VISION AND MISSION

Vision: With Family, Faith and Friendship, we grow share and live as authors of our own learning.

Mission: At Holy Family Catholic Primary School we strive for EXCELLENCE—academically, creatively, spiritually, physically, emotionally and socially. We do this through:

Compassion: to understand ourselves and others and to love and care through words and actions

Respect: To value ourselves, others, the environment and to accept difference

Trust: To participate and believe in quality relationships across the community

Courage: To work towards achieving goals, taking responsibility for choices and showing resilience when faced with challenges.

PRINCIPAL’S MESSAGE

This Annual School Report outlines the significant activities and achievements within the school community during the 2014 school year. We engaged the services of a consultancy firm, TLE North, to lead us in establishing our new vision, mission and values. Julanne Willis and Marilynn Willis of TLE North have also introduced Learning Powers. Learning Powers is from research out of Bristol University in England and is based around work on the seven disposition of effective learners. The dispositions are: Changing and Learning, Learning Relationships, Strategic Awareness, Resilience, Creativity, Meaning Making and Critical Curiosity. As a school community we developed our own school metaphors and students are beginning to understand how this work can make them better learners.

We also continued work on building towards a Bring Your Own Device (BYOD) for 2015. One of our teachers visited a school in Melbourne as we fine-tuned our project implementation. With advice from ITMadeSimple, we have gone with iPads as our device and have employed a teacher 0.6 to lead classes in developing use of iPads to demonstrate learning in ways we couldn’t have before imagined.

Our Uniform Committee have designed and ordered our new uniform for 2015 (photo on front page). It sharpens the look of the school. With our new logo and signage, the school has a more visible presence in the community.

Rainbows, our early learning centre for 3-5 year olds, continues to have strong enrolments and a great reputation in the community. High staff retention is testimony to the high level of staff satisfaction in the centre and the strong leadership provided. We also instigated our more formal pre-school program and employed a trained teacher to deliver this program. This has been a success and one we will continue to develop into 2015.

Our school board continues to grow and has been a great support to me as Principal. We looking for further ways in 2015 that they can have more influence on school decisions.

SCHOOL PROFILE

Holy Family Catholic Primary School is located in Karama in the northern suburbs of Darwin. It is a co-educational facility catering for children from Transition to Year 6. It is part of the Holy Family Catholic Parish of Sanderson. Rainbows Early Learning Centre is also located within our precinct. It is an integral and important part of the school community, providing long term day care together with an educational program for three to five year old children.

Students within our school community come from a diverse range of ethnic and socio-economic backgrounds. The student cohort is drawn primarily from families in the suburbs of Karama, Malak, Anula, Leaney and Wulagi. Some students come from further afield because parents are attracted by the positive reputation the school enjoys within the community. Families also take advantage of the “one-stop” educational opportunity available, as children can enrol in the Early Learning Centre from age three, and then complete the compulsory years of primary schooling. At the conclusion of Year 6, students can transition into Middle School at O’Loughlin Catholic College which is adjacent to Holy Family.
**Student Data**

Enrolment August census: 180 students
37 students (20%) identify as Aboriginal / Torres Strait Islander.
10 students (6%) are SWD (students with a disability).

**Student Enrolment**

<table>
<thead>
<tr>
<th>Collections 1-6</th>
<th>TRAN</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
<th>YEAR 6</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOYS</td>
<td>14</td>
<td>14</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>11</td>
<td>20</td>
<td>88</td>
</tr>
<tr>
<td>GIRLS</td>
<td>13</td>
<td>17</td>
<td>13</td>
<td>15</td>
<td>11</td>
<td>15</td>
<td>8</td>
<td>92</td>
</tr>
<tr>
<td>TOTAL</td>
<td>27</td>
<td>31</td>
<td>22</td>
<td>26</td>
<td>20</td>
<td>26</td>
<td>28</td>
<td>180</td>
</tr>
</tbody>
</table>

**Annual Average Attendance**

92.4%

**Management of Non-attendance:** School policy requires parents to advise the school office by 10:00am if their child is not in attendance at school on a particular day. This may be done via phone call or email. Families are also required to inform the school when longer absences may occur (e.g. when a family takes leave). All notified absences are recorded into a Daily Record of Absences list retained in front office and transferred into individual classroom student attendance rolls. If a student is absent for more than one day and the school has not been notified, a follow-up phone call is made to family to ascertain the reason.

**STAFF INFORMATION**

**Staff Profile**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>12</td>
<td>10.3</td>
</tr>
<tr>
<td>Administrative &amp; Clerical</td>
<td>13</td>
<td>8.7</td>
</tr>
<tr>
<td>Maintenance &amp; Other Staff</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Principal</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27</td>
<td>20.3</td>
</tr>
</tbody>
</table>

*FTE = Full time equivalent

**Teacher qualifications**

All teachers have a minimum of four years training at tertiary level and all are registered with the Teacher Registration Board of the Northern Territory.

Summary of teacher qualifications:
- Post graduate qualifications: 2 (17%)
- Bachelor degree or equivalent: 12 (100%)
Catholic Identity

Significant progress in term of Catholic Identity has been made in 2014. Staff members have become more involved in the planning and preparation of special occasions, masses and liturgies. Prayer has been a major focus with staff and students being exposed to a range of strategies and resources including: new prayer resources, prayer tubs given to each class with prayer table essentials, introduction of Monday morning prayer assemblies and Religious Education Professional Developments for staff. Holy Family Parish also welcomed Fr Petrus Taneo, who joined the parish late in the year.

Masses and liturgies celebrated throughout the year:
- Beginning of the school year
- Ash Wednesday
- Easter mass
- Holy Family birthday mass
- Mother’s Day Liturgy
- Mary MacKillop Feast Day Liturgy
- Assumption of the Blessed Virgin Mary
- Father’s Day liturgy
- Mission Day mass
- The month of the Rosary
- Year 6 Graduation mass
- End of Year Thanksgiving /Poor man’s Mass
- Class masses and liturgies in classrooms

We have also celebrated and prayed together other occasions:
- Morning prayer over the speaker
- Holy Week presentations
- ANZAC Day
- Staff retreat led by Fr Raass
- Remembrance Day
- Lenten and Advent groups (year six leaders conducted ran activities in pastoral care groups each week during liturgical seasons)
A continued focus for 2014 was in the area of mathematics. Ghiran Byrne continued the work begun by Ann Coffey the previous year. This took place during Terms 2 and 3. Ghiran worked mainly with the Transition to Year 2 teachers with a focus on how to differentiate maths lessons to cater for the wide range of student abilities. She also assisted teachers to understand “what a good maths lesson looks like” and continued the development of consistent mathematics language across the school.

Another focus was the upskilling of teachers with the use of iPads as an educational resource. A number of Professional Development activities were centred on this to assist teachers in their preparation for the BYODD (Bring Your Own Designated Device) project to begin in 2015.
The “Learning Power” project with the assistance of Marilyn Willis and Julianne Willis, began with a Professional Development day for all staff prior to the students return at the beginning of this year. This project is designed to develop in the students, a shared language for learning in the 21st Century – to become confident, capable and enthusiastic learners. It has seen us adopt the following 7 Learning Power metaphors:

Through these metaphors this language for learning is developing from Transition through to Year 6. We have regularly continued to revisit the project with more Professional development time allocated to the growth of the project. As well a number of parent meetings with the Steering Committee were also held to inform parents of the initiative.

Two new programs to assist with literacy were initiated in 2014. Transition to Year 2 teachers began the year with a program called “Jolly Phonics” – a comprehensive literacy program which embeds phonics, grammar, spelling and punctuation through a systematic and progressive approach. The Year 3-6 teachers were involved in another program - “Words Their Way,” which saw their classes focussed on a word study approach which is key to five stages of spelling.

**Professional Development**

During 2014 teaching and support staff participated in a variety of Professional development programs. These included:-

- Maths Coaching of staff including PLT sessions
- Kids Matter Component 3
- Geography/English PD
- Marzano: “The Art and Science of Teaching”
- Words Their Way
- Jolly Phonics (on line course)
- iPads in the Classroom
- Moderation – literacy and numeracy
- Mass and Liturgy PLT
- MITIOG
- Catholic Story Workshop
- Staff Retreat with Fr Raas
- DEEP Thinking
- “What makes a Catholic School, Catholic” – Fr Richard Leonard
- OH&S online – Safety in the Work Place / Environment Compliance Training
- OH&S online – Essentials of Harassment and Bullying Compliance Training
- Learning Power Project
**2014 Year 3 NAPLAN**

**Year 3 Achievement**

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Withdrawn</th>
<th>Below MS</th>
<th>Achieving at MS</th>
<th>Achieving Above MS</th>
<th>Total MS &amp; above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>54%</td>
<td>69%</td>
</tr>
<tr>
<td>Writing</td>
<td>15%</td>
<td>12%</td>
<td>8%</td>
<td>65%</td>
<td>73%</td>
</tr>
<tr>
<td>Spelling</td>
<td>15%</td>
<td>8%</td>
<td>23%</td>
<td>54%</td>
<td>78%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>15%</td>
<td>8%</td>
<td>23%</td>
<td>54%</td>
<td>77%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>15%</td>
<td>15%</td>
<td>12%</td>
<td>58%</td>
<td>70%</td>
</tr>
</tbody>
</table>

*Note: MS refers to Minimum Standard*

**2014 Year 5 NAPLAN**

**Year 5 Achievement**

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Absent</th>
<th>Below MS</th>
<th>Achieving at MS</th>
<th>Achieving Above MS</th>
<th>Total MS &amp; above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>8%</td>
<td>8%</td>
<td>15%</td>
<td>69%</td>
<td>84%</td>
</tr>
<tr>
<td>Writing</td>
<td>12%</td>
<td></td>
<td>12%</td>
<td>78%</td>
<td>90%</td>
</tr>
<tr>
<td>Spelling</td>
<td>15%</td>
<td></td>
<td>15%</td>
<td>69%</td>
<td>84%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>4%</td>
<td>19%</td>
<td>77%</td>
<td></td>
<td>96%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>8%</td>
<td>4%</td>
<td>23%</td>
<td>65%</td>
<td>88%</td>
</tr>
</tbody>
</table>

*Note: MS refers to Minimum Standard*

Our 2014 data illustrates excellent gains from Year 3 to Year 5. Our Year 3 student data reflects low standards across the board and this has been addressed by introducing consistent programs in the early years. We also employed a Numeracy coach for the younger years to build teacher capacity in delivering these lessons. We continue to work with our external consultant to build our teacher capabilities to ensure our students are delivering quality education to our students.
PASTORAL CARE AND WELL BEING

In 2014, we continued our implementation of KidsMatter (a federally funded mental health initiative). The school Action Team led the introduction of Component 3: ‘Working with Parents and Carers.’ Through this component of KidsMatter we adopted the use of the S-I-B model as a process for responding to parent and carer concerns. Common agreed practices were to contact parents at least once a semester outside more formal reporting times; to email parents with good news and to set up a group email for each class to broaden the lines of communication. Pastoral Care Groups have been running each Thursday at 12.00 for the explicit teaching of social/emotional learning and in 2015 we will introduce Component 4: “Helping Children with Mental health Difficulties.” The Rainbows Grief and Loss program was introduced to the school; a group of Year 4 girls was our initial cohort.

Our Wellbeing Facilitator attended network meetings at the Catholic Education Office and members of our KidsMatter Action Team attended training days and cluster meetings.

Students accessed the services of our school counsellor one day a week; this service is sourced from CatholicCare NT and is well utilized.

PARENTS AND COMMUNITY

Parents are welcome to support in the everyday life of the school. This year, parent help has been evidenced by assisting with sporting teams, attending off campus school camps and supporting student elective groups. We also instigated a parent group who met on a Monday morning after assembly. We hope to develop this further in 2015.

The Parents and Friends group continued to work tirelessly to undertake fund raising ventures. Through raffles, book fair, dance-a-thon, 100 clubs, they were able to raise $8 500. A big highlight this year was the Deck Chair cinema where we were able to screen ET and raise funds from gate entry and selling food.

Money raised has allowed the school to upgrade our wireless facilities to better accommodate our BYOD program in 2015.
School Board

The School Board has continued to undertake its advisory role, providing positive support. The cross-cultural membership of the group truly reflects the composition of Holy Family’s school population. We acknowledge the wisdom and openness that all members bring to the Board. This contributes to the stable operation of our school.

We welcomed our new school chairperson, Lorraine King. Lorraine has been critical in providing strong leadership with the board and is looking forward to leading a school board initiative in 2015.

As part of the policy review, the Board sought input from students, families and teachers. These parent comments provide feedback about the school.

Parent satisfaction

Outlined below are some parent comments drawn from a recent survey conducted by Michels, Warren and Munday during 2013 and our parent feedback survey conducted at the end of the year. Feedback was sought from students, families and teachers as part of the marketing report and survey.

Some parent comments:

- It’s a nice school and I have lots of friends. It’s easy to fit in because everyone is different and you can be your own person. *Year 5 student*

- Holy Family feels more like a family than it does a school or an institution. The school has a good feel. *Parent*

- There is a whole school feeling. It’s not just one teacher, it’s the whole school. There is a sense of belonging. The teachers and staff have always got time for the kids. The kids come first in everything we do. *Teacher*

- I have spoken to parents who have said to me it’s a family, they are happy, cared for and receive a great education. A new student went home and told his mother that every teacher he saw welcomed him to the school or said some words of encouragement and he was blown away by that. We teach a whole school but each individual child is recognized in some way. *Principal*

- I sent my kids here because I know they are going to be safe, cared for, getting a great education and that is a great start for them in life, their education. *Parent*

- I like Holy Family because we help to raise money for charities through fun activities. *Year 3 student*

- It is close to my home and I love it! *Year 4 student*

FINANCIAL SUMMARY

To follow once Audit completed and signed off.
This year, we employed TLE North as an external consultant to assist us in developing deep, engaged learning for our students. With their support, we developed new Vision, Mission and values documents. We worked with staff to embed the Learning Power project which is derived from work out of Bristol University. It focuses on the seven dispositions of effective learners. As a school, we developed our own metaphors for the headings Changing and Learning, Learning Relationships, Strategic Awareness, Resilience, Creativity, Meaning Making and Critical Curiosity. Each student was exposed to the model and began to understand learning differently from this shared language for learning.

We instigate Monday morning assemblies with a focus on whole school prayer. Teachers have also been more involved in the planning of class masses and liturgies. The sacramental program has also become more parish based this year.

We reviewed our Behaviour Management Plan and adjusted accordingly. Luke Mayo joined our school as the new Indigenous Education Worker and has been instrumental in assisting teachers with Indigenous Perspectives with their work.

We began work on updating the classrooms by placing new carpet in all rooms and beginning to purchase new furniture. The Transition class received their furniture just before the end of the year. All other classes will be re-furnished during next year.

The information in this report has been Verified and the priorities endorsed by the Director of Catholic Education.

Shane Donohue
Principal

Mrs Lorraine King
Chairperson School Board

Date: 5-5-2015

Mr Michael Avery
Director Catholic Education