



Holy Family Primary
School, Indooroopilly

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

Strength and Gentleness

Mission

The Mission of Holy Family Catholic Parish School is to promote Gospel Values and Learning in an atmosphere of mutual respect, where children are encouraged to develop their potential to become productive and responsive members of society.

Values

We are Community We are all created in the image of God We are life long learners

Principal's foreword

Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

During 2018, Holy Family School strived to achieve our major goals to support a culture of progressing high quality learning for students and staff. 2018 was a year of review where we took stock of the major areas of what we are doing well as well as identifying where further developments could be focused on for the future. Determining our journey ahead with progressing learning (for students and staff) was a significant achievement for 2018.

Strong Catholic identity

1. By the end of 2018 teachers will have deepened their theological knowledge and increased their confidence and efficacy in teaching Scripture in our diverse religious and cultural school community.

2. By the end of Term 3 2018, our staff will have agreed upon and committed to a revised and updated vision for our staff as a whole with the context of us all being a team at Holy Family School.

Excellent learning and teaching

1. By the end of 2018, there will be evidence of further significant improvement in reading for all students and to build upon the Reading/writing connection. To ensure consistency across the school we need to continue building and embedding BCE Effective and Expected practices into teacher planning and teaching. 1. Teachers will develop their proficiency in the teaching of reading so that by the end of 2018, students will increase their reading growth and development, so that Prep 90%, Year 1 95%, Year 2 90% will achieve BCE Benchmarking targets. Year 3 to 6 will achieve an improved effect size relative to the BCE Effect size for 2018.

Building a sustainable future

1. By the end of 2018 staff and students will constantly embrace opportunities to develop their own spirituality through prayer, celebration and lessons using various emphases supported by visible symbols both within classrooms and the exterior environment.

2. By the end of 2018 our school will have made significant progress with witnessing a focus on contemporary educational engagement having experienced new learning supported by developing relevant pedagogical practices.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in:

- Teacher capacity
- Student growth in literacy
- Teachers confidently planning to embed a Catholic perspective across all learning areas initially RE.
- Implementing the school wide Relationships and Sexuality Education conceptual framework where planning for RE is prioritised for teachers
- School investigating ways to encourage greater stewardship of resources

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2018: Primary

Student enrolments for this school: 251

	Total	Girls	Boys	Indigenous
2018	251	163	88	1

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

The students who enrol at Holy Family School are very much supported by parents who seek a high quality curriculum that will engage their children. Our school maintains a strong emphasis on the relationship between the teachers and the children. Smaller class sizes are an important value our community places on how we resource teaching and learning.

As the school prides itself on being inclusive, we differentiate for a range of student's abilities, skills, ethnicity and backgrounds. The students at Holy Family performed exceedingly well on national NAPLAN results.

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

Students enter the gates of Holy Family School as little Preps filled with wonder and rise to the important responsibilities of being Year 6 Leaders of great confidence and promise for the future. Our students benefit greatly from our unique learning program that is enhanced by a purpose built environment catering for collaborative learning and STEM initiatives.

Curriculum delivery

Approach to curriculum delivery:

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

Igniting a hunger for learning, unlocking creativity and exploring the concepts of global thinking forms our Enrichment Program at Holy Family.

We provide opportunities for students to challenge their learning through:

STEAM-related projects and excursions, Coding and Robotics, Debating and Public Speaking, Maths Competitions, Leadership Programs, Camps (Years 4- 6), Social Justice programs, Learning Enhancement Program, Music & instrumental programs, Italian language program, Lunch club programs

Co-curricular activities:

Our focus on "Enrichment" deepens beyond the classroom with:

Lunch Activities Club, Chess Club, School Choirs, Speech & Drama classes, Robotics, Inter-school debating, Spanish Club, Sporting focus, School Tennis, Kilometre Club, Year 6 Tour to Canberra, School excursions for all classes, School Camps for Years 4 & 5, School Band, Individual instrumental music programme, Social justice outreach to the community and close links with Caritas and SVDP, Links with local RSL, Gallipoli Barracks Pipes & Drums Band and ANZAC Day leadership role & Environmental initiatives.

How information and communication technologies are used to assist learning:

Holy Family School places a high degree of importance on students and teachers using technology to enhance learning. We have also invested in our parent community being able to access communication tools to enhance their communication with our school, teachers and their students.

It's not the number of devices that are important but rather their focused use that engages and promotes learning and communication with our community. Even still we are blessed to have such

support from our parents that enables each classroom to have significant access to technology that sees:

- One to one laptop program in Years 3 – 6
- Class sets of Laptops and iPads in Prep – Year 2.
- Interactive panels in classrooms and Resource Centre
- Video technology for students & staff
- Other technologies for media and communication for students and teachers.

Our school continues to support staff with professional development strategies to implement digital pedagogies into everyday classroom learning.

Social climate

Overview

Small class sizes support a personalised learning environment and a close relationship between teachers and students. We share a common bond and beginning with our neighbouring Brigidine Secondary College; with both schools inspired by the Brigidine charism of "Strength and Gentleness".

Like Brigidine College, many of our students travel from far and wide to our school. Our parents find our location combined with our Before & After School Care program to be of great support with their own professional work areas 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 contribute 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 of the mission of our Holy Family Indooroopilly parish.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	96.5 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	89.1 %
Religious Education at this school is comprehensive and engaging	89.5 %
I see school staff practising the values and beliefs of the school	93.0 %
This school looks for ways to improve	82.5 %
The school is well managed	71.9 %
My child is making good progress at this school	89.5 %
This school is a safe place for my child	98.3 %
This school helps students respect the needs of others	96.4 %
Teachers and staff are caring and supportive	96.6 %
Teachers at this school expect my child to do their best	91.4 %
Teachers and staff relate to students as individuals	93.1 %
The teachers help my child to be responsible for their own learning	94.9 %
My child is motivated to learn at this school	93.2 %
I can talk to my child's teachers about my concerns	89.8 %
This school offers me opportunities to get involved in my child's education	98.3 %
My child's learning needs are being met at this school	77.6 %
I am happy with my decision to send my child to this school	91.4 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	87.0 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	91.4 %
Religious Education at my school is interesting and engaging	64.2 %
I see school staff practising the values and beliefs of my school	81.5 %
My school looks for ways to improve	94.6 %
Students at my school are encouraged to voice their concerns or complaints	78.6 %
Teachers treat students fairly at my school	69.5 %
Teachers recognise my efforts at school	75.9 %
I feel safe at school	89.5 %
My school helps me to respect the needs of others	92.7 %
I am happy to be at my school	89.3 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	85.2 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	86.2 %
Religious Education at this school is comprehensive and engaging	81.5 %
I see school staff practising the values and beliefs of this school	82.8 %
This school is well managed	55.2 %
My concerns are taken seriously by the school	79.3 %
This school is a safe place to work	96.6 %
This school has an inclusive culture	93.1 %
This school has a culture of striving for excellence	79.3 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	96.6 %
Overall, I am happy with my decision to work at this school	93.1 %

[#] '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

Parent engagement is encouraged at Holy Family School through many ways:

- Parents are invited into classrooms for structured ways of supporting learning
- Teachers provide instruction to parents for their roles as classroom helpers, Class Parent meetings, celebrations and participation in liturgies
- Class excursions
- Parents participation in Parents & Friends Association and School Board
- School Discos - Mother's Day & Father's Day celebrations at school
- Parent Education opportunities
- Cyclical review and External Review sharing
- Parent Teacher Interviews

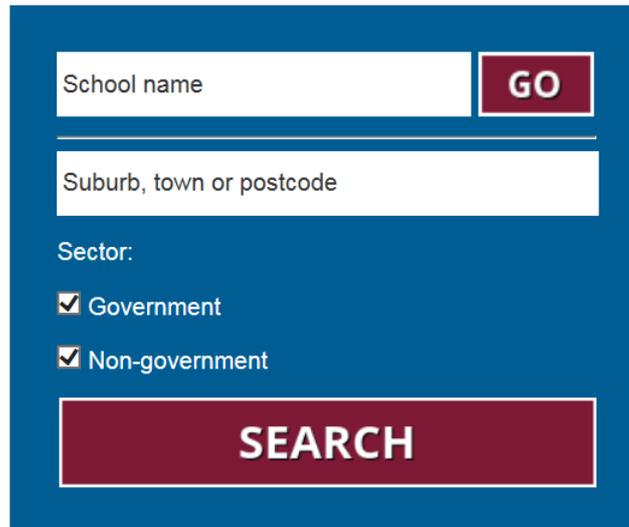
School funding

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* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there are two input fields: "School name" and "Suburb, town or postcode". To the right of the "School name" field is a red button labeled "GO". Below the "Suburb, town or postcode" field, there is a "Sector:" label followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button labeled "SEARCH".

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	22	15
Full-time Equivalents	15.5	9.3

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	14
Diploma	2
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were **\$58,400**

The major professional development initiatives are as follows:

- Teacher Capacity Building
- Religious Education
- Differentiation
- Literacy
- Digital Learning
- STEM
- Leadership support

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.8 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, **92%** of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	92.3 %

*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	90.6 %	94.4 %	92.8 %	92.3 %	90.7 %	93.3 %	92.1 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

Our staff is committed to ensuring parents are very well aware of the importance of student attendance in regards to their child's learning development.

We implement a strong emphasis on monitoring school absences not only for the safety of students but also their sustained learning. We do this by:

- Teachers communicating the importance of full attendance to parents
- Leadership outlines the same in School Newsletters
- Class rolls are attended to diligently
- Unreported absences are responded to by texting and if need be phoning parents.
- Teachers discuss attendance at Parent Teacher interviews following up on days absent being documented on the student's report.
- Posters outlining the importance of attendance are posted around the school and in classrooms.
- Principal speaks at parent nights on the correlation between attendance and improved learning.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	485.1	433.8	522.3	509.0
Writing	439.3	407.2	480.8	464.6
Spelling	450.1	417.8	521.8	502.5
Grammar & Punctuation	464.5	431.7	538.4	503.6
Numeracy	435.6	407.7	509.0	494.2