

Annual School Report

2020 School Year

Holy Family Catholic Primary School, Skennars Head



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About this report

Holy Family Catholic Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2021 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6687 5311 or by visiting the website at moodle.skhpilism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of Holy Family Catholic Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. Holy Family Catholic Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2020. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Holy Family Catholic Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2020 the school:

- Achieved pleasing Literacy growth across the school as a result of quality differentiated teaching.
- Achieved pleasing growth from students taking part in the EMU program (Extended Mathematics Understanding).
- Continued a whole school approach to writing to improve student outcomes based on the work of Lyn Sharratt.
- Organised its Annual Public Speaking Competition, which was an outstanding event, as all Infants and Primary students participated in this important skill throughout Term 3. It culminated in a showcase via Zoom. The students' standard of public speaking was exceptional.
- Conducted MAIs (1:1 Mathematical Assessment Interviews) on all students and responded to the data to improve student outcomes in Mathematics.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2020 the school:

- Collaborated with Bunnings Ballina to create a Construction Play Environment to support imaginative and inquiry based learning for all our Holy Family students.
- Supported our local St Vincent de Paul Society in our major Christmas Appeal through the support of our school's Mini-Vinnie Team.
- Worked in collaboration with our Landcare groups to maintain our long term project of establishing a Koala Friendly Environment within our school.
- Collaborated with Northern Rivers Performing Arts (NORPA) in facilitating drama workshops for the students at Holy Family.
- Took part in the Arts Partnership Program which allowed a well-known local artist to work with nominated students from Years 3 to 6 in developing extended knowledge, understanding and skills in the area of Visual Arts.



Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2020:

Due to COVID-19 sporting opportunities were limited, which in turn affected the overall sporting achievements of the school. Some notable achievements were:

- Two students were selected in the Polding Swimming Team however the competition at The Sydney Olympic Park Aquatic Centre did not go ahead due to COVID-19.
- Several students were successful in making the Polding Representative Teams in the following Winter Sports Trials: Netball; Rugby League; Soccer; and Hockey. Unfortunately, due to COVID-19, these competitions did not go ahead.
- A senior student made it through to Polding for AFL. Unfortunately, due to COVID-19, this did not go ahead.
- A student made it through to representing Polding for Touch Football in the Summer Sports Trials. They will participate in this carnival in 2021.
- The U10s and U12s Rugby Union team made it through to the Far North Coast Rugby 7s Finals. Unfortunately, due to COVID-19, this did not go ahead.

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. Holy Family Catholic Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Murray Deeps
Principal

1.2 A Parent Message

The official parent body is the Parish School Forum which consists of the Principal, one Executive staff member, two staff members and five parent representatives. We meet each term as well as communicate on a regular basis, especially in the lead up to an event, via WhatsApp. The Forum's role is to:

- Enhance the partnership between the school and families.
- Give parental advice and feedback to school leaders on a range of issues.
- Provide a link with parents.
- Represent parents of the school when required.
- Review school policies and procedures.
- Assist with parent education and parent forums.

Due to COVID-19 the Forum was only able to meet once at the beginning of the year. Also, the planned Forum events for 2020 had to be cancelled as a result of the COVID-19 pandemic.

Michelle Jones-White
Secretary
Parish School Forum



2.0 This Catholic School

2.1 The School Community

Holy Family Catholic Primary School is located in Skennars Head and is part of the St Francis Xavier Parish which serves the communities of Ballina, Lennox Head, Skennars Head, Broadwater, Teven, Tintenbar, from which the school families are drawn.

Last year the school celebrated 24 years of Catholic education.

The parish priest Father Peter Padsungay is involved in the life of the school.

Holy Family Catholic Primary School is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Supporting the local St Vincent De Paul Society through our Mini Vinnies Group. Money and awareness was raised with the Winter Woolies Appeal.
- Participation in the Reconciliation and First Holy Communion Sacramental programs.
- Each class celebrated a Mass at school once within Terms 3 and 4.
- Participation in the Student Discipleship experiences: Accendere, Exuro and Incitare.
- Support of the CSYMA students at Xavier Catholic College as they work with the Year 4 students throughout the year.
- A steering committee established to evaluate school/parish links and to determine future direction.

Holy Family Catholic Primary School is a parish school that values strong links between our school community and parish. While the COVID 19 restrictions prevented many activities from occurring, we were grateful that the children and their families could still participate in the life of the parish.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with two and a half hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *The Mission of Jesus Christ Foundational Values Catholic Education in the Diocese of Lismore*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate



the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

2.2 School Enrolment

Holy Family Catholic Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2020	TOTAL 2019
Male	30	41	27	38	31	34	31	232	236
Female	29	20	30	22	29	25	29	184	178
Indigenous *	1	3	2	1	3	0	3	13	12
EALD *	0	0	1	0	0	0	1	2	6

** count included in first two rows*

NB: EALD refers to students who have English as an Additional Language or Dialect.

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff monitor attendance each day as a part of their duty of care. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2020 is shown in the following table.

Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
94.5%	93.8%	93.9%	94.4%	94.0%	92.9%	93.7%	93.3%

2.4 Teacher Standards and Professional Learning

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Lismore is a four year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the *NSW Teacher Accreditation Act 2004*. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocese at these levels is as follows: Conditional 82 teacher(s); Provisional 93 teacher(s); Proficient 946 teacher(s); Highly Accomplished 1 teacher(s); Lead 2 teacher(s). Teacher status at individual schools can be sourced directly from the School.

At this school there are 26 teacher(s) accredited with NESAs, 14 teacher(s) with recognised qualifications to teach Religious Education, 1 Indigenous staff and 25 non-teaching staff.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96.1%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year, except for two teachers going on maternity leave in Term 4. Their replacements were extremely competent and capable teachers.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by explicit teaching, newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values.
- The 'Spirit of Jesus' (Making Jesus Real - MJR) awards are presented at our weekly whole school assemblies, for the Infants, Middle Primary and Senior Primary sections. When the students' names were called out, the value, which they had exhibited to earn the 'Spirit of Jesus' award (such as showing respect to their peers or being helpful to their teachers) were highlighted to the rest of the school.
- The Principal's Award, which is presented each month, and the Super Stars awards presented each week to students, are indicative of these values, as is the prestigious Mary MacKillop Community Service Award. This award recognises those children who show, through their words and actions, that they are living out the message of Jesus, just as Mary MacKillop did. This award is presented each term to a student from any class, Kindergarten to Year Six, who displays respectful, caring and thoughtful behaviours towards members of our school community. This

award goes to a student who lives out Mary MacKillop's motto, "Never see a need without doing something about it".

- Students and staff contributed generously to social justice appeals, including Catholic Missions, St Vincent de Paul and Caritas. In particular, the St Vincent de Paul representatives were so overwhelmed by the generosity of the school community in relation to the Christmas Appeal, that the ABC wanted to do a story about the students' wonderful donations.
- Unfortunately, due to the COVID-19 pandemic the monthly visits to the local retirement village (Crowley Village) where students would normally spend time entertaining and speaking with the elderly residents, had to be cancelled.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- In 2020 the school participated in the *Voices from the Field* process supervised and supported by the Catholic Schools Office. *Voices from the Field* offered the school community (parents, staff, students and leaders) the opportunity to provide feedback on the Blended Learning that was implemented during COVID-19.
- The DOLSIS (Diocese of Lismore School Improvement Surveys) surveys were sent to all families who have children at the school. In addition, all primary students (Years 3 to 6) and all teaching and ancillary staff completed the survey. This data was invaluable and highlighted the fact that the school is in a very strong position, especially in the areas of Organisational Climate, Teaching Climate, Student Behaviour and Student Wellbeing. In terms of the School's Culture and Climate, the school scored highly in the areas of Empathy, Engagement and Learning.
- The information collected from emails and telephone conversations with the key stakeholders, strongly indicated that the parents, staff and students are finding the Seesaw platform to be a very beneficial tool in communication between the school and home, as well as the learning process. Seesaw creates a powerful learning loop between students, teachers, and families, Seesaw allows for instant feedback to our students and gives parents a window into the classroom and into their child's learning process.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.



Literacy: At Holy Family School students develop knowledge, skills and understanding of the English language and literature and the ability to talk, listen, read, view and write with purpose, effect and confidence. They develop knowledge of the ways in which language varies according to context and a sound grasp of language structures, spelling and grammar. At Holy Family, Literacy is taught using modelled, shared and guided instruction and opportunities for independent practice. Teachers at Holy Family incorporate strategies from various Literacy programs to support and enhance their English programs. Teachers at Holy Family understand the importance of recognising those students who require either enrichment or intervention in Literacy.

Numeracy: At Holy Family, Mathematics is taught in a daily, uninterrupted block. It is expected that teachers will meet the minimum requirements of five sessions of 75 minutes per week. Teachers at Holy Family incorporate strategies from various Numeracy support resources. Professional development has been provided to all teaching staff and to the school's Learning Support Aides by the Leader of Pedagogy and Leader of Learning. Teachers at Holy Family believe that differentiation in numeracy is of paramount importance. Our teachers utilise a range of pedagogical techniques to ensure every student is being challenged to achieve their personal best in Numeracy. We aim to employ a mixture of parallel tasks, open ended questioning and low floor/high ceiling activities with multiple entries and exit points. Our teaching staff continue to use the EMU pedagogy and resourcing to diagnostically assess and plan for the teaching of Mathematics from Kinder to Year 6. The school ran the successful Extending Mathematical Understanding (EMU) program from Kindergarten through to Year 6, with many of the school's Learning Support Aides taking small groups of students who needed assistance with certain aspects of their Numeracy. The school was able to utilise its two EMU specialist teachers, with one teacher taking students from Years 1 and 2, and the other specialist teacher assisting those students in Years 3 and 4.

Learning Support Programs: Holy Family has comprehensive Learning Support programs in place to support its students in the areas of Literacy and Numeracy. In Literacy students from Years 3 to Year 6 had access to MacqLit, in which three teachers were trained. Students from Kindergarten to Year 1 have had access to the Mini Lit program. Years 1 and 2 had the STAR program and targeted reading intervention, which has two specialised trained teachers.

Technology: Holy Family School continues to be a leader in the area of 21st century pedagogy, possessing all the necessary tools; a dedicated and exemplary staff, interactive whiteboards, Promethean Boards, Chrome books (all students in Years 2 to Year 6 have been assigned their own Chrome book), iPads, wireless technology and learning areas conducive to 21st century teaching. The school's pedagogy integrates digital technologies so as to effectively engage students in the learning process and enhance achievement as well as extending interaction with local and global communities. At Holy Family, our students' worlds are increasingly being shaped by their ability to communicate and to access and manipulate information using ICT and digital technology. Coding and robotics are taught from Kindergarten through to Year 6. Coding gives the students the opportunity to work together cooperatively and to extend their organisational, analytical, communication and higher order thinking skills. Coding develops the students' Science, Engineering, Computer Programming and Mathematical skills.

The school curriculum provides programs, strategies and initiatives that cater to a diverse range of student interests, talents and abilities. Student wellbeing and pastoral care scaffold the curriculum at Holy Family School. The Religious Education curriculum and other initiatives such as Making Jesus Real, LAP, Peer Support, clubs and the School's Behavioural Management Policy are significant components of our total effort to improve students' social and emotional wellbeing and their ability to access the curriculum. A Catholic worldview influences how we look at everything in life, and how we think and act in particular circumstances. The Catholic Worldview has its foundation in Scripture and Tradition, that is, the world is viewed through the eyes of divine revelation. Holy Family students' motivation to learn and hence engagement in learning activities is enhanced by arousing their sense of curiosity and increasing their interest and sense of personal control. This is done at Holy Family by increasing classroom interaction and discussion, by having appropriate modern teaching and learning

tools, and by drawing on rich situations from the real world. This pedagogy underpins learning across the school curriculum, Kindergarten to Year 6.

The parish primary school offers a strong co-curricular program including student participation in:

- Continuing to establish itself as a 'Koala Friendly School'. With over 180 established koala friendly trees and nearly 300 newly planted trees this year, we were excited in having a number of koalas establishing or moving through our school boundaries.
- Focusing on NAIDOC Week with students, parents and staff participating in several worthwhile and engaging learning activities.
- Interschool sporting events with local primary schools.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2020 were:

Staff Professional Learning Activity	Date	Presenter
Staff Spirituality Day	25/09/2020	Kylie Hyde and Cheryl Winkler
Lyn Sharratt Partnership Day 1	20/07/2020	Emma Fisher & Sarah McManus
Unpacking the Learning and Teaching Domain PL	20/10/2020	Adam Sullivan Sarah McManus Emma Fisher Murray Deeps
Collaborative Planning	11/12/2020	Emma Fisher Sarah McManus
Lyn Sharratt Partnership Day 2	12/10/2020	Emma Fisher Nicole Sullivan Marg Gill Murray Deeps Sarah McManus Debbie Dwyer
A Virtual Day with Edward Sri - Session 4	26/08/2020	Dr Edward Sri

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Building student reading habits with SORA ebooks	1	CSO



Lyn Sharratt Collaborative - CSO and School Staff Days 2, 3, 4, Day 2, 3 & 4 - Cohort 1	6	Lyn Sharratt
Data Analytics Training	3	Grey Dwyer
DLCSL Strategic Directions Planning 2021-2023: Principal and School Leaders' Consultation	2	CSO
Learning and Teaching Collaborative - PLC Clarity	1	CSO
Google Classroom PD via Zoom, Session 2	4	CSO
Learning and Teaching Collaborative Day Term 3, 2020, Term 3, Week 2: North	1	Michelle McDonald
A Virtual Day with Edward Sri - Session 3 - Salvation History, Session 3- Salvation History	6	Dr Edward Sri
Early Learning K-2 2020	4	CSO
Mathematics Peter Sullivan Workshop looking at Algebra	4	Peter Sullivan
NCCD Team Training Day	4	CSO
A balanced Reading Program	2	Sheena Cameron/ Louise Dempse
Navigating Kid's Friendships	2	Linda Stade , CSO Parent forum
Raising Readers	2	Megan Daley, CSO Parent Forum
EMU OPL 1 & 2	1	Ann Gervisoni
Religious Education Leadership Conference	1	CSO

The professional learning expenditure has been calculated at \$2091 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio-economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at Holy Family Catholic Primary School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the [enrolment policy](#) is located in the school office or it can be accessed on the [school's website](#). There have been no changes to this policy this year.



4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students and is available on the [school's website](#). There have been no changes to this policy this year.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters. Relevant sections of the policy are also published in the student diary and it is available on the [school's website](#). There have been no changes to this policy this year.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives that are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry. There have been no changes to this policy this year and it is available on the [school website](#).

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. There have been no changes to this policy this year and it is available on the [school website](#).

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2020 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2021
Mission of Jesus Christ <ul style="list-style-type: none">Clergy, staff and students worked together to be authentic witnesses.	Mission of Jesus Christ <ul style="list-style-type: none">An authentic witness is evident in word and action at Holy Family.



<ul style="list-style-type: none"> • There was great support and assistance for the Mini Vinnies team by staff and students in having an active 'mission/ discipleship' role in our school. For e.g the Christmas Appeal. • There was a greater connection with the clergy (the Parish Administrator and the Assistant Parish Priest) and they were both more visible in the school, especially the Assistant Parish Priest, who was the school's Chaplain. • A class Mass, organised by a Year level, was celebrated by our School Chaplain each fortnight in the school hall. • Making Jesus Real (MJR) was promoted in building Christ-like relationships. • Scripture was the core of the Religious Education Curriculum. • Quality resources were purchased to support staff in teaching Religious Education. 	<ul style="list-style-type: none"> • The special Catholic Character of our school, Holy Family, is enhanced and deepened within our school community. • Religious Education units include exploration of Scripture and engaging learning experiences. • Preparation for the Sacramental programs will be reviewed with the hope that we can incorporate the preparation into the classroom teaching of the Religious Education curriculum. • Begin referring to buildings by their Saint's names - Mackillop Library. • Each Grade develops a Prayer Service at an assembly on the Saint's name of their building. • Quality children's picture books will be purchased to support the RE curriculum. • Each grade will be allocated a particular Saint/significant witness to learn about within a Religious Education unit.
<p>Learning and Teaching</p> <ul style="list-style-type: none"> • 'Best practice' teacher pedagogy was embedded to improve student outcomes. • Student growth and achievement in Literacy was tracked using a data wall. • The School Partnership Team was committed to the two-year Dr Lyn Sharratt Partnership. • All teaching staff members participated in the Dr Lyn Sharratt Partnership, which is led by the School Partnership Team. • Case Management Meetings (CMM) began in Term 2. • All authentic learning started at 9.00 am each day. 	<p>Learning and Teaching</p> <ul style="list-style-type: none"> • Develop all teachers' individual and collective knowledge, skills and capacity to use evidence and data-informed practices to improve their teaching of literacy and numeracy. • Analyse and use a range of assessment and learning data to determine student's progress, teaching actions and to monitor the effectiveness of teaching practices. • Reflect on and evaluate teachers' current practice to identify both strengths and areas for improvement, share their strengths with their teams, and collaboratively design opportunities for improvement (# 11- Inquiry Model). • Gather evidence from several classrooms, including through moderated assessment, peer observation and feedback, about how a particular literacy skill is currently taught. • Understand, adopt and trial new strategies and resources, including literacy resources using high-yield strategies to evaluate their impact on student learning- Waterfall Chart, Learning Intentions, Success Criteria, Anchor Charts. • Use of the Five questions during Learning Walks. • Ensure Mathematics experiences are innovative, adaptive and creative for all students. • A focus on opportunities for the teacher to model and students to demonstrate risk-taking, flexibility and perseverance when problem-solving in numeracy.



	<ul style="list-style-type: none"> High yield strategies - videos of practice, mentoring, coaching, lesson studies, peer observations - are utilised.
Pastoral Care <ul style="list-style-type: none"> Monitored and evaluated the new School Behaviour Management Plan, which was introduced in 2019. 	Pastoral Care <ul style="list-style-type: none"> Improve the wellbeing of staff and students and their families. Successfully pilot and introduce Compass and Technology One to staff.
Leadership <ul style="list-style-type: none"> Built Principal and Teacher Leader collective capacity in leadership, assessment and instruction via participation in the Catholic Schools Office and Dr Lyn Sharratt Learning Collaborative two-year program. 	Leadership <ul style="list-style-type: none"> Staff and student voice is valued by the Leadership Team. Develop systematic ways to assess and build staff engagement and productivity, whilst monitoring and supporting staff wellbeing. Encourage and support staff to undertake the Highly Accomplished and/or Leader Teacher (HALT) accreditation.
Family School Partnership <ul style="list-style-type: none"> Continued to work in partnership with the Parent Assembly representatives and utilised keynote speakers via webinars, so as to assist parents on contemporary topics such as anxiety, mental health, raising positive children and anti-bullying. 	Family School Partnership <ul style="list-style-type: none"> Work in partnership with the Parent Assembly representatives and have an expert in social media present to all students, staff and parents. Continue to utilise webinars on such topics as anti-bullying, parenting and mental health. Successfully role out the Compass package to the parent community.

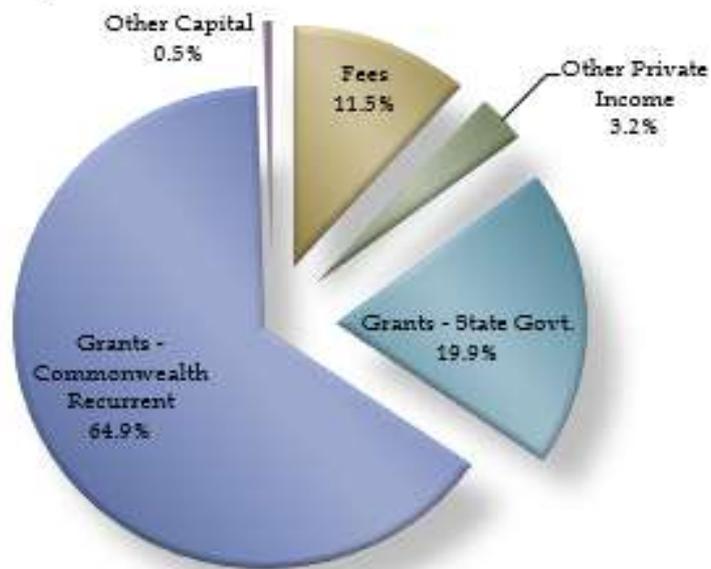
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2020 is presented below:



2020 INCOME - Holy Family Catholic Primary School SKENNARS HEAD



2020 EXPENSE - Holy Family Catholic Primary School SKENNARS HEAD

