



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



Holy Name Primary School

41 Lake Street, FORSTER 2428

Principal: Mr Ben Doyle

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 Diocese of Maitland-Newcastle (CDMN) which forms part of the broader system of schools governed by Catholic Schools NSW. 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 2025 Annual Report for Holy Name Primary School, Forster, reflects a year of growth, collaboration and positive change as we continued to strengthen learning, wellbeing and community connections.

Holy Name is supported by a highly committed and professional staff who work collaboratively to provide high-quality learning experiences for all students. Teachers engage in ongoing professional learning and work closely with colleagues across the Manning Region to improve outcomes, particularly in the area of reading for Aboriginal and Torres Strait Islander students. The dedication, expertise and care shown by staff ensure that students are known, supported and encouraged to achieve their best in a nurturing and faith-filled environment.

Student wellbeing remains a strong focus at Holy Name. Our inclusive school culture promotes positive relationships, respect and belonging, creating a safe and supportive environment where students feel valued and confident to learn. Staff work proactively with students and families to support social, emotional and academic needs, ensuring wellbeing is embedded in everyday school life.

The school also continued to invest in contemporary, engaging learning spaces. The refurbishment of classrooms and the commencement of building two new classrooms highlights. Enrolments continued to grow throughout the year, with waitlists emerging in some grades for the first time, reflecting the strong reputation of the school within the community.

Our Parents and Friends Association continued to play an important role, meeting in person twice each term. These meetings provided a valuable platform for parent voice and supported the delivery of experiences that strengthened connections between students, families and the wider school community.

As the newly appointed Principal, I would like to thank the staff, families and parish community for the warm welcome and support shown during my short tenure. Holy Name is a community rich in inclusion, faith and joy, and I look forward to working together to continue building excellence in teaching and learning while supporting the wellbeing of every child.

Ben Doyle
Principal

Parent Body Message

In 2025, the Holy Name Parents and Friends Association continues to warmly welcome all parents to get involved and be part of our vibrant school community. The P&F plays an important role in bringing families together and strengthening connections between parents, staff and students. It is a committed and enthusiastic group of parents who care deeply about the school and the experiences provided for our children.

The P&F meets twice each term with the school principal in an informal and welcoming setting. These meetings provide an opportunity for parents to hear about school priorities, ask questions and share feedback on matters of interest, helping to strengthen open communication and collaboration across the community.

Throughout the year, the P&F focuses on hosting fun and engaging events that students and families enjoy. These include popular activities such as discos, raffles and special occasion stalls, as well as community events that bring parents, staff and parishioners together. Funds raised through these events are used to support student-focused projects, including end-of-year awards, Year 6 gifts, and the purchase of sporting and play equipment.

In 2025, the Parents and Friends Association transitioned to the new FACE model. We warmly invite all parents to join us during this special year as we continue to support our school community and celebrate the contribution of the P&F at Holy Name.

Student Body Message

The number of students at Holy Name is increasing and we really like having new students in our class and school. We are a very welcoming school where everyone belongs. We have great teachers and enjoy beautiful areas to work and play.

During the year we have been lucky to have a special space to enjoy, the yarnning circle. This was built for us to have an outdoor area to meet and chat as well as learn about native plants and foods that we are growing in the garden. We also have a mural project that is nearly finished to complete the area. many students have had a role to play in this creation.

This year we had fun dressing up for Book Week, going to the spooky disco and performing in our Christmas concert. We loved being part of and going to Manning Aspire, a first for our area. Year 6 had a great time learning their graduation dance and performing it at the end of the Christmas concert. They also loved their excursion to Canberra. Year 5 had a great time at Great Aussie Bush Camp and the younger grades had different local excursions which were fun too.

Holy Name is close to the beach, so we did our 'Walk for the Homeless' at Pebbly and raised lots of money for charity. We also collected lots of food for Christmas hampers and our giving tree was overflowing with gifts piled high for all of the local children who would not be having as good a Christmas as us. Each week our gardening team bring fresh vegetables to the

community kitchen next to the church. We are very lucky to be able to give to our community as part of our service to others. We are a very generous school. We love our school.

School Features

The Catholic Parish of Forster–Tuncurry began its journey with the arrival of the first Parish Priest, Father Daniel Linehan, in January 1957. Later that same year, the school was established on land near the Parish Offices and was originally known as St Joseph's. From these humble beginnings, a strong faith and learning community began to grow.

St Mary's Star of the Sea Church in Tuncurry was consecrated by His Lordship Bishop Toohey on 16 February 1968. Father Harry Fenton became Administrator in January 1971 and served the parish until August 1973. During this time, land along Lake Street was purchased, paving the way for the development of Holy Name School and strengthening the parish's commitment to Catholic education.

Holy Name School has continued to evolve alongside its community. Bishop Clarke opened and blessed new school extensions in June 1986, followed by further additions of classrooms and a toilet block in September 1993. In 2010, thanks to the generous support of the Federal Government, the Parish and the parent community, further extensions and refurbishments were completed, enhancing the learning spaces and enriching the educational experience for students.

At the end of 2016, the Parish made the significant decision to sell the Tuncurry church and, in 2017, the community came together at the Holy Name of Jesus Church. From 2018, Father Greg Barker and parishioners worked collaboratively to refurbish and develop the presbytery, hall and church, with these welcoming improvements completed in 2019.

Between 2021 and 2023, under the leadership of Parish Priest Father Peter Street, the Parish continued to look for ways to grow, improve and serve the wider community. During this period, the school experienced substantial upgrades. In 2023, new student amenities buildings were constructed, major roof works were completed, and four new classrooms and outdoor learning spaces were opened for students to enjoy.

Ongoing improvements reflect the Parish's strong commitment to providing welcoming, contemporary learning environments. In 2024, nine classrooms were recarpeted, with seven refreshed through new Autex wall panelling and paint. In 2025, construction commenced on two additional classrooms, replacing demountable buildings. Once complete, all students will learn in permanent, purpose-built spaces.

Father John Vo continues to support further development, with an application for additional works currently under consideration by the SPDC committee. These future plans reflect the shared vision of the Parish, staff and families—to create spaces that support excellent teaching, vibrant learning, and a strong sense of belonging for every member of the school community.

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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
165	180	59	345

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 89.73%. 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
90.55	91.30	89.91	91.17	89.69	87.78	87.71

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carer are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	48
Number of full time teaching staff	20
Number of part time teaching staff	7
Number of non-teaching staff	21

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at Holy Name Primary School in 2025:

Conditional Teachers	2
Provisional Teachers	0
Proficient Teachers	23

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 Name is a positive, informed, caring and resilient Catholic community where faith is woven into everyday school life. We share the Good News of Jesus Christ with our students and encourage them to grow as young people who model their lives on Christ. Faith guides our planning, teaching and relationships as we work to build strong Catholic Religious Literacy across the school.

As an integral part of the Holy Name of Jesus Parish, Holy Name Primary School supports the unique faith journey of every child. Guided by the spirit of Mary MacKillop, our school is a place of Christian hospitality where all are welcomed, valued and respected. Together, we continue to nurture a culture of Belonging, Learning and Concern for Others.

Teachers intentionally connect learning with Catholic Church teachings, helping students develop a Catholic worldview grounded in Gospel values. Students are encouraged to grow in understanding of justice, reconciliation, peace and respect for the diversity of our global human family, and to work for the common good.

Our community actively lives out God's mission of love and mercy through service and outreach. Staff and students support organisations such as CatholicCare, Caritas, Catholic Mission and St Vincent de Paul, and take part in service, fundraising and charitable initiatives. Through Catholic Social Teaching, students are invited to use their gifts to recognise the needs of others and take meaningful action.

Living in the light of Christ at Holy Name means caring for one another. Our Pastoral Care Worker supports the wellbeing of students, staff and families through mindfulness, gratitude

and wellbeing strategies. We value and celebrate cultural and religious diversity and strive to create an inclusive environment where everyone belongs.

Through faith, action and God's grace, we are growing confident, compassionate and responsible young people. Inspired by Mary MacKillop's words, "...we are all part of the story," we place strong importance on relationships and partnerships that strengthen our school, parish and wider 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 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 embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

Consultation with parents, students and teachers is a valued part of school life at Holy Name. Feedback gathered through a range of annual surveys informs planning, supports improved student outcomes and guides future priorities, with findings shared openly across the school community.

Holy Name continues to be recognised as a Lighthouse School for pedagogical practice within the Diocese. In 2025, staff hosted visiting educators for Learning Walks and Talks, showcasing effective classroom practice, data walls and assessment waterfall processes. Fortnightly Professional Learning Team meetings, led by pedagogical mentors, focus on case management, data analysis and assessment review. These collaborative forums strengthen shared responsibility for student progress and support responsive teaching practices.

The school maintained its strong focus on Lyn Sharratt's Clarity – 14 Parameters, embedding high-impact strategies that support student engagement, skill development and improved learning outcomes.

Curriculum adaptation and differentiation remained a priority to meet diverse learning needs. Students in the Diocesan Virtual Academy were supported by the GEM teacher and successfully presented their Big Ideas at a university forum. Targeted EAL/D support and reading, spelling and fluency programs were delivered with the assistance of Learning Support Assistants and specialist staff.

Students engaged in a broad range of academic, cultural and co-curricular opportunities, including Spelling and Maths Mentals Bees, Public Speaking and Debating, Aspire Theatre, pathway sports and the Heart.to.Heart social and emotional art program.

The school is well resourced, with appropriate adjustments made to support student learning. NAPLAN and PAT data continued to show highly satisfactory results, reflecting the school's commitment to effective teaching, targeted intervention and continuous improvement.

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 Name Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	43%	54%
	Reading	56%	66%
	Writing	88%	76%
	Spelling	45%	62%
	Numeracy	52%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	64%	63%
	Reading	70%	73%
	Writing	52%	65%
	Spelling	60%	69%
	Numeracy	63%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle 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

In 2025, parent feedback continues to highlight Holy Name as a safe, welcoming and inclusive school where positive behaviour is well supported and families are kept informed. Parents value the school's high expectations for learning and behaviour and note the genuine care shown by teachers, who encourage students to work hard and achieve their best. Behaviour expectations are clear and consistent, and classrooms are seen as promoting strong engagement and focus.

Holy Name continues to perform above the diocesan average across all areas of the parent survey, including welcoming families, communication, and support for student learning and wellbeing.

Most parents report regular communication with teachers, reinforcing strong home-school partnerships. The school is viewed as inclusive and proactive in teaching social and emotional skills. Parents also recognise the school's commitment to safeguarding and the faith life of the community. In 2025, learning and teaching continued to focus on Catholic Social Teaching, supporting students to identify community needs and take meaningful action.

A strong majority of parents indicate they would recommend Holy Name School to other families.

Student satisfaction

Student survey results indicate that students feel socially engaged and connected to school life, although participation in some extra-curricular opportunities remains an area for development. Homework was identified as a point of disengagement; however, students continue to value learning, hold high expectations for success and report positive relationships with their teachers. In response, the school has strengthened practice through the ongoing use of the Assessment Waterfall, supporting a strong culture of feedback and student agency. Most students view learning time as effective, relevant and appropriately rigorous. While concerns related to bullying and safety were more evident for some students

in Years 4 and 6, the majority reported having a trusted adult or advocate at school. Teacher–student relationships, the learning climate and expectations for success were rated highly. Students also expressed strong appreciation for the faith life of the school, safeguarding practices, facilities and the school's reputation.

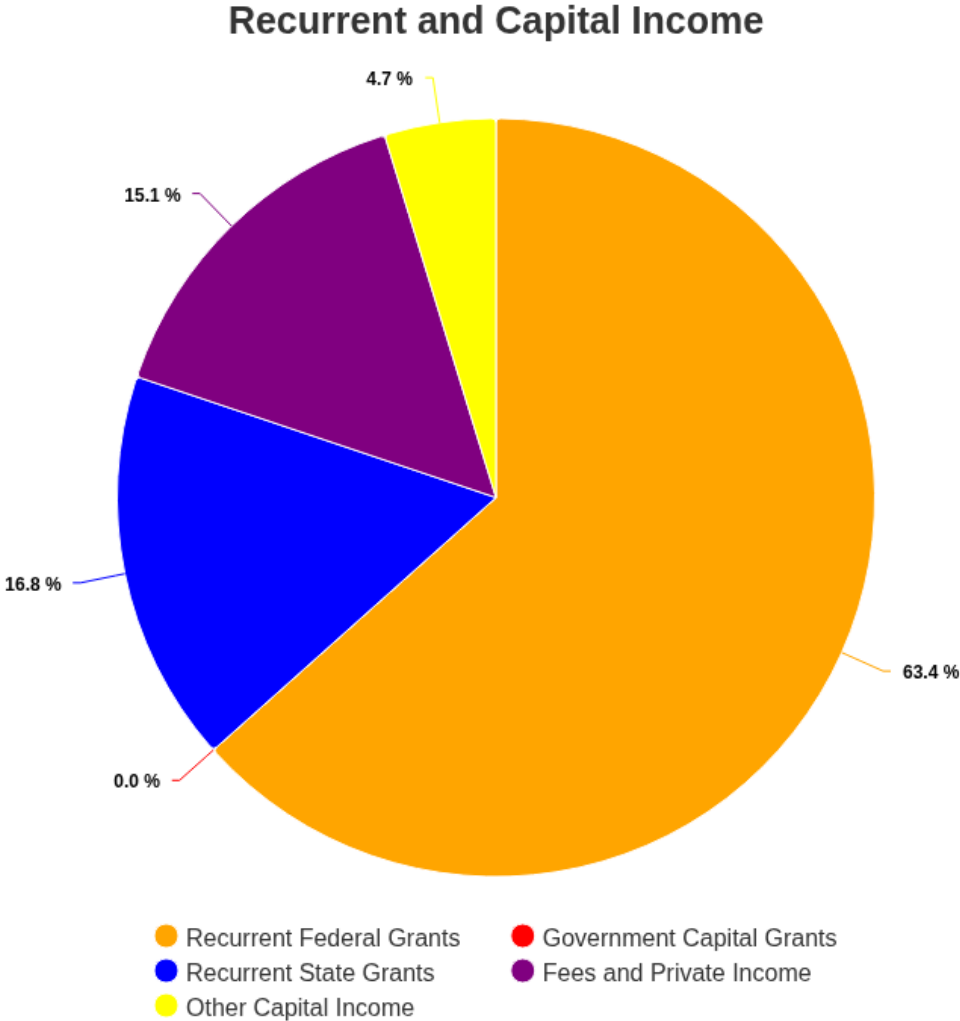
Teacher satisfaction

The teaching staff at Holy Name are a skilled, committed and effective team who value strong leadership and collaboration. Parent involvement was identified as an area for growth, and teachers responded by welcoming parents back into classrooms, strengthening home–school partnerships. Staff continue targeted professional learning in digital technologies to enhance student engagement and learning opportunities. Survey data shows strong improvement in staff engagement, particularly in collaboration, shared values and a culture of feedback and support. While workload and work–life balance remain areas for attention, the school remains committed to supporting staff sustainably.

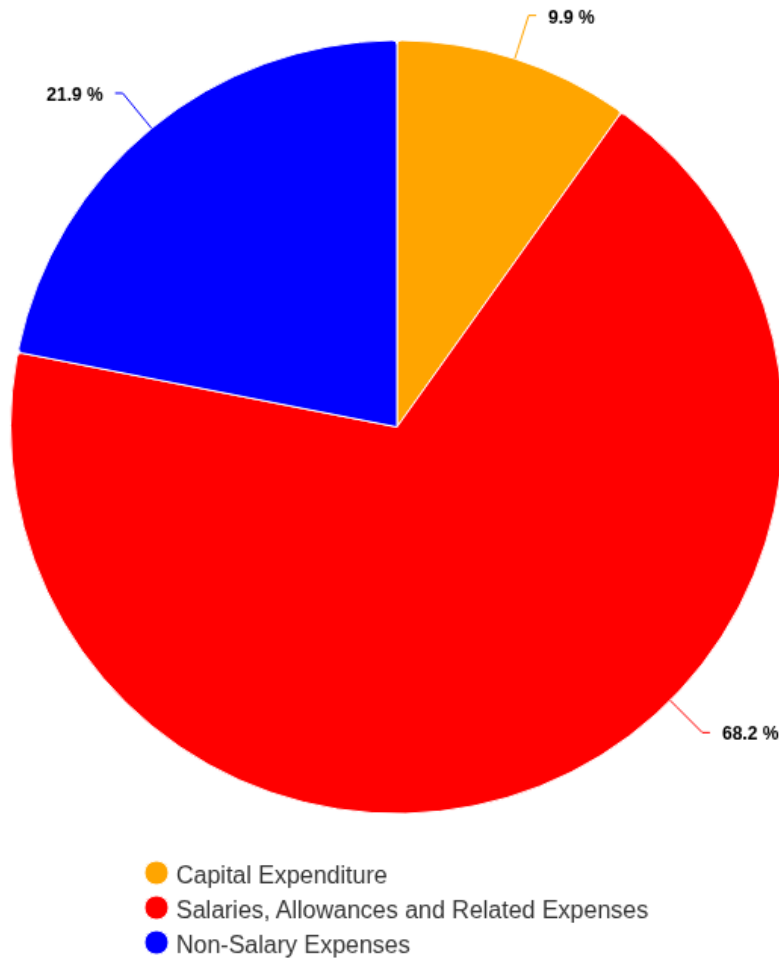
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT