



2019 SCHOOL PERFORMANCE REPORT

School statement

Holy Family is a welcoming, caring community of learning that embraces holistically its Catholic Ethos with a commitment to three points of mission: Identity, Pedagogy and Ecology. As a community we are exploring in more depth how we live out our mission through our core values of Positive Relationships, Sharing and Support. As a school we embrace the principles of Reggio Emilia and the work of Loris Malaguzzi. We believe every member of our community is unique and wonderful. We focus on the “specks of gold” in our lives and on adopting a growth mindset, where we embrace change and positive growth.

The changing nature of the school grounds with the emphasis on growing natural foods reflects our action on ecology. Holy Family continues to value our diversity as a great strength, having 50 different ethnic and cultural groups in the school. Approximately 60% of the enrolments meet the EAL criteria.

Holy Family, in partnership with Bristol University and guided by the Australian Curriculum is investigating the specific capabilities which enable students to be successful lifelong learners. The school promotes capabilities of Literacy, Numeracy, Use of ICTs, Creativity, Teamwork, Ethical Behaviour, Thinking Skills, Social Competence, Intercultural Understanding and Self-Management.

The school is embracing vertically grouped learning with the establishment of three Houses of Learning, each comprising classes from Reception to Year 6. The start of the 2019 school year heralds significant change with many Catholic secondary schools offering Year 7 for the first time. In 2019, the Alive Early Learning Centre opened and is co-located on our campus.

School information

Student

Year Range	R – 6
Total Enrolments	584
Girls	286
Boys	298

	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Girls	51	27	47	38	44	27	53
Boys	51	38	48	36	35	51	38

Indigenous Students 0.75%

Student Attendance Rate Overall: 90.72%

Per Year Level

Year	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
%	91.10	91.62	90.85	90.58	88.88	91.29	90.71

Student Attendance is recorded daily in hard form and also into ceSIS. An automated system sends an SMS to families where an unexplained absence is recorded. This usually results in families calling to explain and follow up the absence. Where a class teacher expresses any concern about the ongoing or unexplained absence of a particular student in it is referred to and followed up by the Principal or Deputy Principal. Families are contacted regarding any attendance concerns and to follow up unexplained absences.

Students who left Holy Family at the end of 2018 continued their education at one of the following Colleges or High Schools:

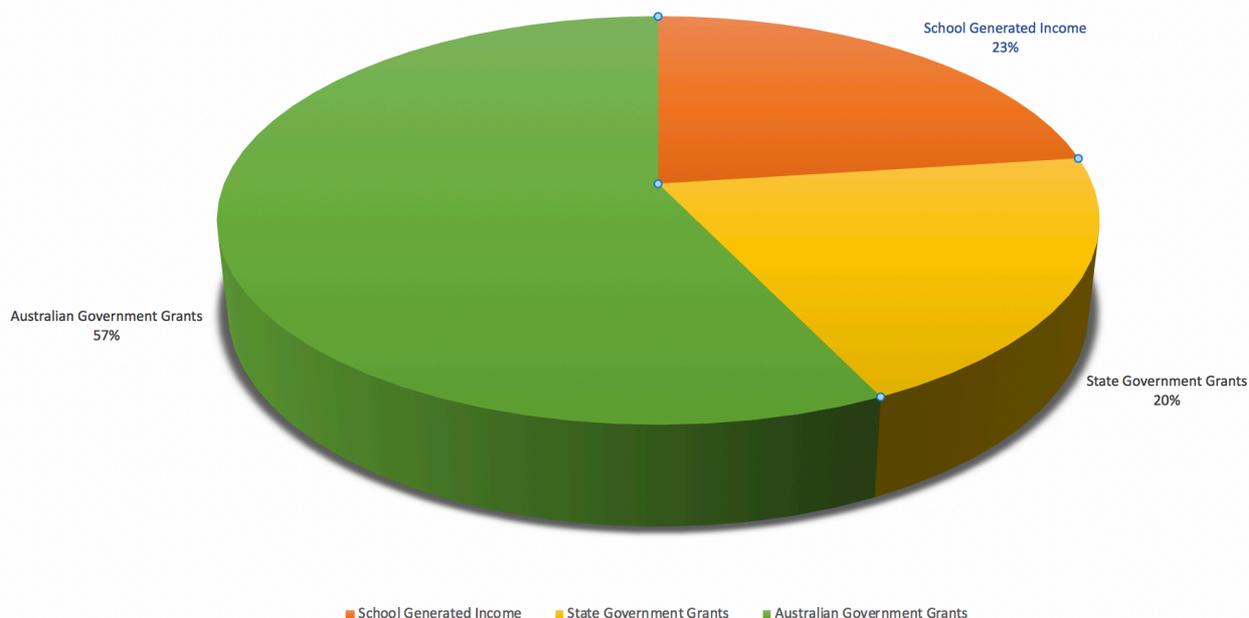
Thomas More, Our Lady of the Sacred Heart, St Pauls, St Dominic's, Christian Brother's College, Endeavour, Blackfriars, Kildare, The Heights, St Columba, Trinity and Parafield Gardens.

Staff

<i>Teaching Staff</i>	40	
Male	11	
Female	29	
Full-time equivalent teaching staff		32.4
<i>Non-teaching staff</i>	21	
Male	4	
Female	17	
Full-time equivalent non-teaching staff		11.4

School Income

School Income 2019



Student outcomes in standardised literacy & numeracy tests

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	380.3	371.8	392.9	4	3	4	92	87	96
Writing	369.5	351.4	382.7	3	3	4	92	93	99
Spelling	390.5	376	387.8	4	4	4	92	89	81
Grammar and Punctuation	393.7	375.2	375.8	4	4	4	82	91	88
Numeracy	353.8	360.4	362.7	3	3	3	89	95	96

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Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Reading	449.9	472.6	475	5	5	5	90	91	92
Writing	441.2	458	467.9	5	5	5	85	88	91
Spelling	482.3	496.6	489.4	6	6	6	93	93	95
Grammar and Punctuation	448.4	473.5	459	5	5	5	85	94	89
Numeracy	449.1	455.8	457.2	5	5	5	88	93	91

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Parent, student & teacher satisfaction

Communication to families is a priority as we look to make learning visible to the community. Our school newsletter is available electronically on the school website. Families are emailed a link fortnightly to the newsletter as it is uploaded. This is also available in Vietnamese. Every class has a highly interactive blog that is updated several times per day to reflect the learning that is happening in the classroom. Parents subscribe to the blog and receive notifications as posts are uploaded. Parents, teachers and students can all comment on the blogs and share feedback.

Parents are encouraged to reply to the electronic newsletter that is emailed to all families fortnightly. The Principal and Deputy Principal have blogs available on the school website. Members of the community are able to comment and contact the school leaders directly through their blogs via email, by phone or by coming in to the school at any time.

Parents Representatives on the School Board are available to parents to raise issues with the School Board.

Staff at Holy Family are given many opportunities to provide feedback about work satisfaction and performance. Our professional learning program is driven by staff interests and workshop style learning sessions are facilitated by staff from within the school or external providers. All staff are consulted regarding their needs and the program is co-constructed on this basis. Additionally, forum style staff meetings are held where questions or provocations are posed and all staff are invited to share their thoughts and opinions. A whole school focus on Positive Education and embedding the PERMA plus framework has meant that in recent years, every staff member has had the opportunity to undergo the 4 day Discovering Positive Education Course, facilitated by Geelong Grammar School.

Teaching staff have also completed the Berry Street training course. Berry Street explored insights into the 'how' of an inclusive supportive pedagogy, focused on wellbeing. The training explored topics

of body, stamina, character, engagement and relationships. This professional development had an immediate positive impact on staff and the strategies within the course were contextualized by staff to implement in their own learning environments and practice.

The structure of the school provides each staff member with two line leaders who can be their point of contact for any concerns or feedback they wish to offer. All staff are encouraged to approach the Principal directly at any time. During professional review meetings staff are always invited to begin with any bringing issues or concerns. Regular review or catch up meetings are held with line leaders and staff. Every fortnight representatives from each year level meet with a member of the school leadership team to discuss current issues, provide feedback and raise any concerns. The minutes of this consultative meeting are then distributed to all staff.

Overall, staff are reportedly very happy at Holy Family. They are adopting positive mindsets and approach their work with a sense of purpose. They are well resourced and supported by each other and the leadership of the school. Issues identified for review and consideration include procedures and processes for engaging students in positive behaviour and learning and accommodating for a diverse range of needs in the classroom.

www.holyfamily.catholic.edu.au

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