



Holy Family School

Mount Waverley

2021 Annual Report to the School Community



Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Governing Authority Report3
- Our School Vision4
- School Overview5
- Principal’s Report7
- Education in Faith10
- Learning & Teaching12
- Student Wellbeing16
- Child Safe Standards20
- Leadership & Management22
- School Community26
- Future Directions29

Contact Details

ADDRESS	250 Stephensons Road Mount Waverley VIC 3149
PRINCIPAL	Julie David
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 9807 3300
EMAIL	principal@hfmw.catholic.edu.au
WEBSITE	www.hfmw.catholic.edu.au
E NUMBER	E1198

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 2021 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 Schools.

07/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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 315 students. Students are taught in fourteen classes, two being Prep classes, and the other twelve are composite classes. Specialist staff support class teachers, teaching classroom Music, Art/Craft, LOTE (Italian), 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

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 315 students. Students are taught in fourteen classes, two being Prep classes, and the other thirteen are composite classes. Specialist staff support class teachers, teaching classroom Music, Art/Craft, LOTE (Italian), Physical Education and Library. The Leadership team consists of Principal, Deputy Principal, Religious Education Leader, Learning and Teaching Leader, Literacy Leader, Mathematics Leader, Digital Technologies Leader, Learning Diversity Leader and Wellbeing Leader.

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 and quadrangle areas have been re-surfaced to an all-purpose, all weather synthetic grass surface. 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 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 maintained in 2020. 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.

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

The 2021 school year was rewarding and challenging due to the continuation of the COVID-19 Pandemic.

I was fortunate to lead and work alongside an experienced, dedicated and enthusiastic staff. Our staff did all that they could to make 2021 a connected and successful year for our students and families.

It was difficult to introduce new initiatives due to being off-site for the majority of the year.

Our school underwent our 4 year review in term 4. This review was carried out remotely by Judi Gurvich. Judi met with all staff members, Father Justel, groups of parents and students to gather information about our school.

Using this information and other data sets, Judi then presented possible direction for our next 4 years which forms our School Improvement Plan.

The external reviewer identified our strengths -

- 1.Strong instructional leadership which builds both staff capacity and collective efficacy

2. An energetic, and cohesive leadership team who have a clear vision of the school improvement agenda
3. Teachers place students' needs at the centre and use data competently to advance learning
4. Learning support staff work closely as a team and in partnership with teachers and families
5. A supportive school community.

Possible opportunities for improvement as highlighted by the reviewer -

1. Revisiting the school vision by explicitly drawing together the school's Catholic ethos and its relationship to the school's improvement goals. Relating the vision more explicitly to everyday practice across all areas of the curriculum could keep the vision fresh and relevant for all stakeholders.
2. Reviewing approaches to inquiry across the curriculum to more appropriately address the engagement of boys in their own learning and their connectedness to school.

This could include exploring strategies to involve all students in deeper discussions of their religious beliefs to make stronger connections between religious education and their own lives.

3. Extending the practice of data analysis within professional learning teams through a more consistent case management approach that builds on existing skills to set fine-grained personalised learning goals for all students.

This could involve PLTs developing learning sprints to review learning goals against specific improvement strategies within a defined timeframe.

4. Investigating the eXcel framework as an umbrella approach to wellbeing which highlights the integral link between wellbeing, engagement and lifelong achievement through the dimensions of enable, connect, engage and learn.
5. Strengthening ways in which the school interacts with families to further engage them as partners in the learning of their children through improved communication and feedback.

This could involve regular in-house surveys to families and a revitalised form of communication that provides consistency of detail regarding curriculum information provided, independent of the year level involved.

6. Working closely with all stakeholders, to build a strategy to promote the school further in the wider community

Developing richer community partnerships could not only enhance student learning but also attract enrolments.

The teaching staff have continued to adapt to teaching their students in a completely different way while the mode of learning for students changed. I would like to acknowledge and thank all members of our school and parish communities for their support during this challenging period.

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 embedded in everyday actions and expectations. Students understand that we can see the person of Jesus as a role model for our choices and this understanding is deepened by daily experiences. The Parish Priest and school staff have a strong partnership which constantly develops ways to strengthen the school and parish connection.

The school celebrated the following successes in 2021 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 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

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
- Online prayer experiences to build community during the lockdown period
- Whole school prayer services for Church and National days of importance
- Daily classroom prayer
- Formation for families through resources sent home during lockdown- "how to celebrate Easter at home
- Whole school Value of the week, 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

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 Outcomes

That student learning outcomes will continue to improve.

Achievements

The Holy Family School Community continued to demonstrate resilience in the face of a second difficult year due to the Pandemic. Teachers and students were able to transition in and out of on-site and remote learning with ease ensuring the continuity of education for our students.

Online learning was provided through whole class and small group meets and modified assessment tools were used to ensure students learning was captured and students were targeted at their point of need.

Holy Family continued into its second year as part of the Eastern Region Learning Collaborative focussed on the 14 Parameters of Successful schools.

1. Shared beliefs and understandings
2. Embedded knowledgeable others
3. Quality assessment informs instruction
4. Principal as lead learner
5. Early and ongoing intervention
6. Case management approach
7. Focused Professional Learning at staff meetings
8. In school meetings - collaborative assessment of student work
9. Book rooms of levelled books and multi-modal resources
10. Allocation of system and school budgets for learning
11. Collaborative Inquiry - A whole system approach
12. Parental and community involvement
13. Cross-curricular literacy connections
14. Shared responsibility and accountability

Parameter 1 and 14 continued to underpin our work with a further focus on Parameters 3 and 4. This was evident in the results from the MACSIS survey which identified Instructional Leadership as a strength at Holy Family.

In early 2021 Holy Family leadership, teachers and learning support staff embarked on an intensive learning journey reviewing school practices in light of the Intervention Framework. An audit of the school assessment program was completed by teachers. Through this process teachers reviewed the purpose of current assessments, how they are used

The Intervention Framework is underpinned by the Universal Design for Learning (UDL) where all students are welcomed, valued, acknowledged, actively engaged in education and early response to intervention (RTI). Within the framework Holy Family staff

The Intervention Framework consists of 7 key components:

1. Culture of Inclusive Practices
 2. Underpinning Methodologies
 3. Identification - teachers collect quality assessment information from a range of sources
 4. Targeted Assessment - teachers are asked to consider additional, individualised assessment and observational data, when further student information is required
 5. Data Analysis - where the analysis and observational data collected assists teachers in developing a detailed student profile and identifies learning goals
 6. Learning and Teaching - where research-validated or evidence-based interventions and adjustments are implemented with fidelity to meet the identified learning needs of students
 7. Evaluation - where student progress, as a response to an intervention, is evaluated.
- In addition, the integrity and fidelity of the intervention is also evaluated.

Holy Family reviewed and audited current practices and considered future implications. In light of this review the following practices were implemented:

- The school Data plan was reviewed to ensure that all data collected was providing teachers with timely and relevant information to drive the learning needs of our students. The PAT (Progressive Achievement Test) program now includes adaptive testing that occurs on a cyclical basis throughout the year.
- Learning Support Officers trained to implement evidence based Tier 2 intervention in the form of MAC LIT in reading to begin in 2022. The program is set to further expand in n 2022 with the introduction of MINI - LIT

Holy Family School is committed to embedding high impact pedagogies. In 2021 teachers focussed on the implementation of the 'Gradual Release of Responsibility model. The GRR is an approach that enables students to become independent learners through moving from explicit teaching and high support to guided instruction through to student independence.

The senior teaching team attended an intensive professional development program focussing on teaching Grammar in authentic contexts. The program is centred around learning and teaching of writing and grammar using rich literature to teach how language works with a focus on the role of grammar in learning to read and write. As teachers engaged in the process and transferred their knowledge into classroom practice students demonstrating increasing knowledge of grammatical structures and manipulation of language in the writing process.

STUDENT LEARNING OUTCOMES

NAPLAN data demonstrated that our targeting focus on improving student outcomes in writing has been successful as the improvement of year 3 and year 5 writing and grammar and punctuation results from 2019 to 2021. In 2021 both year 3 and 5 writing outcomes were above state average.

The data demonstrated the need for a future focus in Numeracy. In 2022 the School has been granted funding to focus on Numeracy achievement and I will participate in an intensive partnership program with consultants from MACS.

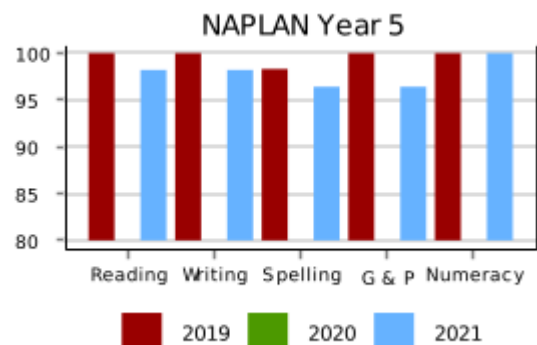
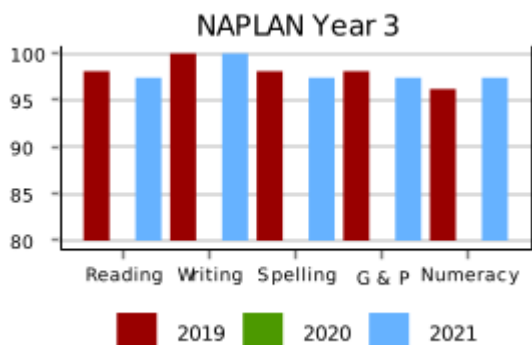
In the area of Reading a slight decrease in outcomes, as a result in 2022 leadership and teachers will focus on embedding a whole school approach to the reading through the review of current practice.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	98.1	-	-	97.4	-
YR 03 Numeracy	96.2	-	-	97.4	-
YR 03 Reading	98.1	-	-	97.4	-
YR 03 Spelling	98.1	-	-	97.4	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	96.4	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	98.2	-
YR 05 Spelling	98.3	-	-	96.4	-
YR 05 Writing	100.0	-	-	98.2	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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 Outcomes

That student wellbeing is enhanced.

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 Groups are regularly organised with families to implement and monitor developing progress.

The Learning Diversity Leader and Wellbeing Leader are both new in their roles and liaise closely to enhance a culture of inclusion in the school.

All staff have completed the online modules of the Intervention Framework that has consolidated understandings of a culture of inclusive practices, identification, targeted assessment, data analysis, learning and teaching and evaluation.

This has reinforced for staff the important relationship between Tier 1, Tier 2 and Tier 3 interventions and affirmed the important role that adjustments/interventions play in the growth and wellbeing of all students.

At the heart of the wellbeing initiatives at Holy Family, is The Resilience Project which focuses on the key elements of empathy, mindfulness and gratitude. This is a weekly program delivered across the whole school at the same time. In 2021, the founder of The Resilience Project, Hugh Van Cuylenberg led a parent evening, which was attended by over 200 parents and staff.

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

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 one day a week who works to support our students and their families. This service also continued during remote learning.

VALUE ADDED

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

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 2022

Review of Student Leadership Roles for 2021 Lunchtime

Lunchtime clubs and alternate quiet play areas

Weekly whole school assemblies (onsite or remotely)

Regular 'check ins' with parents via phone calls/emails during remote learning as a wellbeing check in

Acknowledgement of significant events (eg. ANZAC Day) with an online service

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

Sharing events happening in our school community during remote learning 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 2021.

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



LEARNING ENGAGEMENT	FEMALE	MALE
-care about my school	95%	100%

POSITIVE ATTITUDE	FEMALE	MALE
-feel good about myself	76%	88%

SAFETY	FEMALE	MALE
-feel safe at school	71%	88%
-school gives students clear rules	100%	88%
-school enforces rules fairly	90%	94%
-not bullied at school	81%	100%

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.

Due to COVID-19, student attendance requirements were modified for students learning remotely. Each classroom teacher had morning and afternoon google meets to monitor the attendance of the students. Parents were requested to notify the school through the normal process if their child was not going to attend remote learning.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	97.0%
Y02	95.1%
Y03	95.4%
Y04	96.7%
Y05	95.3%
Y06	95.9%
Overall average attendance	95.9%

Child Safe Standards

Goals & 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 2020, our school 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.

The wellbeing of students was the main focus during 2020. Teachers were asked to meet each of their students twice a day for roll call during 'remote learning' to ensure that the connection between teachers and student was maintained. Students were required to wear their school uniform and teachers were expected to dress professionally during 'remote learning' sessions.

Achievements

The embedding of policies and commitments into everyday practice

- Monitoring the wellbeing and attendance of students through 'google meets' during remote learning
- Offering attendance at school for vulnerable children and children of essential workers
- Ensuring that one staff member is not physically or remotely alone with a student. 1:1 learning online always had another teacher shadowing in the background
- Providing opportunities for students to lead weekly assemblies remotely via google meet
- 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.

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.
- Staff members have completed the Victorian Department of Education and Training on-line Mandatory Reporting module.

Consultation with the community

- 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 ensuring 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 & 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 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.

Teachers have appreciated opportunities to experience leadership through the rotation of level leader roles.

The leadership team is passionate, robust and committed. This is a new team and even the more experienced members are new to their specific leadership roles.

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.

While there are some opportunities for coaching and peer observation, through the introduction of Learning Walks, these have largely been disrupted during 2021 due to remote learning.

Continue to provide blocks of level planning with all team members present, with greater shared beliefs and understandings.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Intervention Framework Modules
- Tier 2 Assessment - YARC
- SILC
- Learning Collaborative
- Introduction to Maths Online Interview
- First Aid Updates

- Down Syndrome Victoria Session
- Grammar in Context
- Resilience Project-staff and parent presentation
- Advent with Dr Marg Carswell
- RenewALL: Renewing Language Learning for all, Modules 1,2 & 3
- Using Speak Up to measure Oral Language
- FRG Ministry - Introduction to The Bible Course - School Basics Part 1-6
- CyberSafety
- All SafeSmart Solution requirements
- MacqLit professional Development
- Ilume Learning - Supporting Students with Down Syndrome in Inclusive Schools
- Autism 5 part series from MACS
- Maths Differentiation and Extension in the Early Years

Number of teachers who participated in PL in 2021	39
Average expenditure per teacher for PL	\$102

TEACHER SATISFACTION

We have a positive social and learning environment at Holy Family. There is mutual respect between staff and students, and we all look out for each other.

Staff Detailed Results > School Climate Domain

	MACS Average	2019	2021
2.1 On most days, how enthusiastic are the students about being at school?	76%	84%	88%
2.2 How positive are the attitudes of your colleagues?	71%	53%	88%
2.3 How collegial are relationships between staff members at this school?	79%	59%	79%
2.4 How supportive are students in their interactions with one another?	80%	75%	91%
2.5 How often do you see students helping one another without being prompted?	72%	66%	88%
2.6 How respectful are students in this school to staff?	80%	66%	82%
2.7 How respectful are staff in this school to students?	95%	91%	100%
2.8 How orderly does the school environment feel?	79%	81%	88%
2.9 How positive is the working environment at your school?	73%	52%	79%

Our staff are always aiming to improve to provide the 'best' learning opportunities for each student. Each staff member is aware of our improvement strategy.

E1198 Holy Family School

Staff Detailed Results > Collective Efficacy Domain

	MACS Average	2019	2021
13.1 How confident are you that teachers at this school can motivate their students?	78%	81%	91%
13.2 How well do teachers at this school know how to assist students in progressing their learning?	79%	78%	91%

Staff feel safe to take risks and make mistakes in this school and provide dynamic learning opportunities by planning weekly as a team.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 94.2%

ALL STAFF RETENTION RATE

Staff Retention Rate 86.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.2%
Graduate	11.1%
Graduate Certificate	0.0%
Bachelor Degree	77.8%
Advanced Diploma	55.6%
No Qualifications Listed	5.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	22.5
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	14.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

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 can participate in a variety of ways including the Parents and Friends, classroom volunteers, class representatives and the School Advisory Council.

Continue avenues for the school to launch a social media platform (eg. instagram)

Explore the introduction of 'Learning Walks' for parents (2 times a term)

Provide 'parent education' on different areas of the curriculum, wellbeing and cybersafety

-explore ways to provide parent buddies to new families

-create greater links with the local community to enhance enrolments



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 has an authentic partnership with our parents as educators of their child.

E1198 Holy Family School Primary				MACSSIS
Family Detailed Results > School Fit Domain				
	MACS Average	2019	2021	Negative
3.1 How well do you feel the school is preparing your child for the next school year?	68%	58%	56%	0%
3.2 To what extent does your child feel they belong at this school?	84%	79%	90%	0%
3.3 How well does the school's overall approach to discipline work for your child?	80%	58%	70%	0%
3.4 How well does the school consider your family's cultural background?	79%	88%	80%	0%
3.5 How well do the classroom learning experiences offered at the school match your child's interests?	70%	51%	80%	0%
3.6 How comfortable is your child in asking for help from school adults?	73%	58%	90%	0%
3.7 How well do your child's teachers meet your child's learning needs?	79%	74%	80%	0%

E1198 Holy Family School Primary

MACSSIS

Family Detailed Results > Communication Domain

	MACS Average	2019	2021	Negative
6.1 How timely is the feedback you receive about your child's progress?	75%	71%	60%	10%
6.2 How well does feedback from the school help you to understand how your child is doing in their learning?	73%	72%	70%	0%
6.3 How well does feedback from the school help you to understand how your child is doing in other aspects of their school life, such as their peer / social relationships, communication, and wellbeing?	64%	44%	60%	20%
6.4 To what extent does the school value your opinions?	74%	52%	70%	10%
6.5 How comfortable do you feel reaching out to the school for support?	81%	63%	90%	0%
6.6 How comfortable do you feel sharing information with the school staff?	83%	64%	90%	0%
6.7 How well do you understand the school's processes and procedures?	73%	65%	70%	0%
6.8 How well do you understand the school's goals?	71%	67%	80%	0%

Future Directions

Our school participated in our external review and have set directions for the future.

- Continue to strengthen our connection with our local parish (Priest and parishioners)
- Participate in Pathways to improved literacy professional learning (all staff)
- Participate in 2022 Mathematics Intensive Partnership (all staff)
- Revisit our school vision with staff, families and students
- Reintroduce our Student Representative Council (SRC)
- Continue to introduce different activities for students to do at playtimes (student led clubs)
- Continue to use data to provide individualised learning opportunities for each student
- Continue to build authentic connections with our families (partners in learning)
- Refine our communication avenues
- Survey our parents regularly to gather data to enable our school to continue to improve
- Build authentic partnership with businesses in our community
- Introduce 'Chess Club' as an extracurricular activity after school
- Apply for a building grant (State and Federal Government)
- Install shade sails and a new adventure playground