



# 2018

**ANNUAL SCHOOL REPORT**

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## 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

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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. As part of the Parish of Forster-Tuncurry, and with 59 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 270 students from Kindergarten to Year 6 to be highly skilled, informed, compassionate and just. Within our friendly, small-school environment, we are proud to offer children and their families an education that caters for the broad range of abilities and interests of our students. There are 12 full-time teachers, 9 part-time teachers, a Pastoral Care Worker and 12 support staff. We prioritise Early Learning and work closely with families and preschools as we transition students to our educational setting.

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 (GELs) 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 Holy Name 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 is 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

Principal

### Parent Body

In 2018, the Parents & Friends extended their positive role within the school community, innovating on previous ideas and supporting staff in new events. The close relationship between the P&F and the school management led to the promotion of social events for parents, such as the 'Winter Ball'. The P&F also contributed funds to the school from fundraising activities such as Mother's Day and Father's Day stalls, Easter Raffle and Christmas Raffle. 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 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) focused on the 'Take 3 For the Sea' project. students

attended community workshops and promoted the environmental message at all opportunities with their fellow students.

Students in Years 3-6 participating in the Stephanie Alexander Kitchen Garden lessons continue to enjoy the skills in growing, harvesting, preparing and sharing food they learn as part of the program. So many students eat foods that they have never tried and also preparing meals that they would never have been able to do without the lessons at schools. Students from other grades love to visit the garden during lunchtime to assist in maintaining and playing in this space.

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

During 2018, the Student Representative Council 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

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### History of the school

The Catholic Parish of Forster-Tuncurry began with the arrival of its first Parish Priest, Father Daniel Linehan in January 1957. The school was established in 1957 on land near the Presbytery. St Mary's Star of the Sea Church Tuncurry was consecrated by His Lordship Bishop Toohey on 16 February 1968. Fr Harry Fenton took over 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 parent body, an extension and refurbishment project in 2010, provided the school with new facilities to enhance the quality education provided at Holy Name School. At the end of 2016 the Parish negotiated the sale of the Tuncurry church and during 2017 moved to the Holy Name of Jesus Church. Our current Parish Priest, Fr Greg Barker, together with parishioners, began refurbishing and developing the presbytery, hall and church in 2018.

### Location/Drawing Area

Holy Name School is 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

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## Catholic Imagination and Spirituality

At Holy Name Primary 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 with 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 come back together to pray before heading home. Our hall has banners and images that link our school to Mary MacKillop, founder of the Josephite order and our charism. Our Vision and Mission statement is displayed in our school foyer and in all school programs. Our school motto, 'Concern for Others', is central to our identity. It is printed on school shirts, spoken of in our school prayer, modelled by our student groups such as the SRC and Mini Vinnies, 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 Parish Teams, bridging school and parish, promoting awareness of and welcoming one another to upcoming events via Parish Bulletin, School Newsletter, and Facebook. Staff participate in weekend masses by volunteering as Ministers of the Word and as extraordinary ministers. Mini Vinnies is active within the school, providing opportunities for students to build relationships or as agents of change in identifying and responding to those in need.

## Christian Discipleship

Staff faith formation: Staff gathers for prayer each Wednesday prior to the staff meeting. Teacher and student diaries are a source for weekly gospels and a reference for a 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 was well received by staff. Early career and more experienced members of staff were supported to participate in retreats to nurture faith development.

The school strives to nurture the faith and spiritual development of the students offering Seasons, a Grief and Loss Program for nominated students. The KidsMatter Framework is embedded in the Pastoral Care and Learning Support Policies. 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 promote 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 evaluated and implemented across stages.

## Initiatives Promoting Respect and Responsibility

The Holy Name School community is known for our ability to fundraise for special causes and for the support of our Parents and Friends Association. In 2018, we raised funds for Caritas on Mission Day with

the senior children organising activities for all students. The funds raised went to overseas communities to improve the education and lifestyle of children. The school also supports 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 our 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

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

LBOTE*	SWD*	Indigenous
25	29	35

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

### Enrolling at a Catholic School

#### Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

#### Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	26
Year 1	43
Year 2	39
Year 3	38
Year 4	50
Year 5	45
Year 6	45
Total	286

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
97	97	97	98	96	96	94	96

### Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

## Pastoral Care and Wellbeing

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### Student Welfare Policy

The Pastoral Care and Wellbeing Policy and Procedure at Holy Name are in the process of review. The basic principals of the policy remain the same, with the rights and responsibilities of all stakeholders prioritised. The staff, parents and students know the importance of safety, respect and teaching and learning as they participate as a member of our community.

Each class develops rules in relation to these three agreements and a clear policy for reflection and time-out supports the development of consistent expectations. The school works hard to ensure a balance between students accepting and working through challenges independently and engaging parents when the learning requires their support.

In 2019, the school staff are exploring proactive ways of teaching and monitoring the social and emotional learning of students.

Our Pastoral Care Worker, together with our Religious Education Coordinator develop programs to support students across the school, including the Mini Vinnies group, Breakfast Club and the Seasons for Growth program.

### Discipline Policy

Holy Name School uses a 3 step process in working through challenging behaviours. Following education about expectations, students are gently reminded and provided a second warning prior to timeout in class. If further action is required, students are asked to attend a buddy classroom for the remainder of the teaching session. At all steps of the process, students start back at step one following the commencement of a new teaching session.

Following time spent in another classroom, students are counselled about their choices and have the option of resuming studies in their regular class. Parents are contacted about behaviour to ensure a team approach is part of the process. Further steps in the process may include parent and support meeting, the development of individual plans, and when necessary, internal or external suspension or expulsion.

Holy Name School has a zero tolerance to bullying and students are placed in Time Out during the lunch period if students exclude, intimidate, manipulate or use inappropriate verbal or physical behaviour. Physical violence results in immediate suspension in consultation with the Principal. All behaviour is documented using Compass.

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.

### 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 (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

- Strengthening Parish connections
- RE Curriculum Development
- Review of Religious Education Coordinator & Pastoral Care Worker Roles
- Staff faith formation & spirituality

### LEARNING

- Whole school Assessment Plan
- Well-being and Pastoral Care
- Gifted Education
- Curriculum Policy development - Science & Technology, Creative Arts
- Transition Policy development

### LEADERSHIP

- Teacher Accreditation - Professional Practice & Development model
- Leader formation, learning & well-being

### SERVICE & GOVERNANCE

- School & family connections - communication, community events, volunteers
- WHS Policy and Risk Assessments
- Classroom & Playground spaces
- Marketing

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Developing our inclusive school culture through the identification and programs to support our Gifted Students has been a key area of improvement. Through collaboration with staff to support students with learning needs, we shifted our focus to progress and growth in learning for all students - a growth mindset. We are now focusing on differentiation strategies that will support us to achieve our high expectations of growth in learning for all students.</p>	<p>The focus of professional learning during 2019 is building teacher capacity for differentiation of the curriculum. More specifically, we will learn about tiered programming, flexible grouping, levels of complexity and assessment that supports differentiation of learning sequences.</p>
<p>Our classroom spaces reflect a modern approach to teaching and learning. Flexible options for students in the classroom allow them to actively engage with decisions about learning and to develop their self-regulation skills. We developed play spaces on the Infants playground, providing students with the opportunity to create and innovate during the lunch breaks.</p>	<p>Communication with parents via the Compass Student Information System is another priority for 2019. In 2018, Holy Name Primary School incorporated this new Student Information System to create events, send messages, notifications, emails, manage attendance and share Individual Student Reports each Semester. Development clear processes for staff and for parents and carers to ensure all have access to the information our school shares will be our priority.</p>
<p>Our Early Learning team actioned our new Transition Policy and Procedure with great success. We received positive parent feedback for the process that supported the successful transition of families to our community. The local Preschools were very supportive of our visits to meet with children, speak with parents and the opportunities provided to visit our school more formally during Terms 3 &amp; 4. The provocation spaces in the Kinder rooms support our belief in creating an environment that is structured around student needs and interests, providing a link between their Preschool experience and Primary School.</p>	<p>A key strategic area is the incorporation of a Social and Emotional Learning program as a proactive strategy within our Pastoral Care &amp; Well-being Policy and Procedure. Staff will develop understanding through working with the program to plot students on the social-emotional continuum. Developing a targeted program to teach identified skills during Terms 2 and 3 will be evaluated as teachers note student growth using the continuum.</p>

## Academic Achievements

Students at Holy Name received Distinction and Credit Awards in the University of NSW University ICAS Competitions, including English, Mathematics, Science, Spelling and Digital Technologies.

One Holy Name student became an inaugural member of the Diocesan Virtual Academy for Gifted students. This was an exciting step in our school's capacity to engage, challenge and support our high achieving students. Together with our work to identify our gifted and high achieving students, our use of the 'cluster grouping' model for class structures and our whole school focus on differentiation of learning programs, we are proud of our capacity to meet the needs of all students.

We are very proud of our NAPLAN Data, demonstrating that our Yr 3 students are above State and National average in Reading, Writing, Grammar and Numeracy, with a significant difference in the Numeracy scores. Across all areas of NAPLAN, 70% of students from Holy Name scored in the top three bands.

## Cultural achievements

Two students successfully auditioned for the Diocesan Aspire Production. The first will join the singers and the second, the dancers. They will join the Aspire team and begin rehearsals early in 2019.

Our School Band was once again successful at the Taree & District Eisteddfod. As winners they joined other groups from our school in the Choral singing, Verse Speaking and Scripture Reading sections of the Eisteddfod. Many individual students competed and won as individuals in the dancing and instrumental sections of the Eisteddfod.

Our students were also successful in the Diocesan Public Speaking and Debating Competitions. We had two entries make the final in the Public Speaking and one team of Debaters represented our Region at the Diocesan final.

### Sporting achievements

Holy Name School won the Regional Swimming Carnival, making up the majority of the Regional Swimming team. Our students competed successfully at the Diocesan Carnival with 6 students making the Polding Team. Two of our students represented at the State level of competition.

A strong team of students from Holy Name participated in the Diocesan Cross Country Carnival, with 5 students participating in the Polding event at Eastern Creek.

Students participated across all areas of Athletics in the Regional, Diocesan and Polding carnivals.

Many students participate in the Summer and Winter Sports trials, and in 2018 one of our students represented at State level in Cricket. Our students are generally strong in Football, Cricket, Netball and Rugby League. Our school Netball Team enjoyed participating in a carnival in Coffs Harbour.

## 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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	80.60%	75.70%	8.30%	8.70%
	Writing	85.70%	71.70%	2.90%	10.00%
	Spelling	68.60%	69.60%	11.40%	12.50%
	Grammar	82.90%	73.10%	2.90%	11.30%
	Numeracy	91.40%	66.80%	0.00%	0.00%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	54.30%	65.50%	13.00%	12.80%
	Writing	37.00%	43.70%	19.60%	23.40%
	Spelling	60.90%	63.90%	10.90%	13.50%
	Grammar	67.40%	64.40%	4.30%	14.30%
	Numeracy	50.00%	57.50%	15.20%	14.10%

## Staffing Profile

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### Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	24
II. Teachers at Highly Accomplished/Lead	

### Workforce Composition

Number of Staff	
Total teaching staff	24
Total non-teaching staff	16
Grand total	40
Percentage of teachers who are indigenous	2

### Teacher Attendance

96%

### Teacher Retention

Holy Name School retained 100% of their teaching staff in 2018. Two temporary teachers were appointed permanently due to the successful appointment of a new Principal and the retirement of two members of staff who were on leave in 2018.

### Professional Learning Undertaken

In 2018, the professional learning for teachers and support staff focused on ACER's National School Improvement Tool for strategic planning, the Seven Steps to Writing program, the NAPLAN writing rubric and using NAPLAN data to inform planning, Weaving the Net program, the Cluster Grouping model and Behaviour Management strategies.

## 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

Holy Name School have a strong and positive relationship with our parents. Communication at all levels is prioritised. Parents appreciate the various options for communications via email, App and social media. They are connected with classroom teachers using either email and/or the Class Dojo platform.

Parents are particularly happy with the transition of students from preschools to Holy Name and with the level of support provided for students with individual needs. Our parents are supportive of the work we are doing to ensure the growth of all students learning is maximised.

Our P&F meets twice each term, in Weeks 3 and 7 to discuss strategic plans, events and fundraising ideas.

### Student Satisfaction

Holy Name School is building enrolments to become a two-stream school. Students have a strong sense of belonging within our community and are passionate about helping others. Our Student Representative Council and Mini Vinnies Group have a high profile in the school, supporting school functions, community events and leading our students in different activities.

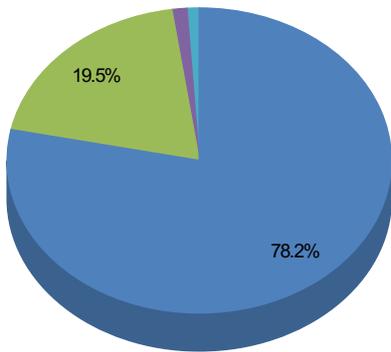
Students at Holy Name understand the importance of reflecting and owning decisions and the impact of their actions on others. They know about forgiveness and that they are learners across all areas of their development. Through their words and actions, students from Holy Name School demonstrate our school motto 'Concern for Others'.

### Staff Satisfaction

The staff appreciate they are in a supportive, positive and fulfilling working environment in their role at Holy Name. They are reminded by visitors to our school of the welcoming and energised culture that exists within our community. The staff acknowledge the changes within leadership across the previous 4 years as impacting on the consistency of practice across the school.

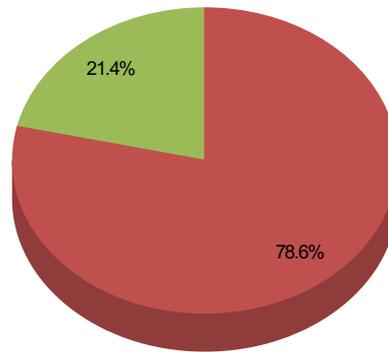
The staff work collaboratively with grade partners, stage teams and as a whole group in the day-to-day work and on projects of change within the school. The culture of collaboration among staff is strong.

Income



- Commonwealth Recurrent Grants (78.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.5%)
- Fees and Private Income (1.3%)
- Other Capital Income (1%)

Expenditure



- Capital Expenditure (0%)
- Salaries and Related Expenses (78.6%)
- Non-Salary Expenses (21.4%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,269,554
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$813,487
Fees and Private Income <sup>4</sup>	\$52,680
Other Capital Income <sup>5</sup>	\$43,243
<b>Total Income</b>	<b>\$4,197,285</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$323
Salaries and Related Expenses <sup>7</sup>	\$3,165,075
Non-Salary Expenses <sup>8</sup>	\$863,122
<b>Total Expenditure</b>	<b>\$4,028,197</b>

For the 2018 year the Holy Name Primary School received \$18,321 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, 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>