

2024

Annual School Report

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



Holy Family Primary School

19 Janet Street, MEREWETHER 2291

Principal: Miss Ann Jackson

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

About this report

Holy Family Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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 Holy Family story dates back to its opening in 1961. As a Josephite School, founded in the tradition of Mary MacKillop, we belong to the Catholic community of the Maitland-Newcastle Catholic system of schools. Grounded in Josephite tradition, Holy Family has built a fine reputation in the community that nurtures the whole child, spiritually and academically.

Holy Family holds to its heart the core values of Courage, Compassion, Dignity and Humility which align with the personal characteristics of our House Patrons - St Mary MacKillop, St Francis of Assisi, Caroline Chisholm and St Benedict respectively. The charism of the Holy Family, in addition to that of our House Patrons, serves to guide and nourish us in a faith that has the family at its centre and our core values at its heart.

As each family joins our family, we promote our Catholicity by trying always to be the face of Jesus to them. Our teachers continually strive for excellence as life long learners through ongoing professional learning and development. Our students are encouraged to be resilient, respectful and responsible, and to engage in caring interactions with each other and members of our community.

At Holy Family, the dignity of each of its members is respected and nourished, aligning with, and responding to, our sense of Gospel values. We partner with parents to ensure all children are celebrated and supported. As a community of teachers, parents and students, together, we ensure that we maintain our tradition of spiritual immersion, educational excellence and community advocacy that makes Holy Family such a special place to live out our vision to love, to learn and to serve.

Parent Body Message

Holy Family has had a vibrant parent & friends committee who have enjoyed supporting the school with fundraising and community development. During the course of 2024, we transitioned from a P & F to a PEG/FACE model of family and community engagement. As we negotiate this time of transition, several parents have met with the principal and have allocated significant fundraising events such as Mother's Day and Father's Day to particular classes as well as gazetted learning opportunities for parents in the areas of childhood friendships, curriculum and wellbeing. We look forward to seeing how this model of engagement develops over the course of 2025.

The balance of the P & F fundraising was distributed to a variety of projects such as soccer jerseys, aerobics jackets and state entry fees, marquees, mud kitchen, recycling of old uniforms, speaker and microphones and document readers for classrooms.

We are grateful for the dedication and commitment of all who shared in the organisation and support of many events for our school over the course of 2024.

Student Body Message

At Holy Family, leadership is an important part of being a senior student, with the preparation process beginning in Year 5. Throughout the leadership process we undertook many challenges which helped us decide if we had the skills and desire to become a school leader. Our Year 6 leaders spoke to us about what it meant to be a leader. From here, we wrote and presented our leadership house speeches. If selected as one of the twelve elected student leaders (three leaders from each house, MacKillop, Francis, Chisholm or Benedict), we could then choose to run for school captain. This involved another speech, a pledge and the captains were announced at the End of Year Awards Day.

Within their houses, each leader is responsible for either Learning, Wellbeing, or Mission portfolio. This ensures that the responsibilities are shared equitably amongst the leadership team and there are clear expectations about who is responsible for what. Each of these portfolios are well supported by a team of teachers, who are assigned to help guide the student leaders in their role and to assist with the organization and implementation of whole school initiatives.

Providing a pathway for aspiring student leaders is important to us at Holy Family. From Year 2, students can put their name forward to be elected on the Student Representative Council (SRC). Two SRC leaders are elected from each year group and attend regular meetings with supporting teachers who assist them in expressing their ideas and implementing new initiatives throughout the school. This demonstrates our belief that leadership is not only for Year 6 students, but is an opportunity offered to all students from many year groups at Holy Family.

Being a student leader is a privilege and we would encourage all students to aspire towards leadership here at Holy Family.

School Features

Holy Family primary school caters for children Kindergarten to Year 6. Children from Holy Family continue to St Francis Xavier's for their secondary Catholic education.

The school has a history built on the traditions of the school's founders, the Sisters of St Joseph. This history is especially celebrated in our environmental initiatives as we strive to preserve our native plants and coastline, modelling authentic stewardship of the environment.

Through our rich Josephite history, we deeply acknowledge the importance of the presence of God in the lives of our students, parents and staff. We also recognise through the history and traditions of our Josephite sisters that we are called to be authentic witnesses in our faith community, truly-centred in the life of the school around our catholic teachings and values. In providing our students with the foundations of a Christ-centred life, we are providing them with the tools for emotional and spiritual wellbeing within a vibrant, connected, faith-filled community.

Following on from several years of building, Holy Family now boasts a new, modern facility that houses our school canteen, uniform shop, sports store and teaching space. In addition, two classrooms have been refurbished with an additional two new classrooms being added. These offer modern teaching spaces that cater to dynamic learning.

Our coastal environment and close proximity to Merewether Beach provides us with an excellent outdoor learning space, one which is often used for sporting and wellbeing activities in addition to supporting the curriculum.

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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
97	110	33	207

* 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 [Enrolment 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 2024 was 90.64%. 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
91.53	92.41	91.40	90.17	91.77	88.85	88.33

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 Professional Officer for School Enrolment 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 2024:

Total number of staff	28
Number of full time teaching staff	8
Number of part time teaching staff	12
Number of non-teaching staff	8

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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

Holy Family Catholic Primary School, Merewether Beach is steeped in the history of the Sisters of St. Joseph and associated traditions which are grounded in Service to Others and the Environment. Consequently, we abide by our Mission and Vision Statements.

Inspired by Jesus the teacher, we love, we learn, we serve.

Our Mission is thus:

- To love with justice, dignity and respect for all
- To love as disciples of Jesus
- To love through stewardship of creation
- To learn to be collaborative, life long learners
- To learn to be resilient in the face of challenges
- To learn to be courageous citizens for a fair world
- To serve by sharing our gifts with humility
- To serve by caring for others with kindness and compassion
- To serve by helping others in need

Our school's vision and mission reflects our desire to forge relationships with others, and the world beyond our borders, based upon discipleship and grounded in Gospel values. At Holy Family, we strive to be an authentic, universal family where everyone feels welcome and valued.

We continue to work on developing a deeper connection to our patronage: The Holy Family, St Mary MacKillop, St Francis of Assisi, Caroline Chisholm and St Benedict. Each patron was identified through a particular value: Courage, Compassion, Dignity and Humility and these are now recognised as our School Core Values. As a school, we now celebrate each of our patrons on a special day throughout the year.

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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

At Holy Family Primary School, we believe education extends far beyond traditional academic boundaries. Our comprehensive curriculum, fully aligned with the NSW Education Standards Authority (NESA) syllabuses, encompasses six core learning domains: English, Mathematics, Science and Technology, Humanities, Creative Arts, and Personal Development.

We don't just teach subjects; we cultivate comprehensive learning capabilities. Our approach integrates critical skills like digital literacy, creative thinking, ethical reasoning, and intercultural understanding into every aspect of student learning. Each classroom is a dynamic ecosystem designed to recognize and amplify individual student strengths.

Our educational philosophy centres on holistic student development. We understand that true learning happens when academic instruction intersects with spiritual growth, emotional intelligence, and social skills. Every lesson, every interaction is an opportunity to nurture a child's complete potential.

Pedagogically, we're committed to adaptive and personalized learning experiences. Our teachers employ diverse instructional strategies, from explicit teaching in English to exploratory problem-solving in Mathematics. Professional learning teams continuously refine our approaches, using data-driven insights to craft targeted learning experiences.

Technology plays a pivotal role in our educational model. From Kindergarten iPads to Bring Your Own Device programs in upper primary, we're preparing students for a digitally connected world. Our technological integration isn't just about devices—it's about developing critical digital competencies.

We pay special attention to students at both ends of the learning spectrum. Gifted learners access enrichment through programs like the diocesan Virtual Academy, while those needing additional support receive personalized interventions. Our Religious Education curriculum,

particularly for younger students, emphasizes the Pedagogy of Encounter, inviting students to explore spiritual dimensions thoughtfully.

Our stunning location near Merewether Beach offers unique learning opportunities. The natural environment becomes an extended classroom, allowing students to learn, explore, and play in inspiring settings.

Ultimately, Holy Family is more than a school—it's a community dedicated to empowering young minds. We're not just preparing students for academic success, but equipping them to become compassionate, adaptive, and lifelong learners who can navigate an increasingly complex world.

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).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Holy Family Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	75%	54%
	Reading	78%	66%
	Writing	88%	77%
	Spelling	75%	61%
	Numeracy	81%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	77%	65%
	Reading	82%	71%
	Writing	85%	67%
	Spelling	79%	68%
	Numeracy	74%	68%

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 Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

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.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent 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 schools undertake extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parents acknowledge the school is friendly, supportive and community oriented. Attendance at school events such as liturgies, Masses, assemblies and sporting events indicate a high level of interest and involvement by parents and carers.

Award assemblies are always extremely well attended. Special events such as Mother's day, Father's day and Grandparent's day are highly anticipated by the community. Parents volunteer to assist with in-class activities such as reading groups and also sporting events. This extra help and support is highly valued by the staff.

Student satisfaction

The students of Holy family are very proud of their school. The learning undertaken is highly valued. Ex-students often visit Holy Family after they have left and relay to staff how well prepared they felt for high school. Friendships and the social groups formed here at Holy family are extremely positive and a good foundation for lifelong connections.

The continuation of our leadership program for senior students continues. The modelling of this provides excellent formation opportunities for our younger students.

Leadership positions are seen as important and a worthwhile goal for which all children strive.

Teacher satisfaction

The teaching staff are committed, highly motivated professionals. The collegiality of the staff is noteworthy. The care and attention taken by teachers to ensure student needs are met is exemplary. They set high standards for the children and encourage children to always do their best.

The staff are open to professional development opportunities as they work to improve their pedagogical knowledge. More experienced teachers are supportive of beginning teachers and willingly share their expertise.

Staff pray together on a weekly basis and support each other in an inclusive and pastoral manner.

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$2,930,318
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$774,567
Fees and Private Income ⁴	\$711,005
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$168,429
Total Income	\$4,584,319

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$26,575
Salaries and Related Expenses ⁷	\$2,941,225
Non-Salary Expenses ⁸	\$1,884,719
Total Expenditure	\$4,852,519

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 2024 REPORT