



# Holy Family Catholic School Annual General Meeting 2018



# PRINCIPAL'S REPORT 2017 SCHOOL YEAR

Holy Family is a great school. My take on a great school is a school in which there is a place for everyone and everything is in its place. Holy Family serves a very diverse community, ethnically, socially, and economically. I am proud to say that all people find a sense of welcome and inclusion in our school which is not necessarily readily available in the broader community. In the broader community there is a sense that difference may incur risk and possibly, a lack of cohesion. At Holy Family we celebrate the diversity of the community we serve and we have come to believe that diversity is our strength. Recent data collection through the Middle Years Development Index and NAPLAN provides ample evidence of learning success at all levels. There is an imperative that children continue to develop their "100 languages" including traditional numeracy and literacy to a high level to access lifelong learning.

Holy Family is a school in which everything is in its place. This means that considerable thought is given daily to every aspect of our operation. The ESSC oversees the efficient and safe operation of day to day school life, Canteen, OSHC, Vacation Care, school excursions, camps, and emerging features such as the Holy Family Fish Farm and Aquaponics project.

The spiritual needs of our children are of paramount importance in our Catholic school. This does not mean that our school is for Catholics only. We are a Universal Church which embraces people of all races and creeds as people of God. We are blessed by our close working relationship with the Salisbury Catholic Parish led by Fr Shibu and his pastoral team. More-over, the three schools in the parish, St Augustine's School, Thomas More College and ourselves are forging deeper partnerships to promote the work of God in our local community.

Holy Family is very much a community school in which we work for the common good for the City of Salisbury and the people who live within its extensive boundaries. Our school actively participates in shared programs with other schools in the region such as Positive Education and Sustainability projects. We are very easily identifiable at community events such as the Christmas Pageant and the Salisbury Catholic Multicultural Festival. The pinnacle of our community outreach is the annual Spring Fair held in late October for the past 18 years. Various Mayors of Salisbury have named this event as the most significant local event in the local city. As Holy Family looks to the future, we do so with confidence and commitment in providing new services in new ways for the benefit of the community. With the grace of God our Catholic Early Learning Centre (CELC) will open in term 4 this year and may be a feature of our Spring Fair 2018 as it nears completion at that time. We are planning for a school of 820 students together with 80 children in the 3-5 year olds CELC in the near future. Our next building project will be a new library and parent café together with four additional learning areas replace the rooms recently assigned to the new CELC. Our greatest asset as a school continues to be our students, our wonderful staff and the families we continue to serve.

KERRY WHITE  
PRINCIPAL

# CHAIRPERSON'S REPORT

Another year of growth and progress at Holy Family Catholic School.

The last 12 months have been a period we can be most proud.

Our pillars of Pedagogy, Ecology and Catholic Identity have been built upon the solid foundations laid down by Kerry White and our leadership team to deliver world class outcomes that are now generating global attention.

## PEDAGOGY

Our work with Leuven University and Berry Street prepares our educators to integrate new learning strategies into your children's curriculum so they are best prepared for a world that cares less about what they know and more about 'how they learn'. The work of HFCS in this area is now generating international attention as Kerry White and Adam Slater have been asked to speak at an Educators forum in the US later this year.

## ECOLOGY

The Fish Farm has been a project that has captured the imagination of many of our students and has proven to be an excellent resource for our school and students. We are always seeking ways to encourage a better, safer and more sustainable environment and this is evident in our new buildings, our use of solar energy and plans to reduce waste and landfill in school grounds.

As we integrate the Early Learning Centre into our school community we renew that focus and determine to create a space our community loves that serves us well now and into the future.

## CATHOLIC IDENTITY

Our students hail from over 80 nationalities and even more cultures and HFCS is proud that our students are derived from a higher proportion of English Second Language families than most. This diversity enriches us as it does our Catholic identity as we prepare our students for a Christian life of empathy, understanding and, in this Lenten season of almsgiving, generosity of spirit, forgiveness and love.

We encourage our students to find a way to live a life in keeping with Christ's calling for us to love our common man, forgive those that trespass against us and rise out of the petty and find new ways to serve our community better.

I would like to offer our utmost gratitude to Father Roderick's for his service to our Parish and school community over nearly 20 years.

In that time HFSC has been transformed from a collection of transportable class rooms to a world leading institution. With Father Roderick's steadfast support, encouragement and guidance HFSC has developed as a centre for excellence in Primary education. We all wish Father Roderick all the very best in his new role and much success into the future.

HFCS has excelled in NAPLAN testing without resorting to preparing our students for the tests.

HFCS has won recognition from Apple for how it is integrating technology into our students every day learning.

HFCS is now attracting educators seeking to be their very best in a world leading environment.

**THIS IS ALL GREAT NEWS FOR STUDENTS AND PARENTS!**

We are excited to welcome to Holy Family the very first Catholic Early Learning Centre in SA as we work with the Archdiocese to deliver the very best outcome for our community and further enrich the early development of our future students.

Finally, We are fortunate to be part of a wonderful school that engages so deeply with our community and invests so much into our educators professional development.

We are blessed with a teachers striving to be their very best and seeking to develop an even more robust and well considered curriculum that is more acutely focussed on a strengthening the pillars of Pedagogy, Ecology and Catholic Identity that stand strong on the foundations laid by Kerry White, Adam Slater and the next generation of local leaders.

I strongly encourage any parents seeking to contribute to our school community to join our governing council and ensure our school receives this insights and advice in required to achieve all it can for our community.

DAVID STOCKBRIDGE  
CHAIRPERSON

# TREASURER'S REPORT

## OVERVIEW

The school has reported a surplus of \$487,298 (similar to the \$486,661 surplus in 2016). This is once again an excellent result that has been built around continued careful financial management in place at the school.

This result was achieved despite the following challenges: -

- Student numbers again decreased as they have for the previous two years.
- The allocation of government grants by the Catholic Education Office only increased by 0.4% (from \$6.188m to \$6.212m). The funding formula was changed in 2017, but transitional adjustments affected the amount allocated to Holy Family Catholic School
- The Enterprise Agreement was finally signed which resulted in two years of backpay and an overall increase of 2.5%

## PLANNING

This year saw the continuation of the planning of the Early Learning Centre. This year is the final year that Year 7 students will part of the school's student population, as will become part of the secondary schools within the Catholic System.

Student Numbers (February Census)

2014	2015	2016	2017	2018
834	795	757	718	652

## TRADING ACCOUNTS

The Trading Account results are as follows: -

Canteen	-	-\$18,115
Uniform Shop	-	\$14,435
OSHC	-	-\$9,328
P&F and Fundraising	-	\$17,689

## SUMMARY OF RESULTS

The importance of the recurrent surplus cannot be underestimated. The recurrent surplus of \$1,162,480 has provided the funds to meet the net capital costs of \$675,183 and resulted in the surplus noted above thus adding to a healthy bank balance.

Stephen Blick  
Treasurer

# APRIM'S REPORT

In 2017, I would outline the Religious Identity and Mission of Holy Family Catholic School through the ACARA General Capabilities.

## Literacy & Numeracy

Staff and Students encompass the knowledge and skills they need to access, understand, analyse and evaluate information; make meaning; express thoughts and emotions; present ideas and opinions; interact with others; and participate in that, which shapes the Catholic Identity at Holy Family Catholic School, as well as their lives beyond school.

The Religious Literacy and Numeracy Capabilities provocations (questions) and Investigations (process) are influenced from the core content of the Crossways, 12 key ideas, Made in the Image of God and On Holy Ground.

Investigations and provocations are created around key ideas such as the 'Liturgical Season of the Church', 'Holy Week,' 'Social Justice and Ethical Issues,' 'Discipleship' and the 'Reign of God'. Students are provided with a variety of materials that will engage them in their learning, such as during Holy Week, when making palms and crosses or creating dioramas of the Last Supper.

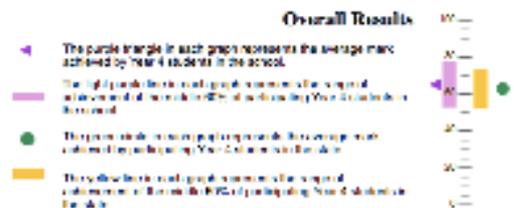
The success of the Religious Education Pedagogical approach resulted in our Year 4 students being 2 and half percent above the State average in the Religious Education and Literacy Assessment Tool for South Australian Catholic Schools.



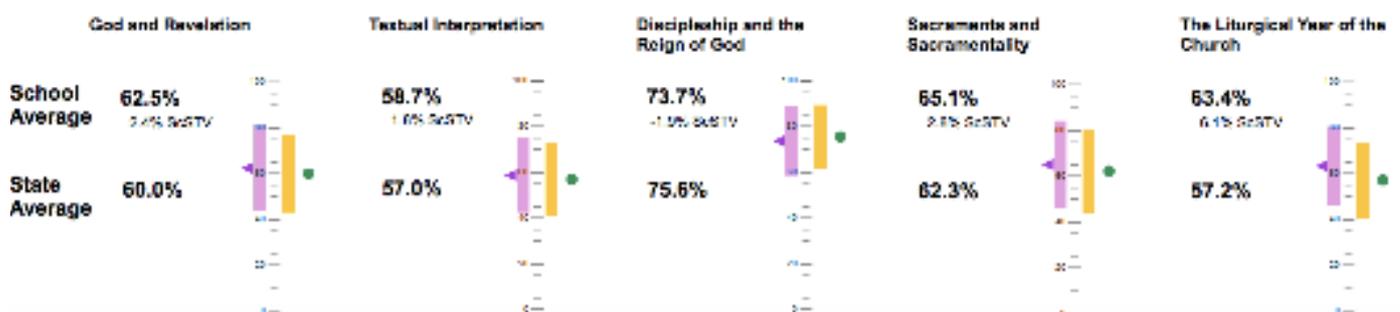
### Holy Family Catholic School PARAFIELD GARDENS

### School Summary

The average total for all Year 4s in this school is 22.8 out of 35 or 65.1%  
 The average total for all Year 4s in South Australia is 22.0 out of 35 or 62.9%  
 This school's average is 2.2% above the state average



## KEY IDEAS



In Numeracy, looking at the key numbers that are used in the scripture stories as well as the sequencing of events and how they fit in the Liturgical Year.

The cornerstone of these investigations are the Gospel recounts of the Holy Week Events, where we critically reflect using the 24 Character strengths of Jesus, the person and his actions and words that he displays during these events. Additionally, we can also contrast Jesus' reactions with those of the disciples, Romans, Pharisees and the people of Jerusalem.

### **Critical and Creative Thinking**

Staff and Students learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Moreover, students think broadly and deeply using skills, behaviours and dispositions, such as reason, logic, resourcefulness, imagination and innovation in all learning areas that embrace our Catholic Ethos. This is evident by our Mission Week, where creative charitable activities raise money for Fred's Van, Catherine House and Loreto Vietnam Orphanage (\$4900 this year).



In RE the pedagogical inquiry approach enables the students to learn about a topic that gives a purpose and a meaning to their lives. For example, in Year 6/7 their projects on Saints allowed the students to research the life of a Saint centred on the questioning of What they already knew and What they wanted know more about? Therefore, they were able to expand on their prior knowledge, find more about the life of the Saint and how that Saint inspires them in THEIR their own faith journey.



### **Personal and Social Capability**

Personal and social capability involves students in a range of practices, including recognising and regulating emotions, developing empathy and understanding in our decision making centred on the Gospel values.

Staff and students are able to express their unconditional positive regard through their respect for God's creation in our Fish Farm, while keeping our hard areas and green spaces tidy. Our school voices their words and actions in prayer, liturgies, masses and assemblies, which plays witness to positive relationships, sharing and support for one another, as well as all creation.

Furthermore, this displays the staff and student spirituality in developing and encouraging their relationship with God, through engaging speakers, leading prayer and planning and contributing and sharing with other classes and staff meeting presentations.

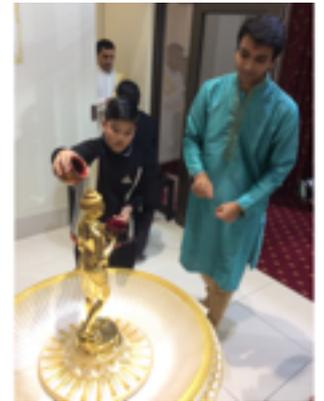


## Intercultural & Ethical Understanding

Staff and Students develop intercultural and ethical understanding, as they learn to value their own cultures, languages and beliefs, and those of others, while understanding how that reasoning can assist ethical judgement, both in a Religious and Social Context.

The Made in the Image of God, 'Being Moral Unit', explores not only our own personal well-being, but how our responses affect our relationships with others. By creating a welcoming, inclusive, environment that embraces our diversity through listening and interacting with the hundred languages, our different cultural and religious backgrounds are valued.

The year 6/7's visit to the Buddhist temple, enlightened the students to another religion. This was achieved through a tour of the temple where they were exposed to their customs, symbols and ritual practices. Students were able to interact with the faith through participating in the cleansing of a statue of one of the God's. They were able to experience the cultural side of the faith through a shared morning tea after the tour. Students then reflected on how that compares to their own faith and how we use symbols, music, dance and sacramental celebrations to express the story of our own Catholic faith tradition.



## Information and Communication Technology

Staff and Students learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school as a tool for expressing their faith.

Students at all year levels, make power point, keynote and iMovie presentations that represent the bible stories of the Catholic Tradition using text, symbols, music and dance to express their faith. For example, the 3/4 's & 6/7's made a wonderful iMovie on Doubting Thomas for Holy Week. These are showcased between classes, at assemblies, parish team days and even on the Catholic Archdiocese Renewing Parishes website.



MICHAEL URDANOFF  
APRIM

The past twelve months have seen the staff at our school show an ongoing commitment to their learning journey that enables them to be equipped with knowledge and pedagogical concepts that align with the vision and values of the school. Every professional development program that staff attend has a specific purpose to the benefit and develop the staff and students of our school.

In 2017, staff and made meaningful contributions to our school community in a variety of ways:

- Rochelle Sharman attended a session at Cora Barclay. She informed staff of ideas and information for understanding the learner with hearing impairments.
- The Kurna Language program was run over 8 weeks and was attended by many staff. This initiative was run in conjunction with CEO and Tauondi College. It provided staff with an opportunity to open dialogue and learn more about Kurna language and culture. This program was the inspiration behind the naming of the school fish farm 'Kuyangani', Kurna language for place of fish.
- Gerry McCarthy, who co-ordinates Kuyangani managed to secure through some wonderful work in developing our fish farm a grant from the Department of Environment, Water and Natural Resources to be used for the purchase of equipment, excursions and camps.
- Stuart Ainsworth from UNISA worked with Adam Slater, Gabriella Canala and Kaine Coad to develop a technology-based dashboard centred on the theme of student wellbeing
- Martin Pascoe worked in conjunction with Che Murray as our indigenous Artist-In-Residence where students from Reception, Year 1, 3 and 4 were involved.
- Emily Quigley worked closely with CLARA associates from the University of Bristol to collect and collate data from each and every student from years 2-7 that helps identify their identity as learners.
- Nicholas Bartold and Hansen Kosowski attended the Apple Emerging Leaders program

The year commenced with all staff attending days 3 and 4 of the exclusive professional development days run by Berry St. The first 2 days were held in October 2016. The Berry Street Educational Model assists to develop curriculum and classroom strategies to help to promote cognitive and behavioural change as a way to re-engage students in their learning. These strategies were implemented in classrooms throughout the year and have now become ingrained in staff pedagogy. The Berry Street Educational Model further enhances staff's pedagogical practice in the areas of positive psychology, wellbeing and cognitive shift.

In early November the staff attended the Reimagining Childhood conference that was co-ordinated by the pedagogists of Reggio Emilia, Italy. Staff heard keynote talks from several key people in the Reggio Emilia movement and attended smaller workshops run by local influencers. Throughout the year nine staff attended the eight sessions of the Cognitive Coaching professional development. Pleasingly this further bolsters the number of staff that have now attended this very valuable course.

There is another large contingent of staff who will be attending in 2018. During weekly staff meeting staff would regularly break off into their professional learning communities – these covered areas of professional interest including:

- STEAM – Fish Farm & Robotics
- Ecological Conversation/Recycling
- Documentation and Learning Design
- iBooks
- Use of 100 languages across the curriculum
- Fitness and wellbeing

Staff worked in these communities to further develop their professional learning through dialogue with each other and further research and development of ideas with the aim for implementation in the classroom.

NICHOLAS BARTOLD  
STAFF REPRESENTATIVE