



Catholic  
Schools Office  
DIOCESE OF MAITLAND-NEWCASTLE

# ANNUAL SCHOOL REPORT

# 2015

SERVICE † LEADERSHIP † JUSTICE  
*Together in Christ*



## Holy Name Primary School, FORSTER

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## About the Annual School Report

Holy Name Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

# Messages from Key School Bodies

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## Principal's Message

Holy Name School, Forster is a Catholic Primary school centred in the heart of the beautiful Great Lakes Region on the Mid-North Coast of NSW and builds on over 50 years of Catholic schooling in this community. We highly regard our history and traditions as we educate children for their future lives, both personally and as contributing members of their society.

Holy Name School educates 330 young Australians from Kindergarten to Year 6 to be highly skilled, informed, compassionate and just. We are proud to offer children and their families an education that caters for the broad range of abilities and interests of our students. Within our friendly, small-school environment; the staff, parents, parish, and wider community work closely together to achieve positive outcomes for each child in our care. There are 16 full-time teachers, 7 part-time teachers, Pastoral Care Worker and 12 support staff. The Parish, led by Fr Greg Barker, is assisted by two staff members.

Staff members strive for academic excellence in all Key Learning Areas while maintaining a supportive and Christian environment. We review teaching strategies and practices in light of current educational pedagogy to ensure quality teaching and learning occurs through consistent and targeted improvements. Our work is greatly supported by our Learning Support Team, and by modern resources and facilities that enable our students to work comfortably within a 21st century learning community.

Holy Name School is a healthy, active school participating in many sporting and cultural activities throughout the year. Our Stephanie Alexander Kitchen Garden Program is a definite highlight of the school presentation and is supported by our healthy canteen. Our school concert band is regarded as being one of the best school bands in the District. They also support the Great Lakes band at various community events.

Students at our school have a high sporting profile with our students involved in a broad offering of sporting options. Students are provided with pathways for individual and team excellence.

Holy Name School values its interaction with our active and supportive Parents and Friends Association and with the wider community. The parent body are a part of the daily life of the school and the school's profile in the community is one that engenders pride, particularly in events such as ANZAC Day & NAIDOC Week.

I certify that the information in this report is the result of a rigorous school evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Chris Waters

Principal

## Parent Body

The Parents & Friends continued its positive role within the school community with the re-election of the 2014 executive for 2015. At the end of the first term a new President was elected. The close relationship between the P&F and the school management led to the promotion of social events for parents, such as the Trivia night and walkathon to build community as well as fundraising events with the Annual Fete a successful highlight. The P&F also contributed funds to the school from fund raising activities such as Mother's Day and Father's Day stalls, Easter Raffle and Christmas Raffle. These efforts enabled \$24,000 to be raised and donated to the school. The P & F continues to help fund the employment of a Groundsman, the purchase of new books for the Library, technology hardware, support the staffing of the school canteen, and assisting needy children for school excursions. The P & F is also an excellent forum for discussion of the school's academic achievements and aspirations.

## Student Body

This year the Student Representative Council (SRC) continued to operate in a Parliamentary model. This was really educational because students had particular roles and responsibilities to fulfil and is a great lead-in to the annual Year 6 visit to Parliament House. The meetings provided an opportunity for the students to present their reports, including ideas, achievements and concerns that they wanted addressed. Many discussions and ideas were put forward for action.

The Stephanie Alexander Kitchen Garden is a great initiative and the students from the primary

classes students who took part in lessons really loved it. So many students were eating foods that they have never tried and also preparing meals that they would never have been able to do without the lessons at schools. The Kitchen Garden experience is appreciated by all.

The Student Representative Council conducted formal assemblies four times per term, giving children opportunities to improve public speaking, present reports and have greater ownership over student centred programs.

During 2015, the Student Representative Council took part in and promoted the following programs and activities that raised the profile of Holy Name Primary in the local community:

- Mini Vinnies
- ANZAC Day celebrations
- NAIDOC Week
- Manning Eisteddfod
- Project Compassion – Caritas Australia
- Catholic Missions Appeal
- Fundraising for displaced persons due to natural disasters
- Parish community building events and activities
- Christmas celebrations

## SCHOOL FEATURES

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### History of the school

The Catholic Parish of Forster-Tuncurry officially came into being with the arrival of its first Parish Priest, Father Daniel Linehan in January 1957. The Parish continued to grow rapidly and a new church dedicated to "Saint Mary Star of the Sea" was erected and duly consecrated by His Lordship Bishop Toohey on 16 February 1968. Father Harry Fenton succeeded Father Linehan as Administrator in January 1971, remaining until August 1973, in which time Lots 9, 10, 17 and 18 Section 10 were purchased for Holy Name School. On 2 March 1983, His Lordship Bishop Clarke opened and blessed new extensions at Holy Name School, which celebrated its Silver Jubilee 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 our parent body an extension and refurbishment project valued at around \$2 million that has provided the school with superb facilities that further enhance the quality education that is provided at Holy Name School was completed.

### Location/Drawing Area

Holy Name School is fortunate to be located within the Great Lakes, an area of remarkable natural beauty. Students from the entire region are enrolled at Holy Name. The school is one of the five Catholic Primary Schools making up the Manning Region within the Diocese of Maitland-Newcastle. As a community of schools, including our feeder high school St Clare's, we are very proud of the reputation that all of our schools have across the entire district, a reputation that we have held for many years.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

At Holy Name Catholic School catholic identity permeates in all we see, say and do. Everything focus's back to the person of Jesus. Teachers and students actively celebrate and promote our catholic identity with parents, parish & the wider community. As an inclusive parish based school we pride ourselves in the signage displayed outside the school gates Holy Name Catholic Primary School, our entrance warmly welcomes all into the school grounds. The footsteps of Jesus lead you into the Kirkangina, the central meeting place, where the school prayer is displayed. At Monday morning's assembly our prayer known by students & parents is prayed by the whole community. Each afternoon we pray a traditional farewell prayer together. Our hall has banners and pictures to link our school to Mary Mackillop, founder of the Josephite order and who is our charism. In our school foyer and in all school programs is our Vision and Mission statement. "Concern for others," our school motto, is central to who we are. It is printed on school shirts, spoken of in our school prayer, modelled by our Mini Vinnie Groups and practised in our daily interactions.

### Family, Parish and Diocesan evangelising and catechesis

HNS is a centre of the new evangelisation, a genuine instrument of the Church, a place of real & specific pastoral ministry. We recognise that Holy Name is to provide access for Fr Greg to develop a relationship with the children and a partnership with Parish and School. Our parishioners are always welcomed at School Liturgies and Masses, in particular the Commencement of the year Mass and Thanksgiving Mass in Term 4. Classes attend weekly Parish Mass once a term with their families and welcomed community members. We celebrate community Celebrations together- Pancake Tuesday, NAIDOC, ANZAC, Remembrance and Vietnam Ceremonies. The Assistant Principal and Religious Education Coordinator are members of the Parish Pastoral Council bridging both school and parish. Sharing an open two way communication system to promote an awareness of what is happening in the school and parish and welcome one another to upcoming events via Parish Bulletin, School Newsletter, Skool Bag App and Facebook. Staff participate in weekend masses by volunteering to read or be extraordinary ministers. Mini Vinnies visit CWA, Baptist Church, Glacia Agee Homes and serve at the Parish Christmas Party.

### Christian Discipleship

Staff faith formation: "Going Deeper" an online faith development opportunity is shared at weekly staff meetings for teachers to receive high level information about their Catholic faith, about Catholic education and specifically about their vocation as Catholic teachers with a crucial focus on the New Evangelization. A Spiritual Formation Professional Development Day with Richard Leonard was held. The school strives to nurture the faith and spiritual development of the students offering Seasons, a Grief and Loss Program for nominated students. The Kids Matter Program is embedded into the Pastoral Care and Special Needs Policy. The Mini Vinnies Student Council led by Pastoral Care Worker is successful. The Sacramental Team led by the REC with all children participating in the Sacraments of Confirmation & Eucharist took part in 2 "retreat days". The Confirmation candidates, their parents and grandparents travelled to Newcastle to visit Bishop Bill, where they shared morning tea, were shown around the Catholic Schools Office & Cathedral with the Bishop and Fr Greg. The Eucharist Retreat was at Cape Hawk Surf Club, parents and grandparents welcomed to attend.

### Religious Education and Curriculum

Holy Name offers high levels of Religious Literacy. REC and Leadership Team promotes a greater emphasis to the collective responsibility all staff members have in Religious Literacy within our school and supports the development of quality religious education programs at staff meetings and in our classrooms. Staff assists students, their parents and wider community in understanding Religious Literacy is central to our faith through newsletters, in assemblies. A new Stage 3 curriculum was implemented and new Early Stage 1 units of work were implemented. Yr 6 Religious Literacy Test results are monitored and in 2015 our focus was on our two lowest strands Liturgical Year and Beliefs, with strategies of testing both Year 5 and 6 to identify areas of concern and collaboratively plan how we teach to these gaps across K-6 as an intervention.. In October the primary classes say a decade of the Rosary and progress through the mysteries. Classes have posters of the Mysteries and these poster are also visible in the library and Hall during the month of October to assist the children in familiarising themselves with the Rosary as a prayer of meditation.

### Initiatives Promoting Respect and Responsibility

Holy Name School is known for its ability to raise money and the support of the Parents and Friends Association is fantastic. In 2015 we raised \$2200 for Caritas on Mission Day. This money went to communities in Madagascar to help the homeless, keep children safe from violence, feed and educate them. The Soctober theme was "I was Thirsty and You gave me something to drink". Richard Cootes, our Diocesan representative of Catholic Mission visited the school to share more about Madagascar and celebrated a Mission Liturgy together. The school also support Project Compassion. Our Mini Vinnies group meets weekly with our PCW. They plan ways to raising money for the less fortunate in our community eg Mini Vinnies Winter Blanket Appeal and for the Christmas Hampers. The group hosts morning and afternoon teas for special guests demonstrating service to others. The children take on leadership roles on the playground supporting children in selected play areas. They assist in the running of our Monday Breakfast club with our PCW and grandparents of our school.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
18	27	19

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolment policy

Holy Name Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. 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 and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

### Actual Enrolments 2015

Scholastic Year	Number of Students
K	50
Year 1	49
Year 2	49
Year 3	47
Year 4	53
Year 5	31
Year 6	37
Total	316

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94	96	96	95	97	96	97	95

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

## Pastoral Care and Wellbeing

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### Student Welfare Policy

The KidsMatter Framework is used to guide the model for our school to meet the welfare needs of students at Holy Name School. The KidsMatter Committee meet at least twice each term and ensure the continued actioning of the plan developed by staff to support the mental health and well-being of our students. Developing a welcoming, nurturing environment and culture within our school underpins our welfare policies. Students entering into Kindergarten are assisted through a carefully planned transition program and cared for by a Year 6 buddy once they begin formal schooling. As friendships build and confidence grows, students become more independent in the school setting. Our Class teachers, the Religious Education Coordinator, Pastoral Care Worker and our Learning Support Teacher work closely together to ensure that identification of welfare needs and development of proactive ways to support students are included in the day to day operation of our school. Breakfast Club each Monday morning is an initiative that welcomes all students back to the week at school, catering for those in need. Copies of the Pastoral Care Policy are available from the school.

### Discipline Policy

The role of Holy Name Primary School, in partnership with parents and caregivers, is to nurture young people by providing optimum levels of support in learning, positive interpersonal relationship experiences and social support networks. The culture and atmosphere of the school plays a significant role in students developing a balanced approach to life and learning. We believe that respectful and trusting relationships in a positive school environment are the basis of a successful Behaviour Management Policy. With this in mind, bullying behaviour is in conflict with the core values and purpose of the Catholic School. The school's Behaviour Management Policy and Anti Bullying and Response Policies were reviewed in 2015. The policies are based on rights, rules and responsibilities and rewarding positive behaviour. Within such a school context, children learn to make good choices and to take responsibility for their actions. Copies of the revised policies are available from the school office.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *Holy Name Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Holy Name Primary School "has the responsibility to promote a culture of trust, co-operation and respect in the lived experience of the Catholic Christian setting. Bullying in our school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and care-givers.

It is Holy Name's goal to promote a safe environment where individuals may grow and develop. Well-articulated, understood and implemented policies and procedures facilitate such a goal and minimize the risk of inappropriate behaviours becoming accepted, tolerated or even endemic. "(CSO Policy Anti-Bullying Prevention and Response, p3 Feb)

Holy Name Primary School will have as its goal, "...the formation of Christian disciples, with appropriate world view, character and behavior." (Catholic Schools at the Crossroads, p14)

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website

or is available on the Catholic Schools Office website.

# School Improvement

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## School Improvement Plan

The School Improvement Plan includes all aspects of the funding provided to schools for their annual priorities. The challenge for the school is - "The main thing is to keep the main thing the main thing." The SIP is organised in five key areas and the main focus for each key areas were:

### *CATHOLIC IDENTITY*

- Parish Priest Involvement in the school
- RE Curriculum Development
- Staff faith formation

### *QUALITY TEACHING & LEARNING*

- Teaching Maths
- Well-being & mental health
- Australian Curriculum
- Technology enhanced pedagogy
- Developing Professional Learning Teams

### *LEADERSHIP*

- Executive Role Description reviews
- Executive development for school leaders
- Quality Data Analysis

### *COMMUNITY AND PARTNERSHIPS*

- Friend and Fund Raising
- Indigenous Immersion experiences and engagement

### *STRATEGIC RESOURCING*

- Planning for growth & development of the school
- Risk Management

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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KEY AREA 2 LEARNING	QUALITY TEACHING AND QUALITY LEARNING
<p>Identified and ensured a focus on quality teaching practice and intervention strategies</p> <p>Identified, implemented and evaluated strategies for targeted students in order of priority</p> <p>Set explicit goals for Literacy and Numeracy</p> <p>Provided professional learning for teachers to meet explicit targets for student achievement</p> <p>Specifically targeted the teaching of K – 6 Maths and English to improve student outcomes</p> <p>Investigated and promoted contemporary, pedagogical and ICLT approaches to support excellence in learning and teaching</p> <p>Developed policies, provide resources and planned professional learning to strengthen teaching and learning</p> <p>Ensured access to a broad and differentiated curriculum for all students</p> <p>Provided ongoing, timely professional learning to support the implementation of the new BOS syllabuses incorporating the Australian Curriculum</p> <p>Ensured flexibility in resources, personnel and structures across the school to enable the incorporation of emerging educational agendas</p> <p>Ensured support and evaluation in the area of Religious Literacy</p>	<p>Strengthen school improvement plans by setting explicit school targets</p> <ul style="list-style-type: none"> <li>■ Data Analysis of Naplan results and school standardised assessment results</li> <li>■ Monitoring of school assessment strategies</li> <li>■ Evaluation of teaching programs</li> <li>■ Use the data to establish explicit school targets that are translated to particular year levels</li> </ul> <p>Teachers engaging positively in Professional Learning Teams</p> <ul style="list-style-type: none"> <li>■ Explore selected literature about the nature and purpose of a Professional Learning Community</li> <li>■ Leadership Team to prioritise weekly Professional Learning Team meetings and negotiated a model for implementation</li> <li>■ Visit other educational settings to gain a different perspective</li> </ul>

<p><b>KEY AREA 3 LEADERSHIP</b></p> <p>Reviewed the Leadership Team operations, including structure, functions and role statements</p> <p>Continued to develop enhanced and consistent communication systems within Holy Name School</p> <p>Developed strategic processes for identifying and supporting school leaders in need</p> <p>Publicised and supported the sharing of good practice in our school</p> <p>Reviewed leadership framework to ensure aligned with school system and AITSL priorities</p> <p>Explored, identified and developed mentoring programs and structures aimed at providing opportunities for established, newly appointed and aspiring leaders</p> <p>Supported school staff in the education and synthesis of data to inform the strategic planning process</p> <p>Developed and implemented tools to assist the thorough evaluation of the school's strategic plan and policy development</p>	<p><b>QUALITY TEACHING</b></p> <p>Addressing teacher Accreditation requirements</p> <ul style="list-style-type: none"> <li>■ Implementation of Professional Practice and Development Process</li> <li>■ Design and implement a school plan for Professional Practice &amp; Development</li> </ul> <p>Implementation of the NSW BOSTES History and Geography Syllabus</p> <ul style="list-style-type: none"> <li>■ Participation in History and Geography syllabus workshop</li> <li>■ Utilising the CSO resources provided to assist the syllabus implementation</li> <li>■ Staff meeting workshops to establish, discuss and implement a school Scope &amp; Sequence</li> </ul> <p>Improve the pedagogy of teachers in English</p> <ul style="list-style-type: none"> <li>■ Providing collaboration with Leading Teacher to implement the Accelerated Literacy units</li> <li>■ Selected Professional Development for teachers</li> </ul>
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KEY AREA 5 STRATEGIC RESOURCING	CATHOLIC IDENTITY
Identified and prioritised key areas for targeted intervention in response to emerging school, system and government agendas	Develop the Catholic ritual knowledge of teachers
Allocated appropriate resources to respond to key areas	<ul style="list-style-type: none"> <li>■ Involvement of the Parish Priest in the Faith Education of teachers</li> <li>■ Provide opportunities for teachers to plan, discuss and implement religious celebrations, liturgies and mass.</li> </ul>
Implemented a system for the induction of staff	Strengthen connections between the school and parish through reciprocal arrangements that encourage participation
Developed a strategy and process to improve energy management and environmental sustainability across our school	<ul style="list-style-type: none"> <li>■ Invite parishioners to be involved in the Kitchen Garden program</li> </ul>
Prioritised an integrated plan for Risk Management and Compliance	<ul style="list-style-type: none"> <li>■ Hold Mini Vinnies commissioning ceremony</li> </ul>
Developed and implemented school WHS system framework	<ul style="list-style-type: none"> <li>■ Invite St Vincent de Paul members to become involved with the school Mini Vinnies group</li> </ul>
Developed and implemented Risk Management policies and procedures relative to WH&S	<ul style="list-style-type: none"> <li>■ School, class and parish masses participation</li> </ul>
Implemented a sustainable and equitable process for the collection of school fees	<ul style="list-style-type: none"> <li>■ Social Justice Group workshop with Catholic High School students</li> </ul>
Reviewed structures and processes for financial and management support	Provide on-going staff spiritual and faith formation
Ensured the school budget supports the strategic plan	<ul style="list-style-type: none"> <li>■ Staff participate in faith formation designed for Catholic teachers – “Going Deeper”</li> </ul>
	<ul style="list-style-type: none"> <li>■ Staff participate in a retreat around the theme of “Year of Mercy”</li> </ul>
	<ul style="list-style-type: none"> <li>■ Weekly prayer opportunities</li> </ul>
	<ul style="list-style-type: none"> <li>■ Resources provided for staff reflections and personal spiritual development</li> </ul>

## Academic Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs. The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The school results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

### YEAR 3

Our data in Literacy and Numeracy indicates over 40% of students in Year 3 achieve the top 2 Bands in Reading Writing, Grammar and Numeracy. One third of students place in the top 2 Bands for Spelling and this will remain an area for growth in 2016. An upward trend across all aspects demonstrated a positive

impact of improvement initiatives. In 2016 we have set a target for 60% of students to achieve in the top 2 Bands of the Data, Measurement, Space & Geometry strands, looking for growth in the top performing students.

## YEAR 5

Year 5 students continued to demonstrate growth in performance across all aspects of NAPLAN. The girls outperformed the boys in Literacy and the boys outperformed the girls in Numeracy. We continue to have a large percentage of students in Bands 5, 6 and 7 and will focus on improvement strategies that push this group to achieve Bands 7, 8 and beyond. Over 60% of students achieved above the expected growth in all aspects of Literacy and over 50% of students achieved above expected growth in Numeracy.

In 2016 we are using the Professional Practice and Development framework with teachers and the Continuum of School Improvement to focus on building a culture based on a collective responsibility for student outcomes through collaboration with our colleagues. Teaching programs will be driven by the four Professional Learning Community questions:

1. What do we want our students to learn?
2. How will we know when they know it?
3. What will we do when they don't understand?
4. How will we respond when they already know it?

In 2015, students participated in the ICAS University based competitions in English, Maths, Spelling, Writing Digital Technologies and Science. Students received High Distinctions in Science and Maths and Distinctions and Credits in all other competitions. Students were successful in Regional and Diocesan Public Speaking and Debating competitions

Many students entered writing competitions for Mid-Coast Water, Great Lakes Council and as a part of NAIDOC initiatives.

## Cultural achievements

Our debating team were successful at Regional level and progressed to the grand final of the Diocesan wide competition. At the Manning Region Public Speaking Competition our students performed confidently and achieved excellent results, with two students reaching the Diocesan finals.

The school band performed at many local functions and visited Nursing Homes and local churches to provide entertainment and as a part of developing their performance skills. They won the Primary School Band section at the Manning Eisteddfod.

Year 5 travelled to the Aussie Bush Camp in Term 4 to gain a practical experience of life and take on personal challenges in personal and group settings. Aimed at building teamwork and problem solving skills through physically and mentally challenging experiences, the children gained much from the experience.

In November, Year 6 spent a week in Canberra and visited a sheep farm at Bathurst on their way home. The students visited places such as Parliament House, Questacon, The War Memorial, The Exhibition Centre, the Indonesian Embassy, the High Court, The CSIRO and the Australian Institute of Sport.

Knowledge of the Aboriginal culture was a successful program.

## Sporting achievements

The school carnivals in Swimming, Cross Country and Athletics were very successful and In addition to this we had another fantastic representative year. At regional carnivals the students won most of the individual championships and a sea of maroon and gold filled Manning representative teams. Impressive numbers of children moved on to Diocesan levels with a few students moving through to Polding and State levels. This is a great reflection on our school and the individuals involved.

Students from Holy Name School had the opportunity to participate in and represent the school in a range of Summer and Winter Sports Trials as well as representing the school in boys and girls soccer challenges with St Joseph's Primary in Taree.

Our students also participated in regional gala days in soccer, netball and cricket throughout the year.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	74.42%	71.10%	9.30%	12.90%
	Writing	69.05%	75.80%	9.52%	9.30%
	Spelling	54.76%	65.20%	16.67%	16.70%
	Grammar	66.67%	73.20%	14.29%	12.60%
	Numeracy	71.43%	60.80%	9.52%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	62.07%	57.90%	13.79%	20.00%
	Writing	60.00%	52.40%	3.33%	19.50%
	Spelling	53.33%	60.80%	20.00%	14.60%
	Grammar	60.00%	60.90%	13.33%	18.60%
	Numeracy	60.00%	55.80%	10.00%	17.60%

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	21
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

### Workforce Composition

Number of Staff	
Total teaching staff	21
Total non-teaching staff	13
Grand total	34
Percentage of teachers who are indigenous	0

### Teacher Attendance

The average teacher attendance was 94%.

### Teacher Retention

95% - One Principal left and was replaced by a new Principal; One Temporary employee became a Permanent employee; One new part-time temporary teacher was employed.

### Professional Learning Undertaken

Each year staff members access professional learning in specific areas targeting Students With Disabilities and or behaviour and social and emotional difficulties. Executive staff participated in Growth Coaching Accreditation, Executive Development Program and ACER Learning Framework. Three teachers completed the Mini Certificate in Gifted Education. Professional Development also occurred in Mathematics, Science and English pedagogy. The staff also continued their development and understanding of Professional Learning Communities model, working in teams to plan, design, implement and reflect on class programs.

## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff 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 staff.

### Parent Satisfaction

Parents agree that Holy Name School has a very clear Catholic identity and are happy with all aspects of teaching and learning including professional development, availability of resources and the overall effective administration and communication procedures evident within the school. The school encourages parental and community involvement and provides many opportunities for this to occur. Liturgies, assemblies and all other school functions are extremely well attended. ANZAC Day and Grandparents Day particularly attract enormous support from our school, parish and wider community. The school Fete was once again an outstanding success with a high level of parental and student involvement as well as being a financial success. Parents and parishioners also support individual class programs especially in English and Mathematics. We see our community focus as a real priority in the way our school operates.

### Student Satisfaction

The children are wonderful. They are very excitable, friendly, co-operative and interested in their learning. They achieved so much in the classroom over the year but their sense of fun is a definite highlight. The children expressed satisfaction around the following events in school life:

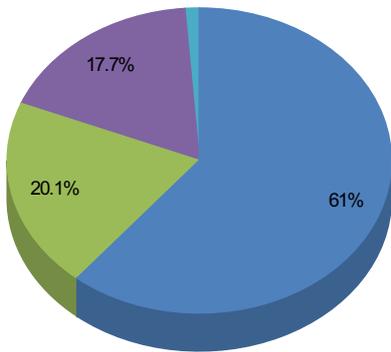
- the excursions that have been offered
- the sporting opportunities available
- the care and concern shown by teachers
- the opportunities to learn in a safe, supportive environment
- the opportunity to lead through the Student Representative Council
- the opportunity to be involved in Mini Vinnes groups
- involvement in community events
- the diversity of activities during lunch breaks, particularly in the Library
- the experience of being part of the Stephanie Alexander Kitchen Garden Program
- the buddy system across the school and the friendships they have across the school
- the explicit awards system

### Staff Satisfaction

A recent survey of staff opinion indicated that the following areas drew a high level of satisfaction:

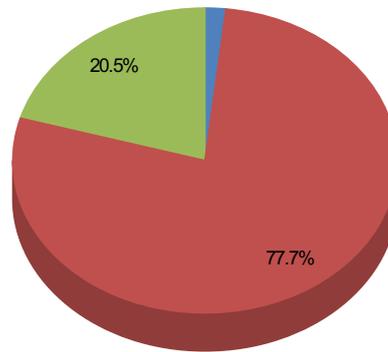
- I get a high level of satisfaction working at this school
- I believe my work is important
- There is good team spirit among staff at this school
- I believe my work makes a difference to our students
- School leaders know me as a person and care about my well-being
- The school provides access to professional development that helps me to perform my role well
- I have the opportunity to have input into decisions affecting my work in this school
- This school is a well organised in which to work
- Communication between the staff and school leadership is good
- I have the resources I need to do my job
- Collaborative planning processes are effective

Income



- Commonwealth Recurrent Grants (61%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.1%)
- Fees and Private Income (17.7%)
- Other Capital Income (1.2%)

Expenditure



- Capital Expenditure (1.8%)
- Salaries and Related Expenses (77.7%)
- Non-Salary Expenses (20.5%)

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 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,193,966
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$725,070
Fees and Private Income <sup>4</sup>	\$636,628
Other Capital Income <sup>5</sup>	\$43,197
<b>Total Income</b>	<b>\$3,633,684</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$61,719
Salaries and Related Expenses <sup>7</sup>	\$2,738,958
Non-Salary Expenses <sup>8</sup>	\$723,034
<b>Total Expenditure</b>	<b>\$3,523,711</b>

For the 2015 year the Holy Name Primary School received \$34,823 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

**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.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mr Christopher Waters**

**Holy Name Primary School**

**FORSTER**

**Phone: 6554 6504**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>