

2021

ANNUAL SCHOOL REPORT

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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 2021 for Holy Name Primary School Forster captures the significant events and achievements that shaped our school. Successfully navigating the pandemic while remaining focused on our improvement agenda were prioritised this year. The staff, students and their families demonstrated great resilience to minimise the impact on student learning outcomes. Learning environments were transformed to reflect the types of lessons that teachers were developing and collaborative meetings supported staff to remain committed to the journey. The engagement of specialist teachers in our work assisted teachers to meet the diversity of student needs.

Holy Name staff worked with our Manning Region school colleagues to target the improvement of outcomes in reading for Aboriginal & Torres Strait Islander students. Extending our collaboration across a Regional focus is providing an opportunity to strengthen and build our capacity as Culturally sensitive educational environments.

Our partnership with the Forster-Tuncurry Community Kitchen and Parish grew as our student leaders invested in developing the school garden under the guidance of our Assistant Principal.

The Parent's and Friends Association continued as an online forum and provided a space for the sharing of information and ideas. It was exciting to see the amenities upgrade begin towards the end of the year and we are looking forward to further building works in 2022.

Brooke Stephens

Parent Body Message

The Holy Name Parents and Friends Association (P&F) had an interesting 2021, along with the rest of the world! Unfortunately, around half our regular stalls and social events were unable to go ahead. However, the teachers did a great job of substituting and ensuring the students still got to enjoy those events which meant most to them, including the Easter raffle and Christmas stall.

Zoom enabled the participation of some parents who have never been able to attend our meetings in person, and this really improved the make-up of the P&F. As always, Mrs Stephens collaborated with parents and kept us well informed through a turbulent year. We acknowledge the extra work of our teachers who frequently need to have both on-line and in-class lessons ready. The benefit of the COVID 'practice-run' in 2020 was seen through the smooth way the teachers led the students through in 2021.

Thanks to all involved at the school from Principal, Teachers, Staff and Parents for your efforts, and see you all in 2022.

David Isbel

Student Body Message

Holy Name is an astounding, breathtaking place to be a student. The teachers let you express your ideas to your full potential and support you the whole way. Our school and teachers help us feel safe and connected in our community and as learners in the classroom.

Our mission as a school is to follow the footsteps of Jesus: the mural at the front of the school shows the students that they are welcome into God's kingdom, we have access to the church and use it often, guided by Fr Peter.

Our Student Leaders work with the Social Justice team, determined to help raise money, for those who need support. We donate to Project Compassion and Catholic Mission to help people out of poverty. Our Environmental team work to plant and harvest produce to donate to the Community Kitchen, feeding those in need. Joined by the Creative Arts Team and Captains, our school is proudly reducing single use plastics and becoming more environmentally aware of ways we can protect God's creation.

At Holy Name, we mirror Jesus' gospel values with our social skills lessons. These teach us to be respectful, responsible and resilient people that help us build stronger relationships with others, built on forgiveness and love.

One of our students made it to State Swimming and we had a representative at Polding Football. Our school is strong at Regional level swimming and competitive in Athletics and Cross Country.

Charlie and Marley

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. Fr Greg Barker, together with parishioners, began refurbishing and developing the presbytery, hall and church in 2018, with the work completed during 2019. Fr Peter Street, our current Parish Priest, continues to look for opportunities to develop our Parish precinct and the work that we do in service across our community. Refurbishment of the amenities and continuing to develop our learning spaces to reflect pedagogical practices support school improvement. It has been a good year to focus on how we live out our Vision of, 'Belonging, Learning and Serving, in His Holy Name.' Through challenging times, our Vision guided us to prioritise wellbeing and achievement, with a view to those in our community and beyond who we could serve. The strength of our Catholic Identity clearly visible in our aspirations for excellence for all in the service of others.

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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
129	132	41	261

* 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 2021 was 91.79%. 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
92.23	91.70	91.91	92.75	92.12	93.14	88.70

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 2021:

Total number of staff	32
Number of full time teaching staff	12
Number of part time teaching staff	10
Number of non-teaching staff	10

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 focused on Lyn Sharratt's 14 Parameters of school improvement and the application of these parameters to improving outcomes for students in reading and working mathematically. We specifically targeted the development of shared beliefs and understandings, and a shared responsibility and accountability for student outcomes in the pedagogical changes we developed. Collaborative team meetings supported the building this collective responsibility for student outcomes. Pedagogical mentors supported the professional growth of teachers, with all staff supported through the accreditation process, with mentors guiding teachers through the process to attain or maintain accreditation. We continued to focus on building our capacity to differentiate the learning programs for students through revisiting known strategies and applying them to other areas of the curriculum. Staff continued their personal professional growth with a number of staff completing additional courses, including the Masters of Education program, the 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 promote 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 strategies in wellbeing, meditation, 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 to promote a 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. Differentiation is evident in class programs, through changes to the content, process or product of learning. Learning intentions are deconstructed and success criteria co-constructed with students in English and Maths to engage students in understanding what they are learning and why, and how to improve. Providing one-one devices for students in lessons provides the opportunity for students to develop their digital literacy as they progress from K-6. The Teacher Librarian and Music/Drama teacher take classes each week. Library lessons focus on History and Geography, the literacies within each of these subjects, and the development of the digital technology skills of students. Teachers meet fortnightly in stage based Professional Learning Teams, using student data as the basis for discussion, planning and intervention.

In 2021, 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.

Holy Name School is an inclusive school setting with a strong Learning Support Team. 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 to support consistent practice across the Catholic schools in the Maitland Newcastle Diocese.

Staff worked with the content from the new PDHPE syllabus in deepening their understanding of the potential for the Bloom's Taxonomy to support the differentiation of learning programs. 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 2021 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. Toward the end of 2021, staff reviewed our Assessment Schedule and developed their skills to apply new reading assessments in the early years so that we could develop a plan for early intervention.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	41%	54%	14%	11%
	Reading	55%	55%	18%	10%
	Writing	57%	53%	14%	7%
	Spelling	41%	50%	23%	13%
	Numeracy	45%	37%	14%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	34%	35%	12%	14%
	Reading	32%	41%	10%	11%
	Writing	15%	20%	22%	18%
	Spelling	29%	38%	15%	14%
	Numeracy	27%	29%	12%	14%

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 2021.

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 2021, 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 applied the model developed in the previous year to proactively teach identified behaviours and used our Student Information System to begin to record information. Our next step is to complete our signage around the school, continue to monitor areas and behaviours of concern and adjust our plan accordingly, providing opportunities for staff, student and parent feedback. 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 2021, we began harvesting produce from our garden for the Forster-Tuncurry Community Kitchen and look forward to our student leaders volunteering in the kitchen once the pandemic restrictions ease. In Week 6 of every term, we celebrate Well-being Week. In 2021, we held 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.

The school calendar year provides opportunities to shine a light on student gifts and talents. Positions of student leadership and responsibility are diverse and 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. We are proud to offer opportunities to celebrate our diversity through 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 2021, staff developed agreements in the pedagogies used in English and Mathematics. Aside from making learning visible on learning walls, teachers used the gradual release of responsibility model as the basis for learning in these areas. When required, staff used their knowledge and skills from the previous year to develop comprehensive plans for home learning and the collaborative practices in place to monitor and provide feedback to students. The use of the data wall was again a focus of professional conversations, resulting in some changes to provide teachers with information focused on growth in learning for students.

As a result of this work, Holy Name students in Years 1 - 6 were at or above in 5 out of the 6 grades in 'reading' when compared to the National average in the Reading Comprehension PAT scores and at or above the average in all grades for Mathematics when compared to the National Mean Scores.

The new Student Leadership model provided tangible opportunities for our senior students to affect positive change in our school community, with the inclusion of all Year 6 students ensuring an opportunity for all voices and talents to be included. The most significant being the work of the Mini Vinnies team and the growth of the garden and produce available for the Community Kitchen.

Priority Key Improvements for Next Year

In 2022, we will deepen our understanding of the links between the 14 Parameters of school improvement and our work in the gradual release of responsibility model in teaching English. We will improve our assessment and use of data to inform our learning programs and plans for early intervention. Our mentors will continue to collaborate with the Leadership Team and work closely with teachers to build the connections between professional learning and classroom practice.

We will develop a whole school model of formation for staff and students that will support wellbeing and the spiritual flourishing of our community. We will continue to develop the model of Student Leadership and look for opportunities to build student voice into our practices as part of the Diocesan Wellbeing and Pastoral Care Framework.

Through reconnecting with parents, carers and community organisations to build partnerships and a shared understanding about our key areas for improvement and current practices, we will mobilise our extended community to help us achieve our improvement goals.

As 2022 is an External Review year, we will spend time analysing feedback and data to develop our Strategic Plan for 2023-2025.

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 had restricted access to school due to the COVID-19 pandemic, however, appreciated the effort made by all staff to continue to engage the students in learning, remain open for those who continued to work and to provide online options for parents to connect with the community. The 'Tell Them From Me' survey revealed that parents see our strengths as creating a safe and welcoming environment, where positive behaviour is supported and parents are kept well-informed. 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 prioritising 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, however, they are not as connected with extra-curricular activities. Students identified homework as an area of disengagement but value school outcomes, have high expectations for success and positive teacher-student relations. Future areas for development are the motivation of our senior students through a challenging, relevant, well organised learning program, incorporating feedback and clear expectations for classroom behaviour.

Most students view learning time as effective, relevant and with rigour. Bullying and safety at school were bigger issues for students in Years 4 and 6 than their parents, however, most students felt there was an advocate for them at school. They view teacher relations, learning climate and expectations for success as high. All areas of faith life are rated highly by students, as are the promotion of safeguarding, the school facilities and reputation. Noteworthy is the growing number of students who could not comment in this section of the survey as they neither agreed or disagreed with the survey statements.

Teacher satisfaction

Teachers view the strengths of the school to be in leadership and collaborative practices. Although on par with our Diocese, parent involvement in learning is an untapped resource to be utilised. Access, skill level and use of technology within learning programs to track improvement, provide feedback or to explore learning options was rated the lowest. Continuing to strengthen our school learning culture through data informed practices and building the capacity of teachers to identify and use effective teaching strategies, including technology will be a focus for improvement. Teachers have a strong belief in all aspects of the faith life of the school but we need to strengthen our formation experiences and continue our work to improve our school facilities.

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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$3,228,727
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$947,138
Fees and Private Income ⁴	\$484,337
Interest Subsidy Grants	\$7,474
Other Capital Income ⁵	\$214,970
Total Income	\$4,882,646

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$82,451
Salaries and Related Expenses ⁷	\$3,073,585
Non-Salary Expenses ⁸	\$1,332,549
Total Expenditure	\$4,488,585

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 2021 REPORT