

2023



Holy Family Primary School



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. 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. All 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 a vibrant parent & friends committee who enjoy supporting the school with fundraising and community development. We facilitate opportunities for the creation of special memories and connections for families and community members in
Volunteers meet every few months to discuss ways to donate their time and efforts to enable the school to provide resources, support and experiences for our children which would otherwise not be possible.

Proceeds raised get voted on in P&F meetings and allocated to wish list items which is developed by our principal, teachers and parents. P&F welcomes your wish list ideas.

Many people support our school on a regular basis with their time including being a member of P& F and its executive, the coordination of uniform shop, running events and fundraisers, helping with canteen and working

Last year the P&F ran and supported events such as Mother's and Father's Day stalls where children hand pick a gift for their special person and setting up parent and kids breakfast and games mornings. We had several great nights out for the adults to connect and have fun including a trivia night, mum and dad welcome events and capping the year with the end of year parents farewell

The kids got to enjoy their own movie night fundraiser event and everyone loved the end of school color fun day with a visit from the fire brigade which was made possible by huge last minute efforts when we realized the planned event was not able to

Other fundraising included mango and cookie dough drives, special food sold at the musical and movie nights, raffles and guessing games. Many local businesses contributed prizes and were thanked for their support.

Several wish list items were approved: the purchase of lego packs for the Lego club, food and cake for the year 6 student farewell and celebration event, team kit donation for the school aerobics team on their trip to nationals. A cricut digital cutting machine, paper roll wall hanging brackets and child-led recycling initiative bins for all classes, sporting equipment top up, large indigenous themed yarnning circle mats, electric pencil sharpeners for year 3-6, liturgical gowns and a mud kitchen & play shop (under

We are grateful for the dedication and commitment of all who shared in the organisation and support of these events for our school. 2024 will see several executive members leaving office and we thank them for their hard work.

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 presentation 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

So far in our leadership journey, we have experienced running morning assemblies, PBL groups, fundraising initiatives and helping our kindergarten buddies feel welcome into school. We will strive to do our best to support and encourage everyone in their holy family journey.

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

Staffing Profile

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The following information describes the staffing profile for 2023:

Total number of staff	31
Number of full time teaching staff	10
Number of part time teaching staff	12
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 107
- Provisional 69
- Proficient 1887
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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

Summary of professional learning at this school

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Our school has benefited from the Leading Learning Collaborative work which continued in 2023 and which engaged with the 14 Parameters Learning Framework of Lyn Sharratt. In addition, we began work on our shared practices and understandings in Mathematics especially in the area of subtraction and problem solving. Central to this encouraging challenge and persistence. We continue drawing on the work of Jo Boaler and Carol Dwek in encouraging a growth mindset rather than a fixed one.

In collaboration with neighbouring Catholic schools, we engaged the services of James Nottingham who came to Australia from England in order to teach us his Learning Pit framework which aligned with our work around encouraging persistence in the face of challenge. We also worked with Ange Rogers and Bern Long, mathematics researchers from Melbourne, who led us through addition and subtraction and place value pedagogical

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

To serve by helping others in need

Our vision and mission reflects our desire to forge relationships with others, and the world

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

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Areas of Focus 2023

Mission

Support and encouragement of staff to access new programs and initiatives in the domain of Faith Formation so that they may be active contributors to the mission of the Church.

Staff professional development in Mission and Vision of our Catholic school and continued engagement with the three-year Su818ritual 249.96 575.94 Tm(across)TJETBT/F2 14.67 Thhr/F2 14.eI945

Bounce Back: accept

Bounce Back: try our

Bounce Back: forgive

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	79%	64%
	Reading	85%	74%
	Writing	94%	66%
	Spelling	85%	69%
	Numeracy	97%	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

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.

Initiatives promoting respect and responsibility

Respect and responsibility are key values held by Holy Family Catholic Primary School. During 2023, we embedded our School Expectations as reminders that, as disciples of Jesus and stewards of creation, we respect others and our environment and take responsibility for their care. Our expectations decided upon fit nicely into our school acronym - HFMB:

Help others

Feel Safe

Make Good Choices

Bounce Back

Holy Family school community continued to seek ways to raise awareness of and care for our natural environment during 2023 although this was impacted by the field improvements. We continue to incorporate our

Priority Key Improvements for Next Year

During 2024, we hope to achieve:

a deeper understanding of our charism as evidenced by the embeddedness of our charism in our practices, communications and feedback;

the formulation of explicit behaviour expectations and consequences of infringement in line with our Behaviour Management

at least a year's growth in mathematics around the area of Place Value;

continued understanding and practice around The Learning Pit where students are open to taking risks with their learning and understand that making mistakes is all part of the learning

a culture where persistence and challenge is embraced by

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 annually. This data is shared with the school community and contributes to

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

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$2,982,489
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$807,896
Fees and Private Income ⁴	\$580,383
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$163,298
Total Income	\$4,534,066

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$1,019,371
Salaries and Related Expenses ⁷	\$2,790,776
Non-Salary Expenses ⁸	\$1,767,003
Total Expenditure	\$5,577,150

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.

