

# HOLY FAMILY PRIMARY SCHOOL DOVETON



ANNUAL  
REPORT  
TO THE SCHOOL  
COMMUNITY

2018

E1222

# Contents

Contact Details	1	Minimum Standards Attestation	2	Our School		
Vision		2	School Overview	3	Principal's	
Report		4	Education in Faith	5	Learning &	
Teaching		<b>Error! Bookmark not defined.</b>	Student Wellbeing	10		
Child Safe Standards	4	Leadership & Management	5	School Community	8	School Performance Data Summary
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## Contact Details

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E NUMBER	1222

## Minimum Standards Attestation

I, Steve Twomey, attest that Holy Family 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 2017 (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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 30 2019

## 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 125 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 947 compared to the national average of 1000. (ACARA, 2011) 45% 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. We have a very multicultural school. Although many of the current children were born in Australia their parents were born overseas and are immigrants to Australia.

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 we have several major focuses. Firstly, maintaining what has been achieved in numeracy and transferring what we have learnt into the literacy area. Also we are focusing on the individual needs of the children. We have a high percentage of EALD students as well as students with a learning difficulties.

At Holy Family we have specialist teachers for art, Indonesian, drama and physical education.

## Principal's Report

Holy Family 2018 was a year with considerable change.

Being a Catholic School, Religious Education is of paramount importance. The children are involved in liturgy, prayer and the Sacramental Program as well as Religious Education classes. In Term 2 we welcomed our new Religious Education and Learning and Teaching Leader Ms. Suzanne Deefholts.

Our teachers, work collaboratively together in order to deliver teaching and learning to the students of Holy Family that caters for their needs and interests. The school staff are continually looking at how to make improvements in teaching and learning. Any changes that are made, are based in contemporary academic research. An area of focus was in STEM where the teachers and students benefited from extra resourcing and an outside facilitator who guided our journey.

At the end of 2018 two of our teachers moved on to new schools and also we had an existing teacher move onto part time work. The result was hiring four new staff for the 2019 school year.

Student wellbeing is always a focus for Holy Family. In 2018 four staff members took part in the Berry Street Program which ran over the year. The learning from that enhanced what was already working well. It gave staff new strategies and ideas for dealing with student wellbeing concerns.

I would like to thank all the staff, parents and children for their efforts this year. Educating a child requires a team effort between parents, staff and the child. We have a supportive school community that have high expectations for their children.

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

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

## Intended Outcomes

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

Holy Family School is a vibrant and relevant part of Doveton's local Catholic community. It is an environment that continues to shape students' Catholic identity through its teachings, discourse and actions.

The school continued to maintain its strong link to the parish. Students are provided with frequent opportunities to attend and participate in Catholic Mass and shared in the celebration of the Eucharist. As part of the Sacramental program, staff from both the school and parish worked together to plan and collaboratively lead information sessions for Reconciliation and Eucharist. These celebrations supported students and their families to demonstrate a greater understanding of how to live in right relationship with God and others.

Through a Catholic Education Melbourne initiative, the school continued working as part of a Religious Education Collective with St Mary's East Malvern. Staff came together on two occasions to learn from and with each other. Much of the work of the collective focused on Catholic Tradition, Learning Intentions and Assessment in Religious Education. This work continues to support staff to work towards our goal of enhancing the Catholic identity of the school as a community where people are united in their shared belief of the Catholic Faith.

The promotion of Social Justice opportunities continued with students working for the common good and showing preferential care for those most in need. Throughout the year students had a particular focus on raising much needed funds for Australian drought affected farmers.

## VALUE ADDED

Links between Parish and School have been strengthened through the sacramental program and Mass attendance

Strong focus on supporting staff to build confidence and capacity to enhance Catholic Identity through curriculum initiatives such as the formulation of Learning intentions and success criteria in Religious Education.

Students took action and lived out their faith through Social Justice actions such as raising money for drought affected farmers.

Community service and engagement through visits to local retirement village

# Learning & Teaching

## Goals

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

## Intended Outcomes

That literacy and numeracy outcomes will improve.

That rates of learning growth will improve.

That student's engagement in their learning will improve.

## Achievements

The commitment to supporting students in attaining academic success in a contemporary learning environment continued to be explored at Holy Family, through professional discourse, collaborative planning and the application of relevant and engaging learning opportunities for staff and students alike.

Teachers embarked on professional research into the teaching of Inquiry. This involved professional reading, trialling of various Inquiry models, feedback and planning. At the end of the year teachers designed the Holy Family Inquiry Cycle and Big Concepts to be investigated. In 2019, much work will need to continue on embedding the cycle by developing teachers pedagogical content knowledge.

The Leadership Team continued to work with Catholic Education Melbourne's Ongoing Reporting collective. The bi-annual reporting package was changed to nForma. In 2019 it is hoped that the use of the online platform Seesaw for student portfolios will provide opportunities for ongoing reporting to the parent community in a visual and contemporary way that is easily accessible for all.

The Literacy Leader trialled the use of CAFE and Daily 5 in her classroom with the intent of whole school implementation in 2019. Using data to drive student learning continued to be a significant focus area with the intention of improving student literacy and numeracy skills.

With the introduction of the Nationally Consistent Collection of Data (NCCD), staff participated in professional learning to ensure that students receiving adjustments were tracked with greater consistency. This included highlighting Tier 2 or 3 programs and strategies used to support students, internal and external assessments, personalised learning plans and resources required.

## STUDENT LEARNING OUTCOMES

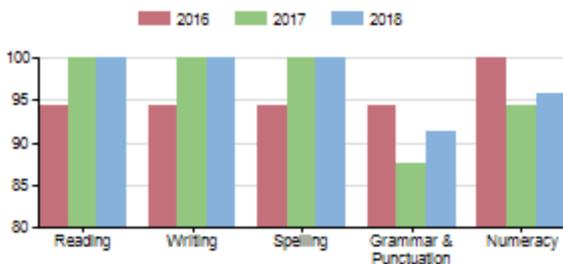
There has been some improvement in Year 3 Literacy results over the past 3 years, however, 100% of children reached the minimum standard for Reading, Writing, Grammar and Punctuation and Spelling in 2018. Year 3 Numeracy results indicate all children reaching minimum standard, with a slight increase from our 2017 results. All NAPLAN testing shows Year 3 students to be below the National and State standard.

Our Year 5 Reading results continue on an upward trend and Writing, Grammar and Punctuation and Spelling have remained constant with nearly 100% of students reaching minimum standard in Literacy. Year 5 Numeracy results indicate all children reaching minimum standard, with a slight increase from our 2017 results, however, all NAPLAN testing shows Year 5 students to be below the National and State standard.

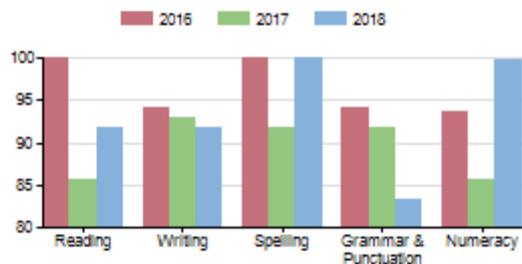
**PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS**

NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
			Changes		Changes
	%	%	%	%	%
YR 03 Grammar & Punctuation	94.4	87.5	-6.9	91.3	3.8
YR 03 Numeracy	100.0	94.4	-5.6	95.7	1.3
YR 03 Reading	94.4	100.0	5.6	100.0	0.0
YR 03 Spelling	94.4	100.0	5.6	100.0	0.0
YR 03 Writing	94.4	100.0	5.6	100.0	0.0
YR 05 Grammar & Punctuation	94.1	91.7	-2.4	83.3	-8.4
YR 05 Numeracy	93.8	85.7	-8.1	100.0	14.3
YR 05 Reading	100.0	85.7	-14.3	91.7	6.0
YR 05 Spelling	100.0	91.7	-8.3	100.0	8.3
YR 05 Writing	94.1	92.9	-1.2	91.7	-1.2

**NAPLAN Year 3**



**NAPLAN Year 5**



# 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.

### Outcome 1

Students become more confident learners

### Outcome 2

Students demonstrate greater responsibility for their behaviour and relationships

## Achievements

Wellbeing at Holy Family throughout 2018 focused on developing and enhancing teacher pedagogy. Previous initiatives, such as School Wide Positive Behaviour Support and the promotion of our HEART expectations and values continued to be embedded via the use of purposeful and intentional language from teachers and by clearly defining expectations to ensure continuity across the school. Purposeful language included speaking respectfully to children and developing a calm approach through body language and tone of voice.

The four members of the SWPBS team attended further professional development throughout 2018. The team undertook training in the Berry Street Education Model across Terms 1-4. All other staff were provided feedback; firstly, by reviewing Trauma Informed Practices then by unfolding the Domains, with a specific focus on Domain 1 - Body in 2018. Targeted initiatives were introduced such as assisting students to become present, centred and grounded by developing a greater awareness of how their bodies respond to feelings. Children were taught de-escalation strategies

Teacher's sampled some of the initiatives by focusing on what was required for specific student cohorts. For example, the Senior School teachers introduced daily 1:1 check-in with a group of students by helping them to determine and monitor their zone of regulation and suggesting strategies to implement throughout the day to assist them in self-regulation and de-escalation.

Twice-weekly class meetings were implemented in the Senior School to help students resolve issues pertaining to social awareness and responsible decision making. Children were explicitly taught that everyone has a voice and the right to be heard. The meetings assisted children in enhancing their understanding of student voice

Year 5 & 6 students continued to run Assemblies. In addition, they began presenting mid-week news to the school and contributing to the school newsletter.

Our HEART values, which also form the basis of our Behavioural Expectations Matrix are embedded across the school. Children understand and use the language of our HEART values and actively promote these by nominating children that they have observed show acceptance and respect towards themselves and others. Parents continued to praise and support the values by feeding back to teachers how our continuous conversations with children and the endorsement of these values creates a positive atmosphere within the school.

Research indicates that schools that have a clear approach to the management of student behaviour enhance students' academic skills and competencies in addition to their social and emotional development. We endeavour to respond consistently and calmly through our participation in School Wide Positive Behaviour Support. Our approach is collaborative to ensure that teachers feel supported as they work alongside families. This approach has led to our senior children, in particular, to enhance their self-awareness and responsible decision making skills.

In 2018 we began to include social and emotional programs into our STA (Speech Therapy Assistant) programs, with emphasis on understanding and recognising feelings, body language and communicating positively with peers. These programs involved collaboration between a private speech pathologist and Learning Support Officers who were trained specifically in the delivery of these programs. Teachers reinforced the concepts being taught both explicitly and implicitly in the classroom.

Our Year 6 students continued to explore opportunities for Leadership. Our 2018 cohort were exemplary and mentored students throughout the school in positive ways. For example, they willingly gave their time to participate in programs such as Morning Reading Club, ran Assembly with great capability and represented the school at a number of external events. Although six students represented the school in the official capacity as "School Leaders," our promotion of participation and inclusivity saw all Year 6's display leadership qualities and a willingness to contribute to the school community. As a consequence of their dedication 100% of Year 5 students participated in the 2018 School Leaders Speeches.

## **STUDENT SATISFACTION**

Student data shows that there was growth in Emotional Wellbeing, Teacher Relationships, and Engagement in Learning. The area with the most growth was Stimulating Learning.

## **STUDENT ATTENDANCE**

Student absences are managed according to CEM guidelines.

- Roll is taken twice a day.
- Late arrivals are given a late pass.
- Parents are contacted if a child is not at school.
- Leadership notified if staff have concerns about a child's extended absence or irregular attendance.

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Y01	93.9
Y02	88.9
Y03	92.4
Y04	96.0
Y05	91.8
Y06	94.7
Overall average attendance	92.9

# Child Safe Standards

## Achievements

Holy Family Doveton is committed to providing a safe environment for all students and young people and takes active steps to protect young people from any harm or abuse. To achieve this the school has developed and actively enforces Child Safe Strategies to ensure that any person involved in child connected work is aware of their obligations and responsibilities for ensuring the safety of all children in their care.

This includes:

- The establishment of strategies for embedding a culture of child safety
- Communication of strategies with community through policies affirming the school's commitment to child safety and the promotion of an environment where children feel respected, valued and encouraged to reach their full potential.
- Implementation of a Child Safety Code of Conduct
- Established processes for screening, supervision, training and other human resource practises to reduce the risk of child safe learning environment.
- Risk management strategies to identify and remove risks of child abuse.

# Leadership & Management

## Goals

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

## Intended Outcome

That the staff climate will improve

## Achievements

At the start of 2018 leadership went through the process of employing a new Religious Education and Teaching and Learning Leader. Our existing leader in that area Ms. Moran took up a senior leadership position in another Catholic Primary School.

School leadership saw this as a positive step for the school leadership team. Ms. Moran gained a promotion after years of dedicated service in the Holy Family leadership team and it created the opportunity for a 'fresh set of eyes' to come into school leadership.

Ms. Deefholts joined us in Term 2 and soon became a valued member of the Holy Family staff. As mentioned it is very good for our team to have a fresh set of eyes to look at what we are doing and how we are doing it.

In 2018 we also had Mrs. Breen as Literacy Leader and Mrs. Crist as Maths and Technology Leader.

School leadership is focused on improving the outcomes for the children at Holy Family. We seek to achieve this through strengthening the professional culture at school. When decisions are made concerning direction and professional development children and what is best for them is at the centre.

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 believes in lifelong learning and in 2018 the Principal completed a Masters of Business Administration Executive. During 2018 the school leadership and staff attending a number of CEM professional learning opportunities including the Learning and Teaching Networks as well as the Principal, Religious Education and Student Services Networks. Along with these staff attended various CEM professional learning opportunities all aimed at improving outcomes for children.

During Term 1 the leadership team looked at the school Appraisal System and changed it to suit 2018 goals. Teachers set goals based on the AITSIL teaching standards and strive for continual improvement of their teaching practice. The Principal is part of the appraisal process through the use of an outside provider.

During 2018 the Leadership Team looked for opportunities to engage with the school community and does this through the use of parent forums, surveys, the newsletter and school events. We hold parent forums to gauge parent opinion about how the school is operating and for parents to voice their ideas.

During 2018 the Leadership Team continued its journey creating and implementing the child safe standards across the school community and with the outside providers that we interact with. The safety of children is always at the forefront of everything that we do.

We continued implementing our 1 to 1 programme for Chromebooks in the senior school and class sets of iPads in the junior school.

During the year two members of the leadership team along a teacher from the junior school and senior school attending the Berry Street program. This provided excellent learning in the wellbeing area.

The leadership team is committed to providing the students at Holy Family school with a Faith based education that is grounded in contemporary educational research.

We are focused on celebrating the successes within our school but also continually looking for improvement.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2018

- STEM
- PLT's and staff meeting in all curriculum areas
- Learning and Teaching Network
- Maths Intervention
- A large number of CEOM activities
- Feedback
- 1 leadership team members continued their Masters level degrees
- Interpreting and Analysing SRC Data
- NAPLAN

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

14

### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2300

## TEACHER SATISFACTION

Teacher data shows that teachers perceive improvement in Student Behaviour along with Teacher Confidence.

Teacher data around Staff Wellbeing, Learning and Teaching and Overall Quality was very similar to 2017.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.2%
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### STAFF RETENTION RATE

Staff Retention Rate	78.6%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	28.6%
Graduate	14.3%
Graduate Certificate	14.3%
Bachelor Degree	71.4%
Advanced Diploma	14.3%
No Qualifications Listed	28.6%

### STAFF COMPOSITION

Principal Class (Headcount)	1
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	13.1
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	7.7
Indigenous Teaching Staff (Headcount)	0

# School Community

## Goals

That students demonstrate greater responsibility for their behaviour and relationships.

## Intended Outcomes

That learning links between school and home are strengthened.

## Achievements

Holy Family is a warm and welcoming community. The students at Holy Family are great ambassadors for our school when we have visitors. They are respectful and courteous when welcoming visitors and are very happy to talk about our school to them. New families also comment on how welcomed their children feel by their peers and how quickly they begin to fit into school life here.

These behaviours illustrate the school's HEART values - Honesty, Empathy, Acceptance, Respect & Trust, which permeate all aspects of school life. Our HEART values are part of the school's culture and are 'lived' rather than just a set of statements. They are the cornerstone of our students' social and emotional development as they formulate our behavioural expectations, and are one way in which children learn about self and social awareness & responsible decision making.

At Holy Family we proactively engage with parents, both formally and informally. We endeavour to keep parents up to date with what is happening in the school, via calendars, newsletter, forums and information evening. We seek parent feedback through the forums as well as surveys and parent interviews so the community has a voice in current and future school direction.

Throughout 2018 we continued to organise events to celebrate our school community and showcase student learning. These events were deliberately designed to be interactive so families and children were actively engaged.

Some of the 2018 opportunities for parent engagement included:

- Twilight Sports
- Family Prayer Night
- Maths Night
- HEART Day & Holy Family Day
- Mission Day Fair
- Mother and Father's Day events

- Parent Teacher Interviews
- Learning Expos hosted by Years 3-6.

All these events enabled parents to interact and form relationships with other parents and cement existing relationships with staff.

We believe in being proactive when communicating with parents and if teacher's believe that children have social and emotional or educational needs we work in partnership to support their child.

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.

### **PARENT SATISFACTION**

Parent data shows an increase in the areas of Learning Opportunity, Staff Engagement, Peer Relations and Student Behaviour.