ANNUAL REPORT
2015

HOLY FAMILY CATHOLIC
PRIMARY SCHOOL

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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 2015 school year. We engaged the services of a consultancy firm, TLE North, to lead us in establishing and embedding our new vision, mission and values. Julianne Willis and Marilyn Willis of TLE North continued to work with us on Learning Powers. Learning Powers is 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 staff and students are deepening their understanding of how this work can make us all better learners. Part of this work is also to provide our teachers with one on one coaching sessions as a way to grow them professionally during the year.

This year, we successfully implemented our BYODD (Bring Your Own Designated Device) program utilising iPads. Miss Lauren O’Shea was released to support students and teachers to develop their use of iPads to demonstrate their learning in ways we couldn’t have imagined before. We also rolled out Apple TV’s into four classrooms.

New furniture was purchased across the school to reflect a collaborative approach to learning in the classrooms. We formed our Professional Learning Teams of teachers, investing in training to support them as we work together to learn more. Our numbers continue to grow which is a reflection of all the hard work of our staff to provide the best learning for our students.

KidsMatter continued this year and we completed the cycle recommended. The cycle starts again in 2016 as we find better ways to cater for the social and emotional wellbeing of our students.

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, Leanyer 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: 195 students
39 students (20%) identify as Aboriginal / Torres Strait Islander.
8 students (4%) 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>
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</thead>
<tbody>
<tr>
<td>BOYS</td>
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<td>13</td>
<td>17</td>
<td>15</td>
<td>18</td>
<td>12</td>
<td>17</td>
<td>110</td>
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<tr>
<td>GIRLS</td>
<td>16</td>
<td>10</td>
<td>15</td>
<td>8</td>
<td>12</td>
<td>10</td>
<td>14</td>
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</tr>
<tr>
<td>TOTAL</td>
<td>34</td>
<td>23</td>
<td>32</td>
<td>23</td>
<td>30</td>
<td>22</td>
<td>31</td>
<td>195</td>
</tr>
</tbody>
</table>

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.

Annual Average Attendance

92.4%

Staff Profile

<table>
<thead>
<tr>
<th>Staff Profile</th>
<th>Number</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>Administrative &amp; Clerical</td>
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<td>7</td>
</tr>
<tr>
<td>Maintenance &amp; Other Staff</td>
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<td>0.3</td>
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<tr>
<td>Principal</td>
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<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>19.3</strong></td>
</tr>
</tbody>
</table>

*FTE = Full time equivalent

Teacher qualifications
All but two 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: 11 (100%)
- Other qualifications: 5 (37%)
Catholic Identity

Significant progress in Catholic Identity has been made in 2015. Updating religious signs and symbols were a major focus this year. The addition of window, front office desk and door signage enhanced the look of the front office and main entrance to the school. In addition to this a lectern was purchased, as well as new prayer tables and updated crucifixes for each classroom.

Existing Religious Education systems and structures have been enriched and improved over the school year. Staff are utilising resources, collaborating ideas and introducing exciting variations to our annual religious events.

Over the year, many staff have attended the Religious Education professional development opportunities that were offered by the Catholic Education Office covering a wide range of topics. Participating of these professional development sessions go towards staff accreditation hours for Accreditation B.

Accreditation A requirements have been made clear to staff and individual plans have been put in place.

Although progress has been made in regards to the connection between Holy Family Catholic Primary School and the Parish Priests, there have been some challenges that will continue to remain a focus to make this link stronger.

Masses and liturgies celebrated throughout the year:

- Beginning of school year staff mass
- Beginning of the school year for whole school
- Staff commitment mass
- Ash Wednesday
- Easter mass
- Learning Power Launch Mass
- ANZAC Day liturgy
- Mother’s day liturgy
- Holy Family birthday mass
- Mary MacKillop feast day liturgy
- Assumption of the Blessed Virgin Mary
- Father’s Day liturgy
- Mission Day liturgy
- October – 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
- Monday Morning prayer assemblies
- Stations of the Cross
- Prayer week – daily prayer focuses
- Staff retreat led by Fr Raass
- Remembrance Day prayer Service
- Blessing of hard court cover (BGA)
- Lenten and Advent groups (year six leaders conducted ran activities in pastoral care groups each week during those liturgical seasons)
The sustained focus for 2015 was the Learning Powers Project with the assistance of Julianne Willis and Marilyn Willis. We began the year with a Professional Development day for teachers and other staff to continue the focus on developing a shared language for learning for our students to become confident, capable and enthusiastic learners in the 21st Century. Students then worked throughout the year to continue to learn about how they can use these “Powers” to increase their learning potential:-

7 Learning Power metaphors:-

- Teaching and Learning
Over the year, teachers were assisted by Julianne Willis, with coaching sessions to work together to focus their attention on how they could improve learning in their classroom.

Another major focus was the implementation of the BYODD (Bring Your Own Designated Device) with the assistance of Lauren O’Shea (Assistant Principal Religious Education) who was able to upskill teachers and students in the use of iPads in the classroom. Lauren worked throughout the year with each teacher to develop skills which were suitable for the Year levels in the delivery of the curriculum. Students and teachers have all benefitted by the project and look forward to its continuation in 2016.

At mid-year teachers were aligned into two PLT’s (Professional Learning Teams): Lower (Transition – Year 2) and Upper (Year 3-6). At the beginning of Term 3, Erica Schultz (Curriculum Co-ordinator) introduced a project for the two teams- “Reading Comprehension Project” based on data gained from NAPLAN and PAT Testing results. The emphasis was for the groups to work together to improve student results in the area of Comprehension. Catherine Lorenzo led the Lower group and Erica Schultz, the Upper group.

Meetings were regularly held during Terms 3 and 4, with teachers discussing what they had been doing in this area and assisting each other with ideas to improve student outcomes. In the latter part of Term 4, Ghiran Byrne, was welcomed back to the school to present to both groups a workshop based on an overview of “Reciprocal Reading”. This professional development presented ideas for other ways for comprehension to be taught.

At the end of Term 4, results were presented to the teachers in a staff meeting, which focussed on the results from 2014 and 2015 PAT Reading Testing. This was to inform the teachers of where improvements had presented in student results and to further investigate where to assist the students in the future.

During Term 4, Gail McKillop (Year 3/4 teacher) has operated one day a week, as the Data Informed Practitioner. Her role is to collate the data, and to then inform the teachers of where student strengths lie and also where teachers need to assist the students in their learning, to achieve better results.

During 2015 students have continued to work on programs such as “Jolly Phonics” and “Words Their Way” which are designed to assist the students with sounds and spelling. The revised English Curriculum component from the Australian Curriculum version 8 (2016), will have a greater focus on phonics and our school has been working on this with the above mentioned programs.

Professional Development

During 2015 teaching and support staff participated in a variety of Professional development programs. These included:-

- Kids Matter Component 4
- iPads – apps and how to use them
- Moderation- literacy and numeracy
- Religious Education
- Staff Retreat with Fr Raas
- PD day- all staff- Fr Richard Leonard
- Learning Power Project
Our 2015 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. This year, we put in place our Professional Learning Teams and they identified Reading Comprehension as being a major focus and have designed activities that will assist students in gaining higher achievement levels in this area.
PASTORAL CARE AND WELL BEING

In 2015, we completed the KidsMatter implementation cycle. Component 4: “Helping Children Experiencing Mental Health Difficulties” professional learning was introduced to staff in semester one. We reviewed our referral processes and became more aware of what to look for in children experiencing mental health difficulty and how to respond. We also revisited the S-I-B model from Component 3 prior to our parent/teacher meetings in Term 3.

Pastoral Care Groups continued to be the vehicle through which we delivered our Social Emotional Learning. The 2015 focus was on the school values of Excellence, Compassion, Respect, Trust and Courage. In Term 1, members of the Action Team organized a Bullying No Way day and our Electives sessions continued to be popular in Term 2. In Term 4, a Wellbeing Day had us all meditating together before continuing our mindfulness development with activities which celebrate diversity and difference.

Sand equipment was purchased for use in the playground and continues to be a popular pastime.

A second staff member was trained as a facilitator of the Rainbows Grief and Loss program however this opportunity was not taken up by members of the school community this year. The Wellbeing Facilitator continued to attend network meetings at the Catholic Education Office.

Students accessed the services of our school counsellor on a Tuesday; this service is sources from CatholicCare NT and is well received by the community.

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. This year, they were involved in iPad sessions and learning how they can be a great tool for the students to demonstrate their understandings.

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 $9000.00 in profit. Some of the highlights this year were the disco, movie night and Mother and Father Day breakfasts.
Bring Your Own Designated Device

The Bring Your Own Designated Device (BYOD) program was successfully implemented in 2015 from Years Two to Six. The ICT planning process, that occurred prior to this year, greatly contributed to the success of the program this year.

Students in Years Two to Six were encouraged to bring in their own iPad device to transform their learning. Prior to students bringing in own iPads, an iPad license test needed to be completed based on the iPad protocols. The BYODD policy needed to be signed and returned and the requested apps needed to be installed on personal iPads also.

The updating of technology around the school was a priority this year. With the assistance of a healthy budget, many items of technology were purchased and updated. The major addition of technology was the installation of televisions in five of the classrooms along with Apple TV to enable iPad screen to be projected on the televisions. Any existing hardware that was no longer needed or functioning properly was disposed of.

Staff, student and parent upskilling of iPad and technology use was also of high importance. My role as BYODD Project Leader was to enhance the capacity of staff, students and parents in regards to iPads and ICT in order to make the program a success as well as make it sustainable in the future when I am no longer in this role.

Over the year I have worked in each classroom and taught staff and students simultaneously, a range of iPad functions and applications. My aim was to deliver lessons that demonstrated elements of the SAMR model, particularly the higher transformation end of the scale. I have collaborated with staff on the use of ICT to enhance student learning and tie in with curriculum topics. Every Monday I held a parent session where I focused on a particular application or iPad function.

Other BYODD and ICT matters for 2015:

- iPad parent information evening
- Lauren O’Shea attended the Eductech Conference in Brisbane in June
- Tech Expo in Term Four to showcase student work and allow parents to trial various applications
- Google Drive is being set up currently for staff, hoping to introduce to students next year
- Storage of iPads and laptops has been determined to allow for smooth and easy access in 2016
- Tech Minion student team was established and met weekly to work on ICT matters
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 new members, Shannon Russell, Michelle Elliot and Cerise Sherwell as the Parent and Friends representative. We spent time reflecting on the role of the Board and how we support the school with compliance issues and also developing the performance of the school. This year, as part of the function of the board, we developed our maintenance plan and the big items within this that we would like the school to address in the next five years.

Parent satisfaction
Outlined below are some parent comments drawn from the parent perception survey at the end of the year.

Some parent comments:
★ All the staff are exceptional. My children are doing the best they ever have academically, socially and emotionally. Shane is an amazing leader and the whole school supports our family. We have never been so blessed as we are as part of the Holy “Family”.
★ Very happy with the progress of my children at Holy Family/ Structure/Discipline and Communication is what I expect from kids. Happy with both teachers and management.
★ Great school. Keep it up as my child loves it.
★ I am happy with the school and staff as everyone is very helpful and friendly. My child is always happy and excited about school, she loves learning. The teacher has responded promptly and appropriately when I have discussed my child’s problem with her.
★ We are very happy with the school, its values and the Learning Power project. My son has excelled due to the dedication of his teacher Gail and the hard work done by the little angel Miss Roz. Thank you.
★ We couldn’t be more happy with ….’s first year at school. Mrs Brennan is a brilliant, organized, down to earth, patient teacher. Perfect for our child. Thank you!!! Rainbows is a fantastic grounding for our children before school also. Thanks
★ The school has a great culture of proven performance and does good with setting children up to want to learn. The fundraising events appear successful and the staff appear well looked after.

FINANCIAL SUMMARY
To follow once Audit completed and signed off.
The information in this report has been Verified and the priorities endorsed by the Director of Catholic Education.

______________________________  ________________________________
Shane Donohue                   Mrs Lorraine King
Principal                       Chairperson School Board

Date: __________________________

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Mr Michael Avery
Director Catholic Education