

Holy Family Primary School

2023 Annual School Report



Holy Family Primary School
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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 2023 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 Mrs. Cheryl Fortini

I am delighted to share the Holy Family Primary School's Annual Report, highlighting a year marked by growth and excellence in learning, culture, and extracurricular activities. Our commitment to quality Catholic education and student wellbeing has yielded academic achievements and fostered positive student engagement. Beyond the classroom, students actively participated in community events and social outreach, embodying the ethos of service and compassion. Our dedicated teachers, exemplifying active learning, engaged in diverse professional development opportunities throughout the year. Guided by our motto, "In Christ we live, love, and learn," we remain steadfast in our mission. We cherish the partnerships with parents, carers, and the parish, which form the bedrock of our vibrant and inclusive community.

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

In 2023, parents and carers remained integral to our school community. We offered various opportunities for their involvement and celebrated their contributions. Through channels like our newsletter, Facebook page, and the Compass app, we facilitated communication. Events such as Catholic Schools Week liturgy, Holy Week celebrations, and parent forums further strengthened our ties with parents. Their positive response reflected their valued place within our school environment.

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

In 2023, Holy Family Primary School students continue to uphold their school's values, embracing faith and fostering a welcoming and respectful environment. Student learning remains a priority, supported by effective teaching strategies and technologies. Throughout the year, students from Kindergarten to Year 6 actively participate in Parish Masses, engaging in the traditions of our faith community. Year 6 students play a significant role in school life, participating in leadership activities such as the Leadership camp and organizing various school services. Together, students K-6 work towards collective goals, earning tokens for whole-school rewards as part of the PBS4L initiative. This fosters a sense of belonging and community spirit, with activities including colour days, cook-offs, and sports events, sparking joy and excitement among students.

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 Granville East was established in February 1938. It was founded by the Sisters of St Joseph. The community responded to the Sisters' contribution to their faith education and eventually in 1946 the parish of Holy Family was founded. In 1952, a new building was erected which housed the church and school, catering for Kindergarten to Year 6. In 1954, the convent was established in Clyde Street. In 1963 and 1967, further additions were made to the original building with a new convent being opened in The Trongate in 1970. In 1987, a new parish hall and 2 new classrooms were opened. During that year, the Sisters ended their 50 years administration at Holy Family Primary School and since that time our school has been led by a series of lay principals. In 2011, we opened and blessed our refurbished and contemporary learning spaces that were achieved through the federal government's Building the Education Revolution (BER) funding program.

Location / Drawing Area

Holy Family Primary School is located in Granville East and draws on students from Granville, Merrylands, Guildford and Auburn localities. It serves the newly formed Holy Cross Parish, Granville which was created on 14 September 2020 – the Feast of the Exaltation of the Holy Cross – as a result of the merger of Holy Trinity Parish Granville and Holy Family Parish East Granville. Holy Family Primary School, Granville East, is bordered by Parramatta Road to the north, Rawson Road to the south, Duck Creek to the east and Woodville Road to the west.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	43
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	10
Number of non-teaching staff	15

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	363
Provisional Teachers	125
Proficient Teachers and/or above	3495

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:

- Deep Learning pedagogy: focusing on conceptual understanding and inquiry learning including the Critical Reflection Crucible coherence maker and Learning Disposition Wheel.
- Enhancing Educational Equity: surveying the school community for diverse learner needs and implementing EAL/D Progressions.
- Empowering Middle Leaders: cultivating a culture of excellence in Mathematics for enhanced teacher capacity and student growth.

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:

- Students and families engaged in a food drive to support House of Welcome.
- Year 2 students wrote letters and personally delivered them to children receiving treatment at Westmead Children's Hospital.
- FIAT team led the school community in a day of activities promoting understanding and support of Project Compassion.

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:

- Principal attended a 2 week Intensive Catholic Identity course in Leuven, Belgium as part of CSPD Cohort of school leaders.
- Staff engaged in Spirituality Day deepening their experience of prayer as a way to have a meaningful encounter with God.
- All stakeholders contributed to a Catholic Identity Survey with a data analysis report shared with strengths and recommendations for the school.

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 2023

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	50%	67%
Writing	63%	76%
Spelling	43%	61%
Grammar and Punctuation	33%	54%
Numeracy	43%	65%

NAPLAN Results Year 5 2023

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	69%	74%
Writing	72%	66%
Spelling	75%	69%
Grammar and Punctuation	59%	64%
Numeracy	63%	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 2023	
Number of Boys	Number of Girls
141	103
Total Enrolments: 244	

Student attendance

Student attendance rates 2023			
Year	Attendance Rate	Year	Attendance Rate
K	94%	4	94%
1	93%	5	91%
2	93%	6	90%
3	92%	School Average: 92%	

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)	240
Students with disabilities (SWD)	56
Aboriginal and Torres Strait Islander	2

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:

- The introduction of lunchtime student interest clubs, featuring activities such as art, chess, coding, and prayer.
- Regular promotion of student achievements, both school based and externally, during assemblies and on school social media platforms.
- Implemented a new PBS4L award system.

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:

- The school launched a mural created by a parent Aboriginal artist, symbolising the intersection of Catholic identity and cultural diversity.
- Celebrated Grandparent's Day and acknowledged the role of the elderly in our community.

- Year 4 and Year 6 students attended an Eco Summit at Homebush while Year 5 students attended Cumberland Council Sustainability Day.

Community Satisfaction

During 2023, 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 feel welcomed and listened to.
- School is inclusive of all.
- Teachers are approachable and supportive.

Areas of strength from the student feedback include:

- Access and participation in a variety of art, drama, or music groups; extracurricular school activities.
- Students reported they have friends at school they can trust and who encourage them to make positive choices.
- Students believe their teachers emphasise academic skills and hold high expectations for them to succeed.

Areas of strength from the staff feedback include:

- Teachers feel sense of belonging, being able to be themselves at work and succeed to their full potential.
- Staff believe they have trusting relationships, feel positive about themselves and feel energised at work.
- Staff have a clear understanding of what is expected in their role.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	Students will be actively engaged in and responsible for their learning.	Still Working Towards.
Priority 2	Develop a culture of formation to promote Catholic Education for all.	Still Working Towards.

Projected School Priorities	
Priority 1	For all students will be able to pray in different ways and explain how these encounters deepen their relationship with God
Priority 2	To increase the percentage of students who confidently transfer their oral language skills into their written tasks, while also enhancing their ability to interpret and use mathematical language to explain their think

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 2023 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$3,948,741
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,053,557
Fees and Private Income ⁴	\$609,862
Other Capital Income ⁵	\$116,752
Total Income	\$5,728,912

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$1,704,151
Salaries and Related Expenses ⁷	\$4,427,744
Non-Salary Expenses ⁸	\$1,183,512
Total Expenditure	\$7,315,407

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

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

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

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

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

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses