



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



HOLY NAME
PRIMARY SCHOOL

Holy Name School

12 Robb Street, PRESTON EAST 3073

Principal: Caroline Galea

Web: www.hnpe.catholic.edu.au

Registration: 1438, E Number: E1149

Principal's Attestation

I, Caroline Galea, attest that Holy Name School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 04 Apr 2024

About this report

Holy Name School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision

Holy Name is an inclusive, Catholic community that pairs innovative teaching with life-long learning.

We foster critical thinkers and independent learners to become active contributors to a better future, inspired by the life of Christ.

Mission

HOLY NAME SEEKS TO CREATE AND PROMOTE A DEEP FORMATION OF THE WHOLE PERSON THROUGH:

- *Leading a faith inspired learning environment
- *Building a community of learners inclusive of the students, teachers, parents and the wider parish
- *Calling all to live in the image of Christ
- *Establishing the learning dispositions that are central to our school

Formation of the whole person - Developing the whole person by focusing on the academic, spiritual and social/emotional aspects of the individual in order for them to develop into the best version of themselves.

Faith inspired - Inspired by the word of God to live a life that was modeled by Jesus when he was on this earth.

Learning environment - Creating a learning environment where the children feel safe to make mistakes in order to grow as an individual and as a learner. An environment that is aesthetically pleasing and fit for purpose.

Community of learners - We are all continuously trying to come together to build a network where each individual feels safe. Within this community we collaborate as one to represent Holy Name in whatever capacity/connection we have with this school. A community of

learners involves all who are associated with Holy Name including those in the wider community.

Calling all to live in the image of Christ - Belonging to a Catholic school, we are called to make this world a better place. Jesus Christ was born human and was placed on earth to show us how to live out the catholic values and created us in his image, we too are called to be an example of Christ's love for others.

Establishing the learning dispositions: Holy Name's learning characteristics/dispositions enable us to develop students who have a love of learning and a growth mindset regardless of how challenging the task. These dispositions enable the students to develop characteristics which when embedded, provide them with tools such as being inquisitive, reflective, collaborative, persistent, creative and risk takers in their learning.

School Overview

Holy Name was originally staffed by the Sisters of the Good Samaritan. Currently the school experienced the enrichment of more than 21 nationalities incorporating a multicultural flavour into our school.

Holy Name Primary School focus' on the individual and where they need to move to next on their learning journey. Through assessment and the continual collection of data, Holy Name Primary School uses the Victorian Curriculum to progress its students to the next stage in their learning.

Our school dispositions are embedded across the school to create learners that can develop in any educational setting. The children develop the school dispositions learning to become reflective, inquisitive, collaborative, creative, persistent and being a risk taker in their learning.

Our parent community plays an important role in our school life and we join together in partnership to enhance our students learning experience. Our Parents and Friends along with our Maintenance and Development groups work hard to raise much needed funds for our school. They establish wonderful connections to our parent community and establish strong bonds.

Principal's Report

In 2023, Holy Name went back to composite classes. The school cohort of children in every second year saw the need for Holy Name to become composite once again. Composite classes would mean that children in the smaller classes would be able to socialise with those in other levels. This was a big change for the school.

Our Family Fun day which was a community event, was a great success. While many of the Holy Name families came along to support this wonderful event, it was also attended by many in the community raising Holy Name's profile.

In the area of Literacy it was decided that the school would introduced the Smart Spelling program. Naplan results had indicated a need to prioritise spelling and this was introduced across the school. In the second half of 2023, the Year 3/4 teachers attended a series of writing workshops and pd opportunities, that focused on the study of grammar and using picture story books to model good sentence structure. In the area of Mathematics, the whole school attended the Simply Math professional development in the area of addition and subtraction. The incorporation of Math Day at the beginning of the year was a huge success.

While the junior school focused on Social Thinking as a means to develop mental wellbeing, the senior school undertook the Butterfly Body Bright program. In conjunction with this the year 3-6 students also took part in cooking classes, where they focused on preparing healthy foods. Our Learning Support Officers took an active part in lunch time activities by taking a particular area such as dance/sport etc.. and ran these sessions during lunch time.

Our Year 6 leaders were instrumental in running the over the counter sales twice a week at lunch times. This gave the leaders a special job to complete and were also encouraged to contribute to ideas of what should be sold at the canteen.

Our Year 4 and Year 6 children participated in Sacraments while the whole school took part in our end of year Carols night. Late in 2023, we welcomed Father John to the Holy Name community as he became the Parish Priest of both Holy Name and Our Lady of the Way.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To Strengthen the Catholic culture of Holy Name.

Intended outcome:

That the Religious Education curriculum is developed to be authentic to the Catholic tradition and meaningful and relevant to all students.

That partnerships between school and parish are enhanced through dialogue and engagement

Achievements

- RE leaders regular attendance at RE networks
- Staff formation PD with Pauline Ciccutto
- Father John transition to parish
- (welcome Mass)
- Fanning the Flames workshop for Preps teachers
- End of School Year mass
- Level masses- levels to attend the Thursday Parish mass
- Graduation Mass
- Christmas Carols
- Grandparent's Day- celebration and an invitation for all grandparents to share time with their grandchild.
- School participation in parish celebrations Ash Wednesday, Annunciation
- Participation in Caritas - Project compassion
- Sacraments- Eucharist, Reconciliation and Confirmation

Value Added

- This year Holy Name trialled an online confirmation sacramental reflection night for parents to complete with their children.
- Christmas appeal- Koala kids foundation Christmas appeal
- Project compassion- Caritas (Lenten program)
- Eucharist face to face reflection night
- Professional Development for staff in the areas of Prayer and Scripture

Learning and Teaching

Goals & Intended Outcomes

Goal:

That Holy Name adopts a whole school approach to Evidence Based Learning.

Intended outcomes:

That evidence based learning practices are embedded consistently throughout the school.

That a disciplined cycle of inquiry related to data is embedded through Holy Name.

That teachers use effective strategies in the teaching of Literacy and Numeracy.

Students are making connections between the Holy Name dispositions and how this impacts their learning.

Achievements

- Inquiry Maths lessons occurring in all classes
- Maths Olympiad and Maths Explorer programs to challenge students working above the standard
- Data analysis improving in FP
- Maths Incursion - Professor Maths for all students
- Intervention with new set of students
- Multiplication/division facts focus and ongoing assessment in Years 4-6
- Matific Olympiad
- MLT meeting termlyTermly meetings
- MITSY writing PD
- Book Week activities
- Victorian Reading Challenge
- Scope and sequence/ guaranteed and viable curriculum started
- Feedback walkthroughs occurred in all year levels

Student Learning Outcomes

2023 was the first year our students completed Naplan online. The advantage of completing Naplan online was that it adjusted itself to the answers provided, thus adjusting the questions

as a result of the students answers either up or down. While tailored to each student, this makes comparisons of students results more difficult.

Naplan

The Year 3 children showed some excellent results in the areas of Reading, Spelling and Writing. In these areas the cohort demonstrated that they are doing better than the state. The average for this cohort was higher than that of the state with the tail end group showing significantly better results than the state. The data also shows that the children are being extended. For the areas of Grammar and Punctuation along with Numeracy, this cohort showed that they are on par with the national results but slightly lower than that of the state. These areas are now the focus for 2024.

The Year 5 cohort showed a mixed result in Naplan. In Grammar and Punctuation, Spelling and Reading the results are generally sitting within that of the state but need further extension. Numeracy showed that while the bottom cohort was not as low as the state, the top cohort had not been extended as far as the state. This particular cohort has shown growth over the past two years but it is a cohort that continues to be supported.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	418	60%
	Year 5	496	71%
Numeracy	Year 3	420	70%
	Year 5	488	78%
Reading	Year 3	439	87%
	Year 5	504	87%
Spelling	Year 3	435	70%
	Year 5	490	68%
Writing	Year 3	452	87%
	Year 5	491	66%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal:

To embed whole school practices that strengthen students' social and emotional wellbeing.

Intended outcomes:

That students develop a greater sense of self efficacy through enriched relationships and positive growth mindsets.

Achievements

A variety of programs were introduced in 2023 as it was recognised that our students were still battling with social issues.

- Social Thinking Program introduced and implemented to Year 1/2 - Michelle Garcia Winner
- Butterfly Body Bright Program introduced and implemented for Year 3-6 .
- Teacher professional development
- Cooking session implements with Adam - Years 3-6
- Social groups with Oriana (prep)
- Structure play/directed play - craft, sport and guided play
- Introduction of PAT wellbeing survey
- Facilitated planning attended by wellbeing leader
- Improved community connections - concord, yarra me
- Child safety updates
- Wellbeing lessons directing by PAT wellbeing data
- PSG Meetings, SWAN meetings regularly conducted
- Staff Professional development: Autism (KidLink Ot)

- Prep teachers and LSO professional learning: Speech for Schools
- Student consultations with KidLink OT
- External support care meetings
- NCCD moderation
- Regular LSO meetings
- Additional Learning support Offices to the team
- Extensive support of students with additional needs
- LSO Professional learning
- Constant monitoring and adjustments to learning

Value Added

- Onsite Speech Therapist, fortnightly
- Psychological services one a week - (Catholic Care)
- NCCD submission and acquittal completed
- Kinder visits - fostering relationships between school and kinder. Kinder children joined in with Book week celebrations
- Prep transition meetings with external providers, kindergartens and parents ensuring children with special needs start school with the best possible start.
- Year 6 Transition meetings
- Kinder visits by Learning Diversity Leader to talk to kindergarten teachers about certain children and develop relationships
- Musical Sensory toys purchased and erected in playground with P&F funds
- Dance (Year 3/4 students)
- Positive Netball program
- Camps (Year 4 and 5/6)
- Swimming (Year Prep-2 and 5/6), Swimming district sports
- Interschool sport
- Hoop time (Basketball)

Student Satisfaction

This Data reflects a comparison from 2022 to that of 2023 and is based on the student satisfaction results obtained from the MACSIS data.

Students at Holy Name recognise that their teachers are excited to be teaching their class. The opinions of students with regard to school energy, teacher behavioural expectations and

the how impacted they are by the behaviours of others has remained steady from one year to the other.

The students believe that staff at Holy Name are genuinely concerned about individual students (an increase of 14 points to 87%) and are equally concerned about their wellbeing (same increase). 80% of our students indicated that they would be excited to have their teachers again. they believe that the adults at Holy Name are supportive and care about their future. they are also confident that they can work out how do things on their own.

Our students believe that they are given the opportunity to discuss things that worry them and that if they had a concern, an adult would act on their behalf (2022-43%, 2023- 64%). Our students also believe that it is easy to access help should they require it (2022-43%, 2023-52%). They are also of the belief that teachers seek their views on things that matter to them (2022-56%, 2023- 65%).

It is the students view that Holy Name's Catholic Identify is alive and well. 77% of students believe that catholic beliefs are presented by their teachers, while 96% acknowledge that they pray together as a class regularly. The students feel comfortable to express and discuss their views during RE classes (2022-54%, 2023-63%) and they recognise that the Catholic traditions

part of our school (2022-65%, 2023-72%).

Student Attendance

At Holy Name primary school, staff are required to take the attendance roll twice daily. First thing in the morning and then again in the afternoon. Through our newsletter we constantly remind parents that it is their obligation to inform the school of their child's absence.

Our school receptionist goes through these attendance rolls on a daily basis to ensure that

1. Attendance rolls are completed
2. The office or teacher has received some form of communication (email, phone call or in person) to explain the child's absence.

If a child has been marked absent and no form of communication has been had, the receptionist then makes a phone call to the parent. Prolonged absences of three or more days without an explanation requires the school to make a call for the police to conduct a welfare check.

Frequent absences made by a particular students without a plausible excuse is followed up by either the Principal or Wellbeing leader.

Average Student Attendance Rate by Year Level	
Y01	92.9%
Y02	91.7%
Y03	88.4%
Y04	91.1%
Y05	94.5%
Y06	90.8%
Overall average attendance	91.6%

Leadership

Goals & Intended Outcomes

Goal:

To strategically embed a culture that is characterised by clarity and professional engagement focused on high performance and continuous improvement.

Intended Outcomes:

That staff have a shared understanding and consistency of effective learning and teaching.

That teachers confidently use data to drive learning and teaching

Achievements

- Regular attendance at leadership p/d- principal network
- Principal, Deputy Principal network, Learning Diversity network, wellbeing network and RE network.
- Participation in Agile leadership with Simon Breakspear
- Participation in EBL network with cluster
- Termly meetings
- Scope and sequence/ guaranteed and viable curriculum started
- Feedback walkthroughs occurred in all year levels
- 3 x Graduate VIT - Ruby, Maria, Siobhan - probationary to full registration

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
VIT Mentoring P/d- one Leader	
Fanning the flames (Prep Teachers)	
Butterfly Body Bright- 3-6 teachers	
Simply Math-all staff	
Collective Leadership for Meaningful Improvement- leadership	
Math clusters through ENA- Math Leader	
Early Numeracy Math project - MACS (Year 1/2 teachers)	
EBL cluster days - 1 per term	
Helen Butler mentoring sessions with leaders	
Improving Writing- 3x Year 3/4 teachers	
CPR- All staff	
3D objects - Math (staff meeting)	
RE- Prayer and Scripture (One full day and 4x staff meetings) Classroom Teachers	
Evidence Based learning - Helen Butler x4 staff meeting and Facilitated planning	
Beginning RE leaders network- RE leader	
ASD p/d - all Staff	
PDA p/d - 3 members of staff	
Aviation p/d (STEM) - Year 5/6 teachers	
AAP planning-leadership	
Information Sharing- 2x leadership	
Number of teachers who participated in PL in 2023	20
Average expenditure per teacher for PL	\$1569.00

Teacher Satisfaction

Staff at Holy Name bring to work a positive attitude to the students that they teach. They believe (80%) that students are enthusiastic about being at school and that staff interaction with one another is generally positive.

Many of the staff (77%) do not believe that our students would be bullied online or at school. Should bullying take place however it is the belief of staff (85%) that help would be easy for the students to obtain help.

At Holy Name, students are at the centre of all that we do. This is reflected in the staff results as 85% acknowledge that student wellbeing is often discussed as a staff and (96%) staff would notice if there was something not right when a child walked into their class. Staff believe that students are respectful toward them, and this is reciprocated.

The staff believe that Holy Name has an orderly working environment. They agree that the leaders are knowledgeable in their respective areas, are friendly, treat staff equally and care about the individual. Staff receive assistance from leaders in their classroom and believe that leaders are aware of what is going on in the school.

Together as a team, staff and leaders discuss students work, access student data, evaluate assessments and have discussions about Teaching and Learning.

Staff believe that the catholic identity of Holy Name is alive and well. They believe that there is a strong Catholic presence (81%), while 85% believe that RE is successfully incorporated into other curriculum areas.

While there are many positives to celebrate there are still many areas to continue to work on:

- Incorporating teacher voice in plans
- Continuing to develop an understanding of school vision among all stakeholders
- Work on feedback and the celebration of staff achievement while also encouraging staff to speak their mind.

Teacher Qualifications	
Doctorate	0.0%
Masters	25.0%
Graduate	8.3%
Graduate Certificate	0.0%
Bachelor Degree	45.8%
Advanced Diploma	20.8%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	28
Teaching Staff (FTE)	21.1
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	8.4
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal :

To enhance partnerships for effective learning.

Intended outcome:

To create an environment where parents feel comfortable to approach members of staff and work collaboratively with the school.

Achievements

- M.A.D social and working bees
- Parent helper thank you morning tea
- Father's Day afternoon and stall
- School reports and report nights
- Christmas Carols and Graduation evening
- Prep 2024 Orientation Days x 3
- Holy Name ART SHOW
- Parade College - Eddies Backpack
- Work experience - Jon one day a week
- Kindergarten visits
- Grandparents day
- School Disco
- Family Fun day
- Come and See my classroom
- Mother's day stall and morning tea
- Parade college - Manchester football sessions
- SAC meetings
- P&F meetings

Parent Satisfaction

The parents who took part in the MACSIS survey have a positive attitude toward Holy Name and their child's learning experiences.

A large majority (92%) believe that their child's classroom teacher supports parents to actively engage with their child's learning. They believe that the school is actively preparing their child for the next year and would recommend Holy Name to others (92%).

Parents believe that their children display a sense of belonging, the school provides a good balance of discipline and there is consideration of cultural backgrounds. Parents have had positive experiences and believe that their child's learning experiences meet the learning needs and interest of their children, diversity is valued and the children are respected.

As parents they do not believe that their children would be bullied either online or at school but confident in the knowledge that if this were to happen, they could get help easily.

Parents feel that the feedback with regard to their child's learning is timely (92%) and that this helps them to understand how their child is going within the classroom. Parents are also comfortable in approaching the school if they have a concern.

Although not many have taken up the opportunity to engage in the schools religious life/ experiences 75% of parents believe that Catholic experiences are emphasised at school.

While our parents generally have a positive attitude toward Holy Name, there are still areas that require improvement:

- There appears to be a lack of total understanding of the schools processes and practices
- There continues to be a need to promote and understand the schools vision (goals) and mission.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.hnpe.catholic.edu.au