ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY

HOLY FAMILY SCHOOL DOVETON
100 POWER ROAD DOVETON 3177

2015

Contents

Contact Details

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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.

3rd June 2016

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 nearly 130 pupils. While the SIR on school enrolments predicts an increase in enrolments over the next few years our experience is that the enrolment figures have dipped but stabilised over the past 3 years.

Holy Family school is in a low socio-economic area and the school's Index of Community Socio-Educational Advantage (ICSEA) is 960 compared to the national average of 1000. (ACARA, 2011) 58% 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 0 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, Ski Lankan and Filipino.

Principal's Report

It is with pleasure that I present to the School Community the 2015 Annual Holy Family School Community Report. 2015 was the last year of our current 4 year review cycle. Teachers are the most important resource in Australian schools and together this year we continued to provide for all students the best education possible.

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.

The 2015 school year saw the school go through the school review process out of which we developed the schools School Improvement Plan for the next 4 years. Going through the process of reflecting on the previous 4 years was very satisfying as we looked back on the achievements that we all have made. To do this data and evidence was gathered to compare goals with achievements. What the community valued about our school was also investigated. We reflected on school life in the light of our school's Vision and the five spheres of:

Education in Faith

Teaching and Learning

Student Well Being

Leadership and Management

School Community

During the year together as a staff we have embraced Contemporary Learning through Professional Development transformed into classroom practice. We have also been focusing on the Social Emotional Learning of our students with our HEART values becoming part of school culture.

The school is a safe, supportive environment for children to learn which enables improvements to learning and teaching to be put into place.

I wish to thank all the staff, parents and children for their support this year. Every year seems to be a busier year than the last one at school and 2015 was no exception. I wish to acknowledge the work and support of my Leadership Team, it makes my job easier having talented people within our school to support me.

Education in Faith

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 on their faith journey by enhancing the partnership between the school and parish. Students, staff and parents continued to have the opportunity to develop their spirituality through participation in Masses and liturgies. We celebrated Catholic Education week by staff and students attending the St Patricks day Mass and concert. Father Michael continued to nurture the children's faith by holding weekly bible study classes with the year 5 and 6 students.

To highlight our Catholicity, we set up religious displays in the school foyer. The displays rotate between junior and senior classes. To enhance and highlight our Catholicity and connection to the Parish we created two religious mosaics: one of the Holy Family in the shape of a heart, to reinforce our HEART values, and the other a cross to symbolise our Catholic identity. All members of our community had opportunities to lay tiles on the mosaics.

In 2015 we celebrated Confirmation, with 21 candidates from Holy Family school and 13 catechists confirmed by Bishop Elliott. The Bishop said it was well organised, and the children very well prepared. Children conducted themselves with utmost reverence. Celebrating the Sacrament with the Parish continues to strengthen our partnership with them.

For the first time, in 2015, we ran information sessions for the Sacraments of Confirmation and Communion. These were very successful and we had a good turn-out which meant that parents were well informed and organised prior to Sacraments.

On Ash Wednesday to commemorate the beginning of Lent we had a social justice day.   The year 6 organised and ran social justice activities throughout the school. They put on a play about Moses releasing the Israelites from slavery to reinforce Pope Francis's World Peace Day Message to abolish slavery around the world. Money raised was given to project compassion.

Staff continued to develop and teach action RE units based on social justice principles. Teachers plan their inquiry units through a Catholic lens, enabling students to be contemporary learners who consider the teachings of the Catholic Church. The students develop a better understanding of the Catholic Tradition, moral values and ethics and an awareness of the social justice principles.

A new initiative was holding whole school activities based on special feast days such as Pentecost, St Patricks Day, and National Sorry Day. Engaging in these activities gave the students and teachers a better awareness of the meaning of these occasions.

During October the school participated in daily Rosary to commemorate the month of Our Lady. Students made rosary beads with their buddies that they used during daily morning rosary, which was led by senior students.

As a school, we commenced participation in the Enhancing Catholic Identity Project. The staff, students and families completed surveys which gave us a better understanding of our perception of our Catholic Identity. We will use this data to as a starting point to investigate how we can keep alive and enhance the Catholic faith for all members of our community.

VALUE ADDED

- Enhanced partnership between school and Parish

- Participation in Enhancing Catholic School Identity Project

- Daily Rosary during October

- Social Justice activities

- Religious artworks permanently displayed (mosaics)

Learning & Teaching

Goals:

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

Intended Outcomes:

That students' literacy outcomes will improve. That students' numeracy outcomes will improve.

Achievements

In 2015 we completed our Pursuit of Excellence Project in collaboration with the Catholic Education Office, focusing on Mathematics and Leadership. This initiative upskilled teacher's pedagogy in mathematics and instilled in them a culture of collecting and analysing data to inform their teaching and personalising the learning for students. We have moved from a traditional, workbook approach to a contemporary, hands-on approach to the teaching of mathematics. The embedding of learning intentions and success criteria has enabled the learning to become more visible for students and has assisted teachers to be focused on their delivery of the curriculum.

We developed a rigorous maths cycle to precisely plot the pre and post testing, analysing of data and planning of units for teachers. This has greatly helped them to complete these components of the maths program in a timely fashion. At the end of 2015, when we reflected on this journey, we were able to acknowledge our progress as being part of the project and the improvements we have made to our learning and teaching environment.

We changed our reading assessment resource to Fountas and Pinnell. Now when we benchmark students to determine their reading level, we analyse both their decoding accuracy and comprehension in both fiction and non-fiction texts. This enables us to be flexible with our groupings and to cater for children at their zone of proximal development.

The school purchased and implemented PAT testing as a way of collecting summative data on student learning in the areas of reading, vocab and mathematics, providing the school with another assessment tool to track student progress over time.

With an inclusive approach, we respect and respond to the diversity of each learner. We use the EAL continuum to set learning goals, target teaching, track learning progress and report appropriately. We have implemented the Teaching & Learning Cycle to support writing and grammar. In addition we utilise Colourful Semantics to assist students in learning how to structure sentences correctly. The EAL curriculum has been enhanced and supported by staff members participating in the TEAL project.

We continued to offer Reading Recovery for students who required extra support with their reading. Towards the end of the year we employed a second Reading Recovery teacher to ensure that we catered for all the children needing assistance.

At the end of 2014 the senior school commenced its preparation for becoming a more open and collaborative learning environment, in which students could be grouped according to their specific learning needs. 2015 was the first year of implementing the physical and pedagogical changes across all curriculum areas in both the Junior and Senior schools. The staff now operate in a more contemporary way, taking responsibility for all children. This also led to a changed format for Parent teacher interviews, with parents having the opportunity to meet with all teachers involved in each student's learning.

Staff are provided with sufficient planning time to meet in teams to look at data, discuss student progress and plan. We have moved from teachers individually planning and having their own planning documents to teachers planning together and both junior and senior teachers using the same templates. We now plan on Google Docs and the templates that have been created by staff are continuously being reviewed and changes made as the journey progresses. We have planning days towards the end of term which contribute to a collegial approach to planning and set planning requirements for the following term.

The staff received professional development from Philip Holmes Smith and began using the SPA platform for housing and analysing assessment data. This has assisted staff to understand the Zone of Proximal Development which assists them in their teaching by highlighting where to next for each individual student.

Towards the end of the year the school began investigating teaching languages within a context for learning. We decide that the LOTE Indonesian program would be paired with Visual Arts, where the children would learn the Indonesian language whilst participating in Art. We visited schools that are already doing this in preparation for introducing the program to our students in 2016.

The school purchased a suite of Ipads for the students to use in their learning activities, we also continued to have an e-learning consultant to facilitate teachers to become more confident in using technology and planning engaging experiences for all students.

We continued to provide engaging opportunities for our students and enhance their learning through experiences such as the chicken hatching program, excursions and school camp.

Through a rigorous, engaging and relevant curriculum we are providing learning experiences which we hope will instil in our students a life-long love of learning. Through personalising the learning for each student, we are ensuring that all students experience success and there is fair and equitable access to the curriculum for all. Through curriculum adjustments we ensure that the learning experiences are inclusive. The learning spaces are designed to encourage independence and equip the students with the personal and interpersonal skills needed throughout their lives.

STUDENT LEARNING OUTCOMES

- All students in year 3 met the minimum standards in reading, spelling and grammar and punctuation.
- The data in year 3 writing fluctuated and is now on an upward trend.
- Most of the year 3 students met the minimum standards in numeracy. The school is focusing on mathematics as a way of improving this area.
- All of the year 5 students met the minimum standard in spelling in 2015, showing significant improvement in this area.
- The year 5 data shows a fluctuation of results in all areas. In the last three years there has been improvement in writing, spelling and grammar and punctuation.
- The reading data for year 5 is on an upward trend.
- Numersacy results need improvement and the school is aware and focusing on this.

PROPORTION OF STUDENTS MEETING THE MININUM STANDARDS
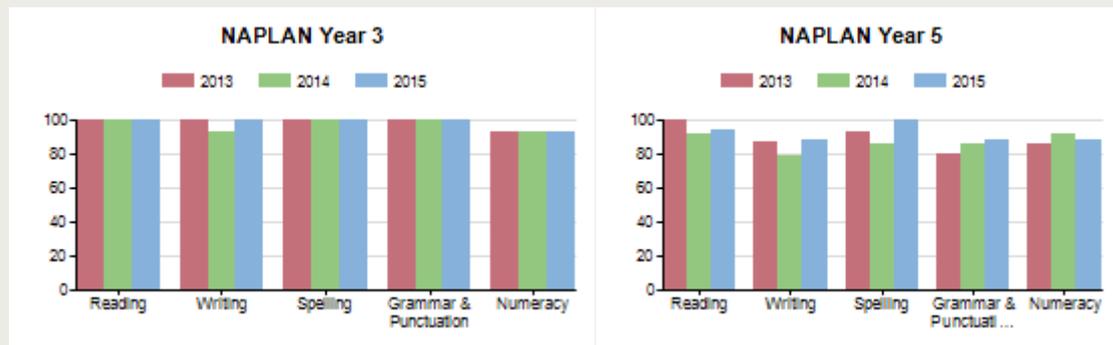
PROPORTION OF STUDENTS MEETING THE MININUM STANDARDS					
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	93.3	-6.7	100.0	6.7
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	92.9	93.3	0.4	93.3	0.0

YR 05	Reading	100.0	92.3	-7.7	94.1	1.8
YR 05	Writing	86.7	78.6	-8.1	88.2	9.6
YR 05	Spelling	93.3	85.7	-7.6	100.0	14.3
YR 05	Grammar & Punctuation	80.0	85.7	5.7	88.2	2.5
YR 05	Numeracy	85.7	92.3	6.6	88.2	-4.1

Student Wellbeing

Goals:

To ensure all students experience a sense of wellbeing and positive engagement within the school.

Intended Outcomes:

That students' wellbeing will improve.

Achievements

Through living out the Gospel values and our HEART values, we continue to build a positive climate within the school where everyone can have a sense of wellbeing. We actively develop positive learning relationships, to enrich student learning and promote students who have a sense of hope, purpose and dignity.

2015 saw student leadership opportunities escalate, so not only children nominated as leaders, but all Year 6 students, became active participants in leading social and emotional learning activities at all levels of the school. They ran SEL workshops, planned and facilitated the events on our HEART day and were responsible for RE events, including the whole school social justice day, Masses and special Feast Days.

Their involvement culminated in mentoring Year 5 students in Term 4 as they prepared to take on the leadership mantle for 2016. They helped the year 5 students plan and implement a wellbeing week which involved in hosting at least 15 art, sporting and cooking activities at lunchtimes. Their planning also involved in directing staff members to organise events such as card making and yoga which was offered to parents.

The students repeatedly looked for opportunities to give back to the school in positive ways. These student led initiatives strengthened their connectedness to the school community and also increased engagement for all students from Prep to Year 5.

Skipping was introduced as children participated in Jump Rope for Heart and raised money for the Heart Foundation. The children also raised money for Water for South Sudan with the hope of raising enough money to purchase a well.

These endeavours enable children to empathise and understand that they can be active global citizens for the common good.

Our HEART values have become part of the school culture, and we have received feedback from the wider school community about how these values have led to positive change within the school. We had a number of students who received all the HEART bands, by consistently displaying and promoting the behaviours associated to the values. During the ceremony to present the RED HEART bands, children as well as teachers provided examples of positive behaviour that the students had displayed.

At the end of the school year we investigated School Wide Positive Behaviour Support as a way of promoting our successes, unifying our current initiatives and developing a consistent approach and common language for student wellbeing. This will be undertaken in 2016.

- 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. We have a school App that parents use to report absences. Families are contacted when there are concerns about absences. Followed by a meeting to discuss the absences.

VALUE ADDED

- Enhanced student voice

- Creation of active and relevant student led activities in SEL

- Mentoring of prospective student leaders

- Engagement of parents in SEL activities

- Embedded HEART values utilising a common language to promote the values

STUDENT SATISFACTION

All areas of the student data have risen this year except for Survey Enthusiasm.

In the connectedness to school area 83% of students feel good about being a student at Holy Family School and 80% of parents believe their child is connected to the school.

78% of Holy Families parents believe the children are developing good social skills.

92% of our students feel motivated to learn and 78% feel they get on with their peers.

Leadership & Management

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

Our shared vision as a leadership team is to create an effective school, underpinned by a strong organisational climate, leading to better outcomes for our students.

2015 was the last year of our involvement in the CEO project that we were engaged in for 18months. Our involvement in the project, has given us the opportunity to be exposed to a wealth of knowledge through our work with Jan Walker and Bronwyn Knox.

The leadership team received coaching and mentoring over that time which has helped us grow as a leadership team, enhancing our collective knowledge of how to create an effective school. This has led to us all having a clear vision and aligned priorities for the school, particularly in the learning and teaching sphere. We now have a strong sense of purpose as a team in driving the learning and teaching in the school, particularly around the collection and analysis of data.

Work in the project has allowed us to set leadership goals using the leadership capabilities. We have also developed a professional culture plan, proving opportunities for teachers to observe or team teach with one another as a way of receiving and providing feedback to improve teacher pedagogy.

Throughout 2015 a major focus of the leadership team was enhancing the professional culture within the school as a means of improving our organisational climate. We are implementing change and look forward to embedding and sustaining these initiatives over the next four year school improvement cycle. We are committed to continuing this journey and putting into practice our growing knowledge as a leadership team.

We have come to the realisation that discussions around learning and teaching need to be driven by data. We are beginning to build a professional culture where teachers are reflective and dialogical around data and their practice.

Developing the professional culture will be a major focus for the leadership team during the next 4 year cycle.

In creating clarity, roles and responsibilities for 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. School policies were updated and published so that they were readily available for our community to access if they wished.

The Leadership Team realises the importance of community involvement in the school and its flow on effects in the outcomes for children. We recognise that children do their best when parents take a place alongside teachers as educators of their children. The teacher, student and parents need to work together to achieve the best possible outcomes for the child.

The Principal holds Parent Forums at the end of term in which parents come and talk about how they perceive the school and what they would like to see happening in the future.

Through a supportive leadership team we are focused on celebrating the successes within our school but also facing the challenges head on. With a shared vision and high expectations we are committed to improving the learning outcomes for our students. The leadership team endeavours to live in the image of Jesus, by displaying empathy when interacting with all members of the Holy Family community.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

- *School Planning System*
- *PLT's and staff meeting in all curriculum areas*
- *Learning and Teaching Network*
- *Leadership Team Roles and Responsibilities*
- *Maths Leadership*
- *A large number of CEOM activities*
- *Learning Intentions/Success Criteria*
- *Contemporary Learning Project*

- *Maths and Leadership through our Pursuit of Excellence Project in collaboration with CEOM*
- *Enhancing Catholic School Identity. Interpreting and Analysing SRC Data*
- CLiL

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	**14**
AVERAGE EXPENDITURE PER TEACHER FOR PL	**$ 1600**

TEACHER SATISFACTION

The Teacher surveys show improvement in all areas. The biggest improvements have been in staff wellbeing, teamwork and student behaviour.

We had very few changes in staff for 2015 which has helped with teamwork and cementing into place new learning for the staff.

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

School Community

Goals & Intended Outcomes

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

Intended Outcomes: That parent engagement will improve

Achievements

The school has continued to create a welcoming and approachable environment which is evident in the approach and attitude of all staff towards our school and Parish community.

To engage the wider community, the school held events during the day and after school. These included: Harmony Day, HEART Day, Holy Family Day, Mission Fair, Parent Teacher Interviews and the School Athletics Carnival. A new event which was extremely well attended was the Father's Day Breakfast.

The school worked with the community to make 2 mosaics that reflect our catholic identity and are now prominently displayed in the school grounds. The school extended its links to the parish and wider community through a number of social justice initiatives. These made students aware of the needs of others less fortunate than themselves and through their actions they demonstrated being active global citizens.

The school and parish collaboratively ran the Sacramental Program and concelebrated Sunday Mass once a Term. Parish members continued to be involved in the school through the breakfast club and school events.

The school has continued to regularly communicate with parents and the community. In addition to the highly regarded fortnightly newsletter the school is using the Skoolbags App to communicate about current events and parents receive news in real-time. Skoolbags is also an effective tool for parents enabling them to communicate easily with the school. Our new initiative of sending postcards through the mail, is a positive way that we communicate student successes with families. Our numbers at Monday morning flag raising and assembly have continued to grow with many of our parents in attendance.

A very successful year was capped off with great community attendance at our annual Family Carols and Prizegiving and we also had children perform at the Parish Christmas Concert.

PARENT SATISFACTION

•   The Parents surveys show improvement in satisfaction in just about all areas. The biggest improvements have been in parent perception of student behaviour and community engagement.

•   We have regular parent forums which we use to hear how the parents are seeing the school and inform them about what is happening currently in the school and what will be happening in the future.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH $
Recurrent income	**Tuition**
School fees	23986
Other fee income	24613
Private income	62942
State government recurrent grants	426937
Australian government recurrent grants	1430271
Total recurrent income	**1968748**
Recurrent Expenditure	**Tuition**
Salaries; allowances and related expenses	1317685
Non salary expenses	315788
Total recurrent expenditure	**1633473**
Capital income and expenditure	**Tuition**
Government capital grants	-
Capital fees and levies	53515
Other capital income	37511
Total capital income	**91026**
Total capital expenditure	**58406**
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	68000
Total closing balance	46000

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

VRQA Compliance Data

School Governance

☒ Democratic Principles.
Programs and teaching support and promote the principles and practice of Australian democracy

☒ 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.

☒ Probity
There is a completed Declaration of Good Character on file at school for principal, parish priest, members of governing body and proprietor

☒ School Philosophy
A school must have a clear statement of its philosophy

☒ Not-for-profit Status
A school must be a not-for-profit school

Enrolment

☒ Minimum Enrolments (#)
School has at least the minimum number required by the standard, or as approved by the VRQA.

☒ Register of Enrolments
An enrolment register which is accurate and contains the information required in the standard.

☒ Enrolment Policy
Clearly defined enrolment policy that complies with all applicable State or Commonwealth laws.

Curriculum and Student Learning

☒ Curriculum Framework (#)
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.

☒ Student Learning Outcomes
Processes are in place to plan for, and achieve improvement in student learning outcomes.

☒ Monitoring & Reporting on Students' Performance
There is ongoing assessment, monitoring, recording and reporting of each students' performance.

Student Welfare

☒ Care, Safety and Welfare of students

Policies in accordance with any applicable State and Commonwealth laws. 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.

☒ 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

Staff Employment

☒ Teacher Registration

All teachers employed to teach at school are registered or have permission to teach

☒ Compliance – *Working with Children Act 2005* (Vic.)

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

School Infrastructure

☒ 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.

Information on School Performance

☒ School Annual Report

Mandatory information about the school's performance is provided to the school community