

2020

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



Holy Name Primary School

41 Lake Street, FORSTER 2428

Principal: Brooke Stephens

Web: <http://www.forster.catholic.edu.au>

About this report

Holy Name Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

The Annual Report 2020 for Holy Name Primary School Forster captures the significant events and achievements that have shaped our school.

We commenced 2020 working towards the goals of a new School Improvement Plan following our self-review and were fortunate to maintain a focus on this improvement agenda throughout the year, while demonstrating flexibility in our response to the COVID-19 pandemic.

The introduction of our work with Lyn Sharratt as part of the Diocesan Leading Learning Collaborative provided a framework for improvement as we focused on building teacher capacity to improve student outcomes in reading in English and problem solving in mathematics. Our Pedagogical Mentors and Leadership Team worked hard to ensure the professional learning provided for staff led to visible and positive changes across the school.

Our Aboriginal Education team worked with members of the community to provide a rich cultural curriculum for students. The Manning Principal team developed a strategic plan for improving the reading achievement of our Indigenous students and developing our schools to become Culturally sensitive places of learning.

We commenced a partnership with Catholic Care and the Forster Tuncurry Parish in supporting the establishment of a Community Kitchen. We converted our garden beds into class projects with the intention of harvesting produce for the kitchen.

The Parent's and Friends Association continued to engage with our school via zoom and were supportive of all strategies developed by our staff to maximise learning during the learning from home period.

It would not have been possible to achieve so many goals in 2020 without the effort and energy of staff, parents and members of the community. I look forward to continuing to develop a culture of learning that promotes excellence among our staff and students.

Brooke Stephens

Parent Body Message

The Holy Name Parents and Friends Association survived 2020 intact thanks to the dedication of its parent volunteers (and Zoom!). We conducted about half of our usual stalls, and missed out on our regular social events. However, we will be reprising them, bigger and better than ever next year. Our regular schedule of meetings with Mrs Stephens was kept via

Zoom, so parents retained their voice and ability to collaborate with the school through the pandemic. It took a special effort from the school and the parents on the P&F to keep things going this year and we acknowledge them here for all their efforts - it makes the school a richer place. The P&F remains a wonderful way for parents to have a deeper involvement with Holy Name School and develop friendships with other parents. See you in 2021.

Student Body Message

Holy Name is a great place to be a student. Even when we were learning at home, our teachers provided work for us and met with us online. They made sure we had the support we needed. We were also allowed to come to school if needed and have regular lessons. After March, our regular sports opportunities could not take place but we did manage to get some students through to Dio in swimming before things stopped. Our teachers provided simple carnivals throughout the year that were fun and meant that we could still have our sports champions at the end of the year. In 2020, we thought about those affected by the pandemic in our local community and also further away, to places in Brisbane, Victoria and around the world. As part of our Mini Vinnies team, we made 'word birds' to send to people working in hospitals, focused on acts of kindness in our school and raised money for people around the world who needed our support. We bought gifts for children and families and donated them to charities who could deliver them to families at Christmas. Our student leaders are now elected at the end of the year for the full year. All of Year 6 have been asked to join one of five groups who will lead in the areas of sport, environment, technology, creative arts and social justice. We are excited to see how this works next year. Our opportunities to lead in community were a little different in 2020 but we are hoping things get back to normal next year. Days like ANZAC Day, Remembrance Day and the week of NADIOC are always well attended by our students. We did manage to continue to connect with our new Kinder buddies for the following year and made videos, met online and sent letters home to make sure we built our relationships with the new Kinders.

School Features

The Catholic Parish of Forster-Tuncurry began with the arrival of the 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 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, with the work completed during 2019.

Alterations to the playground and classroom spaces continue to be the focus of our improvement work in 2020. With input from all stakeholders, the school developed a revised Vision Statement, 'Belonging, Learning and Serving, in His Holy Name.' This statement captures the essence of who we are, the importance we place on wellbeing, the focus on excellence in academic achievement for all students, the desire to use our gifts and talents in the service of others and all based on our foundations in the teachings of Jesus.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
125	134	34	259

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2020 was 91.49%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
89.96	92.53	93.98	91.16	93.88	89.56	89.34

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	33
Number of full time teaching staff	14
Number of part time teaching staff	10
Number of non-teaching staff	9

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

The professional learning plan incorporated a focus on Lyn Sharratt's 14 Parameters of school improvement and the application of these parameters to our work targeting improved outcomes for students in reading and working mathematically.

Collaboration of teachers through their work in stage based professional learning teams ensured the changes in practice were focused on student data and supportive of building a collective responsibility for student outcomes.

Pedagogical mentors supported the professional growth of teachers, with all staff supported through the accreditation process, with appropriate mentors guiding teachers through the process to attain or maintain accreditation.

Staff continued their personal professional growth with a number of staff completing additional courses, including the Masters of Education program, the Aboriginal Languages Certificate in Guthung, Graduate Certificate for Librarians and other courses available to support the pastoral care of students.

All staff completed the required annual Child Protection and First Aid training.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Holy Name strives to be a positive, informed, concerned and resilient Catholic community. We bring the Good News of Jesus Christ to our students as they are taught to re-centre themselves on the person of Christ. We are a community of living faithful, where at the heart of all we do is Jesus Christ. Faith encompasses all aspects of school planning and school life as we strive to achieve high levels of Catholic Religious Literacy.

Holy Name Primary School is an integral part of the Holy Name of Jesus Parish and fosters the faith development of each child whilst complimenting the community in which we live. Guided by Mary MacKillop, Holy Name School is a place of Christian hospitality and service, where strangers are welcomed and the rights of all are respected. Together we are building a culture of belonging, learning and serving. Holy Name teachers make links between what they teach and Catholic Church teachings to promote a Catholic worldview with faith-focused values. As a people of faith and a centre of new evangelisation, our students come to know harmony, justice, reconciliation and peace. They are guided to work for a common good by building tolerance, respect and an awareness of different members of the global human family.

We believe in God's mission of love and mercy in Australia and globally. The staff and students of Holy Name support the works of Catholic Care, Caritas, Catholic Mission and St Vincent de Paul and actively promotes an end to poverty through service, fund raising and donations. Our Student Leaders and Mini Vinnies group hold a desire to serve others and

look for ways to contribute in the school, community, nation and world. They use their gifts to think about the needs of others and take action to improve their world.

To live in the light of Christ at Holy Name means to pastorally care for one another. Our Pastoral Care Worker offers practices in wellbeing, meditation, online links to mindfulness and bestowing gratitude practices to staff, students and parents. We acknowledge and incorporate the cultural and religious diversity of student information into our teaching practice and our class profiles for a more culturally inclusive environment.

Through faith, action and the grace of God, we are growing respectful, responsible, discerning thinkers who grow to become confident, creative, active and informed citizens, displaying cultural understanding and 'Concern for Others'. From this Catholic worldview, Mary MacKillop's words "we are all part of the story" reflects why it is so important at Holy Name to have strong relationships with our students, teachers and parents and continue to build stronger partnerships in the local and broader Church community.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

Holy Name School provides educational programs aligned with the NSW Education Standards Authority (NESA) syllabuses for K-6 Education. The Key Learning Areas (KLA's) are: English, Mathematics, Science and Technology, Human Society and Its Environment (History and Geography), Physical Development, Health and Physical Education (PDHPE) and Creative Arts. Lessons are taught using the suggested weekly KLA minutes from NESA. Primacy is given to English and Mathematics.

Religion lessons are taught from the Religious Education Curriculum provided by the Catholic Schools Office of Maitland-Newcastle for 30 minutes each day. These lessons form part of the 'additional activity' minutes suggested by NESA.

Programs are checked by the school's Leadership Team on a rotating basis each fortnight. Teachers differentiate class programs to cater for the diverse range of abilities and strengths in our classrooms. During 2020, the staff incorporated learning intentions and success criteria into their English and Maths lessons to engage students in understanding what they are learning and why, and how to improve. Teachers integrate technology into their programs where appropriate. The Teacher Librarian and Music/Drama teacher take classes each week or fortnight. Library lesson focus on English outcomes and one of the other KLAs, as well as the inclusion of digital technologies into teaching programs. Teachers meet fortnightly in stage based Professional Learning Teams, using student data as the basis for discussion, planning and intervention.

In 2020, our Leadership Team worked closely with our Pedagogical Mentors to strengthen the pedagogical practices of all our teaching staff. The Leading Learning Collaborative

initiative provided the framework for school improvement and the Continuum of School Improvement provided a platform for focused development within two KLA areas each year.

Holy Name School is an inclusive school setting and has a strong Learning Support Team. Teachers are encouraged to follow due process when referring children to Learning Support. Various in class and small group programs are available and supported for our NCCD students.

School procedures have been developed to align with current system policies developed to support consistent practice across the Catholic schools in the Maitland Newcastle Diocese.

The new PDHPE syllabus was implemented in 2020 and the staff incorporated the Units of Work generated by the CSO curriculum team.

The staff at Holy Name School are committed to delivering rich and engaging lessons and experiences across all KLA's, as well as fostering positive relationships with students, parents and the wider community. The work of our teachers during 2020 to include learning intentions, success criteria, Bump It Up Walls and work samples or 'exemplars' as part of the learning walls in classrooms, led to improvement in student engagement and the development of a personal responsibility by students in the learning process.

Student Performance in Tests and Examinations

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 the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

The Holy Name School community prioritises the promotion of respect, resilience and responsibility on every possible platform. As we move through our action plan to become a Positive Behaviour for Learning school, the words 'Respect, Resilience and Responsibility' have been chosen to guide our teaching of social and emotional learning.

In 2020, staff, student and parish leaders planned initiatives and actions to foster positive behaviour choices, responsibility, emotional regulation, ownership of behaviour and concern for others. This year, the staff identified the behaviours we would like to see under the respect, responsibility and resilience headings in the different environments across the school, and developed a matrix that will be used to instruct our students. Our next steps include developing signage, creating plans for the proactive teaching of behaviours and building templates in our student information system that will allow us to collect the data we need to monitor our improvement. PBL is a comprehensive, integrated whole school approach to student well-being and behaviour and we predict that PBL will be the framework that supports school leadership to create a positive learning environment and culture for student learning and well-being.

In 2020, the Forster Tuncurry Community Kitchen began as a collaboration between the Holy Name of Jesus Parish, Catholic Care and our school. We are now looking forward to harvesting our produce for this local initiative.

In Week 6 of every term we celebrate Well-being Week. During Well-being Week in 2020, we held the flash mobs for students, relaxed the home work routines and provided workshops for staff that promoted wellbeing. We engaged with parents via the newsletter and on our social media site. Students and support staff took a leadership role, planning and facilitating many of the events.

During the year, the school calendar provides ongoing opportunities for students to shine in their own individual way. The leadership and responsibility opportunities are diverse each year and always call for a particular skill set, interest and personality. Students who lend themselves to entrepreneurial thinking often shine on Mission Day as they campaign to motivate others to raise funds for the less fortunate. Due to COVID, many of our regular opportunities to celebrate the diversity within our community could not happen, however, our staff and students turned their minds to develop some creative opportunities to celebrate events such as NAIDOC and Harmony Day.

Our student leadership model has been adapted to encompass the significance of an inclusive culture, and includes membership in groups focused on the environment, social justice, technology, the creative arts and sport.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

During 2020, the outstanding effort of all staff to develop the skills and knowledge to plan, implement and monitor learning online and at home was one of our significant achievements. The mentoring of colleagues in how to set up zoom meetings, use Class Dojo, Notebook or Teams to connect with students at home was a positive example of the collaborative culture that exists at Holy Name.

Another impressive improvement has been the focus of teachers on student data in reading and problem solving, and the development of our data wall as a focal point to begin discussions about pedagogy and how we can use the resources, knowledge and skills available within our community to maximise the learning growth of all students. Increased student engagement has been a direct result of making the learning visible; effectively using learning intentions, success criteria and ensuring our learning walls reflected the expectations of learning and annotated samples of student work. The growth in learning is evident in our reading and problem solving data.

The collaboration between our Learning Support Coordinator, Religious Education Coordinator and our Pastoral Care Worker led to many positive initiatives within our school community that focused on serving others. From simple acts of kindness, to thorough investigations and provision of support for those in need around the world, in our community or in our school, the work of our students shone brightly through what was a challenging year for many of our families and communities.

Priority Key Improvements for Next Year

In 2021, we plan to extend our work as part of the Leading Learning Collaborative to include a focus on writing and bringing a balance to our English block of learning. We will strengthen our focus on working mathematically through teaching 5 strategies across the school K-6 and monitoring student understanding and application of the strategies to solve problems. Our teachers will continue to deepen their understanding and application of learning intentions to ensure students know why they are learning and develop our capacity to co-construct success criteria with the students.

We will launch our Vision Statement and develop our Mission Statement in consultation with families, staff and students. Our Student Council will commence working in their new groups - Environment, Sport, Creative Arts, Technology and Social Justice. We are looking forward to hearing their plans and witnessing their work in our school and community.

Our focus on improving the physical indoor and outdoor environments will continue in 2021. We will build two new toilet blocks and continue to renovate the classroom spaces to reflect the collaborative culture of our school. Some sections of the playground will be renewed to provide opportunities and places for students to learn and play.

Community Satisfaction

The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Parents have had restricted access to school due to the COVID-19 pandemic. During the period of home learning, our parents appreciated the effort made by all staff to continue to engage the students in learning and remaining open for those who continued to work.

The 'Tell Them From Me' survey revealed that parents see our strengths as creating a safe and welcoming environment, where positive behaviour is supported.

We are above the average for the Diocese for welcoming and informing parents, and to improve, will work on scheduling activities when parents can attend, informing parents of opportunities for their child's future and providing additional opportunities to talk about their child's social and emotional wellbeing.

Holy Name was noted as supporting the learning and positive behaviour of students by holding high expectations, showing an interest and encouraging students to work hard and do their best work. Parents believe that the rules for behaviour are clear and that teachers expect students to maintain attention in class. Although parents are extremely positive about the management of behaviour, they would like to see behaviour issues dealt with in a timely manner.

Most parents attend meetings and talk with teachers more than twice a year, however, very few participate in the Parents and Friends Association meetings. On the basis of this survey, we would benefit from encouraging more of our parents to support learning at home through engaging in the learning agenda and prioritizing schoolwork.

Holy Name is viewed as an inclusive school, however, appearance and grades were identified by a small number of parents as areas that students sometimes felt socially or verbally excluded. Holy Name is viewed as promoting safeguarding and the faith life of the school, however, would like there to be a focus on understanding why the students participate in social justice initiatives. A large majority of parents would recommend Holy Name School to others.

Student satisfaction

The 'Tell Them From Me' survey tells us that students are socially engaged and connected with life at school. They identified homework as an area of disengagement. Although students view the quality of instruction as high and make an effort in learning, there is a low level of interest and motivation. Student engagement across socioeconomic groups is high, however, is greater for high SES and lower for mid SES. Expectations for success, positive teacher-student relations and quality instruction were the factors that led to student engagement.

A small percentage of our students don't participate in sport outside of PDHPE lessons or extra-curricular activities and do not have positive homework behaviours. Students have a strong sense of belonging, positive relationships and value schooling outcomes. Overall, student behaviour, motivation and effort among students is high, although we need to continue to challenge our students in their learning.

Most students view learning time as effective, relevant and with rigour. Bullying and safety at school were bigger issues for students than their parents, however, most students felt there was an advocate for them at school. They view teacher relations, learning climate and expectations for success as high.

All areas of faith life are rated highly by students, as are the promotion of safeguarding, the school facilities and reputation.

Teacher satisfaction

Teachers view the strengths of the school to be in leadership, collaboration and our inclusive practices. Parents involvement in learning and the skill level and use of technology within learning were rated the lowest. Teacher observation, feedback for teachers, students and from parents, and using work samples to promote achievement, are areas for development. Although challenging and visible learning goals were considered a strength, teacher skill and use of technology to set challenging learning goals for students were identified as an area for development. Teachers have a strong belief in all aspects of the faith life of the school but would like more guidance in safeguarding responses.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$2,841,141
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$837,009
Fees and Private Income ⁴	\$454,344
Interest Subsidy Grants	\$9,447
Other Capital Income ⁵	\$181,040
Total Income	\$4,322,981

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$50,379
Salaries and Related Expenses ⁷	\$3,122,653
Non-Salary Expenses ⁸	\$895,693
Total Expenditure	\$4,068,725

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.

END OF 2020 REPORT