



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



HOLY NAME
PRIMARY SCHOOL

Holy Name School

12 Robb Street, PRESTON EAST 3073

Principal: Mrs 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 26 Mar 2025

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 a variety of 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 risk takers 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

Throughout 2024, Holy Name staff worked hard to ensure that all the students in their care received the very best education possible. The staff took part in facilitated planning led by leaders in respective Key learning areas to ensure that data was analysed and programs implemented to ensure that a progress of learning was taking place. Leadership participated in the Vision for Instruction professional development which was provided by MACS and devised a plan to implement the concepts and strategies recommended throughout 2025. In the area of Mathematics, number goals were implemented.

As a community last year, we staged a car show. This was a successful event with a variety of cars coming together to assist us in our show. There was a number of food options and the children created cars which they raced.

Throughout 2024 we ran our school production with the assistance of a dance company. While this took some of the pressure off our staff, a core group worked diligently to ensure that the night ran smoothly. This was a successful evening and by all accounts the evening was enjoyed by all.

Throughout Term 3 our prospective Foundation students took part in our Story Time sessions to give them a taste of school and meet with other students coming into Prep the following year. This assisted our students in transitioning into Prep the following year.

To create authentic links to our inquiry unit. Our Year 5/6 students ran market stalls in conjunction with our Christmas Carols. The families really enjoyed the market stalls that had been created by the children. The families also enjoyed the relaxed Christmas Carols atmosphere.

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

Throughout 2024 there were opportunities for our Staff to extend their Religious knowledge and understanding through school based professional development. In 2024, Holy Name combined with Sacred Heart Preston to have a day of professional development with Father Rob Galea. This day gave both staff an opportunity to connect and reflect on their own faith journey and the implications of this on their teaching. In addition to this, the Holy Name staff were encouraged to take part in the online webinars that were offered by MACS RE staff.

Our REL (Derryn Ling) was released to attend the Religious Education network days, which assisted him in deepening his understanding as well as networking with other schools. These days also assisted Derryn to deepen his own understandings of the Catholic faith.

Throughout the year, the school and parish worked together to deepen the children's understanding of the Catholic faith and culture through the attendance of classes at the Parish masses which occurred twice a week and whole school mass attendance on feast days. The parishioners enjoyed celebrating mass with the children and enjoyed listening to Father John's homilies that were aimed at the children and asked for them to interact. Father John, cleared time in his busy schedule to timetable himself to visit classes in the school

once a week. On these opportunities the children could ask father questions related to the topics that they were studying.

Value Added

Throughout the course of the year our students, staff and community took part in the following activities:

Regular Attendance at RE networks

Class mass attendance

Classroom visit from Father John

Sacrament of Confirmation, Reconciliation and Eucharist

Reconciliation for Year 5/6

Beginning of school year mass

Ash Wednesday Mass

Faith nights- Confirmation and Eucharist

Meeting with the Bishop

Facilitated planning for 5/6 team with Pauline Ciccutto

Staff formation with Father Rob Galea

Religion PD on prayer

Project Compassion/Caritas

Collection of items for Koala Kids-distributed to the children at the Royal Children's Hospital

Grandparents Day

Graduation prayer service in the hall

End of year mass

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 throughout Holy Name.

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

Achievements

During the initial part of 2024, we saw the change of our interim Literacy leader to our former Literacy leader who had returned from maternity leave. Leaders in the respective KLA areas took the opportunity to develop their own knowledge with regard to enhancing evidence-based strategies and ideas and joined Professional Learning when it was offered in order to support teachers to develop their practice. Both the Math and Literacy leaders, participated in Professional learning around instructional coaching, and with support from Helen Butler, the staff and leaders developed a coaching model to support the development of teaching strategies across the school.

Both Literacy and Math leaders worked together to ensure that the focus for Math and Literacy PLT's were consistent across both KLA's such as an indepth look at both the new English and Mathematics curriculum and that teachers were being supported in the classroom.

Facilitated planning was continued with both the Literacy and Numeracy leaders using this time to ensure that data was used as the basis for preparing future lessons that met the children's needs aligning with the curriculum. Along with this, intervention in the area of Literacy was re-evaluated and MiniLit was introduced to the junior school to compliment the already existing MacqLit.

During the Initial part of 2024, we saw the change of our interim Literacy leader to our former Literacy leader who had returned from maternity leave. In the area of Literacy, we visited other schools to make an informed judgement about which systematic phonics program would suit Holy Name's needs. It was decided that Little Learners Love Literacy would best suit the needs of Holy Name and a significant financial investment was made in purchasing

the product, as well as professional development for the teachers that would implement it the following year.

In the area of Mathematics it was important to extend Number goals throughout the school, this had seen a positive effect on cognitive load in the junior school and was extended to the middle and senior school. The MLT (Math Leadership Team) met termly to assist the math leader in ensuring that there was consistency in practices and messages getting to all staff members. Recognising the need for a Math Mindset group for girls, the math leader took this on in the second half of the year. This proved to be a positive experience for both the Math Leader and the Year 6 girls who could recognise that their negative mindset was restricting them.

Student Learning Outcomes

Literacy

- Shadowing Helen for instructional coaching with 3 staff members weekly; focus was Book Chats, Questioning, EAL continuum
- Split PLTs P-2 and 3-6 alternating fortnightly (targeted learning foci: instructional practices in reading and Vic Curriculum 2.0)
- Introduction to new English 2.0 structure and aims
- Classroom support
- Collaboration with Vanessa around intervention in P-2 area
- Little Learners Love Literacy PL in preparation for 2025 (resource pack purchased)
- Developing an instructional model for teaching literacy at Holy Name (Reader's and Writer's Workshops)
- Science of Reading PD with Dr Lorraine Hammond
- Visits to schools investigating synthetic phonics programs; Little Learners Love Literacy and Initial Lit
- Regular PLTs and Facilitated Planning with aligned focus as Mathematics
- Developing Coaching model with Helen Butler
- Book Week extravaganza
- Classroom support to model instructional practices in reading and writing focus groups
- Intervention for students with additional need using MiniLit Sage

Mathematics

- Maths Day - parade, house activity and parent morning
- Number Goals set up from P-6, individualised learning goals
- All students in Gr 3/4 doing Maths Explorer (APSMO program)
- Extension in Gr 4-6 Olympiad
- Targeted Mindset Group for Gr 6 girls

- Regular facilitated planning and PLTs with aligned focus to literacy.
- Facilitated planning and PLT's
- Meetings with math team
- Limited Coaching taking place.
- Revision of Number Goals (where they are housed, resources etc..)
- Introduction of new curriculum

Inquiry

- 5/6 Market stall success!!!
- Excursions & incursions were purposeful to units
- Time to develop units

Digital Tech / ICT

Year 1/2s unit redeveloped to focus on using technology and support students with what they actually need

Physical Education and Sport

- District Athletics
- Hoop time Basketball Champions and Regional representatives
- Sport awards
- Basketball clinics with Darebin
- Parade Manchester City Soccer clinic
- Prep - 2 Swimming
- Sporting schools
- Grade 4 Camp Sovereign Hill
- Inter school sport Term 1 and 2 Grade 5/6 program
- District Cross Country
- District Swimming
- Year 3 & 4 gymnastics program
- Whole school first aid program for students
Sporting schools
- Dance and school production

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	432	65%
	Year 5	487	54%
Numeracy	Year 3	430	83%
	Year 5	498	79%
Reading	Year 3	431	91%
	Year 5	491	79%
Spelling	Year 3	408	65%
	Year 5	504	79%
Writing	Year 3	434	91%
	Year 5	511	86%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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

As a school we implemented the Resilience Project across the school, in recognition of the difficulty that our students were having in the area of resilience. The first of a two year commitment, the staff received Professional Development to understand the project's focus and assist staff in delivering it.

Recognising that some of our students were experiencing social difficulty with others, we decided that we would utilise the talents of our staff and establish social groups, along with purchasing some new toys to encourage play in the playground.

Throughout 2024, we participated in a pilot program offered by MACS and McKillop Family Services entitled Power to Kids. This program allowed us to analysis the behaviour of some of our students to see what was age appropriate sexual behaviour and what needed further investigation. As a result of this program, parents were provided with information via the newsletter as to things that they could look out for in the area of eSafety.

The Learning Diversity/Wellbeing leader conducted termly Swan Meetings to ensure that staff had a deep and clear understanding of their students' needs and could cater for these in the classroom. We partnered with Dee Wardrop and Catholic Care as external providers to provide Speech, OT and Psychology services to our students to assist them in their growth and development.

To ensure that all staff were on the same page, the Learning Diversity leader/Wellbeing leader held weekly LSO meetings to ensure that this sector of our staff were well informed of what was going on and had a forum to express any of their own concerns.

Data collected on a local level showed that our students were playing a variety of online games along with the use of social media platforms. While some of our students used their device in a common area at home, a staggering 46% of children were left alone in their bedrooms. This prompted the school to take proactive steps. The Learning Diversity leader set about putting regular items in the newsletter about online safety and gaming.

Value Added

Wellbeing and Learning Diversity

- The Resilience Project introduced across the school
- Promoting The Resilience Project with parents in the Newsletter regularly
- Social groups with Oriana
- The acquisition of new sensory toys in playground
- Staff Professional development: Supporting Children with Anxiety
- Pilot school: Power to Kids
- Catholic Care services- weekly Psychologist
- PSG Meetings - to ensure collaboration
- SWAN meetings - to discuss student growth and goals with classroom teachers
- External support care meetings
- NCCD moderation
- Regular LSO meetings - to discuss student participation
- Partnership with Dee Wardrop Speech Therapist, weekly for identified students
- Accommodating external providers for individual students
- Power to Kids Presentation regarding school project
Newsletter promoting e safety
- Partnership with Dee Wardrop OT, fortnightly basis
- Carlton Respects program Year 5/6

Student Satisfaction

Students at Holy Name believe overwhelmingly that teachers hold high expectations of their effort, understanding and performance. They also recognise that there is a strong connection between students and teachers at this school, with the students highly invested in their learning. The students also feel strongly about the Catholic identity of their school.

Students believe that they are encouraged by their teachers to do their very best academically and that teachers take the time to ensure that they have understood the material being taught.

The children did express concerns about their physical safety. This was acknowledged and extra behavioural strategies put in place to deal with a difficult cohort. Despite this sense of

insecurity, the children felt that they could access quality support in order to feel safe, connected and respected while at school.

Student Attendance

On a normal school day, the first roll call is taken by 9:00 am, children not present in class by this time are marked as absent by their classroom teacher. Any child entering the school after this time must present to the school's front office where they are signed in by a parent and the office staff will update the roll accordingly.

Any child still marked absent by 10:00 am and whose parents have not alerted the school to their child's absence via a phone call, email or placing the absence on Nforma through the parent portal, receive a phone call from the office asking for an explanation of the child's absence.

A second roll call is taken at 2:20 following our afternoon recess. Children's absence are matched up with children whose parents have collected them earlier in the day on Passtab our sign in/out system.

Average Student Attendance Rate by Year Level	
Y01	86.5
Y02	87.6
Y03	92.1
Y04	86.9
Y05	87.1
Y06	91.4
Overall average attendance	88.6

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

To enhance the area of wellbeing, Holy Name took on the Resilience Project. As this was the first year of a two year commitment, Holy Name staff needed to receive professional development in this area before they developed the confidence to implement it in their classrooms.

As a late comer to the Vision for Instruction professional development offered by MACS, two leaders represented Holy Name which allowed for important discussions to be had in Leadership meetings to set things up for 2025.

The Literacy Leader and Math Leader took part in some individual coaching p/d with Helen Butler in order to introduced the concept of coaching and improving outcomes for teaching staff.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • Regular attendance at leadership p/d- principal network, Deputy Principal network, Learning Diversity network, wellbeing network, maths network and RE network. • Participation in Vision for Instruction PD with Simon Breakspear • Participation in EBL network with cluster • Developing Coaching model with Helen Butler • RE- spirituality with Father Rob Galea • RE webinars • Staff Professional development: Supporting Children with Anxiety • Power to Kids P/d (3 days) • Mini Lit p/d • Science of Reading • Simply Math p/d • Space makers • Elastik p/d • Enquiry tracker • EAL learners 	
Number of teachers who participated in PL in 2024	30
Average expenditure per teacher for PL	\$436.00

Teacher Satisfaction

The staff at Holy name are very enthusiastic about attending their place of work, they perceive it to be a place that encourages their efforts and has great collegiality, which creates a positive and orderly environment.

They are comfortable to approach a member of the leadership team for support and are motivated by the leaders. The staff believe that leadership work with the best interests of the children in mind and that the leaders are respectful of staff. There is no doubt among staff that leaders are very knowledgeable about their respective curriculum areas and teaching practices.

While it was acknowledged that feedback was given to staff, more effective feedback could be given for individual staff to work on.

While staff clearly understood the goals that the leaders were working toward, they don't believe that they are invited to contribute to discussion about important events or that their expertise is utilised.

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	2
Graduate Certificate	0
Bachelor Degree	15
Advanced Diploma	5
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	19.6
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	7.42
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal: To enhance partnerships for effective learning.

Achievements

- Family Fun Car Show
- Come and See my classroom
- Mother's day stall and morning tea
- Parade college - Manchester football sessions
- Prep parent welcome morning tea
- Father's Day
- Prep 2025 Orientation Day and Information Session
- MAD social nights
- MAD WORKING BEE for Basketball Courts
- Parent/Teacher interviews
- Art show

Parent Satisfaction

It is very difficult to determine the true perception about our school from the Macsis data due to the very small number of parents that participate in the survey. Overall, the parents are positive about the school and indicated that they are highly likely to recommend it to others and often do. They find that staff are very approachable and there is good communication from the school.

From a parents perspective there are opportunities to engage with the school and feel that the physical environment is suitable to their child's learning needs. As parents they feel that the Catholic Mission of the school is of great importance although very few indicated that they have participated in any of the schools masses

They believe that their children have a good sense of belonging to the school and have someone to turn to if their child has concerns. However as a parent group they are unsure of the values underpinning the schools policies and procedures.

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