



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Holy Family School

250 Stephenson's Road, MOUNT WAVERLEY 3149

Principal: Julie David

Web: www.hfmw.catholic.edu.au

Registration: 1565, E Number: E1198

Principal's Attestation

I, Julie David, attest that Holy Family School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 17 May 2024

About this report

Holy Family School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

In Faith, we believe, we belong, we learn, we grow.

Mission Statement

In faith we are a community that lives our daily lives based on our Catholic traditions and values.

We believe in encountering and deepening our relationship with God.

We belong to an inclusive and nurturing community that embraces all.

We learn to become creative, collaborative, active and informed citizens.

We grow to reach our full potential.

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 260 students. Students are taught in eleven classes, one Prep class, and the other ten are composite classes. Specialist staff support class teachers, teaching classroom Performing Arts, STEM, LOTE (Auslan), Physical Education and Library.

The Leadership team consists of Principal, Deputy Principal, Religious Education Leader, Learning and Teaching Leader, Literacy Leader, Maths Leader, Digital Technologies Leader, Diversity Leader and Wellbeing Leader.

Years 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.

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 the interior of the school buildings was repainted at the end of 2019 and this is maintained each

year. 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 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.

Principal's Report

It is my pleasure to present my report for the 2023 school year.

During the year we implemented new evidence based programs and enhanced staff Professional Learning to support student outcomes.

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

I was fortunate to lead and work alongside an experienced, dedicated and enthusiastic staff. Our staff continued to strengthen their partnership with families now they were back onsite.

Our school underwent our external 4 year review in term 4, 2021.

In 2023 staff, students and parents were guided by our theme 'Belong'.

This theme was celebrated every time we met as a community and highlighted in our fortnightly newsletters.

Mathematics

Staff reviewed our school based and NAPLAN data, and it was decided that we would apply to be part of the Intensive Mathematics Partnership being offered by Melbourne Archdiocese of Catholic Schools (MACS). We continued with this program in 2023 and our Mathematics results showed that student growth was attained. The focus for teachers continued to be

collaborative planning, productive struggle and reviewing how our Mathematics sessions were being delivered by classroom teachers.

Tier 2 Mathematics Intervention was introduced - Extending Mathematical Understanding (EMU). Our Mathematics Leader undertook professional learning at Monash University to teach this program. As a school we decided to focus on Years One and Two as they had disrupted learning due to COVID Lockdowns.

Literacy

We decided to focus on quality Tier One instruction for all students. This was guided by our Literacy Leader who was new to the role in 2023.

The Leader reviewed our data and it was decided as a Leadership Team to trial two evidence based spelling programs as the SMART Spelling Framework was not achieving the results we had wished for.

- UFLI (Prep-Year 2)
- PhOrMeS (Year 3-6)

Holy Family continued our Tier 2 Reading Intervention Program for students in Years 1-5. This program provides the students who require explicit teaching in decoding to have 4x 45-minute sessions a week with a trained staff member.

Staff were also involved in training to carry out DIBELS assessment with our students.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To enable explicit connections between faith, life and the wider community.

Intended Outcomes

That opportunities are provided for all members of our community to make authentic connections between faith, scripture and their life experiences in the wider world.

Achievements

The school celebrated the following successes in 2023 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 reporting in Religious Education, exploring the Pedagogy of Encounter, planning units of work using the Religious Education Framework and assessing students learning to the reportable standards

The Religious Education Leader was present and offered assistance to all staff when planning events for the school

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

Pilot Year for Year 4 students in Minni Vinnies. Students learned about homelessness and hosted a Conference in November

Value Added

Progress has been made in applying the same curriculum, pedagogical and assessment processes to RE as there are in other learning areas.

This shift is reflected in a scope and sequence overview and planning documentation that centres around learning intentions and success criteria. Assessment is now determined against curriculum descriptors and moderation of work samples.

The school focuses on the engagement of students through an integrated and recontextualised approach to curriculum delivery built around inquiry.

A strong emphasis on the support of local and global communities through social justice actions has helped connect Catholic teachings to real life experiences for students.

- Student Religious Education Leaders raised the profile of Religious Education in our school community through online liturgies and assemblies
- Whole school prayer services for Church and National days of importance
- Daily classroom prayer
- Formation for families through resources sent home via the fortnightly newsletter
- Whole school Value of the week linked to Gospel messages, discussed and implemented by Student leaders
- Provided opportunities for the school community to gather and acknowledge as a people of faith Strong School and Parish relationship
- Professional learning on Prayer
- Professional learning about Reporting
- Professional learning on Lent and Advent
- Staff involved in planning weekly Friday Mass

Students involved in weekly Friday Masses

Mini Vinnies raised \$1600-\$2000

Learning and Teaching

Goals & Intended Outcomes

Goal

To build a trusting and rigorous professional learning culture

To embed evidence-based pedagogy and practices across the school

Intended Outcomes

That there is an agreed (explicit) and consistent delivery of high impact teaching strategies

That there is a positive and trusting culture of feedback that informs professional growth and development.

Achievements

In 2023 Holy Family focussed on embedding evidence based practice in the classroom through the following:

- Embedded Launch Explore Summarise Lesson Structure from Prep to Year 6
- Anchor Charts as explicit worked examples in mathematics and literacy
- Professional learning focussed on Cognitive Load Theory and Student Learning
- Whole school data tracking in Literacy and Numeracy
- Using Assessment and data walls to develop learning pathways in mathematics
- Peer Observation coaching cycles for teachers to improve pedagogical knowledge and practice in Mathematics
- Extending Mathematical Understanding (EMU) implemented in year one
- Mini Lit and Maq Lit - Literacy intervention program implemented for students at risk
- Structured Literacy introduced in the Prep to Year 2
- Structure literacy introduced Prep-2, with a focus on synthetic phonics
- Professional Learning in spelling, exploring phonics and morphology
- Professional Learning in Tier 2 vocabulary to assist with reading comprehension
- Years 3-4 explored and planned novel study units, in preparation for full implementation in 2024
- Removal of Fountas and Pinnell BAS suite of assessments

- Introduced assessments that align with synthetic phonics and structured literacy such as the Little Learners Assessment of Reading Skills (LLARS) to track reading progress
- Purchased decodable texts and supporting resources
- Professional Learning in assessments including DIBELS with a core team of staff, prior to rollout P-6 in 2024
- Professional learning in reading fluency, with implementation in Years 1-4

Student Learning Outcomes

NAPLAN Year 3 2023

- Year 3 Numeracy median at 50 points above State mean and 59 points above the National Mean. 41.4% of year 3 students in the exceeding band and 45 % of students in the Strong band
- Year 3 Reading median at 37 points above State mean and 48 points above National Mean. 46.4% of students in the Strong band and 28.6% of students in the Exceeding band
- Year 3 Writing median was 20 points above the State and 26 points above National. 76.7% of students in presenting as Strong band 10% of students exceeding against the curriculum
- Year 3 Grammar and Punctuation our median was 36 points above State and 43 points above National with 47.8% of students strong and 9.7% of students exceeding against the curriculum

NAPLAN Year 5 2023

- Year 5 Reading our median was 4 points above State and 14 points above National with 63.1% of students at strong and 16.1% of students exceeding
- Year 5 Writing our median score of 512 was 13 points above State and 25 points above National. 71% of students achieved strong whilst 9.7% of students were in the exceeding band
- Year 5 Grammar and Punctuation our median score of 516 was 12 points above State and 17 points above National. 51.7% of the students performing as strong and 10.3% of students exceeding
- Year 5 Numeracy our median score was 510 which was 18 points above State and 23 points above National. 62.3% of our students performed in the strong band and 10.3 % of students in the exceeding band

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	469	69%
	Year 5	509	72%
Numeracy	Year 3	470	96%
	Year 5	506	84%
Reading	Year 3	448	84%
	Year 5	512	89%
Spelling	Year 3	438	81%
	Year 5	499	84%
Writing	Year 3	451	96%
	Year 5	514	93%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal

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

To empower student voice and agency to promote student engagement in learning

Intended Outcomes

That student wellbeing is enhanced.

That students are provided with authentic opportunities to be co-designers (set goals and leaders in their learning

Achievements

Holy Family School provides an inclusive education which values diversity and celebrates difference.

Resources are effectively used to ensure that the needs of individual students are met. The school provides early intervention and detailed personalised learning/behaviour plans for students who require additional support in academic, physical, social and/or emotional areas.

Learning support staff are a close-knit team who work flexibly towards addressing the needs of students with special needs under the guidance of the Learning Diversity Leader. Program Support Group meetings are regularly organised with families to implement and monitor developing progress.

Adjustments are made to student learning when required. These adjustments enable all students to enter learning at their ability level and experience success.

The Learning Diversity Leader and Wellbeing Leader liaise closely to enhance a culture of inclusion in the school.

At the heart of the wellbeing initiatives at Holy Family, is our Wellbeing Hour each week which is an uninterrupted hour focusing on The Resilience Project and Respectful Relationship programs.

The Resilience Project focuses on the key elements of-

Empathy

Mindfulness

Gratitude

The Respectful Relationships program focuses on the areas of-

Emotional literacy

Personal strengths

Positive coping

Problem solving

Stress Management

Help Seeking

Gender and Identity

Positive Gender Relations

This is a weekly program delivered across the whole school at the same time.

Student voice has been encouraged inside the classroom through goal setting, reflection of learning; student led conferences and some opportunities for peer feedback.

Our students undertake termly Bullying Surveys from Years Prep-6, and all students who identified as either 'being bullied' or 'witnessed bullying' are interviewed by the Wellbeing leader. From these interviews, if true cases of bullying are identified, then appropriate action is taken for the students involved. Students also have access to an online Bullying report at any time that they can access from their student portal.

In 2023 students were once again able to engage in student led activities during break times. Our Year 6 students lead these activities as part of their social justice - giving their time to help others in our school community.

Beyond the classroom, the SRC as part of the Year 6 leadership structure provide some opportunities for students to contribute ideas and suggestions. Weekly class meetings are

led by our Year 6 leaders focusing on the school expectations that are a focus for the week, as well as gaining student feedback on matters to improve our school.

Our school also has continued the engagement of a Psychologist/Counsellor one day a week who works to support our students and their families. The school has a partnership with Swinburne University to provide this service.

Value Added

Holy Family has continued with or undertaken many activities which supported and enhanced outcomes for our students.

Our school has become a 'Respectful Relationships' school to support the work of The Resilience Project

Program Support Group Meetings (PSG's)

Learning Support Officers (LSO's)

Ongoing professional development for staff and LSOs in student engagement and wellbeing

Prep Parent Information Sessions for 2024

Review of Student Leadership Roles for 2024

Lunchtime clubs and alternate quiet play areas

Weekly whole school assemblies

Regular 'check ins' with parents

Regular whole school Bully Surveys

Acknowledgement of significant events (eg.ANZAC Day)

Whole school involvement in 'Bullying No Way' Day, Harmony Day, Walk to School Day to enhance student's personal wellbeing

Sharing events happening in our school community via our social media platforms

Student Satisfaction

Students at Holy Family care greatly about their school and display a positive attitude about themselves. They have identified that they are engaged in their learning as they enjoy learning new things, try hard and have fun at school.

Learning Intentions and Success Criteria developed both by the teachers and students, set high and clear expectations for all, and are visible to the students in all lessons. Our students interact positively with staff and peers both at school and beyond, and are always ready to challenge themselves with new learning.

As part of our involvement of The Resilience Project, our Year 3-6 students partake in the 'Resilient Youth Survey'. This survey data identifies student strengths and challenges on the resilience and mental health of our young people. The survey captures the CPR of Wellbeing- 'Connected, Protected, Respected'.

The below tables outline some key statistics from the survey undertaken by our Year 3-6 students in 2023.

*Numbers reported are the % of students who responded favourably to the items listed.

LEARNING ENGAGEMENT

-care about my school- Year 3/4s 94%, Year 5/6s 85%

POSITIVE ATTITUDE

-feel good about myself- Year 3/4s 83%, Year 5/6s 82%

SAFETY

-feel safe at school- Year 3/4s 89%, Year 5/6s 80%

-school gives students clear rules- Year 3/4s 89%, Year 5/6s 75%

-school enforces rules fairly- Year 3/4s 94%, Year 5/6s 75%

-not bullied at school- Year 3/4s 83%, Year 5/6s 91%

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, emails 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.

Average Student Attendance Rate by Year Level	
Y01	92.1%
Y02	93.3%
Y03	94.4%
Y04	91.2%
Y05	91.1%
Y06	93.9%
Overall average attendance	92.7%

Leadership

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 Outcomes

That all staff experience professional growth in their roles.

Achievements

Strong leadership is shared and there are sound practices in place to build leadership capacity across the school.

There is a culture of instructional leadership and collaboration. This was enhanced by releasing Curriculum Leaders to plan with staff and coach staff in their classrooms.

Our staff have been guided by our Leadership Team to unpack data and review our current assessments in Mathematics and Literacy.

Professional Learning Teams (PLTs) meet regularly to analyse student progress and plan next steps for learning. PLTs have been the vehicle for case management meetings and this function could be extended to test high impact strategies in action research through regular cycles of disciplined, collaborative inquiry such as learning sprints, of which the school has some experience.

The Leadership Team continues to provide blocks of level planning with all team members present, with greater shared beliefs and understandings.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Regional Network Meetings (Principal, Deputy Principal, Religious Education, Mathematics, Literacy, Wellbeing, Learning Divesity, Library and Digital Technologies)

NCCD Moderation Professional Development

PDA (Pathological Demand Avoidance)

DIBELS Training (Parts 1&2)

ORF

PhOrMeS

UFLI

The Literacy of Word Problems (Mathematics)

TIMs (Teaching for Impact in Mathematics (P-2)

Mandatory Reporting

Child Safety

Reportable Conduct

Occupational Health and Safety

CPR

First Aid

Prayer (Expressions of Faith)

Fratelli Tutti

Advent (John the Baptist)

Koorie Heritage Trust

Religious Education accreditation

School's in for Refugees

Little Learners

Expenditure And Teacher Participation in Professional Learning	
Post Graduate Studeies in Wellbeing and Social Change	
Down Sydrome	
Autism in the Classroom	
Understanding Language Disorders and Difficulties (SPELD)	
Cognitive Load Theory	
Explict Direct Instruction	
Knowledge Based Curriculum	
Cybersafety	
Digital Rights and Responsibilities of Students and Educators	
Understanding Data	
Personalised Learning Plan Development	
English Online assessment	
Mathematics Online assessment	
Number of teachers who participated in PL in 2023	18
Average expenditure per teacher for PL	\$947.00

Teacher Satisfaction

There was an improvement in our staff data in 2023 in relation to teacher satisfaction.

According to the results our staff believe that there is a positive working environment at our school. They believe the staff have collegial relationships with each other and Leadership.

This collegial relationship leads to psychological safety for our staff so they feel comfortable to share information about what and what does not work.

Our data indicated that 100% of our teachers believe professional learning is easily accessible and links in with our school improvement plan.

Teacher Qualifications	
Doctorate	0.0%
Masters	8.0%
Graduate	8.0%
Graduate Certificate	0.0%
Bachelor Degree	40.0%
Advanced Diploma	24.0%
No Qualifications Listed	20.0%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	34
Teaching Staff (FTE)	24.5
Non-Teaching Staff (Headcount)	17
Non-Teaching Staff (FTE)	19.8
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goal

To strengthen a culture that fosters supportive partnerships.

Intended Outcomes

That student's learning will strengthen as a result of parents' engagement.

Achievements

Parents are actively involved in the school community and participate in a variety of ways including our -

- Attending weekly Class Masses
- Parents and Friends Committee
- Classroom volunteers
- Class representatives
- Sporting activities
- Weekly 'Running Club'
- Kid's Cafe
- Vegetable Garden
- School Advisory Council
- Annual School Sports Day
- Annual Colour Run
- Parent Trivia Evening
- 'Welcome' Function at the Bowls Club
- 'Welcome Dinner' at school
- Friday morning 'Parent Cuppa'
- Step Into Prep Program
- Prep Transition sessions
- Year 4 Secondary School Experience Day (Avila College and Salesian College)
- Established Mini Vinnies
- Introduced fortnightly Level Curriculum Newsletters

Our School Advisory Council has continued to support our Parish and school communities.

Refined our Social Media platforms (Facebook, Instagram)

Continued to provide parent education on different areas of the curriculum, wellbeing and cybersafety

Continued to create stronger links with the local community to enhance enrolments. Principal and students visited local kindergartens/childcare centres to read stories and participate in activities with the 3 and 4 year old groups

Parent Satisfaction

The majority of our families believe that Holy Family matches the developmental needs of their child. These needs are discussed with parents on a regular basis.

Our school provides opportunities for face to face interviews four times a year and a written report twice a year. Families are aware that they can contact our school at any time to make an appointment to discuss the needs of their child.

Holy Family continues to have an authentic partnership with our parents as educators of their child.

Our School Advisory Council continued developing and analysing surveys to gain parent feedback on a variety of topics. This feedback continued to drive change for our school community.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.hfmw.catholic.edu.au