



Holy Family Primary School

2024 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 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 Mrs Cheryl Fortini

I am delighted to present the Holy Family Primary School Annual Report, showcasing a year of remarkable growth and excellence in learning, culture, and extracurricular achievements. Our steadfast commitment to delivering quality Catholic education and prioritizing student wellbeing has fostered academic success and encouraged meaningful engagement.

Beyond the classroom, our students actively participated in community initiatives and social outreach, embodying the values of service and compassion central to our mission. Our dedicated teachers pursued diverse professional development opportunities, continuously enhancing their teaching practices and promoting active learning.

Guided by our enduring motto, "In Christ we live, love, and learn," we remain committed to nurturing a vibrant, inclusive community. This would not be possible without the invaluable support of our parents, carers, and parish, whose partnership forms the foundation of our shared success.

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 2024, parents and carers continued to play a vital role in our school community. We created numerous opportunities for their involvement and celebrated their meaningful contributions. Effective communication was maintained through our newsletter, Facebook page, Instagram, and the Compass app, ensuring they stayed informed and engaged.

Events such as the Catholic Schools Week liturgy, Holy Week celebrations, and Parent Community links initiative further deepened our connection with families. The enthusiastic participation and positive feedback from parents highlighted their valued place as an integral part of our vibrant 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 2024, Holy Family Primary School students continued to exemplify the school's values, embracing their faith and cultivating a welcoming, respectful environment.

Student learning remained a top priority, supported by innovative teaching strategies and the integration of modern technologies.

Throughout the year, students from Kindergarten to Year 6 actively participated in Parish Masses, deepening their connection to the traditions of our faith community. Year 6 students took on significant leadership roles, including attending the Leadership Camp and organising various school services, making a meaningful impact on school life.

Across all year levels, students worked collaboratively toward shared goals, earning tokens as part of the PBS4L (Positive Behaviour Support for Learning) initiative. This program fostered a strong sense of belonging and community spirit, with whole-school rewards and activities such as themed dress up days, family picnics, craft activities, game sessions and sports events bringing joy and excitement to the school community.

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	16
Number of part time teaching staff	13
Number of non-teaching staff	14

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:

- Catholic Identity: Gaining greater understanding of the ECSI instruments, unpacking school data responses and reflecting how catholic Identity can be enhanced in our community.
- Explicit Teaching: Fostering a shared understanding of explicit teaching to enhance clarity and impact on student learning.
- Wellbeing: Refining PBS4L practices to ensure consistency and enhance student well-being.

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:

- FIAT team led the school community in a day of activities promoting understanding and support of Project Compassion.
- Year 6 students and staff participated in the Vinnie's Winter Sleep Out.
- Staff and students participated in Socktober fundraiser in support of the work of Caritas.

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:

- FIAT Coordinator attended St Mary of the Cross Pilgrimage through Victoria and South Australia organised by the Mission Directorate, CSPD.
- In alignment with the school Formation Goal, staff explored and planned diverse prayer experiences to introduce to students.
- Senior Leadership attended two day Formation Retreats for each Leadership cohort (Principal, APs and RECs).

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	46%	66%
Writing	77%	77%
Spelling	51%	61%
Grammar and Punctuation	34%	54%
Numeracy	34%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	48%	71%
Writing	70%	67%
Spelling	56%	68%
Grammar and Punctuation	59%	65%
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 2024	
Number of Boys	Number of Girls
139	104
Total Enrolments: 243	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	91%	4	92%
1	92%	5	91%
2	93%	6	90%
3	91%	School Average: 91%	

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:

- Implementation of Pivot Program in Years 3, 4 and 5 to monitor student overall wellbeing in a way that supports their overall learning.
- Reimagined the Learning Studio to provide support for academic needs, social-emotional development, and positive behaviour.
- Expanded the variety of lunchtime clubs and established a dedicated 'Kids Club' playground space for students needing support with social engagement.

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:

- Year 4 and Year 6 students attended an Eco Summit at Homebush while Year 5 students attended Cumberland Council Sustainability Day.
- Celebrated Grandparent's Day and acknowledged the role of the elderly in our community.
- The whole school participated in Harmony Day, celebrating and valuing the cultural diversity of the Holy Family community.

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:

- The school offers numerous opportunities for parents to engage in meaningful prayer experiences.
- Parents view the school as welcoming and inclusive for everyone.
- Parents stated that the school supports positive behaviours.

Areas of strength from the student feedback include:

- Teachers design motivating and interesting learning opportunities.
- Students have a trusted person at school who offers consistent encouragement and guidance.
- Wide variety and high levels of participation in arts, drama, music, extracurricular activities, and school committees.

Areas of strength from the staff feedback include:

- They are offered engaging Professional Learning experiences to support learning and development.
- Feel respected for their identity and contributions to the school's learning environment and culture.
- Staff have a clear understanding of what is expected in their role.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	For all students will be able to pray in different ways and explain how these encounters deepen their relationship with God.	Still Working Towards.
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 thinking and work.	Still Working Towards.

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

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 ¹	\$3,946,753
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,035,459
Fees and Private Income ⁴	\$565,709
Other Capital Income ⁵	\$109,930
Total Income	\$5,657,851

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$270,097
Salaries and Related Expenses ⁷	\$4,621,074
Non-Salary Expenses ⁸	\$1,219,070
Total Expenditure	\$6,110,241

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