

ANNUAL SCHOOL REPORT

2017

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 NESAs 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 2017 and gives information about 2018 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

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 the future, both personally and as contributing members of society.

Holy Name School educates over 300 students 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 13 full-time teachers, 8 part-time teachers, Pastoral Care Worker and 16 support staff. The Parish, led by Fr Greg Barker, is assisted by two staff members.

Teachers at Holy Name strive for academic excellence in all Key Learning Areas while maintaining a supportive and Christian environment. We continually review teaching 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 Gifted Education Lead School as part of the Diocesan GELs project. Identification and differentiation of the curriculum is a priority within the school, with the employment of a Gifted Education Mentor to guide and support teachers through this process.

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 within a broad range of sporting options. Students are provided with pathways for individual and team excellence. Holy Name School students are consistently representing at Diocesan, Polding and State levels in individual and team pursuits.

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.

Brooke Schumann

Acting Principal

Parent Body

The Parents & Friends continued its positive role within the school community with the re-election of the 2016 executive for 2017. 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 once again 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 \$26,000 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. Many parents volunteer at the school, especially during the Kitchen Garden lessons.

Student Body

This year the Student Representative Council (SRC) continued to operate, meeting twice each term. 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 2017, 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
- Parish community building events and activities
- Christmas celebrations

SCHOOL FEATURES

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. Holy Name School was established in 1959. A new church in Tuncurry 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. 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 our parent body an extension and refurbishment project in 2010, valued at around \$2 million, provided the school with superb facilities that further enhance the quality education that is provided at Holy Name School was completed. At the end of 2016 the Parish negotiated the sale of the Tuncurry church and during 2017, an interested group of parishioners, led by Fr Greg explored options for the Parish as we move forward.

Location/Drawing Area

Holy Name School is fortunate to be located within the Great Lakes Region, 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 in Taree, 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

Catholic Imagination and Spirituality

At Holy Name Catholic School Catholic Identity permeates all we see, say and do. At the heart of everything is the person of Jesus. Teachers and students actively celebrate and promote our Catholic Identity with parents, parish and the wider community. As an inclusive parish based school we pride ourselves and 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 and 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 Vinnies Groups and practised in our daily interactions.

Family, Parish and Diocesan evangelising and catechesis

Holy Name School is a centre of the new evangelisation, a genuine instrument of the Church, a place of real and specific pastoral ministry. We recognise that Holy Name provides an opportunity for Fr Greg to meet families to develop a partnership with Parish and School. Our parishioners are always welcome at School Liturgies and Masses, in particular the Commencement of the year Mass and Thanksgiving Mass in Term 4. Classes attend weekly Parish Masses once a term with their families and community members. We gather for community celebrations: Pancake Tuesday, NAIDOC, ANZAC, Remembrance and Vietnam Ceremonies. The school Principal, Assistant Principal and Religious Education Coordinator are members of the Parish Teams, 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, and Facebook. Staff participate in weekend masses by volunteering to read or be extraordinary ministers. Mini Vinnies is an active group within the school.

Christian Discipleship

Staff faith formation: Staff gather for prayer each Monday morning prior to the briefing. Teacher and student diaries are a source for weekly gospels and a reference for deeper understanding of faith. A Spiritual Formation Professional Development Day with our Religion & Spirituality Team from the Catholic Schools Office, together with our Parish Priest and Family & Youth Ministry coordinator was well received by staff. 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 Framework is embedded into the Pastoral Care and Special Needs Policy. The Mini Vinnies group, led by the Pastoral Care Worker is very successful. The Sacramental Team led by the Religious Education Coordinator with all children participating in the Sacraments of Confirmation and Eucharist took part in two "retreat days". The Confirmation candidates, their parents and grandparents travelled to Newcastle to visit the Bishop, where they shared morning tea and were shown around the Catholic Schools Office and Cathedral.

Religious Education and Curriculum

Holy Name offers high levels of Religious Literacy. The Religious Education Coordinator and Leadership Team promotes a greater emphasis to the collective responsibility all staff members have in Religious Literacy on within our school and support the development of quality religious education programs at staff meetings and in our classrooms. Staff assists students, their parents and the wider community to understand that Religious Literacy is central to our faith through newsletters and in assemblies. New curriculum units continue to be implemented.

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 2017 we raised funds for Caritas on Mission Day with the senior children organising activities for all the students. This money went to overseas communities to improve the education and lifestyle of children. The school also support Project Compassion with each class collecting donations during Lent. Our Mini Vinnies groups meet weekly with our Pastoral Care Worker. They plan

ways to raise money for the less fortunate in our community eg Mini Vinnies Winter Blanket Appeal and for the Christmas Hampers. Christmas Hampers were distributed to 13 of our school families in need. The group also 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 Pastoral Care Worker and grandparents of our school.

Student Profile

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

LBOTE*	SWD*	Indigenous
19	23	34

*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 2017

Scholastic Year	Number of Students
K	43
Year 1	40
Year 2	42
Year 3	46
Year 4	46
Year 5	45
Year 6	52
Total	314

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2017

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
92	90	90	91	95	93	92	92

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

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 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 and are in the process of review. 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 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 our 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 minimise 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 behaviour." (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

School Improvement Plan

The School Improvement Plan (SIP) 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 into four key areas that include identified elements to target.

CATHOLIC FORMATION & MISSION

- Our role as part of the Parish of Forster-Tuncurry
- RE Curriculum Development
- Review of REC role
- Staff faith formation & spirituality

LEARNING

- Whole school Assessment Plan
- Collecting quality data directly impacting on learning
- Student well-being
- Gifted Education
- Curriculum Policy development
- Transition Policy development
- Teacher Librarian role

LEADERSHIP

- Teacher Accreditation - PP&D model
- Leader formation & learning
- Leader well-being

SERVICE & GOVERNANCE

- School & family connections - communication, community events, volunteers
- WHS Policy and Risk Assessments
- Development of Classroom & Playground spaces
- Marketing
- ICT professional learning

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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DOMAIN 2 LEARNING

- Staff completion of Component 4 of Kids Matter Framework - helping Children Experiencing Mental Difficulties
- Review Creative Arts and Science & Technology policies, including Assessment Plans
- Gifted Education - assessed all students using CogAT as part of the process of identifying gifted students
- Created a School Transition policy
- Implementation of the Professional Learning Community model - Stage teachers meeting weekly in professional learning teams
- Tracking K-2 students in English using the Literacy Continuum
- Review of the Librarian role

LEADERSHIP

- Renewed leadership formation opportunities that enhance the capacity of school leaders - Well-being, Curriculum, Executive Development, Coaching
- Implementation of the Professional Practice & Development model to support the Diocesan requirements and meet accreditation needs of staff
- The National Standards and Proficient, Lead and Highly Accomplished Teacher accreditation
- Student Leadership
- Teacher Leadership

<p>DOMAIN 3 LEADERSHIP</p> <ul style="list-style-type: none"> ▪ Professional Practice and Development model introduced to support teacher accreditation based on the National Standards for Teachers ▪ Professional Learning for leaders - Executive Development Leadership Course, Making Jesus Real, Growth Coaching International Coaching Course ▪ Teacher Leadership ▪ Student Leadership 	<p>DOMAIN 2 LEARNING</p> <ul style="list-style-type: none"> ▪ Evidence-based approaches to lift the performance of all students through better use of data analysis eg Seven Steps to Writing, Differentiated programming using the Conceptual Framework ▪ A Regional approach to the education of gifted students - confirm commitment to products and processes for working with Gifted students in Manning schools at a school and Regional level eg Creative Arts Gifted Education day, Science & Engineering Challenge ▪ Early Learning Policy & Procedure - classroom and playground spaces ▪ Professional Learning Community model - Teachers engaging in Professional Learning Teams, exploring literature about the nature and purpose of a Professional Learning Community model, visits to other educational settings to explore Early Learning & the Professional Learning Community model in action
<p>DOMAIN 4 SERVICE & GOVERNANCE</p> <ul style="list-style-type: none"> ▪ School & Family Engagement - improvements to communication processes (eg Social media, Newsletters, Email, Website) and content (eg Strategic Plan) ▪ Risk Assessment - WHS Audit ▪ Flexible learning spaces ▪ Waste Management ▪ Marketing 	<p>DOMAIN 4 SERVICE & GOVERNANCE</p> <ul style="list-style-type: none"> ▪ Enacting new Transition Policy with a focus on a positive process ▪ Marketing school in the local community ▪ WHS Audit Report - Action Plan ▪ Developing classroom and playground spaces ▪ Kitchen Garden - employment of new staff, renovation of the kitchen ▪ Review Technology Policy ▪ Introduce Compass, the new student information management system

Academic Achievements

In 2017, students participated in the ICAS University based competitions in English, Maths, Spelling, Writing, Digital Technologies and Science. Students received High Distinctions in English and Distinctions, Credits and Merits in all competitions. Students were successful in School, Regional and Diocesan Public Speaking and Debating competitions.

Year 5 and 6 students participated in the Newcastle Permanent Mathematics competition to test their skill and knowledge and travelled to Taree to participate in the Science and Engineering Challenge Day, encouraging cooperative learning and diverse thinking.

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 several school functions 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 activities, 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 High Court, The CSIRO and the Australian Institute of Sport.

Sporting achievements

The school carnivals in Swimming, Cross Country, and Athletics were very successful, supporting a successful representative year across all domains. 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 students 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 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	67.39%	73.90%	13.04%	10.00%
	Writing	65.22%	74.40%	13.04%	7.50%
	Spelling	52.17%	68.80%	30.43%	13.10%
	Grammar	65.22%	75.00%	21.74%	10.50%
	Numeracy	69.57%	67.10%	6.52%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	70.45%	63.00%	9.09%	14.60%
	Writing	27.27%	47.90%	22.73%	19.40%
	Spelling	65.91%	63.00%	13.64%	14.10%
	Grammar	47.73%	59.90%	22.73%	17.50%
	Numeracy	65.91%	57.60%	6.82%	14.60%

Staffing Profile

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).	25
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	2

Workforce Composition

Number of Staff	
Total teaching staff	27
Total non-teaching staff	16
Grand total	43

Percentage of teachers who are indigenous	5
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Teacher Attendance

The average teacher attendance was 93%.

Teacher Retention

100% - Two part-time teachers were appointed in a temporary full-time capacity to replace two teachers on leave. A teacher-librarian was also appointed in a temporary capacity due to the retirement of our Librarian.

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. Several staff participated in a Growth Coaching, while executive participated in the Executive Development Program and ACER Learning Framework. One teacher 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. A new initiative in Gifted Education has been supported by professional learning for all staff in the identification of Gifted Students, CogAT and curriculum differentiation.

Parent, Student and Teacher Satisfaction

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. Parents were pleased with the improvements to communication through the increased use of technology. 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. We see our community focus as a real priority in the way our school operates. While parents agree that the site is well maintained the lack of playing fields is an on-going concern. The Semester Reports are a cause of confusion for some parents, perceived as inaccurate and not really informative.

Student Satisfaction

The children are happy and engaged at school. They are very excitable, friendly, co-operative and interested in their learning. They achieved so much in the classroom over the year with results showing continued growth. 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 Vinnies groups - two very successful groups were in operation
- 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 and friendships they have across the school
- the explicit awards system

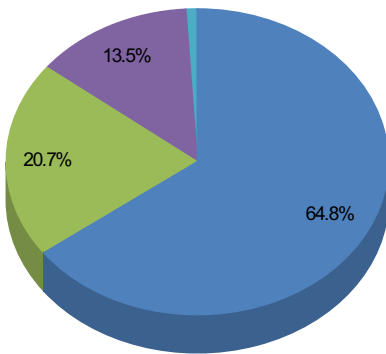
Staff Satisfaction

The COSI survey of staff opinion indicated that the following areas drew a high level of satisfaction:

- Holy Name School has a strong identity within our community as being Catholic
- The commitment shown to the continuous academic improvement of our school
- 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 place in which to work
- Communication between the staff and school leadership is good
- Collaborative planning processes are effective and the time provided is appreciated

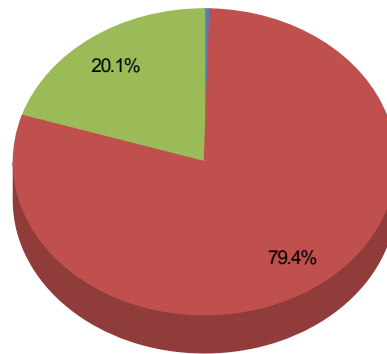
Some areas for development include staff and parent faith development, continuing to build partnerships with parents, teacher workload and the impact of the increased number well-being issues for children in the school.

Income



- Commonwealth Recurrent Grants (64.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.7%)
- Fees and Private Income (13.5%)
- Other Capital Income (1%)

Expenditure



- Capital Expenditure (0.5%)
- Salaries and Related Expenses (79.4%)
- Non-Salary Expenses (20.1%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,924,957
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$935,421
Fees and Private Income ⁴	\$607,050
Other Capital Income ⁵	\$43,217
Total Income	\$4,530,881

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$19,076
Salaries and Related Expenses ⁷	\$3,295,300
Non-Salary Expenses ⁸	\$834,044
Total Expenditure	\$4,148,420

For the 2017 year the Holy Name Primary School received \$20,236 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

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, NESAs, The Parents 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:

Holy Name Primary School

FORSTER

Phone: 6554 6504

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