants will also increase numbers.

Nicholas Bartold –

- The school has this year engaged with Uni SA and six of the teaching team at Holy Family have started their Masters in Education at Uni SA.

Students –

- During our board meetings Nicholas has organise and invited students from ALL grades to present their learnings to us, thus enabling the board to understand the great learnings and culture that is the Holy Family Community.

The School Board appreciates the commitment of the school staff, teachers and ESOs for their commitment to our children, particular throughout this Pandemic. Their dedication to our community has been evident through the positive culture which permeates throughout the school. They are passionate about the teaching and learning programs and ensuring that our children are engaged in a contemporary learning environment.

Also, to the Board. It is an important role 'Board Member' and I thank you all for the giving of your time and valued experience. I would like to take this opportunity to also thank Kerry White, Adam Slater and Nicholas Bartold for their leadership.

On behalf of the whole school community I would like to thank our many volunteers who have so generously given their time and expertise to make Holy Family a fantastic community.

A special thanks to Kelly Johnston for her work with the playgroup program of which many children have continued to our Preschool. A special mention to Sandra Matthews and the P&F Committee who have been restricted with their events this year, however we look forward to this years events.

At our final meeting for 2020, Adam presented the forecasted enrolment numbers in both the ELC 'Alive' and the Holy Family School. It was exciting to know that our enrolment numbers are on the increase even with the loss of Year 7s in 2020. Whilst 2021 is well on its way to being another successful year, Holy Family Catholic School Parafield Gardens and the School Board will continue to work to promote excellence in education and co-curricular activities.

DAVID GARRICK
CHAIRPERSON

APRIM Report

In 2019/ 20 I would outline the Religious Identity and Mission of Holy Family Catholic School through the ACARA General Capabilities.

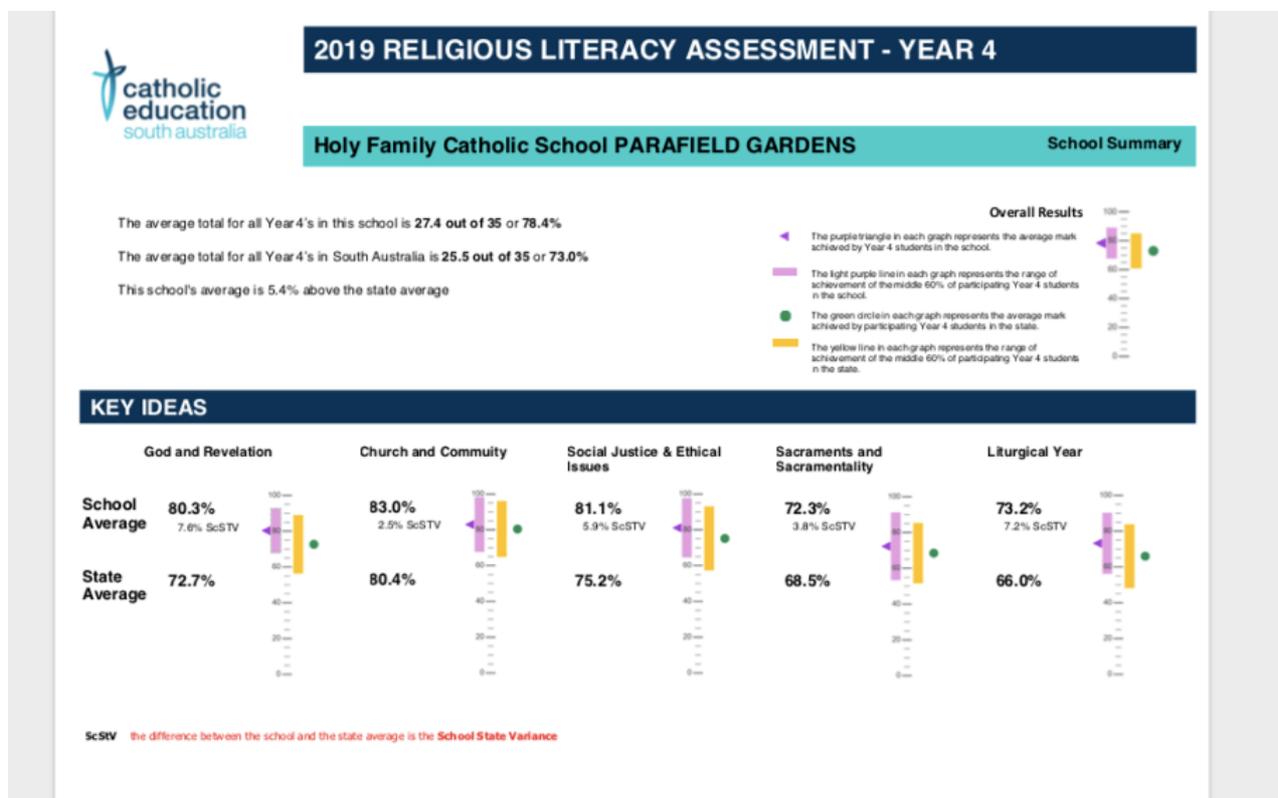
Literacy & Numeracy

Staff and Students encompass the knowledge and skills they need to access, understand, analyse and evaluate information; make meaning; express thoughts and emotions; present ideas and opinions; interact with others; and participate in that, which shapes the Catholic Identity at Holy Family Catholic School, as well as their lives beyond school.

The Religious Literacy and Numeracy Capabilities provocations (questions) and Investigations (process) are influenced from the core content of the new Crossways, RE Curriculum introduced to our staff in 2020 and implemented in 2021.

Investigations and provocations are created around 5 Knowledge Strands such as God us and Faith and Church and the World underpinned by the ACARA General Capabilities of Personal and Social Capability, Critical and Creative Thinking, Ethical and Intercultural Understanding supported by the Wisdom Strand. Students are provided with a variety of materials that will engage them in their learning, such as during Holy Week, when making palms and crosses or creating dioramas of the Last Supper.

The success of the Religious Education Pedagogical approach resulted in our Year 4 students being 7.6 percent above the State average in the Religious Education and Literacy Assessment Tool for South Australian Catholic Schools.



APRIM Report

In Numeracy, looking at the key numbers that are used in the scripture stories as well as the sequencing of events and how they fit in the Liturgical Year.

The cornerstone of these investigations are the Gospel recounts of the Holy Week Events, where we critically reflect using the 24 Character strengths of Jesus, the person and his actions and words that he displays during these events. Additionally, we can also contrast Jesus' reactions with those of the disciples, Romans, Pharisees and the people of Jerusalem.



Critical and Creative Thinking

Staff and Students learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Moreover, students think broadly and deeply using skills, behaviours and dispositions, such as reason, logic, resourcefulness, imagination and innovation in all learning areas that embrace our Catholic Ethos. This is evident by our Mission Week, where creative charitable activities raise money for Fred's Van, Catherine House and Loreto Vietnam Orphanage (\$4100 in 2019). We are looking forward to resuming Mission. Week in 2021.

In RE the pedagogical inquiry approach enables the students to learn about a topic that gives a purpose and a meaning to their lives. For example, in Year 5/6 their projects on Saints allowed the students to research the life of a Saint centred on the questioning of What they already knew and What they wanted know more about? Therefore, they were able to expand on their prior knowledge, find more about the life of the Saint and how that Saint inspires them in their own faith journey.

Personal and Social Capability

Personal and social capability involves students in a range of practices, including recognising and regulating emotions, developing empathy and understanding in our decision making centred on the Gospel values.

Staff and students are able to express their unconditional positive regard through their respect for God's creation in our Fish Farm, while keeping our hard areas and green spaces tidy. Our school voices their words and actions in prayer, liturgies, masses and assemblies, which plays witness to positive relationships, sharing and support for one another, as well as all creation.

Furthermore, this displays the staff and student spirituality in developing and encouraging their relationship with God, through engaging speakers, leading prayer and planning and contributing and sharing with other classes and staff meeting presentations.

Intercultural & Ethical Understanding

Staff and Students develop intercultural and ethical understanding, as they learn to value their own cultures, languages and beliefs, and those of others, while understanding how that reasoning can assist ethical judgement, both in a Religious and Social Context.

The Made in the Image of God, 'Being Moral Unit', explores not only our own personal well-being, but how our responses affect our relationships with others. By creating a welcoming, inclusive, environment that embraces our diversity through listening and interacting with the hundred languages, our different cultural and religious backgrounds are valued.

Information and Communication Technology

Staff and Students learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school as a tool for expressing their faith.

Students at all year levels, make power point, keynote and iMovie presentations that represent the bible stories of the Catholic Tradition using text, symbols, music and dance to express their faith. It is a great way of showcasing our work and enhancing our Catholic Identity.

MICHAEL URDANOFF
APRIM

Staff Representative Report

2020, a year that prompted all staff to act with swift flexibility, draw on our creative skills and adapt to unpredictable and uncertain times with a minimum of fuss. In a COVID world, Holy Family Catholic School forged ahead and the staff, drawing on their professionalism, empowered learning through synchronous and asynchronous means. Enabling students to access learning via a face-to-face capacity or through the newly coined learning from home. Staff and students alike were assisted by the tremendous investment Holy Family Catholic School has poured into providing accessibility to world class technology and digital infrastructures. The results were phenomenal. Collegiality, student engagement and creativity all contributed to incredible learning outcomes, for staff and students alike.

In term one, a cohort of staff entered a partnership with the University of Adelaide to commence the Master of Education (Education Leadership/Wellbeing) program. The university facilitated the course *Contemporary Issues in Wellbeing* onsite at Holy Family, before COVID forced the latter part of the course to be conducted online. Led by Associate Professor Mathew White, the Holy Family Catholic School staff quickly identified value in the content and the close alliance it held to many of our pre-existing values and influences pertaining to wellbeing. One such example was the Appreciative Inquiry model, developed by David Cooperrider. This strengths-based model informs positive organisational change. Hosting an Appreciative Inquiry summit would forge a way that Holy Family Catholic School staff, students, parish community members and board members could all join together to share dialogue that would inform future direction for the school.

In what was a year-long venture, the Holy Family Catholic School Appreciative Inquiry Summit was a significant event that was held at the commencement of term four. The day was facilitated by Associate Professor Mathew White and was attended by all school staff. A very positive day, with excellent contributions from staff, students and community members which provided some really fantastic dialogue highlighting where we have come from, where we are at and where we are looking to in the future.

Another year-long partnership was formed between staff and educational consultant Marc Kralj (ACER). Professional discussion was held over a number of occasions throughout the year where Marc took a deep dive into how staff could access, analyse and inform learning through the valuable data provided by Holy Family Catholic School student PAT test results. This professional development aligned with a desire by staff to discover areas of growth for individual students and aligned with our pedagogy for providing differentiation in learning opportunities.

During term 4, the teaching staff worked with pedagogical consultant Lisa Burman to further enhance our literacy pedagogy. Developing a culture of readers and writers amongst our students was the priority. Staff were able to explore this through workshops that guided strategies for improving various literacy outcomes. An example being the development of the online publication, Holy Family Writes. This initiative provided authorship to student writing and was a wonderful archive of student artefacts pertaining to literacy learning.

The Kuyangani continues to be a magnificent drawcard for student learning. Gerry McCarthy has sustained improvement of the facility this year through the introduction of endangered species of fish to the tanks. Kuyangani is now committed to commencing a breeding program for the Purple Spotted Gudgeon and will be working closely with local ecologist Dr Sylvia Zukowski in 2021 to see the successful outputs of this initiative.

Staff Representative Report

Broadly, 2020 was a year where Holy Family Catholic School staff displayed tremendous commitment to the improvement of student learning and wellbeing outcomes through the aforementioned partnerships and shared learning experiences.

NICHOLAS BARTOLD
STAFF REPRESENTATIVE