



**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/](http://www.wf.catholic.edu.au/schools/parkes/)

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## About this report

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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](#).

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## Message from key groups in our community

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### Principal's Message

The 2022 school year has been a successful one for the Holy Family community. The staff continue to provide a safe and nurturing environment for our students, facilitating opportunities to engage in lifelong learning strategies. The school is well supported by our local parish priest, Fr Barry Dwyer. His strong presence in our school helps foster the wonderful relationship we have with our local parish.

Our students have continued to benefit from quality teaching and learning, excelling in many academic, cultural and sporting arenas. The school fosters an environment in which their well-being is at the core of everything we do.

We have strong relationships with our families and the engagement from the parent body in the learning of their children helps to build our inclusive culture and welcoming environment. Our students consistently achieve to a high standard and the staff at Holy Family are committed to continual improvement of our students and of ourselves. It has been an absolute pleasure to lead the Holy Family community in 2022 and I am very proud of our achievements this year.

### Parent Body Message

After a challenging couple of years managing COVID restrictions and homeschooling it was pleasing to see the enthusiastic children and staff back in normal classroom learning activities throughout 2022. With COVID restrictions lifted on visitors to the school has enabled the parent body (P&F) to take a more active role in engaging with the school and various social and fundraising activities.

The P&F has worked closely with the principal and staff across a range of fundraising initiatives. This included our first Elvis Caravan Park held on the school oval in April, several school discos throughout the year, Mother's & Father's Day breakfasts, a family BBQ & Bowls day, canteens for the Diocesan Cross Country & Athletics Carnivals, a tea towel fundraiser and the new school bags to complement the school uniform. We thank you for your ongoing support of our fundraising initiatives. It was great to see some new helpers assisting with these events and we hope for that trend to continue.

We are excited to develop the P&F sports scholarship program, with the inaugural scholarship recipient awarded two scholarships for his NSW state representation in both Rugby League & Rugby Union.

We would like to thank the principal and staff for the efforts they have made to continue to provide high-quality education while still managing COVID risks and associated absences throughout the year. The dedication, care and commitment to educational excellence shown by the principal and staff have enabled our students to grow in their learning journey, and as members of our school community.

### **Student Body Message**

It has been an honour to be captains of Holy Family School. Holy Family has continued to excel in many areas. In the classroom and on the sporting field our students have really done very well, always putting in their best efforts. In all areas of school life, our students have represented our school with pride. Students and teachers should also be proud of our academic achievements throughout the year.

The children of Holy Family were enthusiastic representatives at ANZAC Day, Masses, Mini Vinnies, Remembrance Day and other events in our Parish and community.

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## School Features

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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 room to 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.

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## Student Profile

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### 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 2022:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 81    | 93   | 6      | 174            |

\* 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 2022 was 87.33%. 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 |
| 90.40                          | 86.10  | 88.10  | 86.00  | 87.20  | 86.70  | 86.80  |

## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 27 |
| Number of full time teaching staff | 7  |
| Number of part time teaching staff | 9  |
| Number of non-teaching staff       | 11 |

### 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 9 teachers
- Provisional 15 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** - Compliance, SALT training, 2022 Annual Improvement Plan Goals
- **Day Two** - DIBELS
- **Day Three** - DIBELS
- **Day Four** - Marist Spirituality
- **Day Five** - K-2 Mathematics Syllabus
- **Day Six** - Religious Education

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## Catholic Identity and Mission

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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. There were many very special liturgical celebrations throughout the year.

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 school and classroom visits from our parish priest.

### **Parish Partnerships**

Holy Family School has a strong connection with the local Holy Family Parish. In 2022 we extended the role of being an altar server for the parish to Year 3 and 4 students as well as our Year 5 and 6 students. All students who have taken on this role have done so with pride and serve regularly at both weekend Masses as well as school Masses.

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## Curriculum, Learning and Teaching

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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.

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## Student Performance in Tests and Examinations

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### 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 2022 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 2022 |                                | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|--------------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                                | School                           | Australia | School                              | Australia |
| <b>Year<br/>3</b>   | <b>Grammar and Punctuation</b> | 48%                              | 52%       | 8%                                  | 12%       |
|                     | <b>Reading</b>                 | 60%                              | 54%       | 16%                                 | 11%       |
|                     | <b>Writing</b>                 | 56%                              | 50%       | 0%                                  | 7%        |
|                     | <b>Spelling</b>                | 48%                              | 48%       | 8%                                  | 15%       |
|                     | <b>Numeracy</b>                | 40%                              | 34%       | 16%                                 | 15%       |

| NAPLAN RESULTS 2022 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year<br>5           | Grammar and Punctuation | 27%                              | 31%       | 8%                                  | 14%       |
|                     | Reading                 | 31%                              | 39%       | 8%                                  | 11%       |
|                     | Writing                 | 8%                               | 25%       | 31%                                 | 18%       |
|                     | Spelling                | 27%                              | 37%       | 15%                                 | 14%       |
|                     | Numeracy                | 27%                              | 25%       | 8%                                  | 16%       |

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## Pastoral Care and Student Wellbeing

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### 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 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 2022 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 2020 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 Notifications 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.

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

Students in our primary classes are given the opportunity to be altar servers for our local parish Church.



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## School Improvement

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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 2022**

**To further the goal of bringing students into closer intimacy with Christ, by continuing to implement Educating in Christ, with emphasis on moral formation and teaching to pray.**

#### **Reason for Priority 1:**

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school, with an emphasis on moral formation and teaching students to pray.

#### **Steps taken to achieve priority 1:**

- Professional development day - Moral Formation and Teaching to Pray.
- Begin the cyclical implementation and revisiting of Level B formation.
- Record RE PD attainment for everyone in the diocese using the PHRIS system.
- Offer and sponsor Level D formation through the Grad Cert RE.

#### **Status of Priority 1:**

- Achieved

#### **Annual School Priority Two for 2022**

**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:**

- 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
  - Session 2: Three Collaborative Inquiry Processes
  - Session 3: Metacognition: Student Voice and Choice
- Module 9: Using Data for Prevention and Intervention
  - Session 1: The Case Management Approach
  - Session 2: Prevention: Data Walls

- Session 3: Intervention: Case Management Meetings
- Session 4: Early and On-going Intervention
- Module 10: The Knowledgeable Other – Leading Alongside
  - Session 1: Who is The Knowledgeable Other?
  - Session 2: Practices of The Knowledgeable Other
- Module 11: Precision in Leadership Practice
  - Session 1: Sustaining Leadership
  - Session 2: Principal Learning Teams
- Module 12: Pulling It Altogether – Leading for the Future
  - Session 1: CLARITY: Leadership for the Future
  - Session 2: The Learning Fair

### **Status of Priority 2:**

- Achieved

### **Priority Key Improvements for Next Year**

#### **2023 Improvement Priority One:**

Continue to implement the new diocesan Religious Education Curriculum

#### **Reason for priority 1:**

- Promoting Knowledge of the Faith (inc Scripture, Tradition and the Profession of Faith)  
Sacramental and Liturgical Education:
  - Are grace and courtesy procedures being followed?
  - Is the classroom atmosphere calm and well-ordered?
  - Are the materials available to students and are they being used appropriately?
  - Are art response activities appropriate for the level of the students, easily accessible and being used effectively?
  - Are the students engaged? Can they talk about what they are learning?
  - Is student choice planned for every session?
  - Is the teacher working one-on-one with the students?
  - Is journaling happening successfully?

#### **Steps taken to achieve priority 1:**

- Continual support, feedback and professional learning will be provided as required
- Upgraded 2023 Scope and Sequence with an emphasis on a variety of Responses, student reflections and journals
- Professional Development: Contemporary and Practical Teaching Strategies to help 'unlock' the Wonder and Beauty of the Scriptures.

#### **2023 Improvement Priority Two:**

Holy Family Parish School will engage with the AISNSW Early Literacy Project and the CEWF Education Officers (ELP Team) to know the most effective way to teach all students to read. The program targets high-impact, evidence-based teaching strategies to improve reading skills and growth.

**Reason for priority 2:**

- To improve student learning through evidence-based pedagogy that aligns with the outcomes of the English K-6 Syllabus to meet their individual needs.
- Empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children.
- Use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform the next steps in teaching.
- Reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.

**Steps taken to achieve priority 2:**

- Strengthen whole school capacity through the ongoing development of instructional coaching;
- Use consultancy support to facilitate the transfer of learning to classroom practice.
- Apply the Early Screening Tool Assessment-Literacy (ESTA-L®) to identify early reading skills students have mastered, and still need to master across K-6.
- Provide parent workshops to guide parents in supporting their children's emerging reading skills.
- Engage in face-to-face delivery of Modules for the Dynamic Indicators of Basic Early Literacy Skills.

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## Community Satisfaction

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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 (62%) and agreed (38%) that Holy Family Parish School, helped their child to develop knowledge and understanding about Catholic tradition, whilst 39% of parents strongly agreed and 53% 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, 23% of parents strongly agreed with this statement, whilst 75% agreed. A majority of respondents strongly agreed (28%) or agreed (67%) that Holy Family Parish School meets their child's individual learning needs.

56% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 42% agreed with this statement. A further 87% of parents strongly agreed or agreed that the school provides appropriate information about their child's progress.

All parents strongly agreed (53%) or agreed (47%) that Holy Family Parish School provides a safe and supportive environment for their children. Over 50% of all respondents strongly agreed that teachers are genuinely interested in the welfare of the students, whilst a further 48% agreed with this statement.

### Student satisfaction

Ninety-eight 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 also stated that they were proud of their school.

All students believed that their teacher encouraged them to do their best in school activities, as too understand their rights and responsibilities at school.

97% of students feel safe at Holy Family Parish School, whilst all students stated that they were offered a range of sporting and curriculum choices. Most students (98%) 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 an extremely safe (86%) or very safe (14%) 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 (86%) and very reasonable (14%).

All staff felt that the school cared about their professional growth, with 93% of respondents extremely satisfied and 7% moderately satisfied with their teaching experience at Holy Family Parish School, Parkes.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for Holy Family Parish School in 2022 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

| <b>Recurrent and Capital Income 2022</b>   |                    |
|--|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$1,127,530        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$299,387          |
| Fees and Private Income <sup>4</sup>       | \$103,603          |
| Interest Subsidy Grants                    | \$0                |
| Other Capital Income <sup>5</sup>          | \$2,327            |
| <b>Total Income</b>                        | <b>\$1,532,846</b> |

| <b>Recurrent and Capital Expenditure 2022</b> |                    |
|---|--------------------|
| Capital Expenditure <sup>6</sup>              | \$35,245           |
| Salaries and Related Expenses <sup>7</sup>    | \$2,717,347        |
| Non-Salary Expenses <sup>8</sup>              | \$750,916          |
| <b>Total Expenditure</b>                      | <b>\$3,503,508</b> |

### 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 2022 REPORT