

2023

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 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

Message from key groups in our community

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

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 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

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

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

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.

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

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

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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.

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

Complaints Handling Policy

The Diocese of Maitland-Newcastle

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

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.

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

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.

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 to technology 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 s04 Tm



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

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