

# 2023

## ANNUAL SCHOOL REPORT

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*Together in Christ*



### Holy Name Primary School

41 Lake Street, FORSTER 2428

Principal: Brooke Stephens

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

## About this report

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Holy Name Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. 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

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### Principal's Message

The Annual Report 2023 for Holy Name Primary School Forster highlights the significant events and achievements that shaped our school.

Developing a culture of feedback across the school has been our priority in 2023. Through building the assessment capability of staff and students, we have supported professional growth and provided an opportunity to empower both groups to have a growth mindset.

Holy Name staff continue to work with Manning Region school colleagues to target the improvement of outcomes in reading for Aboriginal and Torres Strait Islander students. Extending our collaboration to the Forster Local Aboriginal Education Consultative Group to lead the Buuranbal Marray project, provided an opportunity to strengthen and build our capacity as a culturally sensitive educational environment.

Physically, our school was transformed with a major refurbishment project, including four classrooms and the surrounding outdoor spaces. Our Parents and Friends continued to meet online and in person twice each term, providing a platform for parent voice and an opportunity to develop experiences for students and families that focused on building the sense of community within our Catholic primary school.

Brooke Stephens

### Parent Body Message

The Holy Name Parents and Friends Association (P&F) welcomes all parents to join in and participate in a variety of activities which allow for a richer engagement with the school, teachers and students.

We meet twice a term with Principal Brooke Stephens. The meetings are informal and allows parents to hear what the school is focusing on and allows the opportunity for parents to give direct feedback to Brooke on issues which most interest you.

We focus on running a few small events which the students enjoy. In 2023 we held a movie night, a popular Easter Egg raffle and stalls for Mother' Day, Fathers's Day and Christmas.

It's a privilege to be part of the P&F and we warmly welcome all parents to join us.

## **Student Body Message**

Holy Name is an amazing place to learn. Our teachers and staff really value our holistic education and place value on achieving our best in academics, creative arts, sports and in showing our School Motto, Concern For Others.

At Holy Name, we mirror Jesus' gospel values with activities aimed to promote our mission statement, Belonging, Learning and Serving. The school's aim is to take what we do to our friends in class, to the members of our community in need. Fr Peter and our teachers guide us to learn from the stories of Jesus, to pray in different ways and to turn our mind to the requirements of others. Our school aids in the creation of Social Justice teams to help those in need in our community: for example, Mini Vinnies and Student Representative Council teams. Our Environmental team makes sure seasonal food is available to Catholic Care, feeding those in need. Joined by the Creative Arts team and Captains, our school is working towards becoming strong in our stewardship of creation. This year, we were represented by students at State Swimming, Rugby League, Polding Athletics, Cross Country, Netball, Basketball and Rugby All School Gala days. Our Public speakers competed at the Diocesan event, and we had representatives at the Dio Spelling and Maths Bees. Overall, our school is a wonderful place to learn and grow.

## School Features

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The Catholic Parish of Forster-Tuncurry began with the arrival of the first Parish Priest, Father Daniel Linehan in January 1957. The school was established in 1957 on land near the Parish Offices and originally called St Joseph's.

St Mary's Star of the Sea Church, Tuncurry was consecrated by His Lordship Bishop Toohey on 16 February 1968 and Fr Harry Fenton took over as Administrator in January 1971, remaining until August 1973, in which time Lots 9, 10, 17 and 18 along Lake Street were purchased for Holy Name School. His Lordship Bishop Clarke opened and blessed new extensions at Holy Name School on 29 June 1986. Further extensions incorporating two classrooms and a toilet block were blessed and opened in September 1993. Due to financial support from the Federal Government, our Parish and parent body, an extension and refurbishment project in 2010 provided the school with new facilities to enhance the quality education provided at Holy Name School. At the end of 2016 the Parish negotiated the sale of the Tuncurry church and during 2017 moved to the Holy Name of Jesus Church. Fr Greg Barker, together with parishioners, began refurbishing and developing the presbytery, hall and church in 2018, with the work completed during 2019. Fr Peter Street, our current Parish Priest, continues to look for opportunities to develop our Parish precinct and the work that we do in service across our community. The school has again been refurbished, with two new amenities buildings, a roof project, 4 classrooms and outdoor spaces either completed in 2023. These new works support our teachers to implement highly effective instructional strategies in their learning environments and improve the quality of the school's facilities.

## Student Profile

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### 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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
140	139	53	279

\* 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 2023 was 89.57%. 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
90.86	87.10	91.48	88.75	90.74	90.44	87.64

## 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 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

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### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	35
Number of full time teaching staff	15
Number of part time teaching staff	8
Number of non-teaching staff	12

### 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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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

Professional learning continued to focus on embedding Lyn Sharratt's 14 Parameters of school improvement within our targeted areas of reading and writing. We revisited shared beliefs and understandings, and a shared responsibility and accountability for student outcomes as we applied the concepts within the Assessment Waterfall so that students knew what they were learning, why they were learning and how to achieve success. In 2023, we extended our focus to include mathematics, reviewing the content and skills within the new maths syllabus, and guided by the work of Peter Sullivan, developed units of work that used the 'launch, explore, summarise' approach to engage and motivate all students in mathematics. The alignment of our professional learning plan with the content of our collaborative meetings, coaching and accreditation conversations provided the pathway to build the capacity of our teachers to incorporate instructional strategies that impact positively on student outcomes. Adjusting assessment procedures provided the opportunity for teachers to use student data to inform their daily practice in the classrooms. Our Learning Support Assistants and Aboriginal Education Workers engaged in professional learning about the changes to classroom pedagogy and how they can support students through intervention strategies that are in alignment with these changes. All staff completed the required annual Governance, Child Protection and First Aid training.

## Catholic Identity and Mission

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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 Name strives to be a positive, informed, concerned and resilient Catholic community. We bring the Good News of Jesus Christ to our students as they are taught to model themselves on the person of Christ. We are a community of living faithful, where at the heart of all we do is Jesus Christ. Faith encompasses all aspects of school planning and school life as we strive to achieve high levels of Catholic Religious Literacy. Holy Name Primary School is an integral part of the Holy Name of Jesus Parish and fosters the unique faith development of each child in our community. Guided by Mary MacKillop, Holy Name School is a place of Christian hospitality and service, where strangers are welcomed and the rights of all are respected. Together we are building a culture of 'Belonging, Learning and Serving'. Holy Name teachers make links between what they teach and Catholic Church teachings to promote a Catholic worldview with faith-focused values. As a people of faith and a centre of new evangelisation, our students come to know harmony, justice, reconciliation and peace. They are guided to work for a common good by building tolerance, respect and an awareness of different members of the global human family. We believe in God's mission of love and mercy in Australia and globally. The staff and students of Holy Name support the works of Catholic Care, Caritas, Catholic Mission and St Vincent de Paul, and actively promote an end to poverty through service, fundraising and donations. Founded in the Catholic Social Teachings, our staff, student leaders, Mini Vinnies group and class groups hold a desire to serve others and look for ways to contribute in the school, community, nation and world. They use their gifts to think about the needs of others and take action to improve

their world. This year, our Aboriginal Education staff led a project in the community as part of the Forster Local Aboriginal Education Consultative Group called 'Buuranbal Marray', providing an opportunity to learn about, reflect and share Worimi Stories through visual arts. To live in the light of Christ at Holy Name means to pastorally care for one another. Our Pastoral Care Worker offers strategies in wellbeing, meditation, mindfulness and opportunities of gratitude for staff, students and parents. We acknowledge and incorporate the cultural and religious diversity of student information into our teaching practice to promote a Culturally inclusive environment. Through faith, action and the grace of God, we are growing respectful, responsible, discerning thinkers who grow to become confident, creative, active and informed citizens, displaying Cultural understanding and 'Concern for Others'. From this Catholic worldview, Mary MacKillop's words "...we are all part of the story," reflects why it is so important at Holy Name to have strong relationships with our students, teachers and parents, and continue to build stronger partnerships in the local and broader Church community.

## Curriculum, Learning and Teaching

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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.

Holy Name School provides educational programs aligned with the NSW Education Standards Authority (NESA) syllabuses for K-6 Education. The Key Learning Areas (KLA's) are: English, Mathematics, Science and Technology, Human Society and Its Environment (History and Geography), Physical Development, Health and Physical Education (PDHPE) and Creative Arts. Lessons follow the suggested weekly KLA minutes from NESA. Primacy is given to English and Mathematics. Religion lessons are taught from the Religious Education Curriculum provided by the Catholic Schools Office of Maitland-Newcastle for 30 minutes each day. These lessons form part of the 'additional activity' minutes suggested by NESA. Differentiation is evident in class programs, through changes to the content, process or product of learning. Learning intentions are deconstructed and success criteria co-constructed with students in English and Maths to engage students in understanding what they are learning, why, and how to improve. Providing one-one devices for students in lessons provides the opportunity for students to develop their digital literacy as they progress from K-6. The Teacher Librarian and Music/Drama teacher take classes each week. Library lessons focus on History and Geography, the literacies within each of these subjects, and the development of the digital technology skills of students. Teachers meet fortnightly in stage based Professional Learning Teams, using student data as the basis for discussion, planning and intervention.

Holy Name School is an inclusive school setting with a strong learning agenda. Our teachers work alongside one another in the pursuit of the most effective instructional strategies to guarantee positive student learning growth in every classroom. We hold high expectations for students and engage parents in the learning agenda of the school.

Our Learning Support Team work with our staff to provide in class and small group options and specialised programs for our students requiring additional support. School procedures have been developed to align with current system policies to support consistent practice across the Catholic schools in the Maitland-Newcastle Diocese.

In 2023, our K-6 teachers continued to work with the new English and Maths syllabus documents and prepare units of work that addressed the changes. All teachers continued to focus on the pedagogy we use in English and make the changes needed to meet the needs of students following observations and feedback. We applied and adapted the assessment schedule in English and Maths and used this information to change learning sequences so that the identified needs of students were addressed. Our focus in Mathematics, aside from the implementation of new syllabus documents, was to incorporate new learning from Peter Sullivan about how to use the 'launch, explore, summarise' pedagogy to engage and motivate all students in mathematics. We provided one-one devices in Stage 3 and one between two in Yrs 2-4, and focused the professional learning for teachers on building capacity to incorporate digital technology into learning programs to improve the digital capability of our students.

## Student Performance in Tests and Examinations

### 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:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Holy Name Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	73%	54%
	Reading	88%	67%
	Writing	70%	76%
	Spelling	65%	61%
	Numeracy	73%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	79%	64%
	Reading	75%	74%
	Writing	75%	66%
	Spelling	63%	69%
	Numeracy	71%	68%

## Pastoral Care and Student Wellbeing

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### 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.

### 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**

The Holy Name School community prioritises the promotion of respect, resilience and responsibility for self and in our relationships with others. As a Positive Behaviour for Learning school, the words 'Respect, Resilience and Responsibility' have been chosen to guide our teaching of social and emotional learning. In 2023, staff, student and parish leaders planned initiatives and actions to foster positive behaviour choices, responsibility, emotional regulation, ownership of behaviour and concern for others. We have prepared the spaces and commissioned the designs for our Positive Behaviour for Learning (PBL) signage and our PBL Team meets each term to review the impact of our work.

We recommenced the growing and harvesting of produce from our garden for the Forster-Tuncurry Community Kitchen and our student leaders continued to look for ways to support the community through acts of kindness and good deeds. This year, our choir visited a nursing home to share a collection of songs with the residents. In Week 6 of every term, we celebrate Well-being Week. In 2023, we held flash mobs for students, relaxed the home work routines and provided workshops for staff that promoted wellbeing. We engaged with parents via the newsletter and on our social media site, using resources such as SchoolTV to share research based information with parents on a range of issues impacting wellbeing. Students and support staff took a leadership role, planning and facilitating many of the events.

The school calendar year provides opportunities to shine a light on student gifts and talents. Positions of student leadership and responsibility are diverse and call for a particular skill set, interest and personality. Students who lend themselves to entrepreneurial thinking often shine on Mission Day as they campaign to motivate others to raise funds for the less fortunate. We are proud to offer opportunities to celebrate our diversity through events such as NAIDOC and Harmony Day. This year, our Aboriginal Education Officers led a community project called Buuranbal Marray in collaboration with our local Aboriginal Education Consultative Group. Our student leadership model has been adapted to encompass the

significance of an inclusive culture, and includes membership in groups focused on the environment, social justice, technology, the creative arts and sport. Year 5 students participate in an annual school leadership day as they prepare to take on the important roles within this structure during Year 6.

## School Improvement

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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 Identity and Catholic Curriculum
- Learning and Wellbeing

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

During 2023, teachers drafted a plan for students to engage with opportunities in our local community that evidence their learning about the Catholic Social Teachings across the K-6 Religion classes. Staff developed highly effective pedagogies in English and Maths aligned with the new syllabus documents and began to apply these approaches across other Key Learning Areas. Building the data literacy of teachers and the assessment capability of students drove the development of a culture of feedback across the school. Teachers utilised the concept of the Assessment Waterfall to empower students to focus on learning growth, developing learning walls that students could use to support them to assess how they were going and what the next steps were for improvement. The *gradual release of responsibility* model as well as the *launch, explore, summarise* model were the focus of teacher planning.

Holy Name students continued to trend upwards in all but one area in NAPLAN for Years 3 and 5. The most significant achievement for our school is the effective use of data to inform teaching practice. This shift from using data as a way of determining student achievement only, to a way of informing practice, in an approach that is supported and efficient, is something our school celebrates.

Our school was proud to lead the project, 'Buranbal Marray' in collaboration with the Forster Local Aboriginal Education Consultative Group, highlighting the rich Cultural knowledge and skills within the Worimi community.

### **Priority Key Improvements for Next Year**

In 2024, we will put the draft Catholic Social Teachings plan into practice and monitor the impact on student understanding of faith and life connections. We will empower students to make the connections with learning and life that empower and motivate them to engage in their education. We will continue to build our team of highly effective practitioners and focus on the implementation of the new syllabus documents in English and Maths and analyse the impact of our teaching practice on student achievement. We will look for opportunities for early and ongoing intervention and continue to build the skills of our support staff to develop a shared understanding and capacity to provide the support that students need in the mainstream classroom.

Our focus will shift to applying our knowledge of highly effective teaching strategies to other Key Learning Areas and refining our assessment procedures to inform our learning sequences. The introduction of instructional rounds and collaborative inquiry will support the continued capacity building of all staff to work effectively as a team who are committed to shared beliefs and understandings and a shared responsibility and accountability for student achievement.

## Community Satisfaction

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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 'Tell Them From Me' survey occurs every two years and our 2022 survey revealed that parents see our strengths as creating a safe and welcoming environment, where positive behaviour is supported and parents are kept well-informed. We are above the average for the Diocese for welcoming and informing parents, and to improve, will work on scheduling activities when parents can attend, informing parents of opportunities for their child's future and providing additional opportunities to talk about their child's social and emotional wellbeing. Holy Name was noted as supporting the learning and positive behaviour of students by holding high expectations, showing an interest and encouraging students to work hard and do their best work. Parents believe that the rules for behaviour are clear and that teachers expect students to maintain attention in class. Although parents are extremely positive about the management of behaviour, they would like to see behaviour issues dealt with in a timely manner. Most parents attend meetings and talk with teachers more than twice a year, however, very few participate in the Parents and Friends Association meetings. On the basis of this survey, we would benefit from encouraging more of our parents to support learning at home through engaging in the learning agenda and prioritising schoolwork. Holy Name is viewed as an inclusive school, however, appearance and grades were identified by a small number of parents as areas that students sometimes felt socially or verbally excluded. Our proactive teaching of social emotional skills will focus in these areas. Holy Name is viewed as promoting safeguarding and the faith life of the school, however, parents would like there to be a focus on understanding why the students participate in social justice initiatives. In response to this feedback, in 2023 we drafted a plan for student formation that involves the students learning about the Catholic Social Teachings, where the needs exist in our community, and to plan, implement and reflect on taking action within each area. A large majority of parents would recommend Holy Name School to others.

### Student satisfaction

The school conducts the 'Tell Them From Me' survey every two years. The 2022 results indicated that students are socially engaged and connected with life at school, however, they are not as connected with extra-curricular activities. Students identified homework as an area

of disengagement but value school outcomes, have high expectations for success and positive teacher-student relations. Future areas for development are the motivation of our senior students through a challenging, relevant, well-organised learning program, incorporating feedback and clear expectations for classroom behaviour. During 2023, we have addressed this feedback through implementing the concept of the 'Assessment Waterfall' to develop a culture of feedback among our students.

Most students view learning time as effective, relevant and with rigour. Bullying and safety at school were bigger issues for students in Years 4 and 6 than their parents, however, most students felt there was an advocate for them at school. They view teacher relations, learning climate and expectations for success as high. All areas of faith life are rated highly by students, as are the promotion of safeguarding, the school facilities and reputation. Noteworthy is the growing number of students who could not comment in this section of the survey as they neither agreed or disagreed with the survey statements.

### **Teacher satisfaction**

The teaching staff of Holy Name are a highly skilled and effective team. Using the bi-annual Tell Them From Me data of 2022, the teachers viewed the strengths of the school to be in leadership and collaborative practices. Parent involvement in learning was seen as an untapped resource and therefore in 2023, our teachers invited parents as volunteers back into the classrooms.

Access, skill level and use of technology within learning programs to track improvement, provide feedback or to explore learning options was rated the lowest. In 2023, our school invested and commenced one-one access to laptops for Years 5 and 6, provided one between two devices in Years 2 -4 and the same in iPads for Kinder and Year 1. Teachers started a program of professional learning to build their capacity to focus on using digital technology in the classroom to improve the digital capability and learning options for students.

Teachers have a strong belief in all aspects of the faith life of the school but we need to strengthen our formation experiences and continue our work to improve our school facilities.

The Staff Engagement survey of 2023, revealed that the individuals in our teams, the collaboration, the values and the culture of feedback and support at Holy Name are our strengths. Areas of concern for teachers were in the Vision of the Diocese, the workload in their role, the pay and benefits offered, the work-life balance and career opportunities. There is a need to continue to look for ways to be more effective and efficient in our procedures to support teachers meet the demands of their roles.

# 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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,151,948
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,159,721
Fees and Private Income <sup>4</sup>	\$696,599
Interest Subsidy Grants	\$6,108
Other Capital Income <sup>5</sup>	\$236,526
<b>Total Income</b>	<b>\$6,250,902</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$47,978
Salaries and Related Expenses <sup>7</sup>	\$3,745,561
Non-Salary Expenses <sup>8</sup>	\$2,511,675
<b>Total Expenditure</b>	<b>\$6,305,214</b>

### 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 2023 REPORT