

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



Holy Family Primary School

19 Janet Street, MEREWETHER 2291

Principal: Ann Jackson

Web: <http://www.merewetherbeach.catholic.edu.au>

About this report

Holy Family Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO 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'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which 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 be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

The Holy Family story dates back to its opening in 1961. As a Josephite School, founded in the tradition of Mary MacKillop, we belong to the Catholic community of the Maitland-Newcastle Catholic system of schools. Grounded in Josephite tradition, Holy Family has built a fine reputation in the community that nurtures the whole child, spiritually and academically.

Holy Family holds to its heart the core values of Courage, Compassion, Dignity and Humility which align with the personal characteristics of our House Patrons - St Mary MacKillop, St Francis of Assisi, Caroline Chisholm and St Benedict respectively. The charism of the Holy Family, in addition to that of our House Patrons, serves to guide and nourish us in a faith that has the family at its centre and our core values at its heart.

As each family joins our family, we promote our Catholicity by trying always to be the face of Jesus to them. Our teachers continually strive for excellence as life long learners through ongoing professional learning and development. Our students are encouraged to be resilient, respectful and responsible, and to engage in caring interactions with each other and members of our community.

At Holy Family, the dignity of each of its members is respected and nourished, aligning with, and responding to, our sense of Gospel values. We partner with parents to ensure all children are celebrated and supported. As a community of teachers, parents and students, together, we ensure that we maintain our tradition of spiritual immersion, educational excellence and community advocacy that makes Holy Family such a special place to live out our vision to love, to learn and to serve.

Parent Body Message

Holy Family has a vibrant parent & friends committee who enjoy supporting the school with fundraising, helping make special memories and connections for our community with "friendraising", giving time, effort and money with a volunteer heart. P&F aims to enable the school to provide resources, support and experiences for our children which would otherwise not be possible. The catholic school's P&F constitution was revised this year with a PEG model investigated but declined, preferring the current model remain. Proceeds get voted on and allocated to wish list items which is developed by our principal with input from teachers and parents. P&F welcomes your wish list ideas.

Many people support our school on a regular basis with their time including the coordination of the uniform shop and being a member of P& F and its executive. Others support and run fundraising and memory making events such as Mother's and Father's Day stalls where

children can hand pick a gift for their special person and setting up Dads and kids breakfast and games morning. Several great nights out for the adults to connect and enjoy which was a celebration after the challenges of the distance covid created. The children's school disco was a highlight. And of course the historical all school farewell for our year 6 parents. Other fundraising included Thompsons pie drive, raffles and guessing games. Many local businesses contributed prizes and were thanked for their support.

This year saw the culmination of many years of fundraising efforts to upgrade the playing field and surrounds. It is enjoyed and used by the children every day and we thank those involved for their vision and dedication. Several wish list items were approved: the purchase of extra computers and readers, food and cake for the year 6 student farewell and celebration event and providing the school aerobics team with team shirts on their trip to the nationals.

We are grateful for the dedication and commitment of all who shared in the organisation of these events for our school. 2022 saw several long serving committee and executive members leaving office and we thank them for their hard work.

P & F President

Estelle Eames

Student Body Message

At Holy Family, leadership is an important part of being a senior student, with the preparation process beginning in Year 5. Throughout the leadership process we undertook many challenges which helped us decide if we had the skills and desire to become a school leader. At the beginning we had a Leadership Day which was run by our Year 6 leaders. They spoke to us about what it meant to be a leader and the responsibility it would take. From here, we wrote and presented our leadership house speeches. If selected as one of the twelve elected student leaders (three leaders from each house, MacKillop, Francis, Chisholm or Benedict), we could then choose to run for school captain. This involved another speech, and the captains were announced at the end of year presentation day.

Within their houses, each leader is responsible for either a learning, wellbeing or mission portfolio. This ensures that the responsibilities are shared equitably amongst the leadership team and there are clear expectations about who is responsible for what. Each of these portfolios are well supported by a team of teachers, who are assigned to help guide the student leaders in their role and to assist with the organisation and implementation of whole school initiatives.

However, leadership is not seen as solely the responsibility of the elected student leaders, but a role that all Year 6 students play an important part in. Beginning in Year 5, all students begin their preparation to become a 'Buddy' to an incoming Kindergarten student. We

attended training sessions with the Year 6 and Kindergarten teachers who spoke to us about our roles and responsibilities, which forms an important part of the pastoral care program at our school.

Additionally, a new initiative that has been introduced in 2023 is the Positive Behaviour for Learning (PBL) Peer Support groups that run fortnightly. These groups are formed of students from each grade K-6 and are facilitated by a classroom teacher with a wellbeing focus. Being the leaders and role models of the school, Year 6 students have a mentoring role in supporting and guiding the younger students. This program adds to the pastoral care offerings at Holy Family, while promoting inclusion and building relationships between students from all age groups within the school.

Providing a pathway for aspiring student leaders is something that is very important to us at Holy Family. From Year 2, students are able to put their name forward to be elected for a role on the Student Representative Council (SRC). Two SRC leaders are elected from each year group and attend regular meetings with supporting teachers who assist them in expressing their ideas and implementing new initiatives throughout the school. A new SRC is elected each semester to give as many students an opportunity in this role as possible. This demonstrates our belief that leadership is not only for Year 6 students, but is an opportunity offered to students from many years at Holy Family.

As well as the SRC, we offer leadership opportunity through the Mini Vinnies program, with students from Years 3 to 6 encouraged to be involved. This group of student leaders drives our social justice programs by promoting these programs across the whole school and implementing fundraising efforts to support the disadvantaged, the homeless, those with mental illness and refugees in our community. Examples of these programs includes (run annually) Project Compassion, St Vincent de Paul Winter Appeal, Socktober and the St Vincent de Paul Christmas Appeal.

So far in our leadership journey, we have experienced running morning and afternoon assemblies, SRC meetings, PBL groups, fundraising initiatives and helping our kindergarten buddies settle into school. Being a school captain is a privilege and one we're enjoying greatly. We would encourage all students to explore this pathway and aspire towards leadership at our school.

Tilly F
Matias K

School Features

Holy Family primary school caters for children Kinder to Year 6. Children from Holy Family continue to St Francis Xavier for their secondary Catholic education.

The school has a history built on the traditions of the school's founders, the Sisters of St Joseph. This history is especially celebrated in our environmental initiatives as we strive to preserve our native plants and coastline, modelling authentic stewardship of the environment.

Through our rich Josephite history, we deeply acknowledge the importance of the presence of God in the lives of our students, parents and staff. We also recognise through the history and traditions of our Josephite sisters that we are called to be authentic witnesses in our faith community, truly-centred in the life of the school around our catholic teachings and values. In providing our students with the foundations of a Christ-centred life, we are providing them with the tools for emotional and spiritual wellbeing within a vibrant, connected, faith-filled community.

During 2022 building work continued and two classrooms were refurbished and an additional two classrooms added. The old school hall continues to be modified to make way for a new canteen, office space and storage.

After flooding in 2022, the school has had considerable improvements made especially within the administration block including a new kitchen and a staff study. Drainage works continue this year on the school boundaries and will then be planted out with a variety of screening plants.

Our coastal environment and close proximity to Merewether Beach provides us with an excellent outdoor learning space, one which is often used for sporting and wellbeing activities in addition to supporting the curriculum.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 102 | 124 | 39 | 226 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 90.15%. 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 |
| 89.98 | 91.32 | 89.25 | 88.75 | 91.60 | 90.96 | 89.18 |

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

| | |
|------------------------------------|----|
| Total number of staff | 31 |
| Number of full time teaching staff | 8 |
| Number of part time teaching staff | 14 |
| Number of non-teaching staff | 9 |

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

The ongoing professional development of each staff member is highly valued at Holy Family. Professional learning can take many forms including whole school staff days, subject specific inservices, meetings, webinars and conferences and a range of professional learning programmes provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Our school has benefitted from the Leading Learning Collaborative work which continued in 2022 and which engaged with the 14 Parameters Learning Framework of Lyn Sharratt. In addition, we began work on our shared practices and understandings in Reading led by both CSO staff and our Pedagogical Mentor. Sessions of professional learning were given over to developing a School Prayer which has now been adopted and is included in all our gatherings. During 2022, we embarked on a learning journey around the pedagogical practices that produce increased student outcomes in Mathematics. Central to this is problem solving whilst encouraging challenge and persistence. We continue drawing on the work of Jo Boaler and Carol Dwek in encouraging a growth mindset rather than a fixed one.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

Holy Family Catholic Primary School, Merewether Beach is steeped in the history of the Sisters of St. Joseph and associated traditions which are grounded in Service to Others and the Environment. Consequently, we abide by our Mission and Vision Statements.

Inspired by Jesus the teacher, we love, we learn, we serve.

Our Mission is thus:

To love with justice, dignity and respect for all

To love as disciples of Jesus

To love through stewardship of creation

To learn to be collaborative, life long learners

To learn to be resilient in the face of challenges

To learn to be courageous citizens for a fair world

To serve by sharing our gifts with humility

To serve by caring for others with kindness and compassion

To serve by helping others in need

Our school's vision and mission reflects our desire to forge relationships with others, and the world beyond our borders, based upon discipleship and grounded in Gospel values. At Holy Family, we strive to be an authentic, universal family where everyone feels welcome and valued.

We have worked on developing a deeper connection to our patronage: The Holy Family, St Mary MacKillop, St Francis of Assisi, Caroline Chisholm and St Benedict. Each patron was identified through a particular value: Courage, Compassion, Dignity and Humility and these are now recognised as our School Core Values. As a school, we now celebrate each of our patrons on a special day throughout the year.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) 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.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Areas of Focus 2022

Mission

- Support and encouragement of staff to access new programs and initiatives in the domain of Faith Formation so that they may be active contributors to the mission of the Church.
- Staff professional development in Mission and Vision of our Catholic school and continued engagement with the three-year Spirituality Framework of 'Heads, Hearts and Hands'.
- Developing an understanding of the biographies of our patrons and connection with them.
- Building visibility of the Holy Family throughout the school.
- High quality delivery of a contemporary and relevant Religious Education Curriculum, K-6.
- Development of a Student Leadership Framework with our patrons at its centre.

Teaching and Learning

- Review student NAPLAN data and PAT reading assessments. Participate in a gap analysis with whole staff. Triangulate this data with CogAT.
- Shared understandings around pedagogy in English and Mathematics. Vocabulary and Problem Solving were key foci.
- Utilise NAPLAN reading strategies, PAT resources, Revise, Revisit, Retell.
- Embed Learning Collaborative Strategies and 14 parameter research (Sharratt) to build teacher capacity in order to improve student growth and achievement.
- Continue to implement learning from the LLC professional development especially around the use of data to inform practice.
- Pedagogical mentors supported the teaching of mathematics, in particular, problem solving, by using a coaching model.

- Professional Learning Teams to discuss and establish consistent best practice in the teaching and learning of English and Mathematics.
- Instructional Walks and Talks looking at the classroom environment as the 'Third Teacher'.

Wellbeing

- Continuing the role of the Pastoral Care Worker (PCW).
- Implementation of Universal School Expectations in consultation with staff, parents and students around the acronym HFMB - Help Others; Feel Safe; Make Good Choices; Bounce Back.
 - Help others: We are inclusive
 - Help others: We care for each other
 - Help others: We work together
 - Feel Safe: We listen to our feelings and ask for help
 - Feel Safe: We stay in safe places
 - Feel Safe: We use safe hands and feet
 - Make Good Choices: We are kind and fair
 - Make Good Choices: We think before we act
 - Make Good Choices: We care for our environment
 - Bounce Back: We accept challenges
 - Bounce Back: We try our best
 - Bounce Back: We forgive others

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

| NAPLAN RESULTS 2022 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 62% | 52% | 2% | 12% |
| | Reading | 71% | 54% | 4% | 11% |
| | Writing | 59% | 50% | 2% | 7% |
| | Spelling | 67% | 48% | 7% | 15% |
| | Numeracy | 38% | 34% | 7% | 15% |
| NAPLAN RESULTS 2022 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
| | | School | Australia | School | Australia |
| Year 5 | Grammar and Punctuation | 54% | 31% | 3% | 14% |
| | Reading | 68% | 39% | 3% | 11% |
| | Writing | 49% | 25% | 5% | 18% |
| | Spelling | 59% | 37% | 0% | 14% |
| | Numeracy | 49% | 25% | 3% | 16% |

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

Respect and responsibility are key values held by Holy Family Catholic Primary School. During 2022, many discussions were held with our staff and students on how best to encapsulate these values. As a consequence, our School Expectations were refined and implemented as reminders that, as disciples of Jesus and stewards of creation, we respect others and our environment and take responsibility for their care. The expectations decided upon fit nicely into our school acronym - HFMB:

Help others

Feel Safe

Make Good Choices

Bounce Back

Holy Family school community continued to seek ways to raise awareness of and care for our natural environment during 2022 although this was impacted by the field improvements. We continue to compost our food scraps in an attempt to encourage recycling as responsible stewards of creation. Being part of such groups teaches the students the need for cooperation, respect of others views and the understanding that every person has a responsibility to care for our school environment and our local environment. Our PBL coordinator leads fortnightly focus assemblies where the focus for that fortnight is investigated and implemented.

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

In 2022, Holy Family achieved the following:

- Within our community of parents, staff and students, we have an increased awareness and understanding that our Holy Family charism and core values are inspired by scripture.
- Embedded shared understandings and shared practices in English and Mathematics.
- Developed shared responsibility for professional learning and engagement
- Professional learning in Mathematics especially in Problem Solving and Number Sense.
- Develop a rhythm around Professional Learning Teams, having weekly grade meetings from term 2 in order to enable shared practices within the English block based on data.

- Cultures of Thinking Professional Learning especially in the eight cultural forces.
- Embedded Get Reading Right and Spelling Mastery across the school.
- Engagement of an Aboriginal Education Officer and PBL leader
- Development of our understandings around Clarity and the 14 Parameters

Priority Key Improvements for Next Year

During 2023, we hope to achieve:

- a deeper understanding of our charism as evidenced by the embeddedness of our charism in our practices, communications and feedback;
- the formulation of explicit behaviour expectations and consequences of infringement in line with our Behaviour Management Plan;
- at least a year's growth in mathematics around the area of subtraction;
- a depth of understanding and practice around The Learning Pit where students are open to taking risks with their learning and understand that making mistakes is all part of the learning process.
- a culture where persistence and challenge is embraced by all.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase schools undertake extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parents acknowledge the school is friendly, supportive and community oriented. Attendance at school events such as liturgies, Masses, assemblies and sporting events indicate a high level of interest and involvement by parents and carers.

Award assemblies are always extremely well attended. Special events such as Mother's day, Father's day and Grandparent's day are highly anticipated by the community. Parents volunteer to assist with in-class activities such as reading groups and also sporting events. This extra help and support is highly valued by the staff.

Student satisfaction

The students of Holy family are very proud of their school. The learning undertaken is highly valued. Ex-students often visit Holy Family after they have left and relay to staff how well prepared they felt for high school. Friendships and the social groups formed here at Holy family are extremely positive and a good foundation for lifelong connections.

The continuation of our leadership program for senior students continues. The modelling of this provides excellent formation opportunities for our younger students.

Leadership positions are seen as important and a worthwhile goal for which all children strive.

Teacher satisfaction

The teaching staff are committed, highly motivated professionals. The collegiality of the staff is noteworthy. The care and attention taken by teachers to ensure student needs are met is exemplary. They set high standards for the children and encourage children to always do their best.

The staff are open to professional development opportunities as they work to improve their pedagogical knowledge. More experienced teachers are supportive of beginning teachers and willingly share their expertise.

Staff pray together on a weekly basis and support each other in an inclusive and pastoral manner.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

| Recurrent and Capital Income 2022 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$2,687,628 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$728,563 |
| Fees and Private Income ⁴ | \$611,229 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$167,348 |
| Total Income | \$4,194,768 |

| Recurrent and Capital Expenditure 2022 | |
|---|--------------------|
| Capital Expenditure ⁶ | \$1,763,627 |
| Salaries and Related Expenses ⁷ | \$2,630,538 |
| Non-Salary Expenses ⁸ | \$1,325,395 |
| Total Expenditure | \$5,719,560 |

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT