

Holy Family Catholic School

Doveton

ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY
2016

E1222



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Minimum Standards Attestation

I, Steve Twomey, attest that Holy Family Catholic School 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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision



Holy Family School



Vision Statement

*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 126 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 stabilized.

Holy Family school is in a low socio-economic area and the school's Index of Community Socio-Educational Advantage (ICSEA) is 958 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 school enjoys a close relationship with the Church as we regularly share religious and community events. Our students and their families come from a variety of cultural backgrounds. The substantial share of the population is born overseas and the diversity of countries indicates a significant multicultural population.

The vision of the school is that Holy Family 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 life-long learning.

The school achieves its goals by providing a curriculum that meets the needs of the students. This year a major focus is continuing our focus in numeracy and to look at how we can transpose what we have learnt into literacy. Because our students come from many diverse cultures individual needs is always a focus for us. Holy Family provides a specialist for art, Indonesian, drama and physical education.

Principal's Report

2016 has been another very good year for the school. 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 relationship between the school and Holy Family Parish is very important to us and we take every opportunity to share liturgy's and events with them. Fr. Michael is often at the school and is very supportive of the direction the school is taking and he also takes bible classes with the senior students.

We have dedicated teachers, who, collaborate in teams in order to deliver teaching and learning to the students of Holy Family that caters for their needs and interests. Even though we have excellent learning and teaching taking place we are always look at how we can better serve the need of the children at Holy Family.

The school is a safe, supportive environment for children to learn. Every day starts with meditation which creates a very calm atmosphere in the school and helps prepare the children for the learning to come.

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 2016 was no exception. I wish to acknowledge the work and support of my Leadership Team. Together we are dedicated to making Holy Family a learning institution that caters for the spiritual, educational and pastoral needs of the children.

Education in Faith

Goals & Intended Outcomes

Enhance the Catholic identity of the school as a community where people unite in their shared belief of the Catholic Faith

That students demonstrate a greater understanding of how to live in right relationship with God and others.

That students will be able to make stronger connections between their lives and faith-based values.

Achievements

Annual Report Education in Faith 2017

Holy Family School presents as a vibrant Catholic community that is shaping students' Catholic identity. The school has been part of the enhancing Catholic School Identity Project since 2014 and this year the staff had an opportunity to collaboratively unpack the staff, student and parent data from the school's ECSIP Report. Staff engaged with the material to gain a better understanding of the school's Catholic Identity. The data shows that both adults and students are operating within the preferred believing stance of the Post Critical Belief Scale, forming a solid foundation on which the school can strengthen its Catholic identity.

Leadership felt an important aspect of enhancing the Catholic Identity of the school was to make Catholicity visible through the use of symbols. New contemporary crosses were purchased for the learning areas. Measures were also taken to enhance the religious element of our weekly flag raising ceremony, with the institution of a rock on which the school candle is now placed when we say the school prayer. Two beautiful religious mosaics; one of the Holy Family and one of a cross were collaboratively made by the school community and are now displayed in the school grounds.

The school continued to maintain its strong link to the parish, with the students regularly attending Mass and sharing in the celebration of the Eucharist. As part of the Sacramental program, staff from both the school and parish worked together to plan, and coordinate the curriculum as well as collaboratively run the information sessions,

family workshops, retreat and Sacramental celebration. Father Michael continued to run weekly bible classes with the Year 5 and 6 students, sharing the Catholic tradition with them.

To enable staff and students to make stronger connections between their lives and faith-based values, the staff worked on identifying and defining 12 Gospel Values for the Holy Family community. The gospel values were then linked to the school's HEART values in order to make an explicit connection between our existing principles and the Catholic faith. The Gospel Values were captured as a beautiful artwork that is prominently displayed in the school.

The Religious Education Leader attended all region network meetings as part of professional development and to keep abreast of current practice. This also provided an opportunity to plan and collaborate with RE leaders from other schools. The Principal and RE leader both attended the Catholic Education RE conference: Be Witnesses of God's Mercy, participating in various workshops over the two days that focused on spirituality and professional knowledge. The school also had a focus on mercy for staff and students, in line with the Pope's declaration that 2016 be the year of Mercy.

The staff began to familiarise themselves with the new RE Curriculum Framework which was released in draft form, as well as the Horizons of Hope documents which outline the role of educators in Catholic schools. The staff continued to link the teaching of RE with their inquiry units and for the first time planned teaching units using the new Pedagogy of Encounter. The school engaged the help of Catholic Education Melbourne to lead staff in this process.

The school also continued to promote Catholic Social Justice, raising money for the school's long term project: Water for Sudan. We are pleased to announce that we are half way towards our goal of raising enough money to fund the building of a well for the people in South Sudan. The school also raised money for project compassion during Lent and held a Mission Fair in Term 3, from which the proceeds went to Catholic Mission. Unpacking and gaining a deeper understanding of the Catholic Social Justice principles was also a focus for the senior school students.

VALUE ADDED

- Enhanced Catholic School Identity
- Public display of the school's Catholic identity through artwork and symbols
- Explicit links made between Gospel and HEART Values
- Deepening students' understanding of how to live in right relationship with God and others
- Teachers planning using the new RE curriculum and the pedagogy of encounter

Learning & Teaching

Goals & Intended Outcomes

Enable all students to achieve success in a contemporary and innovative learning community focused on rigorous, relevant and engaging learning experiences

That literacy and numeracy outcomes will improve.

Those rates of learning growth will improve.

That students' engagement in their learning will improve.

Achievements

The staff at Holy family are committed to supporting students to achieve success in a contemporary learning environment focused on relevant and engaging learning experiences.

The school has maintained an open learning environment where teachers work collaboratively to design and implement a contemporary curriculum. Student assessment coupled with the collection and analysis of student data allows teachers to monitor rates of student learning growth and engage in reflective dialogue about student performance. Teachers documented their shared understandings of personalised learning and are implementing a differentiated learning program to target learning at students' point of need. The flexible and fluid grouping of students in literacy and numeracy allows teachers to focus on explicit instruction for each student.

In 2016 the school changed the way it reported student achievement to parents, adopting a new reporting system with a redesigned report format. Family/ teacher meetings were conducted in Term 1 and Term 2 where teachers communicated to parents how their children were progressing and how they could assist with their learning at home. A two year reporting cycle was developed to ensure that we are meeting all reporting requirements as we transition to a new curriculum in 2017

The school continued to embed and sustain contemporary pedagogical practices with mathematics, languages learning, catering for EAL/D students and technologies being the whole school priorities in 2016.

The Pursuit of Excellence Mathematics project entered its third year, and staff worked to fully embed and sustain their new learnings and practices. A Maths consultant continued to work with staff and help them to plan rigorous and engaging mathematical experiences for the students. To showcase the work the school has done in this area, we held a Family Fun Maths night which was an enormous success. Families had the

opportunity to find out how the teaching of mathematics has changed as well as participate in some fun and challenging maths activities with their children.

The school continued to implement a dynamic languages program based on CLIL (content and language integrated learning) methodology. The Indonesian language is currently taught through the curriculum area of Visual Arts, making language learning engaging and relevant for students. An Indonesian speaking Learning Support Officer was employed by the school to assist in creating an Indonesian language-rich learning environment where 80% of Arts instruction is delivered to students in the target language. The principal, learning & teaching leader and languages teacher all completed a four day course in the Leading Languages Professional Learning Program which facilitated helped to develop advocacy for additional language learning and provided opportunities to network with other schools who are teaching using the CLIL approach.

Staff continued to develop stronger understandings about catering for diverse learner needs and providing an inclusive curriculum for all students. To assist with developing more appropriate literacy practices for our EAL/D learners we undertook whole school professional development around catering for these learners, particularly in the area of writing.

The school employed a technologies consultant to work with staff regularly over the year, providing professional development around 21st century competencies. In line with the school's long term technologies plan, Chromebooks were purchased for all of the senior students along with a new suite of iPads for the junior students. This will allow the school to fully implement a 1-1 device program in 2017. Design and digital technologies were also offered as specialist subjects to all senior students this year.

The school established a dynamic planning and communication platform for staff and students with the creation of a school intranet. This platform allows school leadership to communicate more effectively and efficiently with staff, as well as provides a centralised location for the housing of all planning, curriculum and policy documents. The ability for staff to access these documents at anytime from anywhere allows them to provide one another with timely feedback and has greatly increased teamwork and collaboration. This resource rich, online environment has facilitated greater engagement for the students in their learning and is helping them to become self-directed lifelong learners.

The teachers continued to teach inquiry through a catholic lens and the school purchased a new program to help teachers plan rigorous and relevant inquiry units embedded with 21st century skills and competencies. Mappen is an on line program consisting of integrated units that cover all curriculum areas and includes in-built professional learning for teachers. The program was acquired to help staff make the transition from the current curriculum to the new Victorian Curriculum so that they will

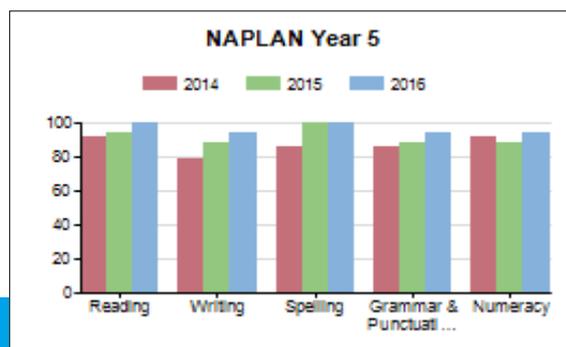
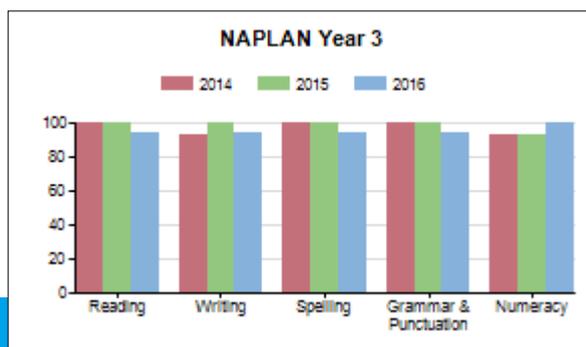
have the confidence to fully implement it in 2017. Mappen also helps teachers to build their understanding of contemporary pedagogical practices and moves them away from a content knowledge approach towards a skills based approach to teaching.

The leadership team attended all learning and teaching networks during the year and continued to share new learnings with the staff. The scope of the work included engaging with the new Horizons of Hope documents and exploring inclusive curriculum and assessment practices underpinned by expert teaching. The school will continue to engage and familiarise staff with the content of the Horizons of Hope documents in 2017.

STUDENT LEARNING OUTCOMES

- The Year 3 literacy data between 2014 and 2016 reflects little change over this period with most students continuing to achieve at or above the minimum standard in reading, writing, spelling and grammar & punctuation.
- All of the Year 5 literacy data is on an upward trend, with sustained improvements shown in all areas over the three years.
- The numeracy data shows an upward trend from 2014-2016, with all Year 3 students achieving minimum standard. The Year 5 numeracy data has improved between 2014 and 2016. This reflects the work the school has done to improve pedagogy and student learning in the area of mathematics.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	100.0	0.0	94.4	-5.6
YR 03 Writing	93.3	100.0	6.7	94.4	-5.6
YR 03 Spelling	100.0	100.0	0.0	94.4	-5.6
YR 03 Grammar & Punctuation	100.0	100.0	0.0	94.4	-5.6
YR 03 Numeracy	93.3	93.3	0.0	100.0	6.7
YR 05 Reading	92.3	94.1	1.8	100.0	5.9
YR 05 Writing	78.6	88.2	9.6	94.1	5.9
YR 05 Spelling	85.7	100.0	14.3	100.0	0.0
YR 05 Grammar & Punctuation	85.7	88.2	2.5	94.1	5.9
YR 05 Numeracy	92.3	88.2	-4.1	93.8	5.6



Student Wellbeing

Goals & Intended Outcomes

Create a positive, inclusive and enriched learning environment where students develop positive relationships and a sense of hope, purpose and dignity.

That students become more confident learners.

That students demonstrate greater responsibility for their behaviour and relationships.

Achievements

Throughout 2016 we continued to promote living out the Gospel values alongside our HEART values. We selected twelve values that we believed epitomised the principles we would like to impart to children. These values included 'dignity of each person,' 'family,' 'charity,' 'awe & wonder,' 'human rights,' 'charity,' & 'forgiveness.' In addition to linking to our HEART values and promoting wellbeing, highlighting the values enabled us to strongly identify ourselves as a Catholic school community.

One of the activities that we began teaching students about these values was through our Social Justice program with the Senior School, in which students worked through a number of tasks in order to raise money to help people less fortunate than themselves. Through 2017 the opportunity for students to explore and respond through action will continue.

To further develop self-esteem, cooperative group skills and communication Year 6 boys worked on restoring a bike which was raffled at the end of the year. Building a sense of responsibility and pride is important as these young boys enter adolescence. We will continue to delve into this further in 2017 through our liaison with St Johns Secondary College, in which students will work together to construct something for our school.

Another way in which we strove to build responsibility amongst our younger students was their inclusion in preparing and serving at our Mother's Day Afternoon Tea. The children acted as waiters, took orders and delivered the food to the mothers. This type of action is often the domain of older students, however the opportunity for Year 3's and 4's to be in charge of this was both thrilling for them personally and showcased a way in which they can work together to achieve an outcome. It also demonstrated that by bringing joy to others, in this case the mums, provides us with gladness too.

Throughout 2016 the question of adolescence and puberty arose, and we introduced a program called Health Relationships. The goals and aims of this program included developing:

- a clear and accurate understanding about gender, sexuality, puberty and personal human growth;

- a respectful attitude towards self and others as changes occur during puberty;
- a respect for and understanding of gender differences.

The three sessions were facilitated by Jenny Walsh. We felt that providing an opportunity for children to understand the changes that occur during puberty also helped them to develop responsibility for the physical, emotional and spiritual wellbeing of themselves and others.

One of the major shifts at Holy Family during 2016 was the introduction of School Wide Positive Behaviour Support. Four staff members were trained to facilitate this process and all staff members, including specialists, auxiliary and administrative staff partook in the sessions to ensure that we would all be using the same positive language with children, as well as have the same behavioural expectations. Throughout the sessions we addressed challenging behaviours, our responses to them, alternative approaches and continued use of positive reinforcement. The consistent approach and common language led to greater consistency. The behavioural expectations made it clearer for students to understand what behaviour is acceptable at Holy Family.

We personalised Positive Behaviour Support by using our HEART values as a catalyst. By taking this approach we once again highlighted our commitment to promoting and living out the values. In addition, it enabled children, through explicit teaching to understand what these values look like through our actions.

All children are expected to bring a note if they have been absent or contact the school by phone to inform teachers of their child's absence. Parents speak to the Principal if their child is going to be away for an extended period of time. Families are contacted when there are concerns about absences. This may at times be followed up with a meeting to ensure that guidelines in regards to school expectations about student attendance at school are adhered to.

VALUE ADDED

- Embedded HEART values with Gospel values
- Deepened student understanding of social justice
- Deepened student understanding of how they can be living examples of the Gospel
- Provided opportunities for students to seek understanding about puberty
- Developed responsibility of younger students through actions

STUDENT SATISFACTION

- The Student Wellbeing Aggregate Index shows that wellbeing has steadily increased over the last four years and in 2016 we achieved above the mean compared with other Australian schools.
- The Student Emotional Wellbeing data shows that student safety and morale has increased considerably, student distress has decreased and students feel connected to school.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y04	94.91
Y02	96.24
Y06	95.35
Y05	94.65
Y03	95.10
Y01	94.52
Overall average attendance	95.13

Child Safe Standards

Goals and Intended Outcomes

Develop an explicit Child Safety Culture at Holy Family

*To implement all that actions required to comply with the seven Child Safety Standards.
Document and share the Child Safety Standards with the staff and community.*

Achievements

By the end of 2016 we had our child safe standards written and available to staff and community to read. There was considerable input from the school leadership team in putting the standards together. Also we had advice and guidance from Safe Smart Solutions. We now have a comprehensive document which will be our starting point for change.

Also we have documented all the actions that need to be taken to make the school compliant with the standards. All the items on the list will be implemented over 2017.

Through staff meetings we have been giving staff professional development around the standards so that they are aware of the background, formation and implementation of the standards.

The main cultural shift with our school community will take place during 2017.

Leadership & Management

Goals & Intended Outcomes

To create a professional culture of dialogue, trust and reflective practice to positively impact on improved student learning

That the staff climate will improve

Achievements

At the end of 2015 we restructured the leadership positions in the school for 2016. We went from four Senior Leadership positions to three, with a greater focus on teaching and learning. We created junior and senior team leaders. This was to make the flow of information more structured and to have team leaders lead planning and team meetings.

The school leadership team is driven by a desire to continually improve learning via a strengthened professional culture. We look for improvements in all aspects of the school and are guided by a combination of experience, knowledge and current educational research. The leadership team has a belief in lifelong learning and are all currently engaged in ongoing study at the masters level.

The leadership team attended the Learning and Teaching Networks as well as the Principal, Religious Education and Student Services Networks.

The school's leadership team was involved in implementing a rigorous staff appraisal system. This was designed to help teachers set goals based on the AITSIL teaching standards and strive for continual improvement of their teaching practice. The principal also underwent appraisal, hiring an external appraiser to provide feedback after interviewing staff and reading the principal's self-reflections.

We held parent forums to gauge parent opinion about how the school is operating and for parents to voice their ideas. An added focus in 2016 was using the forums to reinvigorate the Parents and Friends Association.

In 2016, we extended our Numeracy Project. We redesigned our practice to become more self-reliant, with visits from our maths advisor, Jan Walker, at intervals over the year, helping us to stay on target with our changes.

The school leadership team which continually looks at becoming more effective, continued the learning that took place with Bronwyn Knox in 2015. Everything that the school leadership does is aimed at enhancing the learning and teaching for the students. Everything that we do is backed up by current educational research.

We unpacked the SIS data with staff so that as a group we could look at what the data was telling us about our organizational and teaching climates, in order to use the information to guide future actions.

The leadership team focused on creating an effective and safe learning environment for the students through the implementation of School Wide Positive Behaviour Support. With the school already being a very calm, welcoming learning environment this was the opportunity to take it to the next level. We created a SWPB team consisting of teaching staff and members of leadership.

Another key focus was the use of data to guide differentiation of learning and the grouping of students.

The leadership team created a monitoring document to help track progress towards achieving the goals in the Annual Action Plan.

The leadership team investigated the Mappen program and after staff discussion and professional development with the creator of the program, decided it would enhance our Inquiry and we trialed it in Term 4.

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 all of our students. The leadership team endeavors 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 2016	
<ul style="list-style-type: none"> • 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 • 2 of the leadership team commenced Masters level degrees • Continued our Pursuit of Excellence Project with CEOM Interpreting and Analysing SRC Data • CLIL 	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	14
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 2200

TEACHER SATISFACTION

- Staff wellbeing shows a slight increase in both individual and school morale, indicating that there is a positive tone in the school and staff are energised when working together and comfortable with their work load.
- There was a considerable increase in the Supportive Leadership data indicating that the leadership in the school has been successful in providing direction, building a sense of purpose and putting processes in places to engage staff.
- The Organisation Climate Aggregate shows an increase over the last four years, indicating that empathy, clarity, engagement and learning are steadily improving.
- The aligned data in Appraisal & Recognition and Professional Growth indicates that there are good opportunities for staff to provide one another with feedback which is then translating to their learning.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.1%
TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	15.38%
Graduate	7.69%
Certificate Graduate	7.69%
Degree Bachelor	69.23%
Diploma Advanced	23.08%
No Qualifications Listed	30.77%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	15
FTE Teaching Staff	11.900
Non-Teaching Staff (Head Count)	5
FTE Non-Teaching Staff	2.524
Indigenous Teaching Staff	0

School Community

Goals & Intended Outcomes

Developing and sustaining reciprocal partnerships with parents to support students' learning.

That learning links between school and home are strengthened.

Achievements

The school has a welcoming and approachable environment which is reflected in the positive attitude of all staff towards children, parents and the wider school 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, Big Kids Little Kids, Parent Teacher Interviews and the School Athletics Carnival.

We hosted our second Father's Day Breakfast and it was a huge success with increased attendance. A change to our Mother's Day celebration was an afternoon tea in which we turned the senior learning areas into a café. The year 3 and 4 students took orders arranged food on the plates and served their guests. The junior school provided the entertainment. This event also had a high attendance from our families and the feedback told us that this was a highly valued event.

In Term 3 we held a Family Maths Evening, which was organised to have maximum parent and student input with the focus on showcasing our current direction in mathematics. Activities included math's games and puzzles with prizes to be won. It highlighted the contemporary approach to the teaching and learning of maths, gave parents a new perspective that challenged their personal beliefs of mathematics from their own experiences and showed that learning maths is fun.

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.

We had groups of children from Doveton College doing community service at our school. This involved assisting groups of children in their learning and running games at lunchtime.

We maintained our relationship with Chestnut Gardens, with our Year 6 students participating in activities with the residents.

The children from local kindergartens came to Holy Family to experience literacy based activities at primary school.

The school and parish collaboratively ran the Sacramental Program and parish members continued to be involved in the school through the breakfast club and school events.

The school continued to regularly communicate with parents and the community. In addition to the highly regarded fortnightly newsletter, the school used the Skoolbags App to communicate current events and parents received news in real-time. Skoolbags also became an easy and effective tool for parents to communicate with the school.

Our new initiative of sending postcards through the mail, became a positive way to communicate student achievement with families. Numbers at Monday morning flag raising and assembly have continued to grow with many parents in attendance.

A very successful year was capped off with great community presence at our annual Family Carols & Prizegiving and at the Parish Christmas Concert.

PARENT SATISFACTION

All of the parent data, except for Extra-Curricula is in the top 25% of Australian Primary Schools, indicating that our parent community is extremely satisfied with Community, Staff and Student Engagement, Learning Opportunities, Peer Relations and Student Behaviour.

This reflects the positive feedback that our leadership team and staff receive from our school community.

