



## 2023 SCHOOL PERFORMANCE REPORT

### School statement

Holy Family is a welcoming, caring community of learning that embraces holistically its Catholic Ethos with a commitment to three points of mission: Identity, Pedagogy and Ecology. As a community we are exploring in more depth how we live out our mission through our core values of Positive Relationships, Trust and Support. We believe every member of our community is unique and wonderful. We focus on the “specks of gold” in our lives and on adopting a growth mindset, where we embrace change and positive growth. We have a particular focus on wellbeing, literacy and numeracy.

The changing nature of the school grounds with the emphasis on growing natural foods reflects our action on ecology. Holy Family continues to value our diversity as a great strength, having 30 different ethnic and cultural groups in the school. Approximately 60% of the enrolments meet the EAL criteria.

Holy Family embraces the Live, Learn, Lead Framework of Catholic Education South Australia (CESA) and guided by the Australian Curriculum is investigating the specific capabilities which enable students to be successful lifelong learners. The school promotes capabilities of Literacy, Numeracy, Use of ICTs, Creativity, Teamwork, Ethical Behaviour, Thinking Skills, Social Competence, Intercultural Understanding and Self-Management.

The school is a village of learning with playgroup, and Early Learning and three Houses of Learning, each comprising classes from Reception to Year 6. The houses are named for St Mary MacKillop, St Pope John Paul II and Saint Vincent de Paul.

### School information

#### Student

|                  |                    |
|------------------|--------------------|
| Year Range       | Early Learning – 6 |
| Total Enrolments | 641                |
| Girls            | 304                |
| Boys             | 337                |

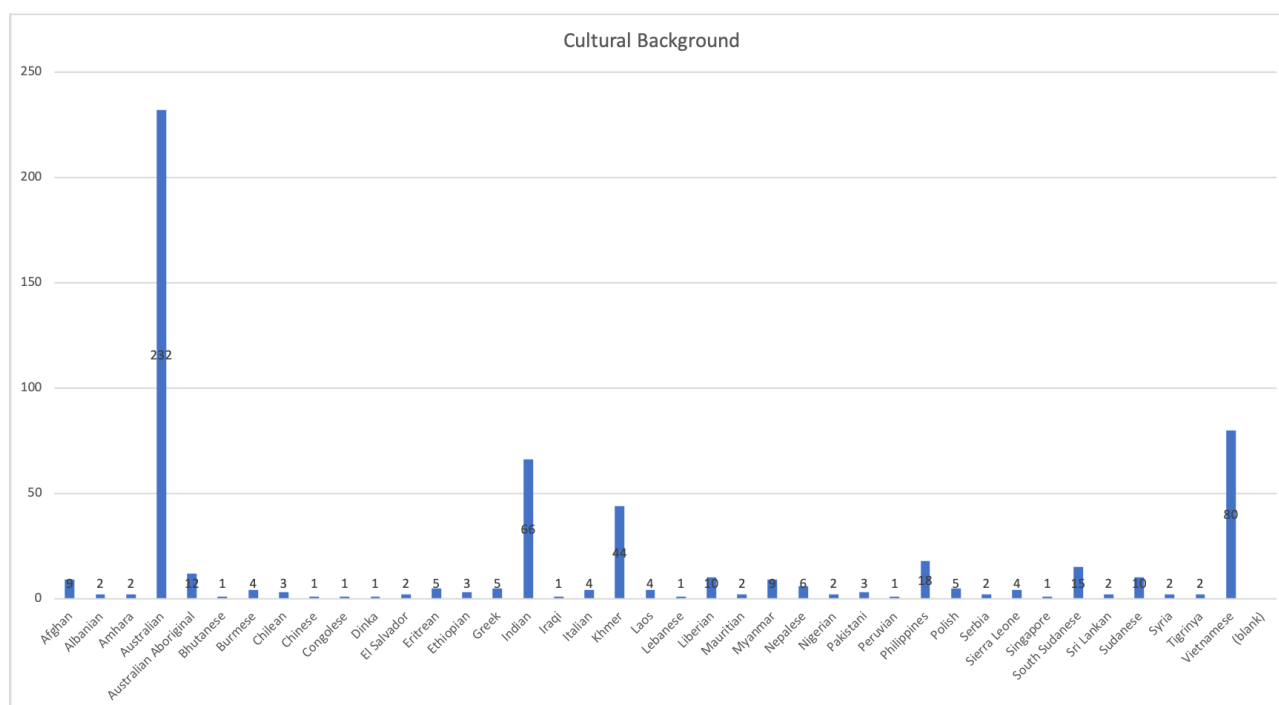
|       | Early Learning | Rec | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-------|----------------|-----|------|------|------|------|------|------|
| Girls | 27             | 52  | 45   | 35   | 35   | 40   | 28   | 42   |
| Boys  | 47             | 56  | 48   | 37   | 36   | 35   | 39   | 39   |

Indigenous Students 2.65%

#### Student Attendance Rate Overall: 87.1%

Per Year Level

| Year | Rec  | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|------|------|------|------|------|------|------|------|
| %    | 84.8 | 85.2 | 87.7 | 89.1 | 89.6 | 87.6 | 86.5 |



Student Attendance is recorded daily in SEQTA. An automated system sends an SMS to families where an unexplained absence is recorded. This usually results in families contacting to explain and follow up the absence. Where a class teacher expresses any concern about the ongoing or unexplained absence of a particular student in it is referred to and followed up by the Principal or Deputy Principal. Families are contacted regarding any attendance concerns and to follow up unexplained absences.

Students who left Holy Family at the end of 2023 continued their education at one of the following Colleges or Schools:

Thomas More College, Blackfriars Priory College, St Paul's College, St Dominics Priory School, Gleeson College, Our Lady of the Sacred Heart College, Nazareth College, Riverbanks College, Prescott School, Roma Mitchell High, Botanic Gardens High, Endeavour College, Parafield Gardens High, Temple Christian College.

### Staff

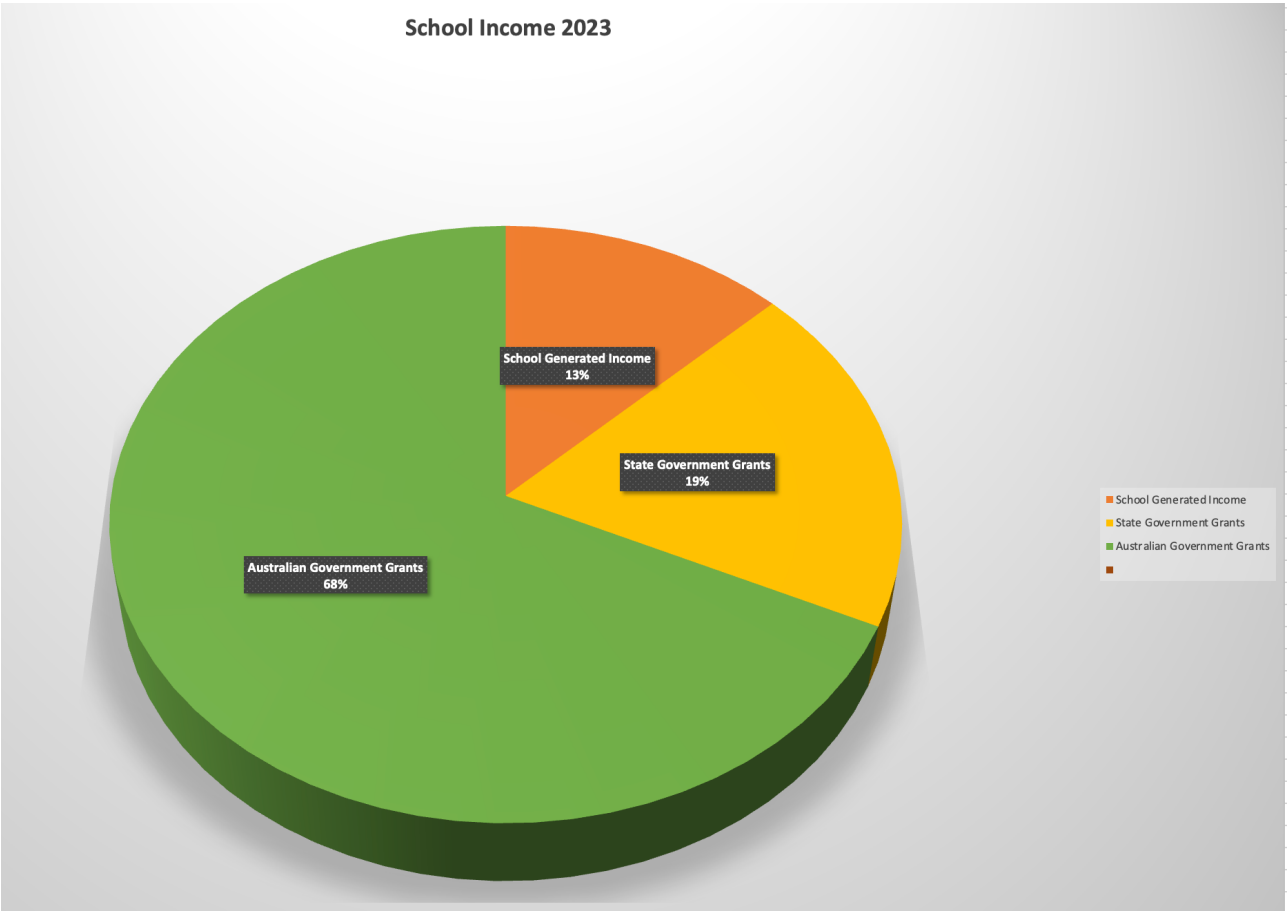
|                |    |
|----------------|----|
| Teaching Staff | 43 |
| Male           | 11 |
| Female         | 32 |

|                                     |    |
|-------------------------------------|----|
| Full-time equivalent teaching staff | 31 |
|-------------------------------------|----|

|                    |    |
|--------------------|----|
| Non-teaching staff | 58 |
| Male               | 4  |
| Female             | 54 |

|   |      |
|---|------|
| Full-time equivalent non-teaching staff | 21.7 |
|---|------|

# School Income



## Student outcomes in standardised literacy & numeracy tests

| Component               | Mean Score |       |       | Mean Scores as Proficiency Band |      |            | % of Students who achieved the NMS |      |      |
|-------------------------|------------|-------|-------|---------------------------------|------|------------|------------------------------------|------|------|
|                         | 2021       | 2022  | 2023  | 2021                            | 2022 | 2023       | 2021                               | 2022 | 2023 |
| Reading                 | 385.6      | 384.4 | 353   | 4                               | 4    | Developing | 95                                 | 100  | 99   |
| Writing                 | 374.5      | 384   | 367.8 | 4                               | 4    | Developing | 92                                 | 94   | 99   |
| Spelling                | 401.1      | 393.7 | 372.3 | 4                               | 4    | Developing | 92                                 | 95   | 99   |
| Grammar and Punctuation | 382.6      | 373.8 | 355.4 | 4                               | 3    | Developing | 92                                 | 95   | 99   |
| Numeracy                | 363.7      | 356.1 | 357.9 | 3                               | 3    | Developing | 92                                 | 93   | 99   |

Year 3

| Component               | Mean Score |       |       | Mean Scores as Proficiency Band |      |            | % of Students who achieved the NMS |      |      |
|-------------------------|------------|-------|-------|---------------------------------|------|------------|------------------------------------|------|------|
|                         | 2021       | 2022  | 2023  | 2021                            | 2022 | 2023       | 2021                               | 2022 | 2023 |
| Reading                 | 482.4      | 486   | 445.9 | 6                               | 6    | Developing | 94                                 | 94   | 99   |
| Writing                 | 466.7      | 476.3 | 449.5 | 5                               | 5    | Developing | 88                                 | 92   | 97   |
| Spelling                | 494        | 508.7 | 475.8 | 6                               | 6    | Strong     | 90                                 | 92   | 97   |
| Grammar and Punctuation | 462.1      | 474   | 443.3 | 5                               | 5    | Developing | 85                                 | 92   | 97   |
| Numeracy                | 446.6      | 463.3 | 439.9 | 5                               | 5    | Developing | 84                                 | 94   | 99   |

Year 5

## Parent, student & teacher satisfaction

Communication to families is a priority as we look to make learning visible to the community. Our school fortnightly newsletter is available electronically on the school website. Families are emailed a link fortnightly to the newsletter as it is uploaded. This is also available in Vietnamese. Every class has a highly interactive blog that is updated several times per day to reflect the learning that is happening in the classroom. Parents subscribe to the blog and receive notifications as posts are uploaded. Parents, teachers and students can all comment on the blogs and share feedback. We regularly publish an anthology of student written language in the publication "Holy Family Writes".

Parents are encouraged to reply to the electronic newsletter that is emailed to all families fortnightly. Members of the community are able to comment and contact the school leaders directly through their blogs via email, by phone or by coming in to the school at any time.

Parents Representatives on the School Board are available to parents to raise issues with the School Board.

Staff at Holy Family are given many opportunities to provide feedback about work satisfaction and performance. Our professional learning program is driven by staff interests and workshop style learning sessions are facilitated by staff from within the school or external providers. All staff are consulted regarding their needs and the program is co-constructed on this basis. Additionally, forum style staff meetings are held where questions or provocations are posed and all staff are invited to share their thoughts and opinions.

Teaching staff have also completed the Berry Street training course. Berry Street explored insights into the 'how' of an inclusive supportive pedagogy, focused on wellbeing. The training explored topics of body, stamina, character, engagement and relationships. This professional development had an immediate positive impact on staff and the strategies within the course were contextualized by staff to implement in their own learning environments and practice.

The structure of the school provides each staff member with a line leader who can be their point of contact for any concerns or feedback they wish to offer. All staff are encouraged to approach the Principal directly at any time. During professional review meetings staff are always invited to begin with any bringing issues or concerns. Regular review or catch up meetings are held with line leaders and staff. Every fortnight representatives from each year level meet with a member of the school leadership team to discuss current issues, provide feedback and raise any concerns. The Minutes of this consultative meeting are then distributed to all staff.

Overall, staff are reportedly very happy at Holy Family. They are adopting positive mindsets and approach their work with a sense of purpose. They are well resourced and supported by each other and the leadership of the school. Issues identified for review and consideration include procedures and processes for engaging students in positive behaviour and learning and accommodating for a diverse range of needs in the classroom.

The staff and students enjoy a range of unique features in the school. These include the 'Curiosity' building featuring a library, design lab, AR forum and mini drama stage. The school also has a Fish Farm, aquaponic gardens, Early Learning, Playgroup and, courts for basketball and netball.

[www.holyfamily.catholic.edu.au](http://www.holyfamily.catholic.edu.au)

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