



## **Holy Family Primary School, INDOOROOPILLY**

# **Annual Report 2021**

**Brisbane Catholic Education is  
a faith-filled learning community  
creating a better future.**

# Contact information

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<b>Contact person</b>	Terese Shephard — Principal

## Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Holy Family School is in Brisbane's inner west. It is a co-educational Catholic primary school of about 200 children from Prep to Year 6. Core values of the school are expressed by promoting gospel values in an atmosphere of mutual respect while developing children to their potential in society. The school achieves its mission by emphasising positive behaviours through inclusive coeducation in a Christian community. Religious education comprises teaching the children religion in a classroom setting and to be religious.

Unique features of our school are a middle schooling program and strong student leadership, debating, inter-school sport, 1:1 iPads from Year 1 to 6 in every room, and a Year 6 trip to Canberra.

There are co-curricular activities such as instrumental music, band, tennis, chess. Special features of our school are our Behaviour Management policy, emphasising that we are a, 'work it out school' where strong positive working relationships are important.

The school relates to the local community through events such as Anzac Day, choir performance at eisteddfods, public band performing, representational sport and awards in academic competitions. Unfortunately, in 2021, many of these did not happen due to COVID 19 restrictions.

At Holy Family we believe that:

"Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives". Alice Springs Declaration 2019

## School progress towards its goals in 2021

Goal	Progress
<b>Strong Catholic Identity:</b> Staff will plan to embed a Catholic perspective across all learning areas.  Strategies: PD provided for embedding Catholic Perspectives	Ongoing: Teacher knowledge and understanding of Catholic perspectives is growing with professional learning provided

Goal	Progress
<p><b>Excellent Learning &amp; Teaching:</b>  To optimise every student's learning growth with a specific focus on Reading</p> <p>Strategies:  Strengthen data literacy (PD in data analysis)  Targeted use of differentiation  Create structures for genuine collaboration (vertical)  Continue to build capacity in staff as teachers of reading (PD provided in Guided Reading)  Develop whole school expectations and processes for reading</p> <p>Success Measures:  Student growth in reading exceeds Similar Student Data in NAPLAN, especially in our higher achieving students  Consistency across the school for the teaching of reading e.g. guided reading every day</p>	<p>Ongoing:  Student growth in Similar Student Data is to be commended.  Consistency is being built across the school for the teaching of reading.  Guided Reading is becoming embedded as a daily practice.</p>
<p><b>Organisational effectiveness</b>  To increase enrolments through marketing plan</p>	<p>Ongoing: Enrolments increased across the school in 2021 and into 2022</p>

### Future outlook

The following outlines Holy Family's improvement from the Annual Implementation Plan for 2022:

- Our Explicit Improvement Agenda in 2022 is to continue to optimise every student's learning growth with a specific focus on Reading in order to lift reading performance across all year levels especially in Year 3 & 5 NAPLAN results. There will be a focus on learning, collaboration and results.

Outcome Areas	Baseline Data	EIA Targets	Current Level
Build teacher capacity to ensure accountability - using data in planning	Data collection - yes Analysis and teaching response – no Discussions about learners about behaviour  2022 Term 1 – TORCH scale score	To analyse data to inform teaching response Planning discussion around learning  By end of Term 4 2022 - No student to regress = 100% growth	100% engagement in analysing student data Most staff working towards using this data to inform teaching response  As per attached
Building knowledge & understanding around pedagogical practice of Guided Reading	From Reading Audit: Inconsistent across year levels Ranged from daily to several times per	100% of staff engaged with the practice of Guided Reading with students at least once per week	100% of staff engaged in the practice of Guided Reading with students

Outcome Areas	Baseline Data	ETA Targets	Current Level
	week/ weekly/ some classes not at all		Most staff have moved to including Guided Reading as a practice across the week
Lifting reading performance of all learners	As per approved plans for 2021 – no baseline data was recorded	<p>2021 PM Data Prep – 100% Yr 1 – 95.8% Yr 2 – 100%</p> <p>End of 2022 Target 95% across P-2</p> <p>2022 Term 2 targets: Prep – 45% (15%) Yr 1 – 50% (38.1%) Yr 2 – 60% (45.8%)</p> <p>NAPLAN: Yr 5 – 2021 – 50% Yr 3 – 2021 – 75%</p>	2022 Term 2 current: Prep – 15% Yr 1 – 38.1% Yr 2 – 45.8%
Extending differentiation of target reading groups to lift reading performance in comprehension through Literature Circles as a pedagogical practice	<p>Staff Implementation: 0%</p> <p>Student Impact: Sem 1 2022 SRS data will be used to monitor the 5-point scale and students achieving Above and Well Above</p>	<p>Staff Implementation with PD: 100% by end of Term 2 Teaching Cycle: 100% by end of Term 2 Embedded Practice: 100% by end of 2022</p> <p>Student Impact: Target will be set after data is analysed</p>	<p>Staff Implementation with PD: 100% by end of Term 2 Teaching Cycle: 75% by end of Term 2 Embedded Practice: 75% by end of 2022</p> <p>TBA</p>
Use of Reading Progress in Teams to build fluency and accuracy for early readers in Year 1 & 2	<p>PM Benchmarks as above</p> <p>Collection of data through the tool</p>	Benchmark targets as above	Benchmark targets as above

- Further there are goals around:
  - Catholic Identity - Re-engage with validation data and ESCI data

- Well Being - Implement revised PB4L Plan
- Our People - *Focus on Collaboration* – develop consistency across the school in planning, pedagogy and reporting
- Diversity & Inclusion - Develop Reconciliation Action Plan for Holy Family
- Organisational Effectiveness - Clarity in responsibilities of Leadership Team

# Our school at a glance

## School profile

Holy Family Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2021:** Primary

**Student enrolments for this school:**

Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021 177	119	58	0

Student counts are based on the Census (August) enrolment collection.

Holy Family Catholic Primary Schools draws enrolment of students from diverse backgrounds. Due to our proximity to the University of Queensland, we have students from all over the world with 17% of our students speaking another language. We pride ourselves on our inclusivity.

Students who enrol at Holy Family are very much supported by parents who seek a high-quality curriculum that will engage and enrich their children. Our school maintains a strong emphasis on the relationship between the teachers and the children.

Over the years our graduating students have performed well with educational success in surrounding secondary colleges, with many of our girls transitioning to Brigidine Secondary College, Indooroopilly and boys to Ambrose Treacy College, Indooroopilly.

In 2021, the classes were arranged as follows: Prep, Year 1, Year 2 x2, Year 3, Year 4, Year 5, Year 6.

## Curriculum implementation

### Curriculum overview

Our school recognises the importance of preparing students for a world beyond the classroom. We are constantly challenging our young minds to take learning risks and develop positive growth mindsets.

As a contemporary educational setting, Holy Family:

- Ensures learning programs are structured under the organisers of the Australian Curriculum.
- Considers differentiation for learners at all levels of learning.
- Implements Brisbane Catholic Education's Religious Education Curriculum
- Ensures that teachers identify, gather, and interpret data information about student achievement and learning in order to improve, enhance and plan for further teaching and learning.
- Offers a holistic education that focuses on personalised learning and growth.

Our pedagogical approach is underpinned by John Hattie's *Visible Learning* model and Lyn Sharratt's *Putting Faces on the Data*. Learning Intentions tell students what they are learning. Success Criteria are co-constructed within the learning environment, to ensure that all learners enjoy the opportunity to be successful in their learning.

Holy Family has a strong emphasis on The Arts with specialist teachers in Visual and Performing Arts. There is also a strong STEM culture within the school with connections to the University of Queensland and the wider community. Italian is taught from Years 4-6.

### **Extra-curricular activities**

Holy Family offers a wide and varied range of extra curricula activities. We strive to provide for and meet the needs, interests, and talents of all students.

Our comprehensive range of activities include:

- Chess Mates
- School choir
- Instrumental Music lesson & Band
- Tennis lessons
- Junior Engineers (Coding)
- Drama Club.

Holy Family also accessed the Federal Government's Club Connect Grants to provide after school access to soccer coaching, triathlon, swimming and athletics training.

### **How information and communication technologies are used to assist learning**

Holy Family places a high degree of importance on students and teachers using technology as a tool to enhance learning. Parents, as partners in their child's learning journey, are able to access communication tools to enhance communication with the school and support their child's learning.

The school teaches students that technology is a tool to assist learning, and that the school drives the technology, rather than be driven by it.

Holy Family offers:

- Years 1- 6 - 1:1 iPads
- Prep – shared iPads
- Interactive panels in each learning space and Resource Centre
- Technologies that support communication between home and school
- Ongoing professional learning for teachers.

## **Social climate**

### **Overview**

Holy Family provides a safe, welcoming and supportive environment for the whole community. In keeping with our Vision and Mission statements, Holy Family offers learners the opportunity to interact pastorally and socially as well as in the context of learning.

Our smaller class sizes support a personalised learning environment and a close relationship between teachers and students. Many of our students travel from far and wide to our school. Our parents find our location, combined with the Before and After School Care Program, to be of great support with their own professional work area and needs.

Our staff and parents have high expectations for learning, ensuring communication and involvement together is key to successful outcomes for our students. Families come from a wide variety of backgrounds, and each contributes to a diverse school climate that celebrates a rich and inclusive family ethos.

Parents are encouraged to be involved in our community, our classrooms, our celebrations, and our learning. Our school is a vibrant arm in the mission of Holy Family Catholic Parish.

## Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

### BCE Listens Survey - Parent satisfaction

Performance measure	2020
<b>Percentage of parents/carers who agree<sup>#</sup> that:</b>	
This school helps my child to develop their relationship with God	97.0%
School staff demonstrate the school's Catholic Christian values	95.5%
Teachers at this school have high expectations for my child	91.0%
Staff at this school care about my child	92.8%
I can talk to my child's teachers about my concerns	94.2%
Teachers at this school encourage me to take an active role in my child's education	92.8%
My child feels safe at this school	89.9%
The facilities at this school support my child's educational needs	89.9%
This school looks for ways to improve	82.1%
I am happy my child is at this school	84.1%

### BCE Listens Survey - Student satisfaction

Performance measure	2020
<b>Percentage of students who agree<sup>#</sup> that:</b>	
My school helps me develop my relationship with God	94.0%
I enjoy learning at my school	92.9%
Teachers expect me to work to the best of my ability in all my learning	95.7%
Feedback from my teacher helps me learn	91.4%
Teachers at my school treat me fairly	85.7%
If I was unhappy about something at school I would talk to a school leader or teacher about it	71.4%
I feel safe at school	82.9%
I am happy to be at my school	84.3%

### BCE Listens Survey - Staff satisfaction

Performance measure	2020
<b>Percentage of staff who agree<sup>#</sup> that:</b>	
Working at this school helps me to have a deeper understanding of faith	82.1%
School staff demonstrate this school's Catholic Christian values	89.3%
This school acts on staff feedback	60.7%
This school looks for ways to improve	82.1%
I am recognised for my efforts at work	78.6%
In general students at this school respect staff members	100.0%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	96.4%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Family and community engagement

Our philosophy at Holy Family is that parents are the first and foremost educators of their children and, as such, we view parental engagement as vital to student success at school. The school has a vibrant Parents & Friends association and supportive School Board. Fortnightly assemblies are well-attended by parents and grandparents. Parents and grandparents are also regularly invited into the classrooms to view student work or to assist with learning as experts in their chosen field.

The school is an integral part of the wider Indooroopilly community and participates in community activities wherever possible.

There are many opportunities for parents to assist with their child's learning, beginning with our pre-Prep days prior to students beginning at Holy Family. Parents can also assist with class activities, school excursions, sporting carnivals, working bees and most importantly, through communicating with their child's teacher.

Parent/teacher conversations are held in Term One and at the end of Term Two with the Semester One report card. The Support Teacher Inclusive Education invites parents to regular (termly) meetings to update them on the support provided for the child. Teachers and members of the Leadership Team hold conversations, both formal and informal, with parents regarding their children as learners.

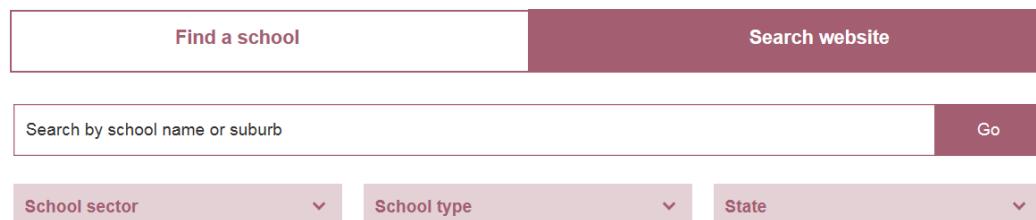
## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website.

#### How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

# Our staff profile

## Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	20	14
Full-time Equivalents	14.3	8.0

\*Teaching staff includes School Leaders

## Qualification of all teachers\*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate diploma etc.**	1
Bachelor degree	14
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

## Professional development

The major professional development initiatives in 2021 were as follows:

- National Consistent Collection of Data (NCCD) for Students with Disabilities
- Literacy Professional Learning
- Supporting students with differentiation and adjustments
- WHS Training
- First Aid/CPR
- Pedagogical Practices - Reading
- Digital Skills
- National School Improvement Tool
- Assessment Capable Learners
- Positive Behaviour 4 Learning (PB4L).

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.4%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 59% of staff were retained by the school for the entire 2021.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	94.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	0.0%

Average attendance rate per year level			
Prep attendance rate	94.7%	Year 4 attendance rate	93.6%
Year 1 attendance rate	95.0%	Year 5 attendance rate	95.2%
Year 2 attendance rate	93.8%	Year 6 attendance rate	94.5%
Year 3 attendance rate	94.8%		

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

### Description of how non-attendance is managed by the school

The following provides the procedures undertaken by Holy Family when the attendance of student requirements of the compulsory schooling or compulsory participation phase are not met, for a part of a day or for longer periods.

Holy Family:

- Uses the ALLE system to monitor late arrivals and early exits.
- Mark rolls twice daily (8:45am & 2pm)
- Staff undertake professional learning for any updates to roll marking procedures.
- Identified issues are shared with staff.
- SMS messages sent to parents with unexplained absences as well as written letters which include data on unexplained absences.
- Brisbane Catholic Education material regarding lack of attendance is visible and often included in school newsletters.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the [My School](#) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



A screenshot of a search bar interface. It features a text input field labeled 'Search by school name or suburb', three dropdown menus labeled 'School sector', 'School type', and 'State', and a magnifying glass icon representing the search function.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[\*\*View School Profile\*\*](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



A screenshot of a navigation bar for a school profile. The tabs include 'School profile' (which is selected and highlighted in red), 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. A dropdown arrow is visible between 'NAPLAN' and 'Attendance'.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.