

2022



Holy Family Primary School

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.

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 s

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

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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

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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

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

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.

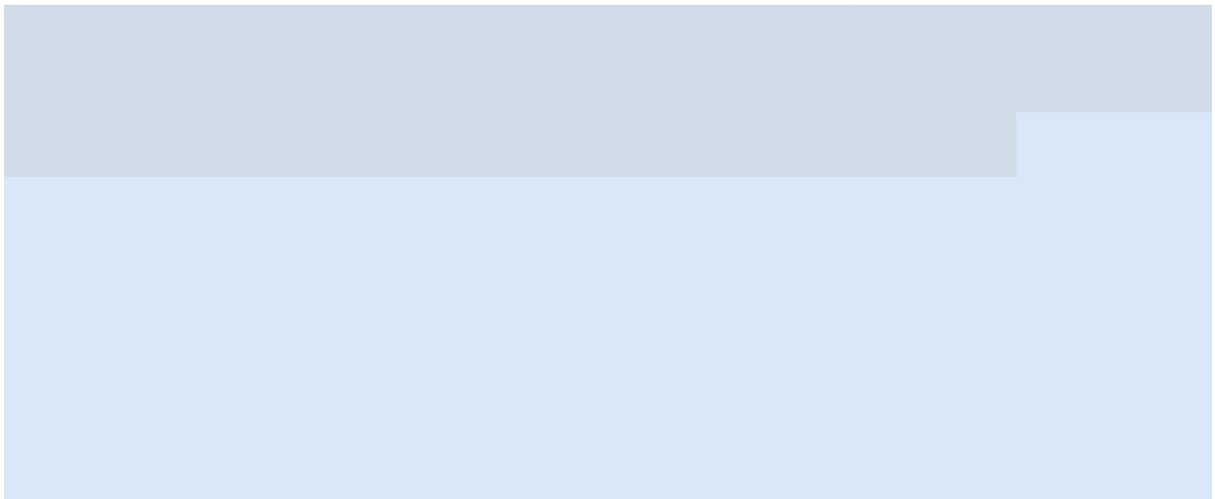
We have worked on developing a deeper connection to our patronage: The Holy Family, St Mary MacKillop, St Francis of Assisi, Caroline Chisholm and St Benedict. Each patron was identified through a particular value: Courage, Compassion, Dignity and Humility and these are now recognised as our School Core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

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- 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



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 PBLnedents

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.



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 [knowledge.]TJETBT/F2 14.67 Tf0.75 0 14.67 Tf0.75 0 0 0.75 163.75 607.41 Tm7 Tff0

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.

