



Melbourne Archdiocese
Catholic Schools

2025

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 2025 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 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 who provided a quality education for the children in the area. Currently the school experiences the enrichment of a variety of nationalities incorporating a multicultural flavour into our school. Working together, we have developed a community feel to our school.

Holy Name Primary School focus' on the individual and their point of need in their learning journey. Staff at Holy Name use assessment, explicit instruction and the continual collection of data, together with the Victorian Curriculum to progress its students to the next stage in their learning journey.

Our school dispositions are embedded across the school to create learners that possess learning characteristics that they can transfer to any educational setting. The children develop the following school dispositions to become reflective, inquisitive, collaborative, creative, persistent and being risk takers.

Our parent community plays an important role in our school life. 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.

Our School Advisory Board, work in conjunction with school leaders to ensure that our students are receiving the best education possible.

Principal's Report

Throughout 2025, Holy Name staff worked diligently to ensure that all the students in their care received the very best education and care 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 ensuring that progress was occurring in the children's learning. Leadership participated in the Flourishing Learners professional development which was provided by MACS. This was then presented back to staff to educate and inform staff about current teaching practices. This professional development was enacted throughout 2025.

Both the P&F along with the M.A.D group hosted several events to bring together the school community. Events such as the parent social night, trivia night, sip 'n draw were well received among the community and supported by the school community.

In 2025, our Athletics day proved to be a great success. This event took place in the local park with students participating in a number of activities. Throughout the year we also celebrated Italian day, Book and Science Week. Each major event had the children enthused and excited as they dressed up in their costumes and enjoyed special lunches or incursions.

In 2025 we also saw the introduction of a synthetic phonics program entitled the Little Learners Love Literacy. While initially implemented in Prep our long term view saw it gradually moving into Year 1/2 the following year.

As a school we also participate in Naplan and the Naplan Opt in program, providing us with additional information in areas not normally assessed in Naplan such as Science and Civics and Citizenship. This enabled us to see what the strengths and challenges were for our students.

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.

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 2025, Holy Name staff were provided with opportunities to extend their Religious knowledge and understanding through school based professional development. In 2025, Holy Name provided a day of professional development with Father Kevin Lenehan. The staff were provided with professional development around the theme of the year of the Jubilee along with the development of Faith and the Catholic Identity.

In addition to this, Holy Name staff were encouraged to take part in online webinars that were offered by MACS RE staff.

Our REL (Derryn Ling) attended the Religious Education network days which were provided by MACS, 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.

Father John, cleared time in his busy schedule to timetable himself to visit classes or alternatively have classes visit the church once a week. On these opportunities the children could ask Fr. John 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 network
- Beginning of School year mass
- Station of the cross
- Ash Wednesday mass, Feast of the Assumption
- Termly Social Justice Activities
- Re Online Webinars offered to staff
- Year level Church visits with Father John
- Year level class masses
- Sacraments (Confirmation, Reconciliation, Eucharist)
- Faith night for Confirmation and Eucharist
- Meeting with Father John and Our Lady of the Way Kingsbury
- Graduation Prayer service
- End of year mass
- Planning for 2026
- Visit by Bishop Rene prior to confirmation
- Class presentations of RE at Assembly
- Grandparents Day Mass and Lunch
- Father Kevin Lenehan Professional Development
- Termly facilitated planning

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 2025, Holy Name employed a new Numeracy Leader who spent first term getting her head around what had been happening at Holy Name in this area. Part of her role was assisting the school in embedding explicit teaching practices in the area of Mathematics as this was the main focus in 2025. The main focus in the area of Numeracy was consistent planners across the school along with the deepening of teachers knowledge. The school introduced PVAT and continued with PatM testing which gave us a good insight into the knowledge of fundamental skills. This data was used to identify children with gaps in their learning. Year 1/2 children were targeted and provided with specific intervention programs such as Delta and for specific children the Math Mastery program was implemented. These understandings alongside cognitive load theory, provided teachers with the reasons why some children may not fully grasp concepts taught.

Our Prep teachers introduced Little Learners Love Literacy phonics program to their students. Although it was slow going initially, the pace soon picked up and the impact of this program was soon observed. The children were very easily moved from the identification and understanding of sounds and were able to transfer this knowledge to their writing.

Taking their learnings to new heights, the staff saw the benefits of introducing the concept of daily reviews. This was broken up into 3 areas, revision, fluency and pre requisite skills. One area was introduced at a time to ensure that classroom teachers were not just bombarding students with slides, but rather what they were doing was purposeful and manageable. Before long Literacy daily reviews were also introduced as the staff saw the benefits of the spaced learning. Understanding how working memory works and the need to transfer

knowledge from short term to long term was paramount to the teachers new found ways of working.

While leaders attended the flourishing learning professional development days, this information was brought back and disseminated to staff through staff meetings and throughout facilitated planning sessions.

Student Learning Outcomes

Numeracy

- Continued to engage in PL around Daily Review. Implemented the the first two parts (revision and fluency)
- Developed Addition and Place Value scope and sequence as a staff
- Redesigned planning overview including assessment and Daily Review tracker
- Prep developed proforma for formative assessment in daily review
- Implemented Pre Pvat P-2
- MLT attended explicit instruction in Maths PD days.
- Used aggregate score spreadsheet to assist with progression points.
- Implemented Delta Maths Intervention
- . Maths Quest extension group for Grades 1/2
- AMC competition
- Grades 3-6 conducted PVAT testing and analysed the results to guide planning and students at risk.
- PLTs to support whole school approach when implementing Daily Review
- Grade 1/2 Intervention based on MOI/ENA data
- Number Goals: Reviewed and refined multiplication and division goals, added new goals for addition, and included the necessary resources.
- Implemented the Maths Olympiad, Maths Games, and Maths Explorer programs across Grades 3–6. Developed an adapted, accessible version of Maths Explorer for students in Grades 3 and 4 who need additional support.
- Grades 3–6 developing problem-solving skills through the use of the CUBES acronym, alongside explicit instruction in problem-solving strategies including unpacking of mathematical language
- Uploaded data to Elastik
- Maths Day

Literacy

- Implemented Little Learners Love Literacy in Prep
- Beginning of year Testing for Pres using LLLL phonics assessment
- Weekly facilitated planning sessions focusing on developing structured literacy program with explicit instruction

- PLTs focused on Learning Walls - teacher PL on how to design their wall space for optimal learning
- PAT-R adaptive was completed by all students Yr 1-6
- NAPLAN Years 3&5
- NAPLAN opt in for Science and Civics completed by Yr 6 students
- Implemented The Grammar Project Yrs 3-6
- SMART Spelling continues Yr 1-6
- Registered for the Premiers' Reading Challenge
- Book Club started with Year 4-6 students during lunchtime
- Coaching cycle begun and continued throughout the year with a focus on Little Learners Love Literacy and Ochre Novel studies
- Middle and end of year testing for Preps using LLLL reading and spelling assessment
- Introduction of DIBLES for Reading Assessment in Years 3-6
- Facilitated planning continued using student data to inform teaching and learning plans and begun developing rubrics to support student self assessment and teacher feedback
- PLT's continued- Formative Assessment and Moderation
- PAT-R linear was completed by all students Yrs 1-6
- Year 1 phonics check was carried out for Year 1 students
- Tried Ochre Novel Study Years 3-6
- Book Week- In house activities and family inclusive events- Dress up Parade, competitions, second hand book sale, Family Read around, House colour activities.
- Continued use of Elastik to support writing assessment and moderation
- Attendance of Literacy leader to Literacy Network meetings run by MACS.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	422	59%	427	62%
	Year 5	503	58%	495	56%
Numeracy	Year 3	423	76%	427	80%
	Year 5	504	67%	501	73%
Reading	Year 3	432	86%	432	89%
	Year 5	513	83%	502	81%
Spelling	Year 3	399	55%	404	60%
	Year 5	496	69%	500	74%
Writing	Year 3	442	93%	438	92%
	Year 5	509	86%	510	86%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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 started the year by introducing classroom routines and expectations along with the ready to learn scale in a bid to alleviate anxiety among our students. We continued with the Resilience Project across the school in the area of wellbeing as we were in the second of a two year commitment.

We continued our relationship with McKillop Family Services and spent one of professional learning days looking at recognising abuse and the traffic light system. We continually published information to our parents about online dangers and our obligations as a school to ensure the child safety standards in our school remains as a top priority.

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 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. LSO's were also encouraged to attend a Autism P/d to further develop their understanding of working with individuals in their care.

Two staff members trained as Mental First Aiders to identify staff which may be vulnerable as well as be the point of call for those that may be experiencing mental health challenges. As a school we acknowledged RUOK day, Bullying- No way and Day for Daniel through advertising around the school and wearing a splash of colour while teaching staff explained

what the day was about. The children took part in the Kids helpline sessions during class, enabling them to access an outside agency if they were in need of assistance.

Value Added

Wellbeing and Learning Diversity

- The Resilience Project continued across the school
- Promoting The Resilience Project with parents in the Newsletter regularly
- Social groups
- Power to Kids- worked with McKillop Family Services
- Kids helpline sessions
- 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, fortnightly for identified students
- Accomodating 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
- Participation of Learning diversity/well being leader with network days.
- Participation in Engagement for Learning

Learning Diversity Leader

- Staff member participated in User B training to allow them to conduct Tier 2 assessments
- Regular PSG Meetings
- Collaboration with MACS behaviour consultants to further support students with additional needs
- Ables assessment tool Training
- Using the Ables curriculum to support students
- Kindergarten visits for incoming Preps

Student Satisfaction

Students at Holy Name believe overwhelmingly that teachers hold high expectations of their effort, understanding and performance and in general they care (90%). They also recognise that there is a strong connection between students and teachers at this school, with the students feeling that they are well supported in their learning. 90% of our students feel respected and cared for by the staff in their learning.

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.

Children did express concerns about not having a voice whether this be on safety around the school or agency. However they do acknowledge that their are school leadership structures in place and these are effective.

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	86.46
Y02	87.6
Y03	92.12
Y04	86.94
Y05	87.13
Y06	91.39
Overall average attendance	88.61

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

At Holy Name, Leaders meet weekly to discuss items/events that are going on around the school. Child Safety is one topic that is a regular item on its agenda. Once a term, a day is set aside for leaders to meet to prepare for the following term and future events that might arise along with an analysis of facilitated planning, staff meetings and PLT's.

Throughout 2025 members of the leadership team attended the Flourishing learner days provided by MACS to develop their understanding of explicit instruction prior to disseminating this information to staff. This enabled all leaders to have the same level of understanding and give the same message in their respective curriculum areas.

As Holy Name was reviewed in 2025, time was spent on developing our understanding of the School Improvement Framework to establish an understanding of our strengths and challenges. Holy Name was reviewed and received its official report in late November.

Leaders also took on graduate teachers and mentored each of these graduates to assist them in gaining their VIT accreditation.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
• Regular attendance at leadership p/d- principal network, Deputy Principal network, Learning Diversity network, wellbeing network, maths network and RE network. • Weekly leadership meetings • Additional Leadership Days at school • Leaders took part in facilitated planning • RE webinars • Two leaders took part in the Mental Health in Schools initiative • Power to Kids P/d (3 days) • Enquiry tracker • Flourishing learners conference • Flourishing learners Termly p/d • Vision for Engagement • Prep orientation sessions and transitions • Story time sessions • VIT graduate program	
Number of teachers who participated in PL in 2025	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. Staff feel that their meeting times are viewed as important and valued by leadership. Staff feel supported and feel comfortable to approach any member of leadership.

As a staff, they believe that they use data as the basis to make learning and teaching decisions (86%), while (93%) staff also believe that their teams discuss student work and this forms the basis of everything that they do.

While it was acknowledged that feedback was given to staff, frequent effective feedback could be given for individual staff to work on. In light of the teaching changes that were implemented throughout 2025. Holy Name needs to ensure that feedback is timely allowing staff time to make required changes.

While staff clearly understood the goals that the leaders were working toward in their school improvement plan, they don't believe that they are invited to contribute to discussion about

important events or that their expertise is utilised. This is an area that will need further investigation.

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	3
Graduate Certificate	0
Bachelor Degree	17
Advanced Diploma	5
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	19.11
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	8.32
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal: To enhance partnerships for effective learning.

Achievements

- coffee van for first day of school
- Come and See my classroom
- Mother's day stall and afternoon tea along with activity session
- Italian day
- Kinder connections/relationships/visits
- Father's Day's day stall and afternoon tea along with activity session
- Prep 2025 Orientation Day and Information Session
- MAD social nights
- MAD Working bee
- Parent/Teacher interviews
- Choir singing at Aged care facilities and Summerhill Kmart.
- Story time for future preps
- P&F social nights (Trivia, sip 'n paint)
- Colour fun run
- Fundraisers (Hot cross buns, Mango)
- Grandparents morning and activities
- Carols evening
- Book/Science week
- Prep parent welcome morning tea

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