



# Holy Family Primary School

## 2024 Annual School Report



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## Introduction

### **About the Annual School Report**

Holy Family Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

## Key Messages

### From the Principal Margaret Rowan

I am pleased to present the 2024 Annual School Report for Holy Family Primary School, Emerton. Our school holds a significant place in the local parish and community, working alongside families to educate children about God, themselves, and the world. I take great pride in the dedication of our staff and the numerous accomplishments of our students. Holy Family Primary School's motto, "United in Faith, Love, and Learning," serves as the foundation of our institution. Jesus' teachings of respect, forgiveness, compassion, honesty, and trust shape our daily lives and form the basis of our relationships. We encourage our staff, parents, and students to embrace and embody these values. Together, we strive to inspire our young learners to develop a love for education, have faith in a loving God, work diligently towards their goals, and foster a spirit of love and unity among one another.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### From the Parents/Carers

Throughout the year, parents and carers played a vital role in our school community. They provided crucial support for student learning and wellbeing. We encouraged parents and carers to participate in various school activities such as liturgies, open classrooms, special lunches and liturgies for Mother's Day and Father's Day, Holy Week liturgies, school assemblies, mindfulness mornings, talent quest showcase, NAIDOC and Community Day celebrations, student-led conferences, cross country and athletics carnivals, end of year mass and an award assembly.

Our school's Facebook page and Seesaw were used by parents to stay updated on their children's learning. We also utilised Compass to communicate with parents and share school reports. Parents expressed their appreciation for the dedicated staff and the inclusive environment of our school.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

### From the Students

Throughout the year, students at our school had the chance to engage in a range of enriching learning experiences. Some highlights included Year 6 2 day camp in Canberra, Year 5 visit to Treetops to encourage team building and show leadership skills, Stage 2 visited the Rocks and explored British colonisation and life as a convict

settler. Our Stage 1 visited Sydney Zoo and participated in workshops around connection to Country and Kindergarten learned about living things at Fairfield City Farm. Our Year 2 students also had the opportunity to visit the Australian Catholic University for the 'Meet the Professor' experience.

Furthermore, students were able to represent the school in various sports such as cross country, soccer, netball, gymnastics and basketball.

In Term 4 we celebrated our school's 20th anniversary. Sr Brenda, the foundation Principal, Mr Spradbrow and past and present staff and students came together for Mass and a showcase of our students amazing talents, including singing, dancing and band performances.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the school

Holy Family Primary School was established in 2004. The concept and design of the School came about after extensive community consultation over several years. The building design has strong connections to Country. The Indigenous perspective is clearly visible upon entry, with winding paths, native plants and curved walls. This connection to 'Mother Earth' was further enhanced with addition of a Yarning Circle. The construction of the Yarning Circle was guided by a consultation process with our Indigenous community. Our motto of 'United in Faith, Love and Learning' was established by the founding principal and staff. It is a clear reflection of the school's vision and mission. Holy Family Primary School is a rich tapestry of cultural backgrounds. We take pride in our ability to work together to provide our students with a safe, nurturing environment in which to grow and develop into safe, respectful learners, who strive to be 'the face of Jesus' for others. We pride ourselves in ensuring that our students have access to engaging learning experiences, the latest technology, modern facilities and expansive playground spaces. This creates a comfortable and inviting environment that perpetuates the contemporary feel of the school.

### Location / Drawing Area

Holy Family Primary School is located in Emerton. Emerton and the surrounding suburbs are rich in cultural diversity and this is reflected in our school population. Our School is situated on the Holy Family Parish site. This site also hosts other services including the Ambrose Early Learning Centre, the IGNITE Food Shop, an OP Shop, Jesuit Social Services, Baabayn Aboriginal Corporation, Holy Family Parish Centre and Aboriginal Catholic Social Services. The school draws students from approximately twelve local suburbs and serves Holy Family Parish Mount Druitt.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	35
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	18
Number of part time teaching staff	4
Number of non-teaching staff	13

### Total number of teaching staff by NESA accreditation level

Teachers at the school 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 contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Holy Family Primary School can be sourced directly from the school.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's 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.

Specific and focused Professional Learning for the staff of the school this year has included:

- Professional learning around high-yield writing strategies such as mentor texts with a focus on vocabulary, sentence structure and cohesion.
- Developing teacher mathematical pedagogical content knowledge in syllabus, mathematical language and problem-solving.
- A continued focus on EAL/D learning progressions, pedagogy and practices to embed these in teaching and learning in all KLAs.

## **Catholic Identity and Religious Education**

### **Prayer, Liturgical Life and Faith Experiences**

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### **Social Justice**

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- At our Vinnie's Winter Sleepout we had over 100 students from K to Yr 6 and staff prepare almost 200 snack packs for the Vinnie's van.
- Raised money for Caritas to help provide many vital support to the communities in Samoa, the Phillipines and Malawi.
- School participated in Socktober's fundraising for Don Bosco Caring Center in Mongolia.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### **School, Home and Parish Partnerships**

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### **Religious Education**

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's



teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Develop our knowledge, understanding and pedagogy of Sacraments through Scripture.
- Deepening teacher understanding of high yield strategies through Sense of Scripture and World of Text.
- Introduce and explore components of 'Encountering Jesus' curriculum and the support documents.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (NAPLAN)**

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- 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 percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	56%	66%
Writing	59%	77%
Spelling	39%	61%
Grammar and Punctuation	30%	54%
Numeracy	30%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	59%	71%
Writing	46%	67%
Spelling	45%	68%
Grammar and Punctuation	34%	65%
Numeracy	43%	68%

## Student Profile

### Enrolment Policy

Holy Family Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
98	106
Total Enrolments: 204	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	83%	4	88%
1	86%	5	86%
2	90%	6	89%
3	88%	School Average: 87%	

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	113
Students with disabilities (SWD)	82
Aboriginal and Torres Strait Islander	39

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Holy Family Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Whole school participated in a Kindness Project that focused on belonging.
- Staff engaged in PL around the Student Wellbeing Compass Dashboard, to analyse data and identify trends to inform future practice.
- Whole school developed a common language and understanding of bullying. Students were surveyed to find out more about their feeling of belonging.

Holy Family Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

Holy Family Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Whole school focus on being a safe, respectful learner at school.

- Celebrated in NAIDOC week and community day by the whole school coming together to celebrate our diverse cultures at Holy Family.
- Year 5 and Year 6 students attended Newington Armory Sydney Olympic Park to engage in activities as part of the Murama Indigenous Eco Youth Summit.

## Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents and carers are given many opportunities during the school year to come and visit their child's classroom and speak with the classroom teacher.
- Parents feel welcomed when they come to the school.
- School provides their children with a variety of activities to engage in, including creative art performances, sport carnival and gala days.

Areas of strength from the student feedback include:

- Teachers care about me.
- Teachers provide an environment that I feel safe and respected so I can be a learner.
- Teachers always listen to me.

Areas of strength from the staff feedback include:

- I am treated with respect at work.
- I have a good opportunity to learn and grow at work.
- Staff work cooperate to get the job done.



## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	Teachers are required to gain knowledge about the sacraments of the Church and actively engage in parish and school masses.	Still Working Towards.
Priority 2	Implement effective teaching strategies and EALD principles to enhance students' comprehension of mathematics and writing skills.	Achieved.

Projected School Priorities	
Priority 1	Improve literacy outcomes for all students.
Priority 2	Improve students understanding of the Catholic approach to engaging with Scripture.

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,904,798
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,073,488
Fees and Private Income <sup>4</sup>	\$374,476
Other Capital Income <sup>5</sup>	\$68,085
Total Income	\$5,420,847

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$28,044
Salaries and Related Expenses <sup>7</sup>	\$4,425,679
Non-Salary Expenses <sup>8</sup>	\$1,159,940
Total Expenditure	\$5,613,663

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses