



# 2023

## T ANNUAL SCHOOL REPORT



### Holy Family Catholic Primary School

2-4 Highfield Road, LINDFIELD 2070

Principal: Pauline Dinale

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

## About this report

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Holy Family Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

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](#).

## Message from key groups in our community

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### Principal's Message

This annual report highlights Holy



## School Features

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Holy Family Catholic Primary School Lindfield is a well-established Kindergarten to Year 6 Catholic systemic co-educational primary school located in the combined parish of Lindfield and Killara. The school was established in 1927 by the Sisters of Mercy. In 1940, Monsignor Downey invited the Brigidine Sisters to take over the running of the School and that link continued until 1998. The Brigidine tradition and the powerful motto Strength and Gentleness has lived on and is a focus for all that we do. The school was established in 1927 by the Sisters of Mercy. In 1940, Monsignor Downey invited the Brigidine Sisters to take over the running of the School and that link continued until 1998. The Brigidine tradition and the powerful motto Strength and Gentleness has lived on and is a focus for all that we do.

A new school was constructed on the land adjacent to the parish church and was opened in Term 4, 2000. The school is part of a welcoming, vibrant and caring community. Strength and gentleness are fostered within our Christ-centred community and pervade the school. We recognise the uniqueness of each individual and are committed to excellence in teaching and learning.

The School Vision statement brings to life our schoolwide pedagogy. The Collaborative Coach supports teachers in

The school welcomes parent involvement and has an active Parent 0 0.75 297.65 745.04 Tm(has )TJETBn

## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
113	101	127	214

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2023 was 92.26%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.20	93.00	93.90	91.60	91.30	91.80	91.00

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care,

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# Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese

Years 2 to 6 involved students digging deeper, guided by their teachers, to explore the messages in the Sacred Scriptures in the context of 21st Century.

In 2023, all students entered the Religious Education Creative Arts Competition. With great pride and celebration, a Kindergarten student from Holy Family was recognised and performed his original composition to showcase the theme, "Compassion".

Prayer is an essential component of our Catholic tradition. Students participated in many communal prayerful experiences in their classrooms and in the Church as a whole school community. We celebrated significant celebrations in the Church's year, in addition to significant community events including Mothers', Fathers' and Grandparents' Days. Through prayer in our classrooms, we listened for and contemplated our response to the scriptural call to outreach. Our call to service involved fundraising initiatives for Mary Mac's Place, Project Compassion, Socktober and winter and Christmas appeals for Saint Vincent de Paul.

Faith formation opportunities were offered to students, staff and families. Students were invited to participate in Sacramental programs through the Parish, which were supported through the school.

We worked in partnership with parents and the local parish community to provide an authentic Catholic Education. In 2023, the school community engaged in monthly Parish Sunday Masses. With great enthusiasm and encouragement from the new PEC, families took active roles in Masses and families gathered for social interactions after Masses.

Our school also values a partnership with the wider community. In December, Year 3 students visited a local nursing home to sing Christmas Carols delivering Christmas cheer and cards for the residents. We celebrated Advent with a combined parish and school concert, highlighting the musical talents of parishioners and students.



Language / Dialect (EAL/D) learners, students with special needs, students at risk and gifted and talented students.

Students with additional needs access intervention programs such as MiniLit, MacLit, Reading Tutor and Individual Adjustment Programs. Student profiles enable teachers to target the specific needs of students. The school continued to ensure that all lessons provide appropriate support and challenge for gifted and talented students with an emphasis on rich, open-ended activities and deep thinking.

Developing leadership skills for life is a vital part of Holy Family student learning. This falls under the umbrella of student wellbeing and is embedded in our pastoral care practices and procedures. Our aspiration is that all students will develop the skills they need to thrive in a fast-changing and challenging world. This will increase student resilience, perseverance, and social emotional learning, also resulting in more confident learners and higher academic results.

## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

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NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	97%	64%
	Reading	97%	74%
	Writing	90%	66%
	Spelling	100%	69%
	Numeracy	100%	68%





this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2023.

### Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2023 to reflect new system processes.

### Initiatives promoting respect and responsibility

At Holy Family, we believe that every person has the right to be respected and all children have the right to be educated in a safe, nurturing and stimulating environment. Positive reinforcement promotes self-esteem and is important for the

Our Social Justice Club continued to meet throughout the year

## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

In 2023, we began using the new curriculum for Religious Education in Kindergarten to Year Two. Within this framework, students are offered opportunities to encounter Christ through tactile, sensory and hands-on experiences as they respond to the stories of Jesus that draw them to the mystery of God. Students were guided to explore the messages of the Sacred Scriptures for all in the context of the 21st Century.

Collaborative Coaching was a significant initiative implemented during 2023. With a substantial investment from Catholic Schools Broken Bay, the School was provided with additional staffing that enabled teaching teams to be released to work collaboratively with a coach to drive improvements to student learning. Teachers contributed towards a collaborative culture of continuous improvement by implementing a cycle of analysing student performance data, strategically planning for essential learning, refining classroom practices and critically evaluating their impact. Drawing on a range of data from standardised testing, school-based assessments and anecdotal evidence, teachers targeted the areas of literacy for improvement. This work was tailored to each grade group and resulted in significant growth in several specific areas of student achievement including sentence structure, use of conjunctions, punctuation, reading comprehension strategies. Oral language activities related to grammar are embedded in teacher programs and practices, so that all students including those students with an EAL/D background further develop the stage appropriate sophisticated language.

### Priority Key Improvements for Next Year

During 2024, all key improvements will continue to support and promote the Diocesan Strategic Plan 'Towards 2025'. A key project in the Learning Improvement Program will see teaching staff engaged for a second year in Collaborative Coaching. The purpose is to improve every student's learning through building the capacity of every teacher. Teachers will meet with the learning coach weekly to analyse and unpack student learning progress data, establish a focus, plan lessons and adjustments and set goals. Staff will continue to have with a relentless focus on student learning and the use of teaching quick wins to drive long term academic gains. The School Leadership Team will engage in professional learning and

link with nearby schools to help establish the coaching program and ensure growth for students and teachers.

In working with the new Religious Education syllabus, we strive for a clear alignment of practices and expectations for quality Religious Education and faith formation. Taking full advantage of a beautiful prayer room set aside for experiential learning opportunities and faith-based discussions.

New English and Mathematics syllabi for Years 3-6 will be implemented in 2024.

The school will employ a specialist Gifted Education teacher, adding to the staff already employed to teach Music/Drama, Library/STEAM and Physical Education.



and outreach programs. Holy Family students expressed satisfaction with the many different curricular and extracurricular activities offered to them.

Students articulated a positive response to leadership opportunities and their engagement in social outreach. The students feel accepted and appreciated by their peers and others at the school. They value their schooling outcomes, feel supported and are challenged in their learning.

Students were appreciative





