



Holy Family Catholic School

2019 Annual General Meeting



CHAIRPERSON'S REPORT

Firstly, I wish to begin with a deep expression of gratitude to Principal Kerry White for inviting me to join the board and ultimately nominate as Chair.

This year marks my 15th year of involvement with the school as a parent with my step son Patrick attending from 2004 and ending this year as my son, Thomas graduates and both the boys and myself are better for our time at Holy Family.

Thank you to all those that have served on the board during my tenure with a very special thanks extended to Stephen Blick, our school Treasurer. Our school has been served well under Stephen's fine financial stewardship and the schools fiscal success during very challenging times can be directly credited to Stephen, Jessie and Kerry's leadership.

The immense task and responsibly managing the school during challenging regional economic conditions has been dutifully and diligently executed by the finance committee whilst facing changing funding models, the loss of Year 7 classes, systemic shortfalls and the initial uncertainty and unanticipated governance structure around the Early Learning Centre. .

In spite of these challenges Stephen, Jessie and Kerry have laid down very strong foundations, facilitated further growth whilst simultaneously investing to transform Holy Family from what was a modest school a decade ago into a campus that is an epicentre of community activity.

To serve at a time when Kerry White has been Principal has been a blessing. National Educator of Year, Kerry's boundless enthusiasm for education and immense acumen as an administrator and his Leadership of the school has made for a period of unparalleled success having transformed the school from a cluster of transportable buildings not that long ago to have the facilities, pedagogy and culture that have become the envy of the Catholic system.

Thank you to the P & F and the organising committee for the Spring Fair. The Holy Family Spring Fair is one of the highest attended Community Events in the City of Salisbury and this much anticipated annual event has become a local tradition and is an amazingly successful community outreach tool and fundraiser that the school and those involved in organising can be most proud.

The sheer scale of the change at Holy Family is only overshadowed by the appetite for improvement in every respect.

We can proudly boast over the last few years-

- Kerry White being recognised as National Educator of the Year.
- The Catholic systems first Early Learning Centre on campus
- The strategic acquisition of property
- The negotiation of community space to be jointly developed by the school and council.
- Improvement in parking and traffic flow through out the precinct and within the school
- The establishment of the Fish Farm
- The planning for a new STEM centre

These being some of the more significant achievements Holy Family's success lay in much of which is not immediately obvious but intrinsically linked to one or more of its 3 pillars of Pedagogy, Ecology and Catholic Identity.

These accomplishments are further to what has been a period of unprecedented revitalisation and construction that preceded my tenure as Chair but during my time as parent at the school I have seen the construction of the new class rooms, the school hall and the office, admin and teachers space.

The sheer scale of ongoing physical and cultural change at the school over the last 15 years has been transformational for the school and community a whole.

Very few established schools have experienced this incredible level of transformation and transition and its a credit to Kerry and his team that this has been achieved whilst deepening the schools mission and strengthening its financial position.

Kerry and Adam have been developing a stronger association with Leuven University, in Belgium. This collaboration has enriched our school and has facilitated Holy Family developing a world class pedagogy that better equips our children with the meta skills to personally prosper in this ever changing world whilst encouraging them to better understand their relationship with God and explore their own Catholic identity.

Kerry and Adam continue to engage with international educators, have been invited overseas to speak of Holy Family's success and evolution from a challenged suburban school to the envy of the Catholic system.

I have enjoyed playing some small part in the school's ongoing success and have learned much through the experience of serving as Chair. .

Thank you for allowing me to serve as Chair and I wish the incoming board and its Chair continued success.

David Stockbridge
CHAIRPERSON

PRINCIPAL'S REPORT

In 2018, at Holy Family we continued our work to put the learning in the hands of the children. The school maintained a vision for action for children to be resilient agents of their own learning. Every year, the school's pillars of mission being **Pedagogy, Catholic Identity and Ecology** provide direction for learning. In the area of **Catholic Identity** in term 2, the school held an inaugural *Catholic Identity Day*, which was a whole school event to celebrate and enhance our individual and collective faith as a community. Father Shibu opened the event with the provocation around God being lived out in all of us. The students shared their learning from this day regarding the topics of church, prayer, dance, scripture, Jesus, God and the Holy Spirit. Children also share insights around what being Catholic meant for them and others. Evidence of this learning was shared in a video account of the activities undertaken for the day and included staff and student feedback. In addition, as a result of the school's strong connections with the Salisbury Catholic Parish our Year 2 students participated in the biannual Multicultural Festival, whereby they played a game of Soccer, which added great value to the community event to increase involvement and partnerships with our parish.

In the pillar of **Ecology** the development of the *Fish Farm and the MUDLA* (Multi-Disciplinary Learning Area) provided increased and enhanced learning opportunities for all children in the area of STEM (Science Technology Engineering and Mathematics) education. Students have used the space to measure and monitor barramundi and used Numbers software to graph, present and analyse data collection. Further learning opportunities undertaken include pH water chemistry testing, aquaponics propagation, cleaning procedures and animal feeding scheduling. Other classes have constructed aquariums, completed inquiries around river aquaculture environments, participated in buddy fishing excursions and camps on the Murray river. Future directions in this area include enterprise and meaningful problem solving opportunities for students to resolve issues in the realm of river environments and ecosystems. In 2018, the *global action team* of students was constructed for our students to collaborate with Apple Distinguished Schools from around the world including the United States of America and Mexico. The learning opportunity created of a video chat connection between countries around the world was profound as new territory as a global classroom was created in the topic and purpose of sustainability. In moving forward in this area, the school is excited about future directions of using the UNICEF Sustainability Goals to create and complete projects for students to make an impact on local, national and global levels. In 2019, we will hold a whole school event to share individual class projects as a showcase of learning based on the UNICEF Sustainability Goals,

In the domain of **Pedagogy** our teachers and leaders work collaboratively to share best practice in order to provide opportunities to facilitate deep learning. At Holy Family we see all children and competent, intelligent and capable citizens from birth. The school draws best practice from the influences to collaborate with Bristol University, Reggio Emilia, Harvard Project Zero, Apple Distinguished Schools and Dr Paul Clarke's Pop Up Ecology Foundation. The areas of play, reading and oral language have been key a focus for future development and improvement at Holy Family. Teachers have constantly shared effective pedagogy through learning walks and welcome circles during staff meeting. The focus on pedagogy at Holy Family enables children to create their own authentic knowledge and to negotiate the curriculum. In addition, the school's focus on the Australian general capabilities has enabled the children to share their accomplishments, which are evident in our comprehensively student centred semester reports. Our future directions are for children to create their own 'Me as a learner' folders to share *how* they are learning and their capabilities as learners in new and exciting ways. The children have a voice in their learning with agency and an example of this pertains to the students reflections on their learning in their reports. Cognitive Engagement is an area the school collects data on to determine the deeper levels of thinking and flow that is taking place during learning. In the national and state wellbeing collection data sets, our students in the higher years levels still sit higher than the state

averages in cognitive engagement, which provides evidence of the effective pedagogy to provide opportunities for students to even more deeper within rich learning experiences. Our Flexible learning environments add value as an additional teacher for the children and teacher to openly harness space to optimise quality learning opportunities. Our learning spaces and environments in 2019 will continue to evolve having acquired a property at the rear of the school and building a sustainable library and general classroom spaces, which are all intended to add value to each child's learning at Holy Family.

Inclusive Education

Throughout 2018 the Adaptive Education program continued to provide support to both teachers and students with the goal of ensuring all children experienced success in learning. Support to students predominantly took place within the classroom environment fostering inclusive practices, belonging, and the celebration of every child's unique gifts and talents.

Support to teachers was visible through collaboration between teachers and Adaptive Education staff, thus providing greater opportunities for small group work, 1:1 intervention and specialised programs. Continuing with the success of 2018, the primary focus areas for adaptive education development in 2019 will include the collection of small data to validate existing models of support and intervention, and supporting teachers with best practice approaches to differentiation and curriculum adjustment to meet individual student needs. Major projects for the Adaptive Education team include a study tour to Finland and the launch of a dedicated Exploration Centre incorporating a sensory suite and gross motor gym.

Our work in Religious Education continued to enhance our sense of Catholic Identity by making God visible in our school.

In 2018, we continue to witness God's presence by being invitational demonstrated through our listening culture where everyone is welcome and has the opportunity to make a contribution. This is evident in the expression of our faith through class prayer and liturgy and whole school masses where teachers and students create a meaningful celebration that allows them to showcase their gifts and talents, particularly through prayer and music.

We also continue to build on the faith, knowledge and skills of our Catholic Tradition.

Underlined by our Year 4 students who were successful in demonstrating their Religious knowledge and understanding, by achieving in 2018 RELAT Assessment for all South Australian Catholic Primary Schools, an average of 84% which was 4% above the State average. It was highlighted by a score of 93% in the Crossways Key Idea of Religious Traditions 10% above the State average.

Furthermore, we embraced our cultural diversity through the Parish and Syro-Malabar group that use our school site. In 2018, we expanded the use of our Saint Pope John Paul II Hall to embrace the spirituality of the Chin, African Anglican and Vietnamese communities which demonstrates our acknowledgement that we are part of a wider community.

2018 School Board

On behalf of the School Community, I sincerely thank David Stockbridge our Chairperson and Stephen Blick our Treasurer and all members of the School Board for their diligent devotion to supporting our school continue to be a dynamic and relevant institution.

Kerry White
PRINCIPAL

TREASURER'S REPORT

Overview

The school has reported a surplus of \$845,044 (up from the \$487,298 surplus in 2017). This is once again an excellent result that has been built around continued careful financial management in place at the school. This result was achieved despite the following: -

- Student numbers again decreased as they have in the previous years
- Capital expenditure on computers and other improvements
- Voluntary repayment of one of the loans
- Deposit paid to purchase a property in Banksia Crescent

Factors that contributed to the \$845,044 surplus were the increase in Commonwealth Government funding to the term 3 commencements and reduced expenses. Holy Family Catholic School prides itself on its expense management, which is the envy of other schools in the system. The carefully management of expenses has provided opportunities to improve our support of our students and for the new buildings over time.

Planning

Planning is and always will be a focus of Holy Family. Extensive planning was undertaken during the year to prepare for the loss of Year 7 to the secondary sector and the opening of the Early Learning Centre, both of which occurred this year (2019).

Planning also commenced on a new musical suite to replace the last transportable room that we lease. We have also commenced planning for a new library and learning centre, which we anticipate construction of will commence in 2020.

Student Numbers (February Census)

2014	2015	2016	2017	2018	2019
834	795	757	718	652	555

Trading Accounts

The Trading Account results are as follows: -

Canteen	-	\$17,780 (loss)
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Uniform Shop	-	\$30,491 (loss)
OCHC	-	\$28,213

Summary of results

The importance of the recurrent surplus cannot be under estimated. The recurrent surplus of \$1,656,20 has provided the funds to meet the net capital costs of \$865,763 and resulted in the surplus noted above thus adding to a health bank balance.

All involved in the school's financial management should be congratulated.

Stephen Blick
Treasurer

APRIM REPORT

Leuven Report

- 1) Holy Family is a strong faith Community
- 2) Holy Family enhances its Catholic Identity through Prayer, the House System & History
- 3) Holy Family has a point of difference in highlighting its commitment to continuing Christ's mission through its Ecological projects, teaching and practice of prayer and scripture, the RE Curriculum pedagogy and whole school celebrations.
- 4) Holy Family exhibits a strong presence of believers who express their faith through their openness and tolerance to different perspectives demonstrated through Liturgies, Social Justice initiatives and policy decisions.
- 5) Holy Family promotes a Catholic Environment of Catholic Solidarity evident through welcoming and encouraging diversity by accommodating a range of ethnic and inter-religious groups in the broader community, e.g. the Syro Malabar group.

Potential Challenges & Critical Questions

- 1) Holy Family is threatened by both Literal Belief & Christian Values education to embracing and encompassing its Catholic Identity.
Literal Belief being believing that God is controlling and fearful.
Christian Values Education has not needing to refer to God which erodes the school's unique identity.

Leuven Recommendations

- 1) Holy Family continues a multi-correlative approach to teaching and learning, especially emphasising Scripture where students can be focussed on drawing out meanings from the many symbols contained, comparing the meanings to their own lives, and sharing these meanings amongst those of other cultures and beliefs.
- 2) Diversity, we continue to utilise Holy Family's diversity by inviting, parents, the community and religious leaders from a wide variety of backgrounds to work in partnership with the Holy Family Community. We showcase Holy Family's uniqueness at liturgical and community events. We encourage each individual to take the lead in rediscovering their own familial, ethnic and cultural heritage through shared lunches and dancing at Assemblies.
- 3) Holy Family's Points of Difference, Holy Family's vision for enhancing Catholic Identity for all levels of staff, students and community demonstrates multiple ways of connecting to our unique story, school traditions and cultural context. We encourage students to creatively (re)interpret and express their responses to the Catholic faith—in their own words, actions and artistic expressions by continuing to involve students, in the school's liturgies and religious celebrations through acting as readers, contributing songs, selecting themes, choosing texts and sharing in other personal ways.
Additionally, we involve non-Catholic and non-Christian students in celebrations that are sacramentally appropriate and also respectful of their own faith or philosophical beliefs.

4) Looking into school identity markers as a way to build skills and efficacy.

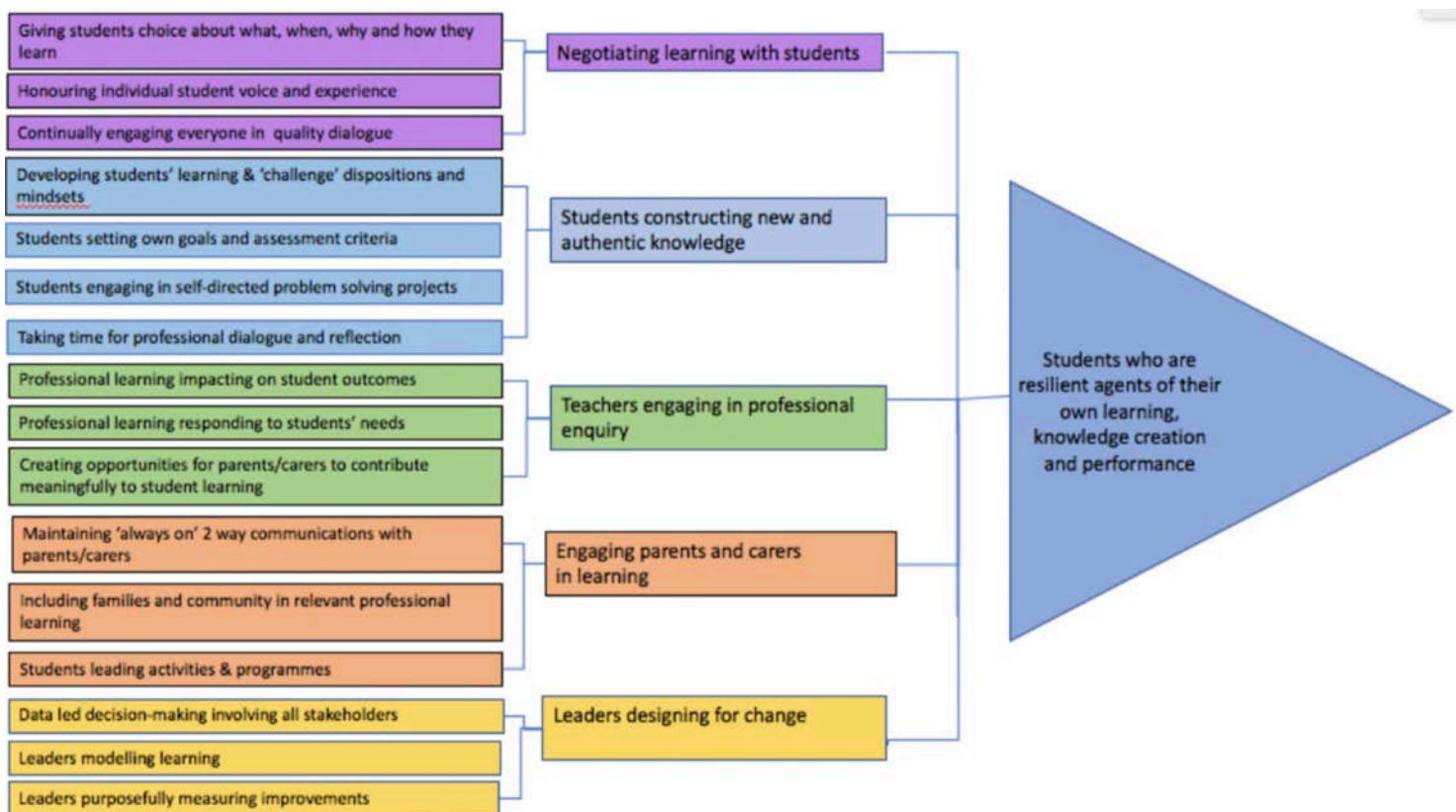
Holy Family School members responded to the Leuven Survey with a strong desire for more social justice and ecological initiatives. Students projects on the life of the Saints from the Houses they represented also highlighted our commitment as a school to continue Christ's mission. Finally, the student's responses to the survey displayed an 'innate' capacity for enjoyment of the wealth of meanings on the school's unique charism which gives shape to their curiosity in a way that enhances the Catholic identity of the school community.

Michael Urdanoff

ASSISTANT PRINCIPAL RELIGIOUS IDENTITY & MISSION

STAFF REPORT

The year commenced with all staff being involved in a professional development session where we welcomed Professor Ruth Deakin-Crick from the University of Technology Sydney. Professor Deakin-Crick worked with staff on the CLARA learning powers platform. This platform is central to our understanding of the learners at Holy Family. There has been a long-standing association with Professor Deakin-Crick. Holy Family has over 10 years of data accessed through the CLARA platform and its predecessor ELLI. The main purpose of this visit from Professor Deakin-Crick was to engage staff in developing a number of secondary drivers that outline actions which encompass our best pedagogy. 'Staff came to identify the Drivers for educational change to meet the needs of our students acting as agents of their own learning.' (White, 2019) Below a diagram shows how this process evolved with the assistance of Professor Deakin-Crick and her team from UTS to form Primary Drivers that outline and continue to influence our pedagogical practice to best accommodate students who are resilient agents of their own learning.



In 2018 Holy Family was reinstated for a further 3 years, status as an Apple Distinguished School. There are currently only 470 schools globally who are recognised with this status. Apple Distinguished Schools are centres of leadership and educational excellence that demonstrate a vision for learning with technology. At Holy Family, leaders and staff members have a clear vision for how technology rich environments support learning goals that promote and inspire student creativity, collaboration and critical thinking. The iBook submitted that constitutes the application is available for viewing and free download from the iBooks store.

There is an ongoing commitment from leadership to provide all staff an opportunity to be equipped with professional development that contributes meaningfully towards our best pedagogy. 2018 was no different as Holy Family was again represented by a large contingent of staff at the Cognitive Coaching professional development. The vast majority of current staff have now completed the eight-day

Cognitive Coaching, four-day Positive Education and four-day Berry Street professional development programs.

With the assistance of Gerry McCarthy, Holy Family has been vigorously developing the school's Fish Farm, Kuyangani. 2018 saw the introduction of the MUDLA (multi-disciplinary learning area) where students are able to interact, discover and learn about native wildlife and related STEM opportunities. As a result of the rapid growth in the Fish Farm and aquaponics program it was necessary to develop a new area that enables access for all Holy Family students.

Ashlee McCarthy and Andy Elder represented the school at the UNISA STEM Project Day. This partnership between UNISA and CESA was conceived to showcase local schools current STEM projects. Ashlee and Andy shared the ongoing learning pertaining to Kuyangani and MUDLA. It is a two-year project which will continue into 2019.

Deputy Principal Adam Slater assisted in launching the Global Action Team – a collaboration between Holy Family and schools from the United States. The United Nations Sustainable Development Goals were the major focus of this initiative and the association with these schools will continue into the future.

2018 was a unique year for South Australian Catholic schools as we farewelled year 7 students from the primary school setting. At Holy Family we had our largest ever graduating class, with over 160 students attending the end of year graduation celebrations. It was an outstanding occasion that epitomised everything that makes Holy Family a great school. The St John Paul II Hall was packed to the rafters with family, friends, staff and members of the community who all witnessed a showcase of memories that have been formed and lived through the school's pillars of pedagogy, Catholic identity and ecological conversion and our values of positive relationships, support and trust.

Nicholas Bartold
STAFF REPRESENTATIVE

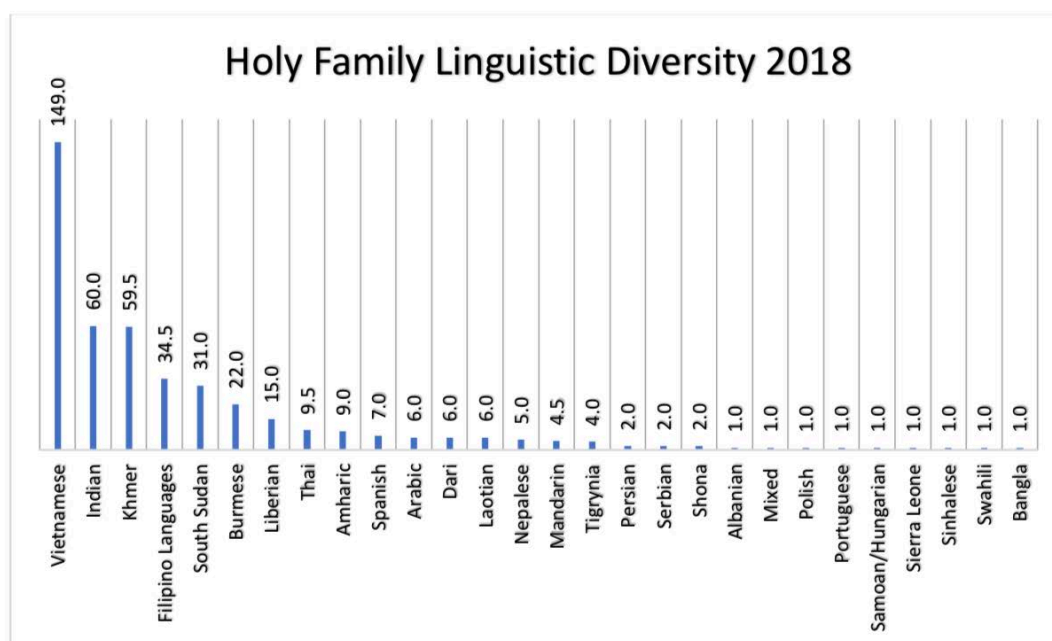
ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

In 2018, the English as an Additional Language or Dialect (EAL/D) student cohort represented 68% of the school population and included 45 different cultures and languages. The two EAL/D specialist teachers identified the EAL learners and collected information about their cultural, linguistic and educational background. The EAL/D students' English language development was regularly assessed against the *Language and literacy Levels across the Australian Curriculum: EALD students* document. EAL teachers and classroom teachers worked collaboratively to maximise their ability to cater for the diverse learning needs of the EAL learners. These included team teaching, parallel teaching, conferencing flexible grouping or specialist programs. They also held regular formal and informal meetings to evaluate students progress. By the end of the year, all EAL/D funded students progressed by at least one level.

Furthermore, Holy Family continued to celebrate our students' languages and cultures through events such as Lunar New Year, Harmony Day, Refugee Day, Moon Lantern Festival and Diwali. The multitude of languages were acknowledged through the Language of the Week initiative which drew upon the EAL students' cultural and linguistic competency and which empowered them while also benefiting everyone in the school community.

In 2019, the EAL/D teachers will continue focusing on working collaboratively with classroom teachers to improve EAL/D students learning outcomes. They will also be focusing on closer monitoring student progress, particularly those at the beginning phase of English language acquisition. This will include collaboration with the Adaptive Education leader and the ESO staff to gather a wider range of pedagogical documentation to empower the EAL students become resilient agents of their own learning. In the first semester, all EAL/D students will have their English language development assessed and the data will be submitted to the CEO on August, the 2nd. Language and cultural events will continue to be at the core of our EAL/D school program.

Holy Family Catholic School Linguistic Diversity 2018



2018 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 7. 2018 is the last year that Year 7 students will be at Holy Family School. 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 Care & Learning Centre will open and be co-located on our campus.

School information

Student

Year Range	R – 7
Total Enrolments	670
Girls	339
Boys	331

	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Girls	39	45	38	45	34	57	39	42
Boys	45	47	36	32	51	41	37	42

Indigenous Students 0.75%

Student Attendance Rate Overall: 92.02%

Per Year Level

Year	Rec	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
%	90.42	92.04	91.16	91.43	92.67	92.47	94.05	91.89

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 2017 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, Xavier and Parafield Gardens.

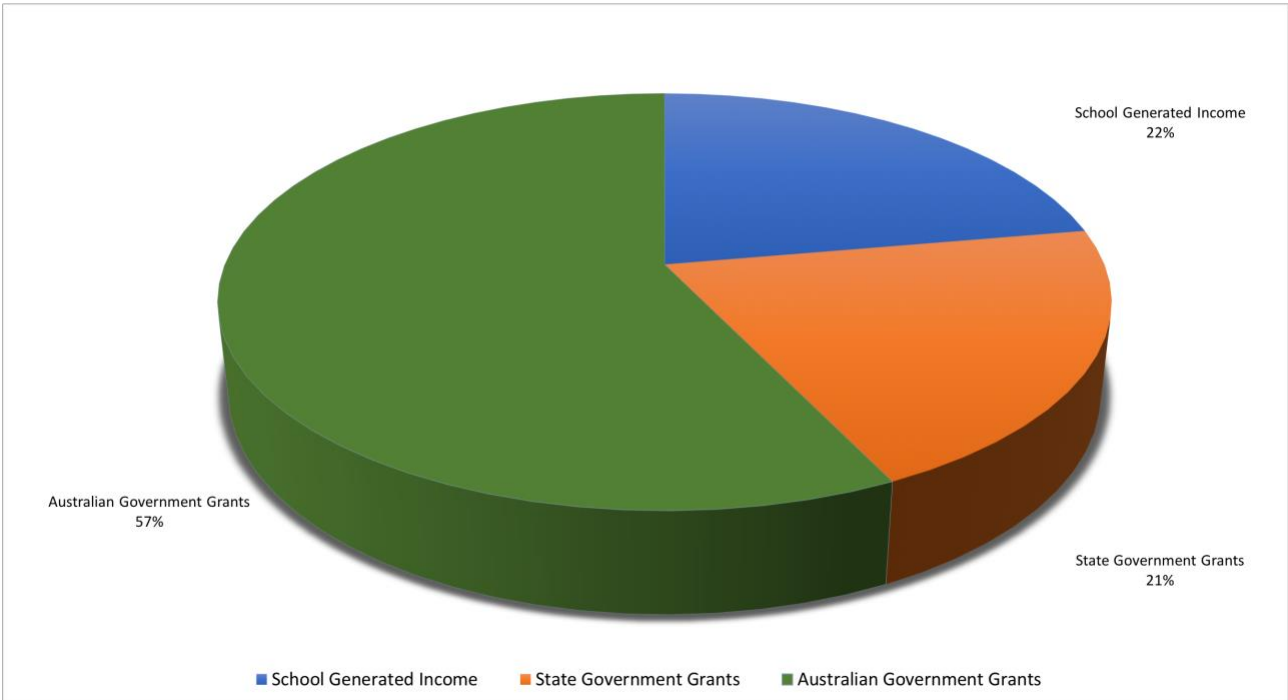
Staff

Teaching Staff	45
Male	12
Female	33

Full-time equivalent teaching staff 36.1

Non-teaching staff	19
Male	4
Female	15

School Income



Student outcomes in standardised literacy & numeracy tests

Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Reading	372.9	380.3	371.8	3	4	3	89	92	87
Writing	408.2	369.5	351.4	4	3	3	95	92	93
Spelling	409.3	390.5	376	4	4	4	91	92	89
Grammar and Punctuation	375.9	393.7	375.2	4	4	4	87	82	91
Numeracy	352	353.8	360.4	3	3	3	89	89	95

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Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Reading	458.7	449.9	472.6	5	5	5	92	90	91
Writing	462.2	441.2	458	5	5	5	93	85	88
Spelling	483	482.3	496.6	6	6	6	93	93	93
Grammar and Punctuation	457.6	448.4	473.5	5	5	5	95	85	94
Numeracy	463.1	449.1	455.8	5	5	5	94	88	93

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Component	Mean Score			Mean Scores as Proficiency Band			% of Students who achieved the NMS		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
Reading	524.4	515.6	512.8	6	6	6	96	91	93
Writing	527.9	499.6	496	6	6	6	96	88	88
Spelling	544	527.3	546.4	7	6	7	93	91	93
Grammar and Punctuation	520.2	526.4	521.7	6	6	6	94	89	94
Numeracy	535.4	532.6	523.8	7	6	6	93	97	98

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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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