

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



**HOLY FAMILY SCHOOL**  
250 Stephenson's Road  
MOUNT WAVERLEY 3149

2019

REGISTERED SCHOOL NUMBER: 1565



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## Minimum Standards Attestation

I, Julie David, 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

21<sup>st</sup> May 2020

## Our School Vision

Holy Family a Community of Faith;  
Learning for Life.

### Faith

A vibrant faith community living like Jesus, in the spirit of the Good News.

### Learning

Confident life-long learners who embrace challenges and experience success.

### Life

Active, informed and courageous members of a global community.



## School Overview

Holy Family School is a Catholic primary school located on Stephenson's Road, Mount Waverley, an eastern suburb of Melbourne. Holy Family School is set in a very supportive community of parish and parishioners, parents and staff all contributing to and acknowledging the important work being undertaken within this vibrant learning institution. The school is adjacent to the Mount Waverley Village shopping centre and the Glen Waverley railway line. The school is sited within the parish property along with the church, parish hall complex, extensive playground areas and a car park.

The school currently has an enrolment of 340 students. Students are taught in fifteen classes, two being Prep classes, and the other twelve are composite classes. Specialist staff support class teachers, teaching classroom Music, Visual Arts, LOTE (Italian), Physical Education and Library. The Leadership team consists of Principal, Deputy Principal, Religious Education Leader, Learning and Teaching Leader, Literacy Leaders, Digital Technologies Leader, Diversity Leader and Wellbeing Leader.

Year five and six students participate in summer (first term) and winter (terms 2&3) interschool sport and students access swimming lessons as a core component of the Health and Physical Education program in term 4.

The school offers an Out of School Hours Care program on site as administered through Camp Australia.

The school buildings are single storey arranged around a central courtyard and alongside extensive play areas. The site is very secure and provides adequate areas for all formal and informal games and play. The school oval was re-surfaced to an all-purpose, all weather synthetic grass surface in 2009. The oval has markings and space for a cricket pitch, four-lane running track, 100 metre sprint track, long jump pit, and football oval and soccer pitch. The quadrangle area (including the basketball/netball court) was upgraded this year to include a quiet play area.

The school buildings have been progressively and extensively renovated throughout the past nine years. All classrooms have been refitted and extended to incorporate a shared withdrawal space and teacher offices. The Administration, staff areas, offices and school entry have been rebuilt. Throughout the period from 2009 to 2012 we upgraded our middle and senior school classrooms and adjoining corridors. The school gymnasium and 'small hall' were also refurbished in 2011. A contemporary learning space for four senior classes, a new canteen, and administration archive area was completed in readiness for the 2015 school year. Student toilets are enclosed within the main building and were upgraded in 2016. All of the interior of the school buildings were repainted at the end of 2019. These improvements have further enhanced the learning environments for our children and staff.

The Curriculum offered is based on the Religious Education Framework Archdiocese of Melbourne and the Victorian Curriculum. Our parish and Religious Education Leader organises the Sacramental Program for all Catholic children of the parish and the school staff works closely with the parish priest to present the program each year. Through the regular meetings of the Religious Education team all opportunities to engage the students in parish life are explored and planned. The students are given every opportunity to live and experience daily our Catholic faith, in this educational setting.

Holy Family School regards parents as co-educators and warmly welcomes and encourages their participation. Consequently, parents are actively involved in the many aspects of the life of our school. The Holy Family Parish Education Board is one formal opportunity for parents to be involved as the Board has specific areas of responsibility in its brief. Other

opportunities are offered to all parents able to give of their time. The school highly values the enthusiasm, expertise and support of all families. The Parents and Friends committee are a highly active group in our school community. We are most appreciative of the ongoing parent support and their generosity in providing the school with outstanding physical and curriculum resources. We encourage all parents, where possible, to be involved within classroom programs, excursions, sports activities, family events and school celebrations.

### Holy Family School Goals

Holy Family School continues to strive to provide all members of the community with the optimum environment. Our goals as a school will be highlighted in greater detail in the following pages of this report. To provide the reader with an insight into our future development as a school community the following are our broad goals aiming at further school improvement:

- To strengthen the school's Catholic identity
- To support the development of autonomous learners, with a positive sense of themselves as learners
- To embed contemporary learning pedagogies
- To embed a whole school approach to student wellbeing
- To build a professional learning culture
- To improve student outcomes and experiences through community partnerships.





## Principal's Report

I am pleased to present to you the 2019 Holy Family School Annual Report to Community. This Annual Report summarises a highly successful year for the school and briefly describes what the school will be trying to achieve in the future.

We continue to draw inspiration from our school vision, which gives us clarity and purpose and expresses our common and shared understanding of what it means to be educated in a Catholic environment. It describes the aspirations that motivate us and others, to be part of Holy Family School. We aspire to be a community, which truly reflects the vision of God's love for all, a Community of Faith, Learning for Life. A high quality Education in Faith program is implemented across the school. Every effort is made to link faith to action and to ensure that students, staff and parents model and experience personal and interpersonal relationships based on gospel values. The school identifies itself as a Parish school and a positive relationship exists between the Parish and the school.

We are currently in the third year of our School Improvement Cycle. Holy Family School completed a School Improvement Cycle in 2017 from which the School Leadership Team, staff, students and parents gained a great sense of pride. The School Leadership Team and the staff as a collective are self-aware, supportive, welcoming and positively responsive to initiatives that impact on teaching and learning and positively geared for further school improvement. In the majority of areas, the school is achieving at a high level, the result of a focused sense of purpose that places a priority for staff to focus on improving learning outcomes for all students.

The 2019 school year presented a year of great development in all areas of school life. We dedicated all efforts to improving the learning outcomes for our students, continuing to implement the Child Safe Standards and implementing the School Improvement Plan; setting an Annual Action Plan with new goals and targets for the year.

Please find below a report on the 2019 school year detailing data and information in regard to the goals and outcomes of the past year. We invite you to come to our school to witness what cannot be expressed in words or data. The real essence of a school cannot be fully encapsulated in a document but can be more fully witnessed by being present within the welcoming community that is Holy Family School.

Julie David (Principal)



## Education in Faith

### Goals & Intended Outcomes

Goal - To shape an authentic Catholic learning community that builds relationship with God and others and engages in our contemporary world.

Intended Outcomes –

- That faith, learning and life find a meeting place in our Catholic parish community.
- That students deepen understanding of and engagement in Social Justice as an expression of their Catholic faith.

### Achievements

The Catholic culture of Holy Family is strong, pervasive and evident in iconography, expectations and established daily and annual experiences. The Parish Priest and school staff are always looking at ways to strengthen the school and parish connection.

The school celebrated the following successes in 2019 in Education in Faith:

- Whole staff and level teams plan and implement Religious Education units using the Religious Education Curriculum Framework for the Archdiocese of Melbourne
- Professional Learning Team meetings are allocated for Religious Education planning and professional learning
- Focus of Professional Learning was on assessment in Religious Education, exploring the Pedagogy of Encounter, planning units of work using the Religious Education Framework and staff spirituality
- Planning supported by the Religious Education Leader
- Staff continued to use an inquiry based approach to planning and teaching Religious Education within the classroom and utilising contemporary strategies and tools for thinking deeply about social justice and scripture.
- Explicit teaching of the Catholic Social Teaching Principles to better reveal the connections between faith, life and culture
- Participation in Caritas Australia projects
- Whole school approach to teaching and preparing for the Sacraments
- The Religious Education Leader and staff promoted the link between staff and students taking an active role in being able to plan and organise liturgies, creating ownership in the liturgy for children
- The focus continued on a building of resources and ideas to further develop effective teaching practices

Holy Family is a faith community with a strong focus on their vision of living the Gospel values. To further develop our sense of Catholic identity we promote full participation of all community members within all or a number of the following activities.



**VALUE ADDED**

Student Religious Education Leaders to raise the profile of Religious Education in our school community

Continue to build links with Avila College

Staff Spirituality (two days of staff development with Sam Clear offsite)

Preparation and celebration of the Sacrament of Confirmation, Eucharist and Reconciliation in conjunction with the Parish

Daily classroom prayer, reflection and liturgical singing

Involvement of Genevieve Bryant in our Friday Class Mass

Formation evenings for families and students

Weekly attendance at Mass by families and students

Family Masses one Sunday each term

Student Reflection Days for Eucharist and Confirmation

Whole school community Social Justice events

Provided opportunities for the school community to gather and acknowledge as a people of faith

Strong School and Parish relationship



## Learning & Teaching

### Goals & Intended Outcomes

Goal - To ensure Holy Family school is a contemporary learning environment where all students are challenged and supported to achieve ongoing improvement and success.

Intended Outcome –

- That student learning outcomes will continue to improve.

### Achievements

Throughout 2019, Holy Family continued to prioritise literacy. This priority is evidenced by the time given to literacy planning, the collection of student data to inform teaching, and the resourcing of literacy personnel and materials. A number of teaching and leadership roles exist in the school to ensure that rich planning occurs and that students' literacy development is monitored. Improve students' reading skills through an explicit model of instruction using guided and reciprocal reading (evidence based strategies and practices). Focus on comprehension as well as text level.

Working alongside the literacy leaders is the Reading Recovery teacher, whose role involves working with the Year 1 students. Professional learning is targeted weekly, during the planning sessions. Scheduled professional learning team meetings keep teachers abreast of current thinking, and involve teachers in professional dialogue. Weekly data planning sessions enable the teachers to engage in professional dialogue about their students' literacy progress. These sessions address teacher knowledge and capacity and help to monitor student progress. The school introduced the use of data walls to track reading data P-2 (text level and comprehension level)

The use of learning intentions and success criteria help to differentiate teaching, so that students' individual needs are met. Teachers assist students to set literacy goals for reading and writing. The monitoring and assessment of students forms an important part of this process. A range of formal assessments are used across the school, which provide insight into literacy and numeracy improvement trends. These include PAT Maths and PAT Reading assessment, LAP and NAPLAN data. Teachers also collect their own anecdotal data and conduct Running Records.

One hour per day is allocated to the teaching and learning of Numeracy. In 2019, Staff continued to work with students using the Learning Sprints strategy to intensively bridge gaps in the understanding of math concepts. Through Learning Sprints, every teacher has had the opportunity to target a small group of students after analysing their Numeracy data and then design learning based on well researched practices. A Learning Sprint goes over a three to four week period when the teachers provide focused, targeted instruction to the identified group of students based on their need. Staff have shared their success stories as it becomes evident how impactful the strategy can be when we are committed to the process as well as reflecting on and changing practice to suit a learner's needs.

At Holy Family we have engaged students in Inquiry Learning that captures the curiosity of our students. The rigorous inquiry process provides children with the framework to deepen their understandings, skills and knowledge about their world and their place in the world. Our Inquiry model is based on teachers giving students opportunities to share their prior knowledge, then

take children beyond what they know. Students organise new information learnt, investigate areas of personal interest, reflect on what they have learnt and then apply these ideas to real life and action. Teachers facilitate student centred learning, so the students can develop responsibility for their learning. Each level worked around an essential question for Inquiry Learning. Students worked individually, in groups and pairs throughout the year working on open-ended investigations stemming from their personal questions and wonderings throughout their inquiry.

In 2019 our Teaching and Learning focus also included -

- Literacy and Numeracy support has continued for students who have been identified as needing additional support with their learning. Targeted groups of students had been identified using data as evidence to guide these groups.
- Reading Recovery was provided by a qualified Reading Recovery teacher for identified Year One students.
- Introduction to the Victorian Curriculum scope and sequence for Grammar and Punctuation
- Exploring strategies to engage students in their own goals/learning journeys for example the use of 'Bump It Up Walls'
- A collaborative partnership with Avila College in the area of STEM Education which focused on learning Science, Technology, Engineering and Mathematics skills.
- Making thinking visible through the use of Anchor Charts in all classrooms
- Embedding the use of Learning Intentions and Success Criteria - conduct learning walks through classrooms, discussing students' learning with them, and asking targeted questions, such as: • What are you learning? • Why are you learning this? • How are you doing? • How do you know? How can you improve?
- Regular 'Student Progress Meetings' with key leaders to support student needs
- Regular Professional Learning Team meetings in Literacy & Numeracy
- Weekly and Level/team planning

Holy Family School provides a number of school activities that have a positive effect on the well-being and achievements of students and the school community. Following is a list of some of the curricula and extra-curricula activities that have been successful at our school.

### **Health & Fitness Program:**

Athletics Carnival

Swimming Program

Gr 5/6 Sports Program – Inter School Sports, Cross Country, Athletics, Swimming

PE Program P-6

School Camps & Excursions

AFL Football Clinics

### **Specialist Teacher Programs:**

Prep - 6 Music Program (School Choir performing internally and for community groups).

Prep to year 6 Visual Arts Program

Prep to year 6 Italian Program

Prep to year 6 Physical Education Program

Prep to year 6 Library Literacy Program

## Contemporary learning tools utilised in all classrooms

Effective and safe use of Chromebooks and iPads across the school

Interactive Whiteboards

Digital Technologies Student Leaders

School Intranet – Google Platform

## Extra-Curricular Activities

Coding Club (Digimaker)

The Music Bus

Kelly Sports

## STUDENT LEARNING OUTCOMES

This year Holy Family moved to NAPLAN online. One of the main benefits of NAPLAN Online is that it is an adaptive test. This type of testing automatically adapts to a student's test performance, presenting questions of higher or lower complexity, depending on a student's performance. Adaptive testing is designed to assess a wider range of student abilities and measure student achievement more precisely. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The School was committed to investigating and embedding practices that enhance learning for all. We aim for consistent and measurable NAPLAN growth for all students in literacy and numeracy. Analysis of 2019 NAPLAN suggests that the learning and teaching strategies in place have led to improvement for many students. The results of this year's tests, recorded consistent results across all subject areas compared to previous years.

Holy Family has had varying degrees of success in achieving targets related to NAPLAN. While overall improvement is shown, there are some inconsistencies as well as success within cohorts. We are pleased that the percentage of students in the bottom three bands in Reading, Writing and Numeracy has decreased in Years 3 and 5 with the percentage of students in the top two bands in these areas has continued to increase.

Analysis of Year 5 results showed we exceeded state performance for expected growth between 2017- 2019 for Spelling and Numeracy. Growth Analysis Report (Yr. 3, 2017 - Yr. 5, 2019) The Growth Analysis Report indicates the amount of growth made by students from Year 3 to Year 5. On the graphs below the blue line indicates the state results, with 25% of students showing low growth, 50% of students showing average growth and 25% of students showing high growth. Schools aim to have medium and high growth in all learning areas.



In Reading 13% of HF students made low growth, 46% of students made medium growth and 41% of students made high growth. This was an excellent result with HF exceeding the state in high growth. In Writing 18% of HF students made low growth, 50% of students made medium growth and 32% of students made high growth. Holy Family exceeded the state in high growth. In Numeracy 19% of HF students made low growth, 46% of students made medium growth and 36% of students made high growth. Another good result with Holy Family exceeding the state in high growth. Whilst the above results reflect our current Year 5 students, this growth in learning from Year 3 - 5, is a culmination of the partnership between all teaching staff and parents during the years of their schooling at Holy Family School.

Whole-school approaches to literacy and numeracy continue to be priorities at Holy Family School. Staff continually participate in strategic Professional Learning and actioning pedagogical approaches designed to improve student capacities in literacy and numeracy.



## Student Wellbeing

### Goals & Intended Outcomes

Goal - To embed a culture which will exemplify commitment to creating opportunities for each student to fulfil their potential.

Intended Outcome –

- That student wellbeing is enhanced.

### Achievements

Holy Family Primary places great importance on the spiritual, academic and social emotional wellbeing of all our students. We believe that all students, regardless of ability, race, and background have the potential to learn. This is reflected in our Catholic teachings. “I have come that they may have life, and have it to the full – John 1:4”

The World Health Organization describes mental well-being as “a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.”

During 2019, Holy Family have undertaken many initiatives and practices that have successfully fulfilled these ideals.

**Triple R** –Triple R is a program designed by Catholicare in conjunction with Maroondah School Focused Youth Services, a variety of Maroondah schools and Shane Costello, Research Supervisor/Psychologist, Krongold Centre, Faculty of Education, Monash University.

Triple R stands for ‘Robust, Resilient and Ready to Go.’ The program is designed to assist students in:

- Making connections between their thoughts, feelings and actions
- Strategies to manage emotions, anxiety, relationships and transitions

The program was conducted weekly in term 2 with Level 1/2 students and term 3 with level 3/4 students. The programs were conducted in small groups by our Wellbeing Leader (a trained facilitator), with weekly communication with participating families, the student’s teachers and all school staff. This enabled strategies and activities to be reinforced in the home and school environment, as well as providing professional knowledge and activities which may benefit all students.

Students were invited to participate in the program after discussion with the student’s teachers and our Wellbeing Leader. Students are nominated using the criteria that:

1. The student has displayed some need to be involved
2. Teachers believe that the student will be able to maximise the benefits of being involved
3. Balance of group contains students that may have difficulties or concerns, but also contains students that would be valuable role models within the group dynamic.

Participation is an invitation and is not compulsory.



In Levels 1-4, teachers nominated approximately 35 students to take part in Triple R, of which 21 students participated. Of those 35 students, some families decided not to undertake the opportunity, whilst some other student's participation was withdrawn after discussion using the criteria above.

Parental and teacher feedback on the initiative was sort, with 100% responding positively to the question: How beneficial has Triple R been to your child/ the children in your class?

**Grade 5/6 Social Skills Program** – 8 students, nominated by their classroom teachers were involved during term 4 in a weekly social skills group with our Wellbeing Leader. The focus was on identifying and managing emotions and developing or enhancing their ability to socialise in challenging situations. The time of the program was discussed with classroom teachers and adjusted so as to minimise clashes and disruptions to their classroom learning. Feedback from students and teachers was once again very affirming.

**Cuppa Calm** – This was an opportunity for parents to access the support and expertise of the school Wellbeing Leader, in a welcoming environment, to find time in their busy days to relax, develop an understanding of Mindfulness and how we can practice it in our daily lives. "Coming together with other parents/friends on a Friday morning, simply having a cuppa and finding some calm, has brought a lot of comfort, mindfulness and joy." – Sarah (parent)  
It's a wonderful opportunity to meet new people and find a little mindfulness in your day." – Jo (parent)

**School Psychologist Cecilia Martin** – Cecilia Martin, psychologist was employed by the school to offer Tier 2 and 3 intervention and support for students and their families at their point of need. Referral for support could come directly from the parent, or be suggested and supported by the classroom teacher/school leadership with the consent and support of the family. Cecilia successfully supported many families in the school environment. Where appropriate and consented, communication occurred between Cecilia, the family and appropriate staff to ensure consistent and productive approaches were supported.

#### **Staff Professional Development**

**Dyslexia Training** – 3 staff members undertook further training in "Understanding Dyslexia and Significant difficulties in Reading" which was a face to face and online course consisting of several modules to better support and understand students with reading difficulties.

#### **Southern Phonological Awareness Test (SPAT) / York Assessment Reading**

**Comprehension (YARC)** – 3 staff members undertook training in SPAT and YARC. SPAT and YARC are Tier 2 assessment which assist the school to further ascertain student literacy needs when Tier 1/whole school interventions have not been successful in producing desired outcomes for some students. It provides the school and teachers with clarity of direction and interventions to assist the students; literacy development.

**Nationally Consistent Collection of Data (NCCD)** - The NCCD is an annual collection of information about Australian school students with disability. The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school. Staff at Holy Family received Professional development in an ongoing and termly manner so that they could:

- Better understand the purpose of NCCD, including the Disability Discrimination Act 1992 and the Disability Standards for Education 2005
- Develop an of understanding of what constitutes adjustments and the categories of Quality Differentiated Practice, Supplementary Adjustments, Substantial Adjustments and Extensive Adjustments
- Refine and develop evidence collection and practice
- Review and evaluate current practice

**Certificate IV Education Support** – support was provided to 3 Learning Support Staff members financially and with time to undertake Certificate IV Education Support.

### VALUE ADDED

Holy Family also continued with or undertook many other activities which supported and enhanced outcomes for our students.

- Program Support Group Meetings (PSGs)
- Learning Support Officers (LSO's) – modification of timetables and allocations
- Prep Parent Information Sessions for 2020
- Development of understanding of Victorian Curriculum – Personal and Social Capabilities
- Bahay Tuluyan Social Justice Program – student leadership team
- Review of Student Leadership Roles for 2020
- Lunchtime Passive Play Activities

### STUDENT SATISFACTION

Students at Holy Family believe that their teachers have high expectations of their effort, understanding, persistence and performance.

Our students experience positive engagement with peers and staff while at school and beyond school.

As a school we have focussed on developing a 'growth' mindset in students. They now have a 'not yet' attitude when it comes to learning. They are prepared to persevere with a new concept/topic with teacher support until they understand it.

### STUDENT ATTENDANCE

In accordance with the Victorian Education and Training Reform Act 2006 requirements and the school's moral obligation to ensure the safety & welfare of students under its care, Holy Family Primary School regularly monitors attendance and absence patterns. Teachers review the explanations to determine students at risk of poor attendance or who may become disengaged. Attendance rates are managed by class teachers and monitored by the Principal, Deputy Principal and Wellbeing Leader. Absences are reported to parents on school reports each semester. Class teachers or members of the leadership team follow up parents of children who have frequent absences from school.

Parents communicate absences via email, skoolbag app, telephone calls or handwritten notes. If the school does not know why a child is absent then a phone call is made to the parent before 9.30am.



## Child Safe Standards

### Goals and Intended Outcomes

Holy Family continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the Gospel. Holy Family acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2019, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

### Achievements

Holy Family has continued to broaden its comprehensive suite of Child Safety policies & procedural documents to incorporate aspects relating to the following:

#### **The embedding of policies and commitments into everyday practice**

- Working with Children Check Requirements – To reflect changes to the WWCC that came into effect in August 2017;
- Organisational Duty of Care – Defining the school's statutory 'duty of care' to take all 'reasonable precautions' to protect students and young people under their care;
- Reportable Conduct Scheme – Outlining how the school responds to allegations of child abuse and child-related misconduct by employees & volunteers;
- Professional Learning around the PROTECT program
- School Attendance Guidelines – Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern.
- Child Safety Standards remains a regular agenda item at our Advisory Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care, and reporting requirements.

#### **Training of teachers, non-teaching staff and volunteers**

- All teaching and nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training On-line Mandatory Reporting module.

### The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety.

### Consultation with the community

- Holy Family continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

### Human Resource Practices

- Holy Family continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
  - Position advertisements
  - Position descriptions
  - Referee Checks
  - Key Performance Indicators have a Child Safety focus
  - Victorian Institute of Teaching Registration (VIT)
  - Working with Children Checks & National Criminal Record Checks
  - Screening of Casual Relief Teachers, Contractors and Volunteers.

Holy Family remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.





## Leadership and Management

### Goals & Intended Outcomes

Goal - To embed a vibrant and accountable professional learning community, guided by a shared vision, informed by collaboration and collegiality and committed to continuous improvement.

Intended Outcome -

- That all staff experience professional growth in their roles.

### Achievements

- Provided opportunities that address and enrich the leadership capacities of all
- Further developed staff understanding of the use of AITSL standards to improve professional practice.
- Remind staff regularly of the Victorian Institute of Teaching Code of Conduct and Ethics and the Australian Professional Standards for Teachers
- Strengthen structures and practices for individuals and teams in the areas of feedback, appraisal and recognition
- Embed a staff culture that is characterised by a strong sense of teamwork/collaboration

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### DESCRIPTION OF PL UNDERTAKEN IN 2019

- First Aid Training
- Cybersafety Refresher Training
- Phonics in Context (Catholic Education Melbourne) Year 1/2 teaching team
- SMART Spelling Framework
- PROTECT protocol
- Personalised Learning Plan development
- NCCD Training/Briefing
- Assessment in Religious Education
- VCAA NAPLAN Online
- Learning Intentions/Success Criteria
- Anchor Charts/Third Teacher
- Case Management process
- How to Develop Effective Data Walls
- Triple R Wellbeing Program
- Autism PD (Sue Larkey)
- Learning Support Officers Certificate IV Training
- SPAT Training
- YARC Training
- Functional Behavioural Analysis
- Reportable Conduct Investigations Training



- Team Building (Sam Clear)
- Dyslexia and Significant Difficulties in Reading
- Visible Learning
- HALT Training
- Behaviour Support Plans
- Cued Articulation
- eSmart Training
- Autism Workshop with Families
- ZART Art
- Nurturing Creativity – Educator’s Conference
- Colourful Semantics
- Music Network
- Principal, Deputy Principal, Learning and Teaching, Literacy, Mathematics, Religious Education, Wellbeing, Learning Diversity, Library and Digital Technologies Networks (CEM)
- Library Workshop – SCIS
- ALIA – Graphic Books Forum
- Staff Wellbeing - Michael Carr-Greg

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

36

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$3,055

### TEACHER SATISFACTION

The staff at Holy Family believe that they have formed quality relationships with each other and that they are well supported by school leadership. The staff have role clarity and aware of the school’s improvement strategy.

Everyone works collaboratively together to improve student learning and wellbeing.

It has also been recognised that as a staff we also we need to celebrate our successes and maintain a ‘growth mindset’.

## School Community

### Goals & Intended Outcomes

Goal - To strengthen a culture that fosters supportive partnerships.

Intended Outcome –

- That student's learning will strengthen as a result of parents' engagement.
- The students' engagement will be strengthened as a result of community partnerships.

### Achievements

Our school has an amazing community where everyone (Parish Priest, staff, parents, students and parishioners) works together to strengthen the academic and emotional wellbeing of each person. We are an inclusive and welcoming community.

We are continually looking at ways to improve our communication to ensure that everyone is up to date with daily events. Holy Family used a variety of platforms such as Skoolbag App and CareMonkey to send information to families and updated our school website. Our school also had a fortnightly newsletter and Parent Representatives for each class to communicate relevant information. 'Respect' for all informs community relationships.

Respect also emerged as a common experience and reality among students as they articulated the strengths of their school. Students have a strong sense of identity with the Holy Family community as the foundation of their education. They believe that increased involvement of the parish has complemented this; particularly through the Sacramental program and Mass.

Our school offered Parent/Teacher/Student Conferences in terms 1, 2 and 3 and written reports each term to communicate and provide timely feedback to parents and students.

We value the parent support in class activities, excursions and sporting programs, and are fortunate in that, the parents in our community, are very willing to provide that assistance. We continue our practice of inviting all families to attend our termly Learning Celebrations where students are given the opportunity to share their learning.

The school maintains its commitment to ensuring our students safety through the development and promotion of Child Safety Policy and Codes of Conduct both for the school and parish.

We have witnessed the continuing support of our two formal parent groups, the Advisory Education Board and the Parents and Friends Committee.

- Provided opportunities to enhance community and parent engagement (implemented 'Community Conversations')
- Promoted breadth of opportunity at Holy Family in the parish, local and wider community

### PARENT SATISFACTION

The partnership between Parish, school and home has continued to develop this year.

The school provides timely feedback to students and are happy to work with parents and their children to achieve learning and wellbeing goals.

Our parents acknowledged that there is mutual 'Respect' amongst students and teachers. Students at our school feel like they belong, are respected by our staff and enjoy coming to school.

The staff have continued to invite parents/carers to take part in school activities when they can (eg. Excursions, Classroom Helper, Kid's Café Volunteer, member of Parents and Friends Committee).

Our parent community fundraised to support the resurfacing of our quadrangle and the installation of a shade sail.

During the year our community came together to celebrate, raise money and have fun – Art Show, Parent Disco and Colour Run.



## Future Directions

### 2020

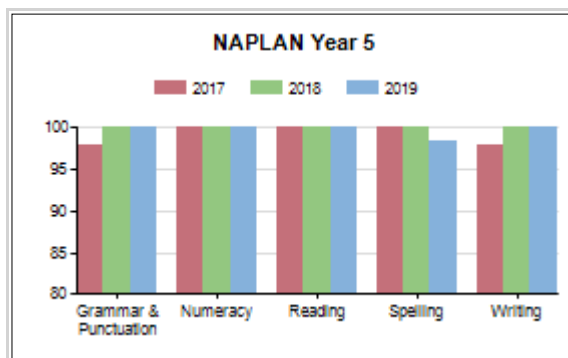
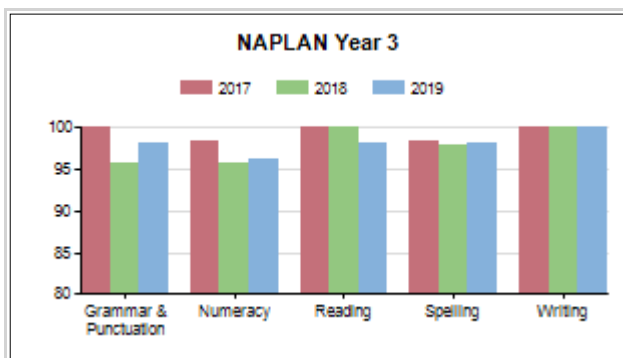
- Holy Family School will work in partnership with The Resilience Project to enhance the mental wellbeing of staff, students and parents.
- Shopfronts and cubby houses to be erected in the playground to create another outdoor space
- Student Representative Council will be introduced to enhance opportunities for student voice
- Forms of communication currently used by the school with parents will be reviewed
- Staff will continue Professional Learning using the work of Lyn Sharratt (Leading Collaborative Learning)
- Staff will work through Intervention Framework modules to enhance the referral process for students
- Foster strong partnerships with local kindergartens and child care centres to enhance enrolments
- Launch our school community on social media platforms
- Develop a Masterplan for future improvements



## School Performance Data Summary

**E1198**  
Holy Family School, Mount Waverley

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	95.8	-4.2	98.1	2.3
YR 03 Numeracy	98.4	95.8	-2.6	96.2	0.4
YR 03 Reading	100.0	100.0	0.0	98.1	-1.9
YR 03 Spelling	98.4	97.9	-0.5	98.1	0.2
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.9	100.0	2.1	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	98.3	-1.7
YR 05 Writing	97.9	100.0	2.1	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.7
Y02	92.2
Y03	94.2
Y04	92.1
Y05	93.2
Y06	92.1
Overall average attendance	92.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	84.5%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	83.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.2%
Graduate	18.2%
Graduate Certificate	0.0%
Bachelor Degree	72.7%
Advanced Diploma	54.5%
No Qualifications Listed	4.5%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	33
Teaching Staff (FTE)	25.7
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	5.8
Indigenous Teaching Staff (Headcount)	0

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)