

Annual School Report 2014 School Year

Holy Family Catholic Primary School



Skennars Head, NSW 2478

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About this report

Holy Family Catholic primary school is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) and managed by the 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 to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

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

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2015 following its submission to the BOSTES.

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 www.skhlism.catholic.edu.au



1. 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 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 2014. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Holy Family has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2014 the school:

- Received wonderful news on the Year 6 Religious Education state-wide test. Our Holy Family Year 6 students' brilliant results included: 13 High Distinctions, 17 Distinctions, 21 Credits .This was a great result.
- Sent two teams of Years 5 and 6 students to compete in the regional Tournament of the Minds competition. Both teams performed extremely well and received Highly Commendable certificates.
- Participated and achieved at an outstanding level in the Australasian Schools Competitions (Digital Technologies, English, Writing, Spelling, Mathematics, and Science). Students from Holy Family were awarded several High Distinctions, Distinctions, Credits and Achievement Awards.
- Ran the engaging Young Designer Award competition. It took the form of the 'Great Bake Off'. This competition saw students participating from Kindergarten through to Year 6. Students used their skills of creativity, originality and inventiveness.
- Organised its Annual Public Speaking Competition, which was an outstanding day with a very large number of Infants and Primary students participating. The students' standard of public speaking was exceptional; with many students going on to represent the school at the Richmond Public Speaking Competition in Lismore, where two Holy Family students won their division.

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 2014 the school:

- Participated in the **Lismore Eisteddfod** with great success in the various sections. The following are the school's impressive results:
 - Year 1 Choir: Hymn **First Place**
 - Year 5 & 6 Choir: Hymn **First Place**
 - Year 5 & 6 Choir: Song **Second Place**
 - Whole School Choir: Hymn **First Place**
 - Whole School Choir: Song **First Place**
 - Year 5A Choral Speech: **First Place**
 - Year 6O'D: Class Work: **First Place**Holy Family School awarded the **Primary Schools Perpetual Trophy**.
- Raised a large amount of money for **Catholic Missions** by holding a very successful mini-fete and talent quest. All Holy Family staff, students and parents are to be applauded for giving so generously and for making it a great day.



- Honoured the fallen by marching in the 2014 **ANZAC** March in Ballina. The students were a credit to their school, their families and themselves. Our school captains proudly presented a wreath in memory of the fallen soldiers.
- Participated in **Remembrance Day**. Holy Family's senior leaders laid a wreath at the Cenotaph and represented the school with distinction at the ceremony conducted by the Ballina RSL Club.
- Focused on **NAIDOC Week**. The staff and students participated in several worthwhile and engaging learning activities over the five school days, so as to celebrate the importance of NAIDOC week.

Students performed well at various sporting events in 2014. The following list provides some examples of sporting highlights:

- The **Senior Rugby Union** team were crowned Diocesan Champions for 2014. This gave them the honour of representing the Diocese of Lismore at the NSW Catholic Diocesan Championship at St Joseph's College Hunter's Hill in Sydney. The team performed admirably and was seventh overall in the tournament.
- Holy Family girls and boys competed at a very high level, with a number of students representing the Diocese at **Polding level** in soccer, rugby union, basketball, touch football, rugby league, cricket, hockey, athletics, swimming and cross country.
- The Holy Family **Swimming** squad did very well at the Richmond Zone Swimming carnival and was awarded second place.
- The Holy Family **Athletics** group performed very well at the Richmond Zone Athletics carnival and came second at the carnival.
- The Holy Family **Cross Country** team excelled on the day and won the Richmond Zone Catholic Schools Trophy.

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 is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Murray Deeps
Principal

1.2 A Parent Message

In 2014 the Parish School Forum organised and coordinated a number of great events such as:

- **Multicultural Family Fun night:** The feedback from parents, students, parishioners and staff on the inaugural Multicultural Fun Night, which was held on the feast of St Joseph and Harmony Day, was that it was a great success.
- The successful Public Speaking Competition.
- The Bush Dance, that goes from strength to strength as the highlight of the Holy Family School social calendar.
- The School's 'Superhero' Disco with a special appearance from the Justice League.
- **Canteen:** In Term Four there were significant changes made to the canteen, especially in the areas of staffing and the menu. The new alternative healthy menu became very popular with both students and staff. This will continue in 2015. Under the leadership of the new Canteen Manager, the school's healthy canteen is going from strength to strength.

The 2014 Parish School Forum is only a small part of the Holy Family Community, but together with teachers, parents and students makes Holy Family Primary School such a valued learning and social experience for students. The Forum motto, '*Small Commitment – Big Difference*' was very much evident in 2014 as many small commitments did make 2014 one of the best years yet for the Holy Family School Community.



My sincere thanks to the 2014 Forum Members (Clare Webber; Vanessa Cain, Annette Crawford, Michelle Kennedy, Nick Houghton, Sonya Acret & Murray Deeps.) Your commitment and contributions in 2014 has been fantastic. Special thanks to Clare & Annette for undertaking the role of Forum Secretary.

I would like to formally welcome the new School Forum members for 2015, Adam Sullivan, Lorretta Tulloch, Susan Privald, Leesa Maher; and Rhian Mannix-Farrell. I wish them and the existing forum members well for continued success in 2015.

Grant Tyler
Chairperson
Holy Family School Parish Forum

2. This Catholic School

2.1 The School Community

Holy Family is located in Skennars Head and is part of the Ballina Parish which serves the communities of Lennox Head, Skennars Head and Ballina. School families are drawn from the towns and communities of Lennox Head, Skennars Head and East Ballina.

Last year the school celebrated 18 years of Catholic education.

The Parish Priest Fr Michael, the School Chaplain Fr Gabriel Ezenwa and the Pastoral Associate Sr Kathryn Sweeney are all involved in the life of the school.

Holy Family 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:

- Support for the parish-based Sacramental Programs and the Sunday Children's Liturgy.
- Participation in regular class Reconciliation and Adoration.
- Organisation of the monthly School Masses and the Assembly Liturgies.
- Involvement with the Ballina Catholic Parish Schools Day and Reflection days.
- Organisation of the Holy Family Feast Day and promoting the membership of the altar servers.

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 2.5 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 *Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework*. 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 caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2014	TOTAL 2013
Male	27	34	29	32	27	26	21	196	191
Female	32	26	28	28	32	34	39	219	226
Indigenous <i>count included in first two rows</i>	2	0	0	0	0	0	1	3	1
LBOTE (Language background other than English) <i>count included in first two rows</i>	1	0	0	1	1	0	2	5	4

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, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each term by the principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. 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 2014 was 95.30% School attendance rates disaggregated by Year group are shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance rates by Year group	94.84%	95.56%	94.90%	96.37%	95.30%	95.24%	94.90%



2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	23
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	14
5.	Number of staff identifying as indigenous employed at the school.	0
6.	Total number of non-teaching staff employed at the school.	18

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.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.92%. This figure is provided to the school by the CSO.

Due to a serious illness, one senior staff member had to take sick leave for all of 2014. Their replacement for the year did an outstanding job.

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. The Principal's Award, which is presented each month and the Super Stars awards presented each week to students, are indicative of these values. The prestigious Mary McKillop Community Service 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 6, who displays respectful, caring and thoughtful behaviours towards members of our school community. This award went to a student who lives out Mary MacKillop's motto, 'Never see a need without doing something about it'. 'Caught Being Good' awards were presented at our weekly whole-school assemblies, for the Infants, Middle Primary and Senior Primary sections of the school. Many

of the awards presented to students throughout the year are indicative of the values of respect and responsibility, values which are fundamental to the school's Code of Behaviour.

During 2014 students were involved in a range of outreach activities, including monthly visits to the local Retirement village (Crowley Village) where students spent time entertaining and speaking with the elderly residents. Students and staff contribute generously to social justice appeals, including Catholic Missions, St Vincent de Paul and Caritas.

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.

There have been a number of areas in which the school has made significant changes which have been supported by the parent body.

Canteen

In Term Four there were significant changes made to the canteen, especially in the areas of staffing and the menu. The new alternative healthy menu became very popular with both students and staff. This will continue in 2015.

School Uniform

The Uniform Committee, made up of parents and staff, explored the possibility of introducing a new and better sock by surveying parents. There was an overwhelming support with 83% of those who participated in the survey requesting the change. After much consultation with staff, parents, and the uniform committee, it was decided that the new navy/ red sock would be phased in at the beginning of 2015.

Assessment

Late last year our school made the decision to change the system of sharing assessment information with parents. The class teachers received lots of positive comments about the assessments going home much earlier than in previous years. The school will continue to modify this practice and explore other methods of sharing assessments with parents on a regular basis.

3. Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) 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.

Holy Family School continues to be a leader in the area developing contemporary pedagogy, possessing all the necessary tools: a dedicated and exemplary staff, interactive whiteboards, I-pads, I-pods, scanners, digital cameras, lap tops, flat screens, memory sticks, wireless technology, and learning areas conducive to 21st century teaching. The school's pedagogy integrates information and communication 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 acquire access and manipulate information using ICT.



Holy Family students' motivation to learn and hence their 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, Kindergarten to Year 6.

Students in Years 5 and 6 participate in the Tournament of Minds competition each year. This challenge gives the students the opportunity to work together cooperatively and to extend their organisation, communication, and higher order thinking skills. Students work as a team to solve a given problem and present the solutions. The success of the competition continues to enthuse and inspire other students to participate in this annual contest.

Professional tutors are paid to come into the school to teach the students both Gymnastics and Dance, which are key elements of the Personal Development, Health and Physical Education, and Creative Arts syllabuses.

Assessment

Late last year our school made the decision to send home the Blue Assessment Folders we have decided to send the children's assessments home shortly after they have done the assessment at school. We believe this will give parents and the children much more feedback about his/her learning. The children learn a lot from their assessments. Parents were encouraged to spend time looking at their child's assessments and talking about their learning at school. In addition, parents were informed that it is important to celebrate their child's great work and growth. The school will continue to modify this practice and explore other methods of sharing assessments with parents on a regular basis.

3.2 Student Performance in National Testing Programs

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 58 students presented for the tests while in Year 5 there were also 58 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At Holy Family, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and SMART 2 Data Analysis workshops.

The following data indicates the percentage of Holy Family students in each band compared to the State percentage.

Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School										
Reading	29.7	44.8	19.6	20.7	22.9	25.9	14.3	6.9	8.5	1.7	4.9	0
Writing	11.5	13.8	36.3	55.2	22.5	19.0	19.3	12.1	7.1	0.0	3.3	0.0
Spelling	26.3	24.1	24.5	36.2	22.8	20.7	11.7	8.6	11.2	10.3	3.4	0.0
Grammar and Punctuation	32.5	51.7	22.0	20.7	20.7	22.4	14.0	3.4	7.0	0.0	3.8	1.7
Numeracy	17.7	19.0	24.7	32.8	23.5	29.3	19.7	17.2	11.1	1.7	3.2	0.0
Data, Measurement, Space and Geometry	17.3	19.0	26.0	34.5	19.6	25.9	24.8	17.2	8.9	3.4	3.3	0.0
Number, Patterns and Algebra	17.2	19.0	19.3	19.0	25.4	34.5	22.4	20.7	11.7	5.2	4.1	1.7

Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School										
Reading	16.9	29.3	18.3	13.8	25.7	36.2	21.3	10.3	12.4	8.6	5.4	1.7
Writing	5.6	13.8	12.0	13.8	28.3	46.6	36.7	20.7	9.7	1.7	7.8	3.4
Spelling	14.7	6.9	28.1	24.1	25.6	37.9	18.3	20.7	8.1	6.9	5.2	3.4
Grammar and Punctuation	22.7	20.7	21.8	32.8	21.5	22.4	17.4	13.8	10.8	6.9	5.7	3.4
Numeracy	13.8	5.2	14.7	22.4	29.8	41.4	22.9	22.4	13.8	8.6	5.1	0.0
Data, Measurement, Space and Geometry	10.5	3.4	13.0	15.5	29.4	41.4	27.3	27.6	15.0	10.3	4.8	1.7
Number, Patterns and Algebra	17.5	10.3	13.7	22.4	26.1	36.2	17.8	24.1	18.5	6.9	6.5	0.0



The results show that our students have again performed well in 2014. As evidenced by the table, the percentage of students in the top 3 bands in Year 3 is considerably above the State percentage in all areas. The notable achievement of over 90% of our students achieving in the top 3 bands in the elements of Reading and Grammar and Punctuation is testament to the rigorous teaching and targeted intervention by our educators. Similarly, the results for Year 5 show the percentage of students in the top 3 bands is also above the State percentage in all areas. A notable strength is in the area of Writing. The explicit teaching of this skill is further supported by the excellent foundation our students gain in Reading and Grammar and Punctuation. NAPLAN results will be further analysed to inform and guide our strategies to enhance the already solid performance by our students in Numeracy. The quest to continue to improve regardless of such excellent results is a tribute to the dedication and commitment of our teaching team.

3.3 Teacher Professional Learning

Whole staff development day professional learning activities in 2014 were:

Staff Professional Learning Activity	Date	Presenter
Parish School Retreat Day	28/04/2014	School Leadership Team
Australian Curriculum. Focus: Mathematics	11/08/2014	School Leadership Team
New Vision Statement	19/09/2014	School Leadership Team
Australian Curriculum. Focus: Mathematics	07/10/2014	School Leadership Team

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

Activity	Staff numbers	Presenter
Executive Retreat – Heroic Living	4	Chris Lowney
Principals & Assistant Principals K-12 Conference	2	Senior CSO staff
Assessment & Reporting K-6 workshop	2	Michele McDonald - CSO
Curriculum Leaders Training Workshop - Mathematics	2	Anita Chin
Parish School Twilight Retreat	23	Fr Richard Leonard SJ

The professional learning expenditure has been calculated at \$6,727.00 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. School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2014.

Policy name	Status in 2014 (No change, new policy, changes made)	Access to this policy at:
School Uniform Policy	Changes made	Parent Handbook & School Office
Canteen Policy	Changes made	Skoolbag App & School Office
Sun Safe Policy	No Change	School Office and Parent Handbook
Enrolment Policy	No Change	School Office and Parent Handbook
Student Management Policy	No Change	School Website & Parent Handbook
Anti- Bullying Policy	No Change	School Website & School Office
Complaints and Grievance Policy	No Change	School Office
School Fees Policy	No Change	School Website & Parent Handbook
Road Safety Policy	No Change	Parent Handbook
Excursion Policy	Changes made	School Website & School Office
Child Protection Policy	No Change	School Website & School Office
Homework Policy	No Change	School Website & School Office
Assessment & Reporting Policy	Changes made	Parent Handbook & School Office
Lock Down Policy	No Change	Parent Handbook & School Office
Evacuation Policy	No Change	Parent Handbook & School Office
Pastoral Care Policy	No Change	School Website & School Office
Technology Policy	Changes made	School Office
Counselling Policy	No Change	School Website & School Office
Student Attendance Policy	Changes made	School Website & School Office
Risk Management Policy	No Change	School Website & School Office
Repeating Student Policy	No Change	School Office
Sports Team Policy	No Change	School Office
Maintenance Policy	No Change	School Office
Special Dietary Needs Policy	New Policy	Parent Handbook & School Office
Transition to School: A Professional Partnership Policy	New Policy	School Office

4.2 Enrolment Policy

Every new enrolment at Holy Family 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.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.



A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Student Welfare Policy, Pastoral Care Policy

Holy Family School is committed to the welfare of its students. In 2014 the school undertook to become a KidsMatter school and formed an Action Team made up of the Principal, staff and parents. KidsMatter Primary is a mental health and wellbeing initiative that has been adopted by nearly 1500 Australian primary schools. The Australian Government has funded KidsMatter Primary to be rolled out to a total of 2000 schools by 2014.

Flinders University evaluated KidsMatter Primary and found it significantly improved:

- The mental health and wellbeing of students.
- The quality of school work.
- The ability of parents, carers and teachers to help children deal with problems.
- NAPLAN results – when a school implemented KidsMatter Primary well.

KidsMatter Primary was developed by the Australian Government Department of Health, *beyond blue*, the Australian Psychological Society, and the Principals Australia Institute.

KidsMatter Primary aims to help:

- Improve the mental health and wellbeing of primary school students.
- Reduce mental health problems in students.
- Achieve greater support for students with mental health problems and their families.

Also, the school has frameworks and programs in place to identify and support students at risk. These include the retention of a counsellor, a Well Being committee; provision of the Seasons for Growth and LAP programs; an Anti-Bullying program, maintenance of Peer Support networks and a commitment to resilience building programs such as Making Jesus Real and Bounce Back; as well as The Worry Busters program. These programs aim to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. The policy sets out to help students recognise that their fundamental freedoms and rights are balanced by responsibilities. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.4 Discipline Policy

The school policy is based on the Gospel values and procedural fairness, and ensures that the school practises respect, and upholds the dignity and rights of individual students. The policy is discussed with students, staff and parents on a regular basis. Expectations (rules) are discussed at class level so that there is a common understanding. These rules are written using our school code of Safety, Effort, Respect and Self Responsibility, and are reinforced at assemblies and in the school newsletter. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

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. The process that is followed by the stakeholders at Holy Family aims to promote understanding, open communication, fair judgement and the dignity of all involved. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. Consultation between parent, school, Parish Priest and CSO may be required in some circumstances. The policy is available from the school's website.



5. School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2014 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

Catholic Faith and Culture

- Foster a vibrant Prayer and Liturgical life by involving the whole school community.
 - Effectively communicate the Catholic requirements and Culture of a Catholic School to parents.
-

Teaching and Learning

- Foster a culture of assessment of learning and for learning, partnered with timely, rich feedback.
 - Analyse standardised data in Mathematics to plan for and review teaching to ensure it is purposeful, meaningful and relevant.
 - Ensure our Whole School Approach to Spelling is extended into all aspects of reading and writing.
 - Implement the Progressive Assessment Tests so as to track Student Growth for all students.
-

Organisation and Administration

- Implement a passive play area to cater for students' needs.
 - Continue to become a more environmentally friendly school. Raised the profile of environmental stewardship.
 - Formulate a new contemporary Vision Statement for the school.
-

Relationships

- Continue to promote a welcoming culture at Holy Family and strengthen parental involvement in school activities.
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6. 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 2014 is presented below:

