



CATHOLIC EDUCATION
WILCANNIA-FORBES

2022

ANNUAL SCHOOL REPORT



Holy Family Parish School

37A High St, PARKES 2870

Principal: Mrs Denise Gersbach

Web: www.wf.catholic.edu.au/schools/parkes/

About this report

Holy Family Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CEO. Additionally, the Report complements and 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) which is developed, implemented and evaluated in consultation with key stakeholders.

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](#).

Message from key groups in our community

Principal's Message

2021 has been another year of challenge as we continued to navigate the COVID-19 pandemic. I would like to recognise the efforts of staff, students and parents as we navigated the large number of restrictions placed on our school throughout the year. I would like to express my gratitude to all who supported our school during these challenging times and ensured the wellbeing of each of our students.

Although the pandemic interrupted the latter part of our school year, we were able to participate in many events during the first half of the school year. The achievements of our students have been showcased throughout the year both within the classroom environment and during extra-curricular activities.

It has been a privilege to return to Holy Family this year and be part of such a positive learning community that ensures students reach their full potential.

Parent Body Message

Despite the challenges of 2021, the school has continued to thrive and our children have been the beneficiaries of the expertise and care of the Holy Family School staff. Although we as the parent body have not been able to be onsite as much as we would like, the school and the teachers have reached out via different means to ensure we have remained partners in our children's education. We thank you for your ongoing support for our fund raising initiatives throughout the year.

It has been a challenging year with an enforced period of home schooling and ongoing COVID restrictions in place to help keep everyone safe. The transition to home schooling was well organised by the principal, teachers and support staff and created many different and rewarding learning experiences for all. The children were enthusiastic to return to school and normal classroom learning activities for Term 4. Parents also welcomed this return to "COVID" normal and gained a healthy respect for the teachers throughout the home schooling program.

I would like to thank the principal and staff for the efforts they have made to continue to provide high quality education under challenging circumstances. The students have been incredibly fortunate to have such a dedicated and caring group of people guiding their education.

Student Body Message

It has been an honour to be captains of Holy Family School. This year has been very different because of COVID but our school has continued to excel in many areas. In academic, sporting and cultural areas our students have done very well despite the challenges faced throughout the year. Our students always represent Holy Family with pride. We should all be very proud of our achievements.

We would like to take this opportunity to thank the following people. Thank you to the teachers and staff who always do their best to provide a quality education for us. Thank you to our parents who encourage us every day and to the parents on the P&F who fundraise for our great school. Thank you to Father Barry Dwyer for celebrating Mass with us and for supporting us at school. Thank you to all our fellow Year 6 leaders for being such wonderful role models for our students.

School Features

Holy Family Parish Primary School is a Catholic systemic co-educational school located in Parkes. The School caters for students in Kindergarten to Year 6.

The Holy Family School motto is “In Love, Praise and Trust.” These words form the core values of Holy Family School and we aim to live these values each and every day in our school.

Holy Family School is a member of the Marist Schools Alliance and has a proud history dating back to 1948. Our school is well equipped to facilitate learning with technology embedded into every classroom through the use of personal Chromebooks for every student.

This year, Holy Family had 7 classes, each equipped with interactive whiteboards and up-to-date technology. Each student in the school has their own Chromebook device which is used for contemporary learning activities.

Our school has two specialised classrooms; the MakerSpace and Sensory Room. The MakerSpace is a room where students can design and create different projects in Science classes. The MakerSpace is open some lunchtimes for students to spend time on different projects throughout the year and is also used for Science lessons. The Sensory Room has been designed to provide a stimulus for students and their sensory needs. Royal Far West occupational therapy sessions are also held in this room, providing students with specialised equipment to complete their activities. Infants classes access the Sensory several times a week for work on their core balance.

Students at Holy Family School engage in extracurricular activities on the sporting field, through creative arts and with a strong focus on Inquiry Learning through our MakerSpace.

The school is equipped with a canteen, school hall and excellent playground facilities.

Student Profile

Student Enrolment

Holy Family Parish School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021:

Girls	Boys	LBOTE*	Total Students
116	104	2	220

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2021 was 92.74%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.80	92.50	94.90	92.60	92.50	92.80	91.10

Managing Student Non-Attendance

Regular attendance at Holy Family Parish School is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from School are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Director of Catholic Education or designated Catholic Education Wilcannia-Forbes Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	22
Number of full time teaching staff	7
Number of part time teaching staff	7
Number of non-teaching staff	8

Total number of teaching staff by NESA category

Teachers at Holy Family Parish School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 5 teachers
- Provisional 28 teachers
- Proficient 217 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office (CEO).

Holy Family Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

Summary of professional learning at this school

Day One - Child Protection/2021 Annual Improvement Plan Goals

Day Two - Clarity Suite Professional Learning

Day Three - Peter Sullivan Challenging Mathematical Tasks

Day Four - Marist Moral Formation - Breathe the Spirit of Life

Day Five - Educating in Christ

Catholic Identity and Mission

Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. Holy Family Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

Prayer, Liturgical Life and Faith Experiences

Students at Holy Family have many opportunities to celebrate their faith at school. The COVID pandemic restricted our opportunities to celebrate Mass in the latter part of the year, however we were able to celebrate a number of special Masses and Liturgies prior to school restrictions being implemented.

The annual Induction Mass was held at Holy Family Church at the beginning of the school year. Further Masses and liturgies were held throughout the year including celebrations on Holy Thursday, Mother's Day, NAIDOC Day and the Feast of Saint Marcellin Champagnat.

Our students also benefit from regular classroom visits from our parish priest.

Parish Partnerships

Holy Family School has a strong connection with the local Holy Family Parish. Once again, due to COVID restrictions, most of these activities have been put on hold throughout the school year. Many of our Year 5/6 students altar serve on a regular basis with staff members heavily involved in parish life.

Curriculum, Learning and Teaching

Holy Family Parish School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

Holy Family Parish School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the Diocesan Statement of Faith and Mission.

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There is a range of enrichment programs and support interventions in place at Holy Family. Students at Holy Family regularly engage in enrichment activities designed to promote high order thinking skills in the classroom. Through the use of our MakerSpace, students engage in creative thinking activities to solve problems posed. This also includes the use of BeeBots and Spheros using coding programs to develop problem-solving skills.

Students in Year 1 and Year 2 benefit from small group instruction and intervention in Maths through our Extending Mathematical Understanding (EMU) groups.

Students with Additional Needs benefit from Personal Plans, co-constructed with the class teacher, Additional Needs teacher, parent and child. These plans may involve specific one-on-one interventions carried out by the teachers.

At Holy Family there is a focus on staff working collaboratively in both Stage teams and as a whole school team for the improvement of professional practice and student learning.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN at Holy Family Parish School for 2021 is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top two bands are reported in the table.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	25%	54%	25%	11%
	Reading	14%	55%	14%	10%
	Writing	15%	53%	15%	6%
	Spelling	18%	49%	18%	13%
	Numeracy	14%	36%	14%	13%

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	11%	35%	11%	14%
	Reading	15%	40%	15%	11%
	Writing	26%	20%	26%	18%
	Spelling	22%	38%	22%	14%
	Numeracy	22%	29%	22%	15%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Wellbeing and Pastoral Care Policy.

The [Wellbeing and Pastoral Care Policy](#) 2020, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Wellbeing and Pastoral Care Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Anti-Bullying Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Concerns and Complaints Handling Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Initiatives promoting respect and responsibility

The school's Core Values of In Praise, In Love and In Trust underpin the Manner of the Week. Staff use the Manner of the Week to recognise and celebrate positive behaviours in the classroom and playground. Positive Behaviour Notes are also sent to parents through the Compass portal to recognise good efforts in the classroom and playground.

The school participates in the National Day of Action Against Bullying, Better Buddies Day and is a member of the Peer Support Network.

Members of Mini-Vinnies conduct Mission Days to raise funds for Catholic Missions and to promote social justice in the school.

School Improvement

The focus for Holy Family Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

Holy Family Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

Key Improvements Achieved

Annual School Priority One for 2021:

To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school, Phase 3.

Reason for priority 1:

- A review of the Religious Education Curriculum “Sharing Our Story” was undertaken in 2018. After an in-depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC's) 16 recommendations were identified.
- A key recommendation was to: “Either adopt a current Religious Education curriculum already written, or develop a new Diocesan Religious Education curriculum that meets the aims and content of Religious Education outlined in magisterial documents and the uniqueness of the Diocese of Wilcannia-Forbes.”

Steps taken to achieve priority 1:

- Designate and prepare learning spaces and timetables for Religious Education within our school.
- Use the Presentation Overview and RE Process documents to unfold the programme in a systematic way across the school.

- The MRE team will continue to offer support at an individual school level, and where possible in classrooms.
- Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.

Status of priority 1:

This is an on-going goal, however significant improvement in this area is recognised with teachers confident in delivering the new curriculum.

Annual School Priority Two for 2020:

The CLARITY Learning Suite (CLS) is for all teachers and leaders. It is a long-term, online System and School Improvement Professional Learning (PL) suite to complement the strategic improvement directions set by the system and school.

Reason for priority 2:

Through the CLS approach the following areas will be targeted:

- ensures the focus is students' learning through evidence-proven teaching approaches (Parameters #3 and #13);
- begins with a clear vision based on 'shared beliefs and understandings' (Parameter #1);
engages learners, teachers and leaders in reflection and data-wise decision-making to put FACES on data and take action (Parameter #6);
- targets 'just-in-time' resources to interdependently achieve the vision of every student succeeding – beyond what is thought possible (Parameter #9);
- focuses on a culture of learning to create shared responsibility and accountability for students' growth, attainment and wellbeing (Parameter #1 #4 #6 #14);
- provides ongoing opportunities to network across registrant-selected 'communities of practice' (Parameter #4 and #14) that could last 12 months and beyond.

Steps taken to achieve priority 2:

Complete the following modules:

- **Module 1: Orientation to CLARITY Learning Suite (CLS)**
 - Session 1: A Guide to the CLS
 - Session 2: A Guide to the CLS Technology
 - Session 3: A Guide to the CLS Model
- **Module 2: Introduction to Leading to Do This Work**
 - Session 1: Introduction to Leading To Do This Work

- Session 2: Unpacking the Six Leadership Dimensions: Part 1
- Session 3: Unpacking the Six Leadership Dimensions: Part 2
- **Module 3: The 14 Parameters: A Learning Framework**
 - Session 1: The Third Teacher
 - Session 2: Unpacking the 14 Parameters – The Big Ideas
 - Session 3: Using your Data
 - Session 4: The Non-Negotiables
 - Session 5: Learning Walks and Talks
 - Session 6: The Learning Fair
- **Module 4: Knowing the FACES of Learners**
 - Session 1: Unpack Parameter 1
 - Session 2: The Five Questions

Status of priority 2:

- Ongoing. The Clarity Learning Suite will continue in 2022.

Priority Key Improvements for Next Year

2022 Improvement Priority #1 - RELIGION:

To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.

Documentation should incorporate continual reference back to the primary catechetical goal:

“...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity.” (Catechesi Tradendae, 5)

Reason for priority 1:

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school. Specifically, Early Stage 1, Stage 1, Stage 2 and Stage 3 will be fully implemented.

Steps taken to achieve priority 1:

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have something concrete, something affective and something for the mind.

- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- A professional learning day around the topic of “Moral Formation and Teaching to Pray” will be provided.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be making progress towards being engaged, independent learners.
- At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student’s learning journal.
- The student learning journals are effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

2022 Improvement Priority #2 - LEARNING

To continue with CLARITY Learning Suite (CLS) professional learning for all teachers and leaders. It is a long-term, online System and School Improvement Professional Learning (PL) suite to complement the strategic improvement directions set by the system and school.

Reason for priority 2:

- ensures the focus is students’ learning through evidence-proven teaching approaches (Parameters #3 and #13);
- begins with a clear vision based on ‘shared beliefs and understandings’ (Parameter #1);
engages learners, teachers and leaders in reflection and data-wise decision-making to put FACES on data and take action (Parameter #6);
- targets ‘just-in-time’ resources to interdependently achieve the vision of every student succeeding – beyond what is thought possible (Parameter #9);
- focuses on a culture of learning to create shared responsibility and accountability for students’ growth, attainment and wellbeing (Parameter #1 #4 #6 #14);
- provides ongoing opportunities to network across registrant-selected ‘communities of practice’ (Parameter #4 and #14) that could last 12 months and beyond.

Steps taken to achieve priority 2:

- **Module 6: Assessment**

- Session 1: Big Ideas of Assessment
- Session 2: The Waterfall Chart, Big Ideas, Essential Questions
- Session 3: Learning Intentions
- Session 4: Success Criteria
- Session 5: Descriptive Feedback
- Session 6: Peer and Self- Assessment
- Session 7: Individual Goal Setting

- **Module 7: Instruction**

- Session 1: The Big Ideas in Instruction
- Session 2: Oral Language and Accountable Talk
- Session 3: Reading Comprehension
- Session 4: Critical Literacy
- Session 5: Writing
- Session 6: Gradual Release of Responsibility
- Session 7: Differentiated Instruction
- Session 8: Higher-Order Thinking and Robust Performance Tasks

- **Module 8: Processes That Support Collaborative Inquiry with Students**

- Session 1: Collaborative Inquiry in the Classroom

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with Holy Family Parish School from parents, students and teachers.

Parent satisfaction

In a parental survey, all respondents strongly agreed and agreed that Holy Family Parish School, helped their child to develop knowledge and understanding about Catholic tradition, whilst an overwhelming majority of parents agreed that Holy Family Parish School provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning, 45% of parents strongly agreed with this statement, whilst 40% agreed. A majority of respondents agreed that school strives to meet the learning needs of their children, whilst 77% of parents agreed or strongly agreed that Holy Family Parish School meets their child's individual learning needs.

50% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 35% agreed with this statement.

Ninety-four per cent of parents strongly agreed or agreed that Holy Family Parish School provides a safe and supportive environment for their children. Over 60% of all respondents strongly agreed that teachers are genuinely interested in the welfare of the students, whilst a further 36% agreed with this statement.

Student satisfaction

Ninety per cent of students at Holy Family Parish School strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. 98% of students surveyed were proud of their school.

Ninety-eight per cent of students believed that their teacher encouraged them to do their best in school activities, as too understanding their rights and responsibilities at school.

Ninety-eight per cent of students feel safe at school and believed that Holy Family Parish School offered them a range of sporting and curriculum choices. Most students (97%) understood who they could approach for help if needed at school.

Teacher satisfaction

All staff surveyed enjoy working at Holy Family Parish School, they classified the school as a safe working environment, that fosters and encourages collaboration between fellow teachers and Support Staff.

All staff agreed that the school gave the right amount of attention to Standardised Testing and the expectation for student growth was extremely (70%) and very reasonable (30%).

All staff felt that the school cared about their professional growth, with 80% of respondents extremely satisfied and 20% moderately satisfied with their teaching experience at Holy Family Parish School.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for Holy Family Parish School in 2021 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$2,446,512
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$688,027
Fees and Private Income ⁴	\$367,880
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$39,990
Total Income	\$3,542,409

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$0
Salaries and Related Expenses ⁷	\$2,493,198
Non-Salary Expenses ⁸	\$769,795
Total Expenditure	\$3,262,993

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT