



Holy Family Primary School

2024 Annual School Report



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Catholic Schools
Parramatta Diocese

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 Ms Donna McFadzean

I am pleased to present the Annual School Report for Holy Family Primary School Luddenham. It has been a year of growth and excellence in learning, culture and sports. Our ongoing focus on quality Catholic education and student wellbeing led to strong academic outcomes and positive student engagement. Students were involved in a range of activities outside the classroom, including community events and social justice outreach. Modelling being active learners themselves, our teachers participated in a variety of professional learning opportunities throughout the year.

Our motto "One Heart, One Mind", guides us in all aspects of our school life, and valued partnerships with parents and carers and our parish remain the foundations of our dynamic and welcoming 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

During the year parents and carers were an important and valued part of the school community. The role of families has been crucial in supporting student learning and wellbeing throughout the year. Parents and carers were encouraged to participate in the life of the school including involvement in liturgies, excursions, Parent Representative Group gathering each term and school celebrations. 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 the school. The results will be used to look at further improvements at the school.

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From the Students

Students got to experience a variety of learning and growth opportunities throughout the year. These included sport, social justice outreach, religious celebrations and community events. We were encouraged to take an active role in our own learning and speak with our teachers if we needed some extra support or challenge. Our student leaders took an active role in ensuring we had opportunities to engage and contribute positively to the life of the school. Students at Holy Family Primary School were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

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School Context

History of the school

On the 4 July, 1987, the Bishop of Parramatta and the Parish Family decided to build a parish centre containing a permanent church, hall, parish offices and a two stream primary school. Holy Family Primary School commenced in February 1990 with Kindergarten, Year 1 and Year 2, with a student population of 43. The school enrolment is currently 242 children representing 148 families. There are 21 full and part-time teaching staff who are supported by six administrative, technology and grounds staff. All children commence school speaking English although in many homes other languages are also spoken. Culturally, the predominant groups in the school population are families from Anglo-Saxon, Maltese, Italian, Arabic, and Croatian backgrounds. Many children live with, or near, extended families that play a significant role in the lives and education of the children.

Location / Drawing Area

Holy Family Primary School is a ministry of Warragamba Parish, situated in a semi-rural area west of Sydney. Children travel from Warragamba, Silverdale, Wallacia, Mulgoa, Luddenham, Badgerys Creek, Rossmore and Bringelly to Holy Family Primary School. Whilst many parents work out of the immediate area, a large number of families have their own businesses.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	37
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	12
Number of part time teaching staff	14
Number of non-teaching staff	11

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:

- Understanding our faith by enhancing the Catholic identity of our school through the implementation of the Religious Education curriculum and the Enhancing Catholic Identity data.
- Developing strong explicit teaching pedagogy through collaborative staged planning and co-teaching using the NSW English Syllabus.
- Developing strong student efficacy through integrating phonics and comprehension instruction with opportunities for self-monitoring and self-correcting.

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:

- To foster engagement and practical application of skills, each stage actively participated in an outreach project.
- Students enhanced their academic and interpersonal skills by contributing positively to their communities, reinforcing empathy, and active citizenship
- Projects were designed to provide meaningful opportunities for students to connect their learning to real-world context and build community ties.

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:

- Staff completed online modules to familiarise themselves with background theological knowledge from the new Religious Education curriculum.
- Staff engaged in unpacking the implications of the Enhancing Catholic Identity data.
- Staff engaged in prayer life that enhanced our understanding of dialogue and recontextualisation.

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	65%	66%
Writing	87%	77%
Spelling	52%	61%
Grammar and Punctuation	57%	54%
Numeracy	70%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	69%	71%
Writing	72%	67%
Spelling	68%	68%
Grammar and Punctuation	82%	65%
Numeracy	76%	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
127	109
Total Enrolments: 236	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	94%	4	90%
1	91%	5	91%
2	91%	6	92%
3	90%	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)	78
Students with disabilities (SWD)	75
Aboriginal and Torres Strait Islander	11

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:

- Fortnightly Grow Your Mind and mindfulness lessons.
- Monitoring and analysing PIVOT school data regarding emotional wellbeing to support decisions about student needs.
- Implementing emotional regulation practices to help students foster a sense of belonging among their peers and staff.

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:

- Celebrated RUOK day.

- Celebrated NADIOC week with a visit from the Jarara Indigenous Education Team.
- Buddy program - senior students buddied with younger students to support them and to model being a supportive role model.

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 feel welcome when they visit the school.
- Reports on their child's progress are written in terms they can understand.
- Appreciation of whole school community events such as Grandparent's Day.

Areas of strength from the student feedback include:

- Teachers are interested in students as individuals.
- Students have friends at school they can trust and who encourage them to make positive choices.
- Student participation in extra-curricula activities.

Areas of strength from the staff feedback include:

- Able to work collaboratively to share ideas, discuss assessment strategies and learning difficulties of students.
- Teachers are encouraged to come up with better ways of doing things.
- Staff feel a sense of accomplishment, am proud to work at Holy Family Primary School Luddenham.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	Students will use emotional regulation strategies to improve their wellbeing and sense of belonging.	Still Working Towards.
Priority 2	Students will develop their reading comprehension skills and their understanding and application of place value in Mathematics.	Achieved.

Projected School Priorities		
Priority 1	To improve phonological knowledge in order to increase students' reading comprehension.	
Priority 2	To improve students' pro-social behaviours to support learning and a sense of belonging.	

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	\$3,681,874
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$965,413
Fees and Private Income ⁴	\$641,889
Other Capital Income ⁵	\$109,678
Total Income	\$5,398,854

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$1,092,346
Salaries and Related Expenses ⁷	\$4,297,535
Non-Salary Expenses ⁸	\$1,259,674
Total Expenditure	\$6,649,555

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