



Holy Family School Doveton

Registered School Number 1607



2014 ANNUAL REPORT
to the School Community

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Minimum Standards Attestation

I, Steve Twomey, attest that Holy Family School Doveton is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

Our School Vision

Holy Family School aspires to be a school community where all are celebrated and challenged to be the very best they can be in the image of Jesus with a desire for lifelong learning.



School Overview

Holy Family School was established in February 1960 to provide a Catholic education for the children of Doveton. The suburb of Doveton was developed as a Housing Commission Area to provide housing for the workers of the Industrial Area of Dandenong on Princes Highway at the end of Power Road.

Enrolments peaked in the late 1960s/early 1970s, with in excess of 600 pupils, a stark contrast to the opening enrolment of 67 and the current enrolment of 130 pupils. The SIR on school enrolments predicts an increase in enrolments over the next few years. We hope that the growth that we are currently experiencing will continue.

Holy Family school is in a low socio-economic area and the school's Index of Community Socio-Educational Advantage (ICSEA) is 920 compared to the national average of 1000. (ACARA, 2011) 60% of families receive Education Maintenance Allowance, a government payment to assist with the cost of education.

The students at Holy Family come from a variety of cultural backgrounds with many first and second generation immigrants. We have 6 students who receive funding as new arrivals. 84% of the students speak English as their second language. There are approximately 25 nationalities represented and many different languages spoken including; Arabic, Tamil, Hindi, French, Vietnamese and Chinese. (Holy Family Enrolment Data) The four major cultural groups in the school community are Sudanese, Indian, Sri Lankan and Philippino.

Principal's Report

It is with pleasure that I present to the School Community the 2014 Annual Holy Family School Community Report. Teachers are the most important resource in Australian schools and together this year we continued to provide for all students the best education possible. 2014 is the third year of our four year cycle of review.

The importance of Education in Faith at Holy Family School was again evident at all times over the year by the way the students were involved in liturgy, prayer and different Sacramental events as well as the caring attitude they show towards each other. Our school HEART (Honesty, Empathy, Acceptance, Respect and Trust) values are intertwined with the Gospel Values that permeate all aspects of school life.

At the end of 2013 we changed the physical appearance of the Junior School. These changes were completed at the start of 2014. Also towards the end of 2013 the Junior School teachers along with school leadership were planning changes to how the learning and teaching would take place in 2014. At the start of 2014 the changes were put into place. This evolved during the 2014 school year as the teachers refined how to make best use of the remodeled learning areas. After we had our Parish School Mass in term 1 we had a morning tea in our junior school so that member of the Parish could have a look at the changes that we had made.

During the second half of 2014 the Senior School started making plans for changes to the teaching and learning in the senior learning space. The teachers changed some aspects of curriculum delivery during terms 3 and 4 in preparation for 2015. At the same time cosmetic changes were made to the classrooms and library areas to prepare for 2015.

In line with the new direction that teaching and learning is taking at Holy Family we needed to take a long term view of all the amenities at the school. The school went through a process after consulting with the Catholic Education Office of engaging architects to undertake the creation of a Master Plan for the school. The Master Plan will be completed during 2015.

Education in Faith

Goals & Intended Outcomes

Goal: To deepen the school community's faith journey within the Catholic Tradition

Outcome: That the extent to which students make links between faith based values and daily living will improve.

Achievements

Father Michael continued to lead the Holy Family Community in the Catholic Faith and was very supportive of the work of the school in enhancing their partnership with the parish community. Throughout the year, Father Michael ran weekly bible classes with the Year 5 and 6 students, supported the Sacramental program and provided many opportunities for the Holy Family community to celebrate Mass together.

Whole School Masses were celebrated at the beginning and end of each term and on special feast days and occasions including; Ash Wednesday, Assumption, Sacred Heart, Harmony Day and Mission Week.

Each week, a senior class was rostered to attend the Friday Parish Mass. Teachers were responsible for planning the Mass and involving students through the readings, offertory, general intercessions, music and PowerPoint. This provided an opportunity for teachers and students to develop their knowledge and understanding of the Mass. The junior school teachers prepared and ran a liturgy each term, linked to the topic that they had been studying in Religious Education.

A Whole School Parish Sunday Mass was celebrated once a term. Staff and families were encouraged to attend the Mass as a way of building links with the Parish community. Students wore their school uniform and did the readings and offertory. A Morning tea was shared after each of the Masses to provide an opportunity for parishioners and school members to get to know one another.

Students from Years 3 to 6 had the opportunity to represent Holy Family at the Diocesan Masses for Catholic Education Week and the Mission Mass, which were both held at St Patrick's Cathedral. We attended with staff and students from the Parishes of St Mary's and St Gerard's, Dandenong as a way of networking with the wider community.

Our Sacramental Program continued to provide a link with the Parish community with two combined sacraments celebrated; Reconciliation and First Holy Communion. A Family workshop was held for each of the sacraments to help involve parents in their child's faith development. The children who made their First Holy Communion had the opportunity for a full day retreat to reflect on the importance of this sacrament.

A big achievement was the introduction of the Holy Family School Prayer, something our school did not have before. The Holy Family community was given the opportunity to contribute their ideas through a prayer writing competition. The leadership team then formulated the wording to the prayer using elements from the successful

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entries. The prayer was launched on Holy Family Day and is now prayed by the staff and students as part of our daily practice of meditation.

The Good Shepherd approach to storytelling is a practice that is being sustained in the school. During units of work in RE, teachers incorporate scripture stories that are told using the good shepherd pedagogy of: telling the story, wondering and responding.

Staff have the opportunity to pray together each week as part of the staff meeting, this is rotated weekly between meditation and storytelling. A staff member is responsible for leading this each week.

The To Know Worship and Love Curriculum resources along with other support materials are the foundation for Holy Family's Religious Education Curriculum. Teachers assess and report in Religious Education, using the guidelines of the RE Framework.

Teachers have continued to plan their inquiry units through a Catholic lens, enabling students to be contemporary learners who consider the teachings of the Catholic Church. The Inquiry units have an action focus based on Catholic social justice principles. We hope to develop students who are active, informed members of society. As part of their learning and living in RE, students planned and engaged in various Social Justice activities to raise money. The students planned activities during Lent to fundraise for Caritas. The school held a Mission Fair in Term 3, with all the proceeds going to support Catholic Mission. The junior students held a shoebox appeal to provide St Vincent de Paul with donations of games and toys for less fortunate children at Christmas time.

VALUE ADDED

- *Sunday Whole School Parish Masses each term.*
- *Weekly School visits to senior school students by Fr. Michael for instruction in the Catholic Faith.*
- *Attendance at Catholic Education Week and Mission Mass for students from Year 3-6.*
- *Daily whole school meditation for students and staff.*
- *Fundraising for Caritas, Catholic Mission and St Vincent's.*
- *Combined Parish / School Sacramental program.*
- *Sustained and embedded practice of Storytelling using the Good Shepherd Approach.*
- *Weekly Staff Prayer, alternating weekly with meditation and storytelling.*
- *Reporting and assessment using the guidelines of the RE Framework.*
- *RE display maintained by the junior and senior schools on a rostered basis*
- *Prayer spaces are prominent in each learning area.*
- *Commissioning Mass for Holy Family staff and school leaders at Sunday Mass at the beginning of the school year.*
- *Sustained and embedded practice of daily meditation.*
- *Junior School Liturgy each term.*
- *New Holy Family School Prayer*
- *Weekly planning and attendance at the Friday Parish Mass by senior classes.*

Learning & Teaching

Goals & Intended Outcomes

Goal: To enable all students to experience success in learning, and to develop the skills to become independent, lifelong learners.

Outcomes: That students' literacy outcomes will improve.

That students' numeracy outcomes will improve.

Achievements

In 2014, Holy Family became part of a CEO project that provided the school with resources to help improve student outcomes in numeracy and upskill the leadership team as a means of achieving this.

Numeracy was identified as an area of need and the intention was that new learnings would be applied and transferred to other curriculum areas over time. The project commenced in term 2 2014, and will continue into 2016.

Staff underwent professional development in the area of numeracy, led by a school based maths consultant provided by the CEO. The professional development focused on teacher knowledge of the curriculum, introducing the Key Ideas in mathematics, the grouping of students and the development of a culture of collecting, analysing and using student data to inform teaching and improve student outcomes.

To facilitate better numeracy outcomes for students, staff were involved in creating a shared vision around the teaching and learning of mathematics. A Math's annual action plan was also created.

To help with a consistent approach to planning, a new maths unit planning template was developed and is now used by teachers when planning mathematics units. The planner identifies the Key Ideas in mathematics, links to the curriculum, language students need to be successful, student groupings and suitable teaching activities. These planners are collected under mathematical concepts and can be used when teaching these topics again in the future.

Teachers also began the process of understanding the continuum of learning in mathematics and started to develop pre and post assessments to identify where each student's point of need was in their learning. The staff began the practice of grouping and pairing students in either similar need or mixed ability groupings.

Class sizes and the building shape allowed for an opportunity to redesign the junior school area. In line with the schools' vision and the personalisation of learning, the existing three classrooms became one contemporary, flexible learning space. This became fully operational in 2014, with students from Prep to Year 2 working together as one junior school, across one shared space, facilitated by several teachers. The environment has helped to personalise learning with students grouped according to their learning needs, not their ages. Students worked in daily small literacy and numeracy groups according to their learning needs. It also allowed for flexible groupings in other curriculum areas.

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The school investigated a way of planning consistently and introduced the use of GoogleDocs, an online platform that provides a means for teachers to plan collaboratively and access each other's planning documents. This can be accessed from home by all teachers, and has become a crucial element of planning for students in our flexible learning spaces. Team planning time was also provided to teachers through timetabled specialist release.

Teachers continued to focus on personalised learning, with the use of learning intentions, success criteria and feedback. The leadership team attended the Southern Region Learning and Teaching Networks each term, which reinforced the understanding of personalised learning. The leadership team shared their learning with staff through professional learning teams and staff led professional development. Professional Development continued to be provided to teachers as a means of enhancing their understanding and use of learning intentions and success criteria. As part of our annual Staff Conference, the school employed Glen Pearsall to provide professional development to staff around the use of feedback to students to improve their learning. Teachers set learning and teaching goals around feedback which were displayed in the staffroom and formed part of the appraisal process.

Teachers displayed learning intentions at the beginning of each lesson and used success criteria to help the students understand what it is they needed to do to be successful in their learning. The planning for all curriculum areas included the L.I and S.C for each lesson.

Learning Walks were continued throughout the school as a means of engaging in professional dialogue with teachers and providing feedback around their pedagogy and use of L.I and S.C.

Teachers continued to report on student learning using the Australian Curriculum for English, Numeracy, Science and History, and AusVELS for all other curriculum areas. The EAL (English as an Additional Language) developmental continuum has continued to be used across the school as a means of setting goals and reporting for our EAL learners.

Parent Teacher interviews were held twice throughout the year and for the first time, specialist teachers were available by appointment for interested families. This seemed to be quite successful with quite a few parents taking up this opportunity.

A revised assessment policy and schedule for literacy and numeracy was developed in line with the work undertaken through the Change2 initiative.

The Reading Recovery program which assists those students who require additional support through an accelerative program in Reading is in place in the school. Students who have discontinued the program are still monitored.

The school purchased and implemented PAT testing as a way of collecting summative data on student learning in the areas of reading, writing, grammar and punctuation, vocabulary and mathematics. This will provide the school with another assessment tool to track student progress over time.

In 2014, the school introduced a LOTE Indonesian program, employing an Indonesian teacher one day a week to provide the learning of an additional language to students from Prep to Year 6, as a specialist subject.

VALUE ADDED FOR TEACHING AND LEARNING

- *Improved staff professional knowledge in teaching the various contents of Mathematics.*
- *Improved professional knowledge for leadership in how to lead an effective school.*
- *Implementation of creating units of work for each content area in Mathematics.*
- *Implementation of Pre and Post testing students' understanding before commencing and after completing a unit of work.*
- *Implementation of the practice of entering and analysing pre and post data to find the zone of proximal development with a cohort of students.*
- *The creation of a Mathematics Vision.*
- *The creation of a Mathematics annual action plan.*
- *The creation of a new Mathematics planning template to guide the writing of new units of work and help with the weekly planning of Mathematics.*
- *The utilisation of the Key Ideas in Mathematics to complement the Australian Curriculum to guide the units of work and the formulation of the Learning Intentions and Success Criteria for each lesson.*
- *Greater emphasis on the language of Mathematics.*
- *Teachers looking where the students have come from and where they need to be heading with their learning.*
- *The practice of teaching to the point of need and not teaching what the students already know.*
- *The grouping of students sometimes with like needs and sometimes with mixed abilities.*
- *Moving towards more personalised learning for each student.*
- *The introduction of an open-planned learning space in the junior school.*
- *The move to a more consistent way of planning using Google docs. Enabling teaching to collaborate in an online environment.*
- *The continued use of Learning intentions, Success Criteria and feedback especially in English and Mathematics.*
- *The commencement of using learning goals and moving students based on evidence of achievements.*
- *Beginning the practice of self-reflection and the creation of teaching goals.*
- *The embedding of the appraisal process to set goals for the teachers.*
- *The continued use of the EAL developmental continuum to set learning goals for our students who have English as an additional language.*

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- *Specialist teachers attending the parent teacher interviews at the end of the first reporting period.*
- *A new assessment policy for English and Mathematics was created through our engagement with the Change 2 project.*
- *The use of ACER PAT- Reading and PAT Maths to track our progress in Reading Comprehension and Mathematics.*
- *The introduction of Indonesian as a LOTE program.*

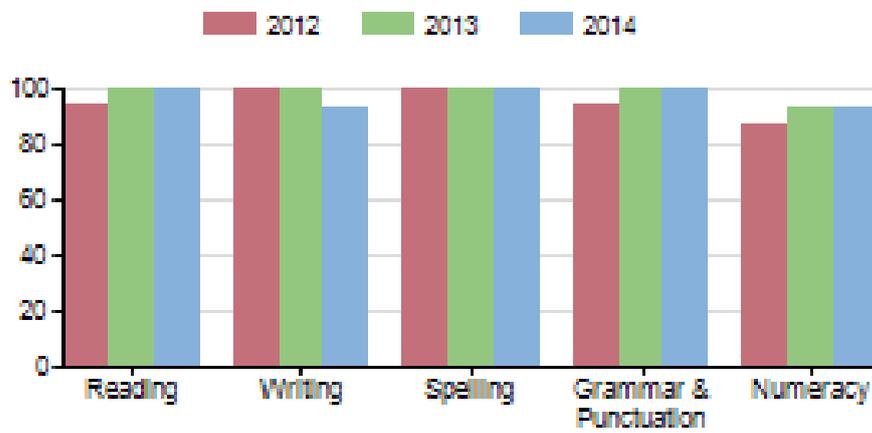
STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2012 %	2013 %	2012–2013 Changes %	2014 %	2013–2014 Changes %
YR 03 Reading	93.8	100.0	6.2	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	93.3	-6.7
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Grammar & Punctuation	93.8	100.0	6.2	100.0	0.0
YR 03 Numeracy	87.5	92.9	5.4	93.3	0.4
YR 05 Reading	90.0	100.0	10.0	92.3	-7.7
YR 05 Writing	100.0	86.7	-13.3	78.6	-8.1
YR 05 Spelling	100.0	93.3	-6.7	85.7	-7.6

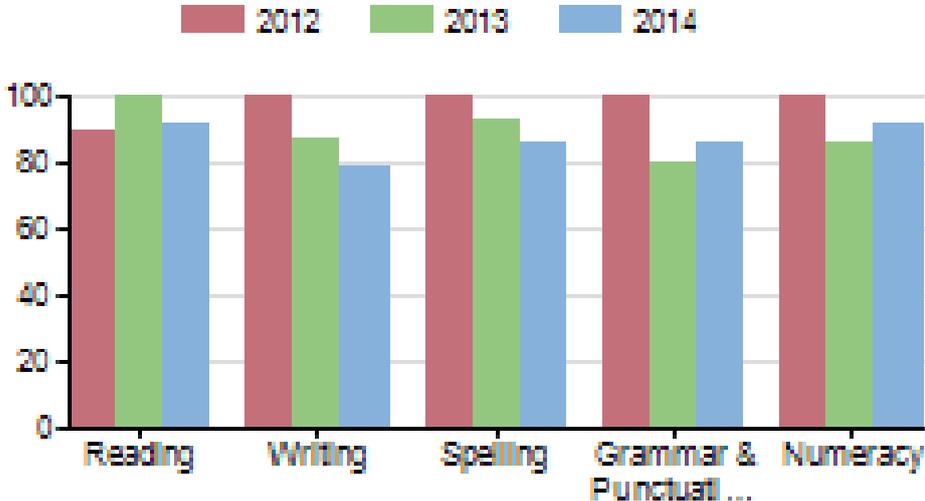
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YR 05 Grammar & Punctuation	100.0	80.0	-20.0	85.7	5.7
YR 05 Numeracy	100.0	85.7	-14.3	92.3	6.6

NAPLAN Year 3



NAPLAN Year 5



STUDENT LEARNING OUTCOMES

READING

The trend in year 3 reading results indicate that we are sustaining a good result where 100 % of students are achieving the national minimum standard. We are trending upwards in year 3 reading results.

The trend in year 5 reading indicate that we have had been making significant gains after a significant drop in our results in 2011. However, our results in 2014 changed our upward trend to a more inconsistent one. There was no value added with the NAPLAN reading results when looking at the achievements in reading for the 2012 year 3 cohort of students and their results in 2014 when they sat the year 5 reading test.

WRITING

Our Year 3 writing data indicate that we are experiencing a modest downward trend.

In 2012, as well as in 2013, 100% of students achieved National minimum standard; however only 93.3% students achieved the National minimum standard.

The results for year 5 writing indicate a severe downward trend. In 2012 100% of students achieved the minimum standard with results declining in 2013 to only 86.7% of students attaining the minimum standard and further dropping in 2014 to only 78.6 % of students achieving the minimum standard.

More alarming was the decrease in writing achievements for the cohort of students who were in year 3 in 2012 where 100% of these students achieved the National minimum standard, in contrast to their 2014 year 5 results dropping drastically to only 78.6% students achieving the minimum standard.

SPELLING

Traditionally Holy Family has achieved great results in spelling both in years 3 and 5.

This trend continued for the last three years where 100% of students in year 3 achieved the minimum standard.

Spelling for the year five students is trending downwards. The NAPLAN results for the year 5's went from 100% of students reaching the minimum National standard in 2012, dropping to 93.3% in 2013 and further dropping in 2014 to only 85.7% reaching the minimum standard.

100% of the cohort of students who were in year 3 in 2012 achieved minimum standard, dropping to 87.5% by the time these students were in year 5 in 2014.

GRAMMAR AND PUNCTUATION

The year 3 NAPLAN trend in grammar and punctuation is one of growth. In 2011 only 80% of students achieved the National minimum standard, in 2012 there was a growth of 13.8% where 93.8% was achieved, growing to 100% by 2013.

The trend for the year 5 students saw a 6.2 % growth in the results between 2011 and 2012, but slumped to 80% in 2013, a significant 20% decline.

Another disappointing result was for the year 3 students who only achieved 80% of minimum standard and by 2013 when they were in year 5.

NUMERACY

The trend for numeracy in year 3 is one of modest growth. In 2012, 87.5% of students achieved the minimum standard. In 2013, the percentage grew by 5.4% followed by a minimal growth of 0.4% to 93.3 students reaching the minimum standard.

There is an inconsistent trend in the year 5 students' numeracy results. In 2013 the results dropped from 100% achieving the minimum standard, to 85.7 %, a drop of 14.3 %, however recovering by 6.6 % in 2014 where 92.3% of students achieved the minimum standard.

On a positive note there was value added in the cohort of students who were in year 3 in 2012 to their numeracy results in 2014 when they were in year 5. These students went from 87.% achievement of the minimum standard up to 92.3% a difference of 5.3%.

In summary, leadership must take action to drive student progress in both literacy and numeracy. Teaching and Learning needs to be more closely monitored, greater emphasis placed on our EAL students' literacy demands, putting in place more strategic intervention programs, our curriculum design and planning must address the need for teachers to be accountable for 100% of the students 100% of the time.

Student Wellbeing

Goals & Intended Outcomes

Goal: That student wellbeing will improve

Outcome: That student wellbeing will improve

Achievements

The 2014 school year began with student leaders attending a leadership day in the city, along with many other students throughout Melbourne, as a way of promoting their position within the school. The students became more active in organising fundraising events such as Green Day, to raise awareness of sustainability whilst raising money to invigorate the school gardens.

The students also organised and planned a series of exercise rotations which the children from Prep-Year 6 participated in 3 times a week throughout term 1. This opportunity enabled students to work collaboratively, as well as coordinate their activities to ensure consideration of the needs of younger students, and those with physical disabilities.

The practices of Tim O’Leary, a social worker with extensive experience working with children and families who have experience trauma, continued. He continued to work with some students who required additional support in self-regulation as well as those who needed 1:1 help dealing with self-esteem issues. Tim worked alongside teachers to liaise with parents and assisted in providing families with information regarding services provided by organisations such as CAMHS and SECASA.

Zumba, which the children engage in three times a week, has become embedded into the children’s day at Holy Family. The Year 6’s once again had the opportunity to model and lead other children in this activity.

Classroom teachers became more adept at implementing Social and Emotional Learning as part of the curriculum, through weekly timetabled learning opportunities in addition to Circle Time. The Junior School introduced Golden Time on Friday afternoons to promote positive behaviours. When the children from Prep-Year 2 came together, positive incentives, such as raffle tickets were given to acknowledge and affirm appropriate social behaviour.

The concept of HEART – the acronym which highlights the values of Holy Family and which had been introduced into the school in 2013 continued to be a feature of our Wellbeing Program. A Wellbeing Day which incorporated activities promoting the values began with the launch of our HEART bands. A HEART band is a tangible symbol to recognise and acknowledge students who display these values in their daily life. Students are nominated and receive tokens. After a specific number of tokens are received they are presented with a HEART band.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Overall average attendance	96%

All children are expected to bring a note if they have been absent. Parents speak to the Principal if they need to have their child away for an extended period. Families are contacted when there are concerns about absences, followed by a meeting to discuss the absences.

VALUE ADDED

- Leadership days for senior students.
- Raising student voice.
- Embedding social emotional learning into conclusion.
- Highlighting our HEART values.

STUDENT SATISFACTION

Student's connectedness to school decreased in 2014. The school is within the bottom 25%tile in the area of connectedness. Unfortunately this was due to social relationships of students in the senior level. Once the school realised there was an issue, steps were taken to restore the relationships and improve the safety networks of children. In spite of this the children felt that the teachers were very empathetic and the scores in this area improved in 2014. Children's motivation to learn also improved throughout 2014.

Parent's continued to find the school a supportive community. They believe that 95% of students are developing appropriate social skills. 100% of parents had a favourable response to the positive attitude that their children have towards their learning, with 38% saying they strongly agree with this.

Leadership & Management

Goals & Intended Outcomes

Goal: To create and sustain a staff culture that is characterised by shared vision, a strong sense of team work and a focus on continuous improvement.

Outcome: That staff engagement will improve.

Achievements

In 2014 our Leadership Team members changed slightly with the inclusion of Julie Feddersen. The new leadership team set priorities for themselves and the school.

School tone continued to be a focus for 2014. The practices started in the previous year were embedded into the school culture by the end of 2014. The number of incidents of a serious nature have declined greatly. During 2014 I had only a few occasions where I needed to use the 'feelings ball' in my office. The previous year I used it quite often. The children now do meditation in two groups. The Juniors together and the Seniors together. Leadership receives feedback from staff, community and visitors about the positive changes that have taken place.

Roles and responsibilities of all members of the leadership team and staff were updated and published in the staff handbook, this clarified and documented everyone's role in order to lesson any existing confusion and make it easier for staff to know who they needed to talk to in regards to all aspects of the school.

Leadership organised professional development for staff, from professional learning in staff meetings and PLT's to sending people to targeted professional development days. One of our main focuses has been the use of Learning Intentions and Success Criteria in the classrooms. We also had our school conference. This year we had the conference in house. The focus was on the SIS Data and its implications for how we operate within the school.

The Leadership Team realises the importance of community involvement in the school and its flow on effects in the outcomes for children. The Principal held Parent Forums. In these forums parents could come and talk about how they perceive the school is going and what they would like to see happening in the school. The feedback received was used when making leadership decisions that involved areas brought up by parents.

The school had an excellent audit for 2014 which showed us that the systems and procedures that we have in place in the school office are keeping track of our income and expenditure.

Throughout the year the leadership team looked to create opportunities to involve the families of students in the school. These opportunities are outlined in other parts of the report. For any child to do their best at school there needs to be parent involvement. The teacher, student and parents need to work together to achieve the best possible outcome for the child.

The leadership team is happy with the progress that the school is making towards meeting the goals of the School Improvement Plan and The Annual Action Plan.

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EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

School Planning System, EAL in the mainstream, PLT's and staff meeting, Learning and Teaching Network, Feedback Mentoring and Coaching, Leadership Team Roles and Responsibilities. Maths Leadership and Teaching. School Conference. A large number of CEOM activities. Learning Intentions/Success Criteria.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

16

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 1000

TEACHER SATISFACTION

The Teacher surveys show improvement in most areas. The biggest improvement has been in staff perception of student behaviour in and student management as well as parent partnerships.

We now have a number of new staff members that have made a positive improvement to the school.

Our staff work extremely well together and are dedicated to the students of Holy Family School.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

89.82%

STAFF RETENTION RATE

Staff Retention Rate

78.57%

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TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	14.29%
Graduate	7.14%
Certificate Graduate	7.14%
Degree Bachelor	71.43%
Diploma Advanced	21.43%
No Qualifications Listed	28.57%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	20
FTE Teaching Staff	14.800
Non-Teaching Staff (Head Count)	6
FTE Non-Teaching Staff	5.108
Indigenous Teaching Staff	0

School Community

Goals & Intended Outcomes

Goals: To grow an inclusive school community in which all members work together in positive partnership

Outcomes: That parent engagement in their children's learning will improve.

Target from SRC Parent Satisfaction Index

That parent satisfaction reaches a target of 87.2.

Achievements

During the 2014 school year the relationship between the school and the four local kindergartens was strengthened, through regular contact. We frequently dropped off our newsletters to the kindergartens, which were made available to their families. Our Foundation teacher has developed close relationships with their teachers and participated in numerous discussions with them around student learning at Holy Family and the knowledge and skills of their school entry children. We had children from two of the kindergartens come to the school at different times to experience our Literacy Program and what Holy Family has to offer. This contributed to an increase in our Foundation enrolments at the end of 2014, which was a lot higher than normal.

The children from year 6 continued to regularly visit the residents of Chestnut Gardens. From their point of view the visits provide them with the opportunity to engage with members of the community and participate in activities that are generally unfamiliar to them. They recognise that the relationship is reciprocal – they provide company and in return they deepen their knowledge about people from different generations.

The year 6 students also organised two Green Day events in order to raise money to improve the school gardens. The children collaborated in working groups to plan activities for the school community. These included cake stalls, lucky dips and a haunted house. The events were well attended by parents.

During 2014 some parents welcomed the opportunity to share their cultural background by participating in cultural dances for Harmony Day. The children rehearsed with parents during the weeks leading up to the event and their presentations were a highlight of the day. Some parents spontaneously got up to dance with children, which evoked a great sense of fun and enjoyment. The contribution of parents created an opportunity for them to be truly active participants in a day that our school community really enjoys celebrating.

During 2014 the Parents and Friends were an important part of school life. They ran events such as the Father and Mother's day stalls and the Easter raffle. They also organised the combined school/parish Trivia Night and helped out in many ways around the school.

A very important community relationship is the one between the Parish and the school. We have Masses with the Parish and often invite members of the Parish to morning teas in the school. At the start of the year after we had finished the changes to the Junior School we invited members of the Parish to have morning tea in the Junior School after Mass so they could see the changes and discuss what was happening. We also have ladies from the Parish making breakfast for the children on Tuesdays. Our Parish Priest Fr. Michael is often in the school and is highly respected by both staff and the children.

We continued to offer before and afterschool care through our partnership with OSHCare who run the before and after school program.

PARENT SATISFACTION

The SIS data indicates that there has been a slight shift in parent's perception of partnering with the school. In the 2015 school year we will endeavour to build on the connectedness between the parent and school community.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	13545
Other fee income	31126
Private income	31503
State government recurrent grants	237705
Australian government recurrent grants	1290404
Total recurrent income	1604282
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	1211746
Non salary expenses	343790
Total recurrent expenditure	1555536
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	63808
Other capital income	18583
Total capital income	82391
Total capital expenditure	51296
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	90000
Total closing balance	68000

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

VRQA Compliance Data

VRQA Compliance Items:

Curriculum and Student Learning

- ✓ Curriculum Framework
a framework is in place for the organisation, implementation and review of school curriculum and teaching practises which ensures that all eight key learning areas are addressed
- ✓ Monitoring & Reporting on Students' Performance
there is ongoing assessment, monitoring, recording and reporting of each student's performance
- ✓ Student learning outcomes
*processes are in place to plan for, and achieve improvement in student learning outcomes.
(Senior Secondary only: Deliver course to standards established by awarding body for qualification)*
- (Senior Secondary only) Student Records & Results
maintain accurate student records and ensure integrity of student assessments
- (Senior Secondary only) Teaching & Learning
staff are qualified and competent to teach & assess the course and there are processes in place to ensure the consistent application of assessment criteria and practises

Enrolment

- ✓ Enrolment Policy
clearly defined enrolment policy that complies with all applicable State or Commonwealth laws
- ✓ Register of Enrolments
enrolment register which is accurate and contains the information required in the standard
- ✓ Student Enrolment Numbers
School has at least the minimum number required by the standard, or as approved by the VRQA

Information on School Performance

- ✓ Annual Report to the School Community
mandatory information about the school's performance is provided to the school community

School Governance

- ✓ Democratic Principles.
programs and teaching in the school support and promote the principles and practice of Australian democracy
- ✓ Not-for-profit
school must be a not-for-profit school
- ✓ Probity
there is a completed Declaration of Good Character on file at the school for principal, parish priest, members of governing body and proprietor (if applicable)
- ✓ School Governance Structure
the governance of a school is structured to enable the school to develop its strategic direction, effectively manage its finances and fulfil its legal obligations
- ✓ Statement of Philosophy
a school must have a clear statement of its philosophy

Holy Family School Doveton

School Infrastructure

- ✓ Buildings, Facilities and Grounds
buildings, Facilities and Grounds comply with any laws that apply to the school including local laws and building, planning and occupational health and safety laws
- ✓ Educational Facilities
suitable for the programs offered at the school and for the students' age levels

Staff Employment

- ✓ Compliance – Working with Children Act 2005
the requirements of the Working with Children Act 2005 are complied with in respect of the employment of all staff and any others having direct contact with children at the school
- ✓ Teacher Registration
all teachers employed to teach at school are registered or have permission to teach

Student Welfare

- ✓ Attendance Monitoring
monitor daily attendance and identify absences from school or class
- ✓ Attendance Register
maintain an attendance register, record attendance at least twice per day as well as any reason for a student's absence
- ✓ Care, Safety and Welfare of students
policies in accordance with any applicable State and Commonwealth laws are in place. Staff are advised of their obligations under these laws.
- ✓ Student Discipline
policies relating to the discipline of students must be based on principles of procedural fairness and must not permit corporal punishment.
- (Senior Secondary only) Student Welfare
have policies and procedures in place that are consistent with any relevant legislation to ensure the care, safety and welfare of students and the provision of opportunities for students with special needs to access the course.

If your school is non-compliant with any of the above items, please contact your Principal Consultant to discuss requesting an exemption.

Department of Education Compliance Items:

- ✓ Participation in National Sample Assessments
in 2014 the school was EITHER selected and took part in national sample assessments (e.g. the ICT Literacy National Assessment Program) OR was not selected to participate
- ✓ Provision of Plain Language Student Reports
school provided parents with 'plain language' student reports as required in the Schools Assistance Regulations 2009
- ✓ Student Background Characteristics
the school holds the required information on background characteristics of students enrolled in 2014
- ✓ Publication of School Annual Reports
the school published the required information about the school for 2013 on the internet by 30 June 2014

