



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Holy Family School

250 Stephenson's Road, MOUNT WAVERLEY 3149

Principal: Julie David

Web: www.hfmw.catholic.edu.au

Registration: 1565, E Number: E1198

Principal's Attestation

I, Julie David, attest that Holy Family School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 May 2025

About this report

Holy Family School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

In Faith, we believe, we belong, we learn, we grow.

Mission Statement

In faith we are a community that lives our daily lives based on our Catholic traditions and values.

We believe in encountering and deepening our relationship with God.

We belong to an inclusive and nurturing community that embraces all.

We learn to become creative, collaborative, active and informed citizens.

We grow to reach our full potential.

School Overview

Holy Family School is a Catholic primary school located on Stephensons Road, Mount Waverley, an eastern suburb of Melbourne. Holy Family School is set in a very supportive community of parish and parishioners, parents and staff all contributing to and acknowledging the important work being undertaken within this vibrant learning institution. The school is adjacent to the Mount Waverley Village shopping centre and the Glen Waverley railway line. The school is sited within the parish property along with the church, parish hall complex, extensive playground areas and a car park.

The school currently has an enrolment of 262 students. Students are taught in twelve classes.

- Prep x1
- Year One x2
- Year Two x1
- Year Three x2
- Year Four x2
- Year Five x2
- Year Six x2

Specialist staff support class teachers, by teaching Performing Arts, STEM, LOTE (Auslan), Physical Education and Library.

The Leadership team consists of Principal, Deputy Principal, Religious Education Leader, Learning and Teaching Leader, Literacy Leader, Maths Leader, Digital Technologies Leader, Learning Diversity Leader and Wellbeing Leader.

Years five and six students participate in summer (first term) and winter (terms 2&3) interschool sport and students access swimming lessons as a core component of the Health and Physical Education Program in term 4.

The school offers an out of school hours care program on site as administered through Camp Australia.

The school buildings are single storey arranged around a central courtyard and alongside extensive play areas. The site is very secure and provides adequate areas for all formal and informal games and play. The school oval was re-surfaced to an all-purpose, all weather synthetic grass surface in 2009. The oval has markings and space for a cricket pitch, four-lane running track, 100 metre sprint track, long jump pit, and football oval and soccer pitch. The quadrangle area (including the basketball/netball court) is covered with artificial turf.

The school buildings have been progressively and extensively renovated throughout the past nine years. All classrooms have been refitted and extended to incorporate a shared withdrawal space and teacher offices. The Administration, staff areas, offices and school entry have been rebuilt. Throughout the period from 2009 to 2012 we upgraded our middle and senior school classrooms and adjoining corridors. The school gymnasium and 'small hall' were also refurbished in 2011. A contemporary learning space for four senior classes, a new canteen, and administration archive area was completed in readiness for the 2015 school year. Student toilets are enclosed within the main building and were upgraded in 2016. All the interior of the school buildings was repainted at the end of 2019 and this is maintained each year. These improvements have further enhanced the learning environments for our children and staff.

The Curriculum offered is based on the Religious Education Framework Archdiocese of Melbourne and the Victorian Curriculum.

Our parish organises the Sacramental Program for all Catholic children of the parish and the school staff works closely with the parish priest to present the program each year. Through the regular meetings of the Religious Education team all opportunities to engage the students in parish life are explored and planned. The students are given every opportunity to live and experience daily our Catholic faith, in this educational setting.

Holy Family School regards parents as co-educators and warmly welcomes and encourages their participation. Consequently, parents are actively involved in the many aspects of the life of our school. The Holy Family School Advisory Council is one formal opportunity for parents to be involved the Council has specific areas of responsibility in its brief. Other opportunities are offered to all parents able to give of their time. The school highly values the enthusiasm, expertise and support of all families. The Parents and Friends committee are a highly active group in our school community. We are most appreciative of the ongoing parent support and their generosity in providing the school with outstanding physical and curriculum resources. We encourage all parents, where possible, to be involved within classroom programs, excursions, sports activities, family events and school celebrations.

Principal's Report

2024 has been a year of incredible change and improvement at Holy Family School.

Our Incredible Staff

This year our staff have implemented many changes (explicit teaching, structured literacy, novel studies, classroom setup, routines, behaviour curriculum, ...) Each of these changes have been based on evidence and supported by our Staff Leadership Team.

Our recent data has shown the positive impact of these changes on our students' learning achievements and sense of belonging.

Our Staff Leadership Team implemented a Behaviour Curriculum based on the work of Dan Petro and Tom Bennett.

Holy Family has been part of the Reading and Learning Collective and will continue to be supported by Dr Nathaniel Swain in 2025 to develop a Prep-Year 6 Scope and Sequence on Knowledge Rich Curriculum. Our school is developing this curriculum to provide all students with essential knowledge to prepare them for secondary school. Students do not have the same opportunities as each other which can impact future learning.

We are fortunate to have staff continuity leading into the 2025 school year.

2024 Positions of Leadership

Learning and Teaching (Jenn Young)
Mathematics (Jenn Young)
Literacy (Natalie Dib)
Religious Education (Vicky Pejic)
Wellbeing (Eithne King)
Learning Diversity (Jacqui Prosser)
Digital Technologies (Jenn Young/Katrina Davis)

2024 Specialist Subjects

Physical Education
Auslan
STEM
Performing Arts (Music, Dance and Drama)
Library

Our Amazing Students

Each student at Holy Family is incredible. I am so proud of the way they have embraced our new routines and changes to pedagogy over the year.

Lola (Wellbeing Dog)

Our school community has warmly welcomed Lola (cavoodle) to Holy Family. Lola attends Holy Family School 3 days a week and provides comfort and companionship for staff, families and students.

Parish Links

I have valued honest feedback and practical ideas to continue to improve our school community and links with our Parish. Father Justel and the parishioners play an integral part in the faith development of our staff, families and students. It is pleasing to witness our school community engaging in a positive way with clergy and parishioners with a barbecue or multicultural celebration on Pentecost Sunday.

Community

We have an inclusive and welcoming community where everyone is respected and acknowledged.

At the beginning of the school year our Parents and Friends Committee organised a 'Welcome Event' for all families at the school. A few weeks later the school staff hosted a 'Prep and New Families Event' for new staff, parents (Years 1-6) and Prep parents. This is a wonderful event to encourage connections between the adults in our community.

Some of the key social events throughout the year were -

Whole School Masses

Sacramental Celebrations

Feast Day Celebrations (Pancake Making with Father Justel and Mrs David)

Annual School Sports

Schools Clean Up Day

Celebration of Learning (each term)

Community Colour Extravaganza

Trivia Evening (Olympics theme)

Open Days

Visual Art Show

Community Christmas Carols

Year 6 Graduation

Kindergarten and Secondary School Transition

Our students in Kindergarten and Year 6 have a thorough 'Transition' before entering Prep or Year 7.

Kindergarten to Prep

In Term 3, we hosted 'Step Into Prep' sessions for children in 3 and 4 year old kindergarten. These sessions exposed the children to some of our Specialist Classes (Performing Arts, Physical Education and Library) and also gave them a glimpse of school life.

In Term 4, enrolled kindergarten students for 2025 were encouraged to attend 5 Transition sessions. On their final session each 2025 Prep met their Year 5 buddy and class teacher. The school provided lunch for parents/carers while they listened to a psychologist speak about successful transitions on this day also.

Year 6 to Year 7

Our teachers prepare our students in a number of ways for Secondary School.

One of our most successful transition actions was inviting some of our previous Year 6 students from 2023 to speak about their Secondary School experience to our 2024 Year 6 cohort. It was pleasing to see these students confidently share their experiences from each of their 6 secondary schools.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To enable explicit connections between faith, life and the wider community.

Intended Outcomes

That opportunities are provided for all members of our community to make authentic connections between faith, scripture and their life experiences in the wider world.

Achievements

Achievements in 2024

- Daily classroom prayers.
- Whole school Holy Week celebration. Classes prepared and displayed a specific event that occurred during Holy Week. Parents, parishioners and school members were invited to attend the prayerful experience.
- Foster strong parish and school partnership through class masses, sacramental program and special events.
- Initiate altar server program for the year 5 and 6 students interested in serving during school masses.
- Parent information evenings for students making their sacraments.
- Student religious leaders lead school prayer at assembly.
- Whole school paraliturgies for significant events such as Anzac Day and Remembrance Day.
- Individual classes have the opportunity to attend Friday morning parish masses at least once a term.
- Whole school masses for holy days of obligation and end of term celebrations.
- Staff professional development in faith formation.
- Participate in social justice projects such as raising money for Project Compassion during Lent.
- Mini Vinnies students in year 4 planned a Science Extravaganza in term 3 for St Vincent de Paul Society.
- Became a Fire Carrier school which support Opening the Doors Foundation who raise funds to support Aboriginal children in Catholic schools with uniforms, school equipment and supplies.

- Publish Religious Education news in the school newsletter.
- Student leaders attend St Patricks Day mass at St Patricks Cathedral.
- Student leaders and principal attend mass at St Patricks Cathedral on 24 November to launch the Year of Jubilee 2025

Value Added

Classroom teachers plan meaningful religious lessons on Catholic Teachings, traditions and liturgical seasons. They intertwine units of learning around inquiry curriculum. For example, the junior school learned about creation while learning about their homes and environment. The senior school looked at the history of the church promoting understanding and acceptance with other faith communities.

There is a strong sacramental program in the school. Year 4 students make their Reconciliation and First Eucharist and the year 6 students make their Confirmation. Students enjoy working on social justice issues and contributing to the community through Mini Vinnies and Project Compassion.

Learning and Teaching

Goals & Intended Outcomes

Goal: To build a trusting and rigorous professional learning culture

Intended Outcomes:

Staff - Leadership relations to maintain from 71% to 85% in the MACSSIS staff Survey 2023

To maintain Staff-Leadership relationships at and above 90% in 2024

Perceptions of the amount of Feedback staff receive increases from 61% to 75% in 2024.

The MACSSIS staff survey psychological safety ' How safe it feels to take risks and make mistakes in this school increases from 82% in 2024

Goal:To empower student voice and agency to promote student engagement in learning

Intended Outcomes:

That school engagement (How attentive and interested students are in school) increases from 59% in 2024

Achievements

In 2024 Professional learning was undertaken by all staff on Explicit Direct Instruction.

All staff attended Professional development run by Brooke Wardana, an expert in the field of Explicit Direct instruction at the beginning of the year, this was supplemented later in the year with staff attending a school based setting to see Explicit instruction in action.

High quality evidence based spelling instruction was introduced in years 3 to 6 whilst Foundation to year 2 continue to embed the spelling instruction introduced in 2023. Teachers were able to watch modelling from experts and the literacy leader. They were able given the opportunity to see spelling in action in high performing schools and report back to staff.

Teachers were trained to deliver evidence based literacy assessments including DIBLES screener and diagnostic assessment in reading and spelling. Ongoing screening assessments are now completed three times across the year.

Leadership have modelled Explicit instruction to teachers and worked closely with teachers to plan and deliver a rigorous literacy and mathematics curriculum using quality curriculum resources and evidence based practices.

Over 80% of teaching staff participated in the Teach Well, Teaching for Impact in Mathematics Series. This focussed on explicit instruction in mathematics, providing coaching and feedback for teachers to improve student engagement and explicit instruction in mathematics.

Teachers in Foundation to Year 2 trialled Acadience Numeracy assessments to identify students progression in Number fluency in the junior years.

The school introduced the mathematics 2.0 curriculum in it's first year of release, utilising curriculum resources developed in partnership with MACS and Ochre to ensure the curriculum was delivered with fidelity.

Student Learning Outcomes

NAPLAN 2024 Results*

Year 3

Spelling	0% Needs Assistance	16.2% Developing	54.1% Strong	29.7% Exceeding
Reading	0% Needs Assistance	16.2% Developing	51.4% Strong	32.4% Exceeding
Writing	0% Needs Assistance	5.4% Developing	70.3% Strong	24.3% Exceeding
Grammar	0% Needs Assistance	21.6% Developing	54.1% Strong	24.3% Exceeding
Numeracy	2.7% Needs Assistance	10.8 % Developing	67.6% Strong	18.9% Exceeding

Year 5

Spelling	4.9% Needs Assistance	12.2% Developing	46.3% Strong	26.8% Exceeding
Reading	0% Needs Assistance	16.2% Developing	51.4% Strong	32.4% Exceeding
Writing	0% Needs Assistance	9.8% Developing	51.2% Strong	26.8% Exceeding
Grammar	2.4% Needs Assistance	12.2% Developing	39% Strong	36.6% Exceeding
Numeracy	2.4% Needs Assistance	7.3% Developing	48.8% Strong	31.7% Exceeding

*Where percentage does not add up to 100% this represents students who were exempt.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	465	78%
	Year 5	548	84%
Numeracy	Year 3	446	87%
	Year 5	543	89%
Reading	Year 3	446	84%
	Year 5	536	89%
Spelling	Year 3	452	84%
	Year 5	525	81%
Writing	Year 3	461	95%
	Year 5	536	89%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal

To empower student voice and agency to promote student engagement in learning

Intended Outcomes

That student wellbeing is enhanced.

That students are provided with authentic opportunities to be co-designers and leaders in their learning

Achievements

Holy Family School provides an inclusive education which values diversity and celebrates difference. Resources are effectively used to ensure that the needs of individual students are met. The school provides early intervention and detailed personalised learning/behaviour plans for students who require additional support in academic, physical, social and/or emotional areas. Learning support staff are a close-knit team who work flexibly towards addressing the needs of students with special needs under the guidance of the Learning Diversity Leader. Program Support Group meetings are regularly organised with families to implement and monitor developing progress. Adjustments are made to student learning when required. These adjustments enable all students to enter learning at their ability level and experience success. The Learning Diversity Leader and Wellbeing Leader liaise closely to enhance a culture of inclusion in the school.

At the heart of the wellbeing initiatives at Holy Family, is our Wellbeing Hour each week which is an uninterrupted hour focusing on The Resilience Project and Respectful Relationship programs. The CASEL framework is used to embed the two programs within the five Social and Emotional areas of- self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

The Resilience Project focuses on the key elements of-

Empathy

Mindfulness

Gratitude

The Respectful Relationships program focuses on the areas of-

Emotional literacy

Personal strengths

Positive coping

Problem solving

Stress Management

Help Seeking

Gender and Identity

Positive Gender Relations

This is a weekly program delivered across the whole school at the same time. Student voice has been encouraged inside the classroom through goal setting, reflection of learning; student led conferences and some opportunities for peer feedback.

Our students undertake termly Bullying Surveys from Years Prep-6, and all students who identified as either 'being bullied' or 'witnessed bullying' are interviewed by the Wellbeing leader. From these interviews, if true cases of bullying are identified, then appropriate action is taken for the students involved. Students also have access to an online Bullying report at any time that they can access from their student portal.

In 2024 students were once again able to engage in student led activities during break times. Our Year 6 students lead these activities as part of their social justice - giving their time to help others in our school community. Beyond the classroom, the SRC as part of the Year 6 leadership structure, provide opportunities for students to contribute ideas and suggestions. Weekly class meetings are led by our Year 6 leaders focusing on the school expectations that are a focus for the week, as well as gaining student feedback on matters to improve our school.

Our school also has continued the engagement of a Psychologist/Counsellor one day a week who works to support our students and their families. The school has a partnership with Swinburne University to provide this service.

Value Added

Holy Family has continued with or undertaken many activities which supported and enhanced outcomes for our students.

Our school-

- Program Support Group Meetings (PSG's)
- Learning Support Officers (LSO's)
- Ongoing professional development for staff and LSOs in student engagement and wellbeing
- Weekly 'Wellbeing Hour' sessions
- Whole school use of the CASEL Framework to provide a consistent and whole school focussed approach for implementing the Resilience Project & Respectful Relationships program as a school community
- implementation of Resilient Youth Survey and ACER Social/emotional Wellbeing survey
- Whole school mixed age 'Wellbeing Hour' in term 2 focusing on social skills (games hour)
- Review of Student Leadership Roles for 2025
- termly Bullying surveys and interviews
- whole school involvement in 'Bullying No Way' Day, Harmony Day, Walk to School Day to enhance student's personal wellbeing
- implementation of whole school behaviour curriculum
- continued our relationship with Victoria Police and Inform and Empower to support cybersafety education
- weekly class meetings led by student leaders
- student led 'Kid's News' online presentation once a week
- lunchtime clubs led by students and alternate quiet play areas
- Cooking Club, focusing on social and communication skills
- introduction of 'Community Village Managers'- supervising play in cubbies
- Weekly whole school assemblies
- Regular 'check ins' with parents

- Acknowledgement of significant events (eg.ANZAC Day)
- Sharing events happening in our school community via our social media platforms
- Prep Parent Information Sessions for 2024

Student Satisfaction

Students at Holy Family care greatly about their school and display a positive attitude about themselves. They have identified that they are engaged in their learning as they enjoy learning new things, try hard and have fun at school.

Learning Intentions and Success Criteria developed both by the teachers and students, set high and clear expectations for all, and are visible to the students in all lessons. Our students interact positively with staff and peers both at school and beyond, and are always ready to challenge themselves with new learning.

As part of our involvement in The Resilience Project, our Year 3-6 students partake in the 'Resilient Youth Survey'. This survey data identifies student strengths and challenges on the resilience and mental health of our young people. The survey captures the CPR of Wellbeing- 'Connected, Protected, Respected'. The below tables outline some key statistics from the survey undertaken by our Year 3-6 students in 2024. *Numbers reported are the % of students who responded favourably to the items listed.

LEARNING ENGAGEMENT

-care about my school- Year 3/4s 89%, Year 5/6s 81%

POSITIVE ATTITUDE

-feel good about myself- Year 3/4s 78%, Year 5/6s 76%

SAFETY

-feel safe at school- Year 3/4s 86%, Year 5/6s 88%

-school gives students clear rules- Year 3/4s 83%, Year 5/6s 89%

-school enforces rules fairly- Year 3/4s 77%, Year 5/6s 80%

-not bullied at school- Year 3/4s 92%, Year 5/6s 97%

The MACSSIS Student Data showed that students at Holy Family feel that they belong and are valued as integral members of our school community. They feel that teachers always encourage them to do their best and be their best, setting rigorous expectations for students. Over 80% of our students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance. Students continue to show increased levels of attentiveness and investment in school and a positive mindset as learners. As identified through the data and dialogue with students, there are many opportunities for us as a school to continue to increase student agency and voice within the school.

Student Attendance

In accordance with the Victorian Education and Training Reform Act 2006 requirements and the school's moral obligation to ensure the safety & welfare of students under its care, Holy Family Primary School regularly monitors attendance and absence patterns. Teachers review the explanations to determine students at risk of poor attendance or who may become disengaged. Attendance rates are managed by class teachers and monitored by the Principal, Deputy Principal and Wellbeing Leader. Class teachers and members of the leadership team follow-up parents of children who have frequent absences from school. Parents communicate absences via email, Skoolbag App, telephone calls, emails or handwritten notes. If the school does not know why a child is absent then a phone call is made to the parent before 9.30am.

Average Student Attendance Rate by Year Level	
Y01	91.3
Y02	91.6
Y03	93.8
Y04	91.5
Y05	90.9
Y06	90.2
Overall average attendance	91.5

Leadership

Goals & Intended Outcomes

Goal:

To build a trusting and rigorous professional learning culture

Intended Outcome:

That there is a positive and trusting culture of feedback that informs professional growth and development.

Goal:

To embed evidence-based pedagogy and practices across the school

Intended Outcome:

That there is an agreed (explicit) and consistent delivery of high impact teaching strategies

Achievements

In 2024 we introduced our Behaviour Curriculum and learning routines for all students.

Professional learning was undertaken by all staff on Explicit Direct Instruction, routines and behaviour so that everyone was on the same page.

Key Leaders provided support during planning, PLTs and in the classroom to enhance teacher practice and student learning.

Our School Improvement Team set a clear direction for all staff

Implementation of synthetic systematic phonics, explicit direct instruction, PhOrMeS

Continuation of Tier 2 interventions in Reading and Number

Leaders provided support in all classrooms on a regular basis to enhance teaching and student learning

Staff were open to improve their practice

Students are improving at being able to articulate what they are 'learning' instead of what they are 'doing'

Students state that they feel safer with the implementation of our learning and behaviour routines

Learning for students commences as soon as they enter the classroom

Student Learning has been enhanced by all classroom teachers following routines and expected behaviours facilitated by Leadership

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p><u>Learning and Teaching</u></p> <ul style="list-style-type: none"> • Knowledge Rich Curriculum (Dr Nathaniel Swain) • Systematic Synthetic Phonics (UFLI) • PhOrMeS (Shane Pearson) • Behaviour Curriculum (Leadership Team) • Scope and Sequence Development (Leadership Team) • ASD (Sue Larkey) • Scope and Sequence Development (Leadership Team) • Docklands Primary School Visit • Whole School Learning and Teaching Planning (Dr Simon Breakspear) • Feedback (Rehearsing and Planning) • Fluency Pairs (all classroom teachers and leadership) • Gesturing (Daily Review) • Personalised Learning Plan Writing (Learning Diversity Leader) • No More Marking (Literacy Leader) • Behavior Support Plans • Process for internal referral and Student Learning Team • Student Safety Plans • NCCD Modules (all staff) • Mandatory Reporting (all staff) • First Aid Training (all staff) • SeeSaw Professional Learning • DIBELS Data Input and Analysis (Literacy Leader) • Daily Review • PVAT Data and Analysis • Resilient Youth (Resilience Project) • Assessment (Religious Education) • Lent and Advent • Meditation (Lisa Hughes) • Catholic Social Teaching 	
Number of teachers who participated in PL in 2024	32
Average expenditure per teacher for PL	\$279.00

Teacher Satisfaction

Teaching staff were above the MACS average in all areas on the MACSSIS Survey.

- School Climate 87%
- Staff-Leadership Relationships 93%
- Staff Safety 80%
- Psychological Safety 82%
- Professional Learning 87%
- Collective Efficacy 91%
- Collaboration in Teams 83%
- School Leadership 78%

Our non-teaching staff indicated that feedback and professional learning were areas that required attention moving forward.

They were quite strong in the areas of -

- Psychological Safety 64%
- Collective Efficacy 70%
- School Climate 69%
- Staff-Leadership Relationships 74%

After reviewing this data it appears that staff are satisfied with our Holy Family School working environment.

Teacher Qualifications	
Doctorate	0
Masters	2
Graduate	2
Graduate Certificate	0
Bachelor Degree	11
Advanced Diploma	8
No Qualifications Listed	11

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	28
Teaching Staff (FTE)	22.31
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	12.78
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Goal:

To enable explicit connections between faith, life and the wider community

Intended Outcomes:

That opportunities are provided for all members of our community to make authentic connections between faith, scripture and their life experiences in the wider world.

Achievements

- Scheduled Mass attendance for classes
- Parishioners invited to school events
- Links between school and wider community to be fostered through Inquiry learning
- Fundraisers and awareness of local community and wider community issues that we can support
- Continue to build our connections with local Nursing Homes and Kindergartens
- Mini Vinnies- Year 4 leading. Host area 'Conference' in November.
- Members of the SAC to continue to take leadership of 3 priority areas of our school improvement (Physical maintenance, Enrolments, Community- including Parish)
- Student leaders take school tours to enhance the connection they have to their school.
- Investigated further opportunities for community engagement
- Step Into Prep Program
- Parents and Friends Association (friend and fundraising)
- Class Representatives
- Classroom Helpers
- Kid's Cafe volunteers
- Friday Morning Coffee volunteers
- Whole school celebrations (Colour Run, School Sports, Community Christmas Carols, Art Show, Mother's Day, Father's Day, Trivia Night, Welcome Dinner, Welcome Mass)

Parent Satisfaction

We are fortunate to have a community of families who have fun when they gather together and support each other in times of need.

Our 'Family' MACSSIS Data was provided by 15 families.

In reviewing this data, it clearly shows that parents believe that 'school climate' is one of Holy Family School's strengths. They have positive perceptions about the social and learning climate of our school.

An area to continue to develop in 2025 is 'family engagement'. Our Leadership Team will explore ways that could enhance family engagement with a continued focus on engaging parents as partners in their child's learning.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.hfmw.catholic.edu.au