

2022

Holy Name Primary School

About this report

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 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 Annual Report 2022 for Holy Name Primary School Forster captures the significant events and achievements that shaped our school. With a decreased exposure to the challenges of the pandemic, we returned our entire focus to addressing the learning needs of students on site. A high level of collaboration between classroom teachers, specialist teachers, allied health, support staff and our families, supported the effective use of teaching and learning time evidenced in student learning growth.

Holy Name staff worked with Manning Region school colleagues to target the improvement of outcomes in reading for Aboriginal and Torres Strait Islander students. Extending our collaboration across a Regional focus continues to provide an opportunity to strengthen and build our capacity as culturally

David Isbel

Student Body Message

Holy Name is a great place to learn. Our teachers and the other staff really care about our wellbeing and support our learning progress. We are guided in our relationships with others and encouraged to do the best we can in learning, creative arts, sports and in showing our concern for others.

At Holy Name, we mirror Jesus' gospel values with our social skills lessons. These teach us to be respectful, responsible and resilient people that help us build stronger relationships with others, built on forgiveness and love. 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 needs of others. Our Student Leaders work with the Social Justice team, determined to help raise money, for those who need support. We donate to Project Compassion and Catholic Mission to help people out of poverty. Our Environmental team work to plant and harvest produce to donate to the Community Kitchen, feeding those in need. Joined by the Creative Arts Team and Captains, our school is proudly reducing single use plastics and becoming more environmentally aware of ways we can protect God's creation.

We were represented by students at State swimming and football and are always strong competitors at Regional swimming, cross country and athletics. Our Public Speakers competed at the Diocesan event and we had representatives at the Dio Spelling and Maths Bees.

School Features

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 Presbytery 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 the financial support of 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 or commencing in 2022. These new works will support our teachers to implement highly effective instructional strategies in their learning environments and improve the quality of the facilities.

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
135	139	41	274

* 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 87.11%. 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
88.50	88.88	85.01	87.80	88.04	85.44	86.12

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

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Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	32
Number of full time teaching staff	14
Number of part time teaching staff	8
Number of non-teaching staff	10

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 professional learning plan focused on embedding Lyn Sharratt's 14 Parameters of school improvement to 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. The alignment of our professional learning plan with the content of our collaborative meetings, coaching and accreditation conversations provided the pathway to continue to build the capacity of our teachers to incorporate instructional strategies that impacted positively on student outcomes. All staff completed the required annual Child Protection and First Aid training, and following our External Review, collaborated with the Leadership Team to develop the new 3yr Strategic Plan for Holy Name. We held a Regional 'Learning for Justice' day with





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	51%	52%	5%	12%
	Reading	45%	54%	3%	11%
	Writing	56%	50%	8%	7%
	Spelling	31%	48%	21%	15%
	Numeracy	33%	34%	8%	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	45%	31%	13%	14%
	Reading	58%	39%	5%	11%
	Writing	32%	25%	5%	18%
	Spelling	25%	37%	10%	14%
	Numeracy	39%	25%	8%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#)

School Improvement

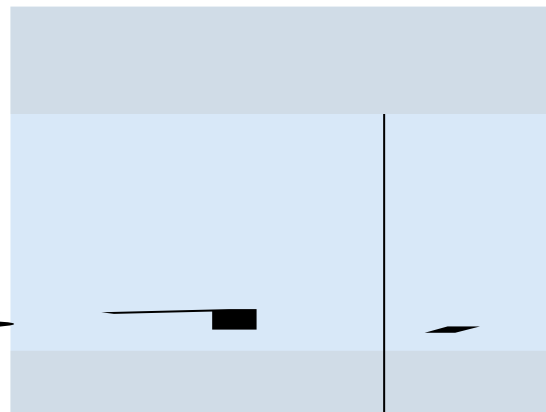
The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as

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Community Satisfaction

Consultation with

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$3,555,792
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,033,095
Fees and Private Income ⁴	\$540,829
Interest Subsidy Grants	\$6,848
Other Capital Income ⁵	\$224,636
Total Income	\$5,361,100



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