

**Holy Family Primary
School, INDOOROOPIILLY**

Annual Report 2019

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

Contact information

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Principal's foreword

The 2019 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.

School progress towards its goals in 2019

During 2019, Holy Family School strived to achieve our major goals to support a culture of progressing high quality learning for students and staff. 2019 was a year of major changes following our 2018 review year. We also set very high goals of almost 100% benchmarking targets for our Early Years classes with reading and a further high target standard of 95% for our upper grade students with writing. Whilst we were short of 100% target for the Early Years we achieved and learnt a great deal about improving the progress of our students. We achieved our targets for our Year 3, 5 & 6 students and fell short by just 1.9% for our Year 4s (one student).

Goal	Progress
Teachers will develop their proficiency in the teaching of reading so that by the end of 2019, students will increase their reading growth and development, so that Prep - 95%, Year 1 - 100%, Year 2 - 100% will achieve BCE Benchmarking targets.	Not Achieved
Teachers will develop their proficiency in the teaching of writing so that by the end of 2019, students in Year 3 - 95% Year 4 - 95% Year 5 - 95% Year 6- 95% will meet the BCE Writing Criteria target of 20-24 through a whole school approach of embedding the Effective and Expected Practices.	Not Achieved
Teachers will implement the Relationships and Sexual Education (RSE) program using the co-constructed Scope and Sequence framework. They will integrate the Daniel Morcombe Program across the school from Prep to Year 5, as well as a focus on Personal Development through the 'Let's Chat' program for Years 3-6. Both of these programs are to be used as a support to the teaching of Health, RE and Science in the classroom by the classroom teachers.	Achieved
Teachers will collaborate, deliver and upload English, RE and HASS curriculum plans that will address differentiation using BCE Effective and Expected Practices.	Achieved
Collaborative and sustainable, professional practices enhance the culture of innovative learning and wellbeing of all in the school community.	Achieved
Staff will plan to embed a Catholic perspective & story across all learning areas.	Achieved

Future outlook

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

- Supporting Teacher capacity with Literacy and Curriculum Planning
- Student growth in literacy with school implementing a new role of Literacy Numeracy Enhancement Teacher
- Teachers confidently planning to embed a Catholic perspective across all learning areas initially RE.
- 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 2019: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2019	247	164	83	0

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

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.

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 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

Environmental footprint

Reducing the school's environmental footprint

This is the first year of reporting on the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* Care for our Common Home.

During 2019, our school undertook its largest building and refurbishment projects since the federally funded BER program. Our school ensured we sought advice and support from Brisbane Catholic Education by way of implementing sustainable environmental features for natural lighting, reduced electricity consumption and innovative inclusions within classrooms for more economic use of electricity.

Environmental footprint indicators	
Years	Electricity kWh
2019	97185

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.

How to access our 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	23	17
Full-time Equivalent	16.5	9.2

Qualifications of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate diploma etc.**	3
Bachelor degree	15
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 2019 were \$41,800

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2019 was 100%

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.6%

Proportion of staff retained from the previous school year.

From the end of the previous school year, 94% of staff was retained by the school for the entire 2019.

Performance of our students

Student attendance

Description	%
The overall attendance rate* for the students at this school	90.7%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	0.0%

Average attendance rate per year level

Prep attendance rate	89.7%	Year 4 attendance rate	89.6%
Year 1 attendance rate	91.3%	Year 5 attendance rate	92.7%
Year 2 attendance rate	90.8%	Year 6 attendance rate	91.9%
Year 3 attendance rate	90.2%		

*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 2019 for all Brisbane Catholic Education schools across years Prep-6 was 91.9%.

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	445.8	432.3	517.1	506.0
Writing	449.5	423.1	487.2	473.9
Spelling	438.8	418.7	525.4	500.7
Grammar and punctuation	450.8	439.8	516.2	499.1
Numeracy	407.9	408.1	496.0	495.8