



2025

ANNUAL SCHOOL REPORT



Holy Family Catholic Primary School

2-4 Highfield Road, LINDFIELD 2070

Principal: Mrs Pauline Dinale

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About this report

Holy Family Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. 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 at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

This annual report reflects Holy Family's priorities, achievements, and challenges throughout 2025, while celebrating our journey as a Catholic faith community. Guided by our motto, Strength and Gentleness, we continue to deliver authentic, professional Catholic education with care and compassion. We strive to live the gospel values of Jesus daily, fostering a caring environment that honours the unique gifts of students, staff, and families. We remain committed to our mission - collaborating with others, applying evidence-based practice, and striving to be at least as good as the very best.

In 2025, we focused on strengthening relationships and deepening community engagement. While pursuing academic excellence, we also prioritised student wellbeing and spiritual formation, recognising parents as vital partners in their children's education. Our vibrant community is enriched by strong connections between home, parish, and school.

Holy Family continues to provide high-quality learning experiences that empower students to become confident, creative, and connected individuals. Our teaching and learning approach are designed to inspire curiosity, resilience, and a sense of purpose in a rapidly changing world. It is a privilege to lead Holy Family alongside dedicated staff, supportive families, and our parish community. Together, inspired by the example of St Brigid, we walk together in faith and service, making a positive impact on the world around us.

Parent Body Message

In 2025, we continued to strengthen the partnership between our school, families, and parish, deepening the connections that make Holy Family such a vibrant and faith-filled community. The P&F worked collaboratively to create opportunities for parents, children, staff, and parish members to celebrate, connect, and support one another throughout the year.

Community events such as the Welcome BBQ, Mother's and Father's Day breakfasts, Grandparents' Morning Tea, the school disco, and the Colour Fun Run brought families together in the spirit of joy, community building, and fundraising.

We also continued our strong support for Music and Performing Arts, ensuring students had enriching experiences through the school band and Zing Active dance programs. Our Green Team initiatives offered hands-on learning opportunities that encouraged students to care for and engage with the environment in purposeful ways.

None of these achievements would be possible without the commitment of our volunteers, school staff, parish partners, and families. Your enthusiasm, generosity, and service continue

to shape the welcoming, connected community we are proud to call Holy Family. Together, we will continue to build, support, and grow.

Student Body Message

In 2025, Holy Family continued to nurture student leadership through the Leader in Me program, encouraging every student to recognise their unique strengths and capacity to lead. We believe leadership is expressed in many ways, and throughout the year students explored how their individual gifts can make a positive difference in our school community.

This year was filled with rich opportunities. Students proudly represented Holy Family in Tournament of the Minds, Public Speaking, Debating, sports clinics and the Interschool Zing Dance competition—a memorable experience for both students and staff, highlighted by a winning performance. Across all events, students wore the Holy Family school crest with pride and confidence.

Our commitment to social outreach remained strong. Through initiatives such as Rice Day, Socktober and donations to Vinnies, Catholic Mission and Caritas, students supported those in need and lived out our call to serve others. Many also contributed to parish and community events, including the combined Parish and School Christmas Concert and the Kuring-Gai Remembrance Day ceremony.

In 2025, our students continued to grow as respectful, responsible leaders, living our school motto, Strength and Gentleness, with pride and purpose.

School Features

Holy Family Catholic Primary School Lindfield is a Kindergarten to Year 6 co-educational Catholic systemic school within the combined parish of Lindfield and Killara. Established in 1927 by the Sisters of Mercy and later guided by the Brigidine Sisters from 1940 to 1998, the school continues to honour its rich heritage. Our current site, opened in 2000 beside the parish church, reflects our deep and enduring partnership with the parish—a relationship that strengthens our shared mission and nurtures a strong sense of belonging, connection, and community. The Brigidine tradition and our motto Strength and Gentleness remain central to our identity, shaping our Christ-centred purpose and commitment to service.

A key dimension of school life is our active collaboration with the parish in faith formation. Through synodal gatherings, students, families, parishioners, and staff come together in a spirit of listening, reflection, and discernment. These shared experiences deepen our understanding of the Gospel, strengthen our communal bonds, and help us respond collaboratively to the needs of our community.

Holy Family prioritises student-centred learning supported by digital technology and flexible learning environments. We value the uniqueness of each learner and strive for excellence in teaching and learning. Collaborative Coaching and targeted intervention programs support a whole-school approach to boosting student outcomes. Specialist teachers deliver Physical Education, Music, Drama, and STEAM, complemented by co-curricular opportunities such as chess, band, strings, choir, and Mandarin.

Our teachers are dedicated, highly professional, and committed to ongoing growth. As a nurturing and faith-filled community, we place Jesus at the heart of school life and uphold Catholic discipleship, where the dignity of every person is honoured.

Schoolwide Positive Behaviours for Learning (SPBL) and the Leader in Me program guide expectations of Be Safe, Be Respectful, and Be Responsible, helping students develop confidence, problem-solving skills, and creative and critical thinking.

Student voice is encouraged through the Student Representative Council (SRC), with representatives from Years 2–6 and Year 6 leaders forming the executive. A buddy system between senior students and Kindergarten fosters leadership, care, and connection.

We are grateful for our strong partnership with families and the active involvement of our Parents and Friends Association. Together with the parish, we cultivate a warm, connected, and faith-filled community where students feel known, valued, and inspired to thrive.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 126 | 133 | 173 | 259 |

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2025. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2025 was 93.51%. 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 |
| 93.57 | 94.10 | 93.99 | 92.83 | 95.17 | 92.59 | 91.97 |

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the Department of Education where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

| | |
|------------------------------------|----|
| Total number of staff | 28 |
| Number of full time teaching staff | 11 |
| Number of part time teaching staff | 10 |
| Number of non-teaching staff | 7 |

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

| | |
|----------------------|----|
| Conditional Teachers | 0 |
| Provisional Teachers | 1 |
| Proficient Teachers | 19 |
| HALT Teachers | 1 |

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

Religious Education underpins our mission, which is to help others live lives that know, love and serve God. At Holy Family, we are guided by the Brigidine Charism as we foster strength and gentleness within our Christ-centred community. We are committed to building the kingdom of God in our minds, with our hearts and using our hands for the common good.

We pursued Towards 2025 by accompanying students to know Jesus and help them grow in faith. Students embraced learning in Religious Education (RE), following the CSBB Curriculum. K-2 students were offered opportunities to encounter Jesus through hands-on experiences as they responded to stories that drew them into the mystery of God. Students made connections between their hearts and minds and were encouraged to develop a sense of wonder and awe and an understanding of the meaning of Scripture and liturgy for their lives. In 3-6, programs followed the Emmaus Principles. We offered accompaniment by inviting students to encounter Jesus as the source of Christian life through responding to opportunities of four contexts (Societal, Ecclesial, Educational and Digital) and they engaged with Scripture in ways that allowed them to develop knowledge and understanding of its meaning for their lives, for the Church and in the world. Finally, students were provided with

experiences that integrated “head, heart and hands” to, hopefully, lead them to personal transformation.

Students entered the RE Creative Arts Competition. Through art, drama and film, they demonstrated their understanding of the value of witness. Students, parents and staff acknowledged the school finalists at the Showcase Night.

Prayer is essential in the Catholic tradition. Students participated in prayerful experiences in classrooms and in Church as a whole school community. We celebrated celebrations in the Church’s year, in addition to significant community events including Mothers’, Fathers’ and Grandparents’ Days. Through prayer, we listened for and contemplated our response to the scriptural call to outreach. Our call to service involved fundraising initiatives for Mary Mac’s Place, Project Compassion, Caritas and Saint Vincent de Paul.

Faith formation opportunities were offered to students, staff and families throughout the year. Some students participated in Sacramental programs, which were supported through classroom programs.

We value a partnership with the parish. We worked with parents and parish communities to provide an authentic Catholic Education. Year 5 & 6 students sang and provided companionship to seniors at their morning tea. We celebrated Advent with a combined parish and school concert, and we engaged in Sunday Masses. Parents and carers took active roles in Masses and families gathered for social interactions.

Curriculum, Learning and Teaching

The 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 are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2025, Holy Family Catholic Primary School focused on Mathematics in response to the Curriculum Reform, building teacher capacity while supporting individual student growth. Curriculum, Assessment, and Pedagogy are interconnected, ensuring all students learn in line with CSBB's Strategic Plan. This approach delivers authentic Catholic education, inspiring students to know Christ, love learning, and use their talents to be the very best they can be.

Data from PAT, NAPLAN, and formative assessments informs teaching, shaping effective pedagogy that engages students and drives outcomes. Collaborative Coaching has strengthened Mathematics teaching, supporting high expectations, explicit instruction, personalised feedback, and goal setting.

Teachers continue to build professional expertise through targeted learning in Curriculum Reform, data analysis, differentiated teaching, Religious Education, and leadership development. Specialist programs in Music, Sport, STEAM, and technology enrich learning, connecting students to local and global opportunities.

Holy Family values learner diversity, supporting EAL/D students, those with special needs, at-risk learners, and HPGE (gifted) students. Individual Learning Plans, intervention programs, and open-ended challenges ensure all students are appropriately supported, challenged, and engaged, developing creativity, critical thinking, and advanced skills.

Student wellbeing, leadership, and social-emotional growth remain priorities. Programs such as Leader in Me and Student Representative Council foster confidence, resilience, and responsibility. Students continue to embody our school motto, Strength and Gentleness, growing as respectful, responsible leaders.

Aligned with the Shaping Tomorrow, Together in Faith strategy, Holy Family, in partnership with families and the parish, fosters a nurturing, connected, and faith-filled environment where all students thrive academically, socially, and spiritually.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Holy Family Catholic Primary School for 2025 is reported in the table below.

| NAPLAN RESULTS 2025 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 3 | Grammar and Punctuation | 97% | 54% |
| | Reading | 93% | 66% |
| | Writing | 95% | 76% |
| | Spelling | 86% | 62% |
| | Numeracy | 95% | 64% |

| NAPLAN RESULTS 2025 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 5 | Grammar and Punctuation | 91% | 63% |
| | Reading | 82% | 73% |
| | Writing | 68% | 65% |
| | Spelling | 68% | 69% |
| | Numeracy | 77% | 69% |

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support 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 CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2025.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no significant changes made to this policy in 2025.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution 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 [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2025 to reflect new system processes.

Community Satisfaction

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

Parent satisfaction

Parent satisfaction in 2025 was gathered through surveys, feedback, emails and insights from the North Shore Review. Parents expressed strong appreciation for Holy Family, noting its commitment to Catholic values, nurturing environment and personalised attention for each child. High confidence was reported in teaching quality, staff professionalism, care and responsiveness, alongside the school's focus on safety, wellbeing and inclusion.

Parents value the opportunities to engage in school life, including volunteering, class parents, and participation in school and parish events. The P&F Committee is regarded as welcoming and inclusive, open to parent ideas and working collaboratively with the school and parish community connections.

Parents were highly satisfied with initiatives supporting learning, wellbeing and faith formation, including the Colour Fun Run, Trivia Night, St Brigid's Group, Running Club, Homework Club, SRC, sporting opportunities, improvements to playgrounds, technology and learning spaces, and inter-school enrichment programs. Parents strongly affirmed the school's direction, and Holy Family will continue to strengthen family and parish partnerships in 2026.

Student satisfaction

In 2025, Holy Family continues to prioritise student voice through meaningful consultation, including outreach initiatives and the Student Representative Council.

Students value the wide range of learning and enrichment opportunities, including the St Brigid's Social Outreach group, SPARK (High Potential) programs, CAPA group, writing and Mathematics competitions, public speaking, debating and the Buddy Program.

Students report positive and respectful relationships with their teachers, who maintain high expectations and provide support during challenging learning experiences. They feel confident sharing their ideas, reflecting a strong sense of safety, wellbeing and happiness at school.

Students actively participate in sporting and extracurricular activities, including Chess, band, Strings, Mandarin and keyboard lessons. Social justice initiatives such as Rice Day foster personal growth, empathy and commitment to service.

Students feel accepted and valued, demonstrating engagement in learning, pride in their achievements and a willingness to embrace challenges.

Teacher satisfaction

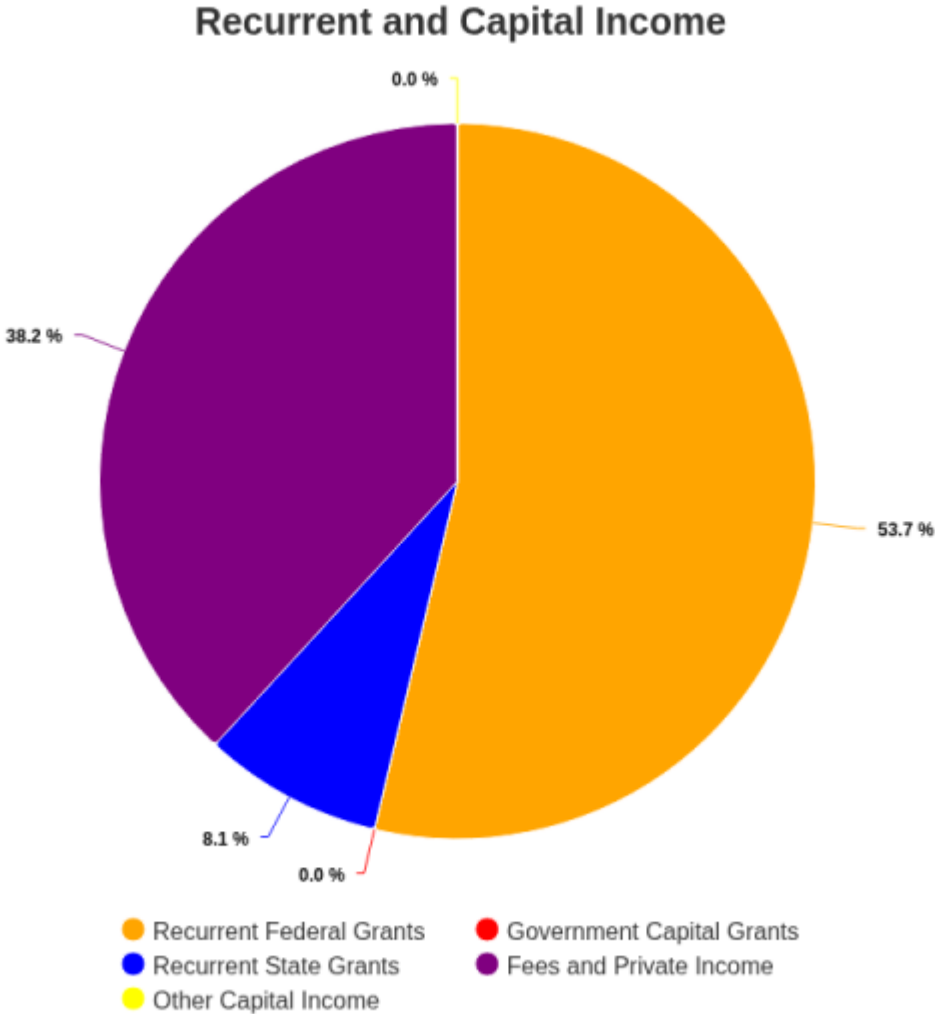
Staff report high satisfaction with the school, as reflected through surveys, Collaborative Coaching, mentoring, goal setting, interviews and evaluations of the Annual Improvement Plan.

Staff consistently highlight the school's strengths: its warm, close-knit community, dedicated and professional educators, high academic expectations, and strong, respectful relationships among students, staff, parents and the parish. Teachers value opportunities for prayer, outreach and wellbeing, which support personal fulfilment and professional growth.

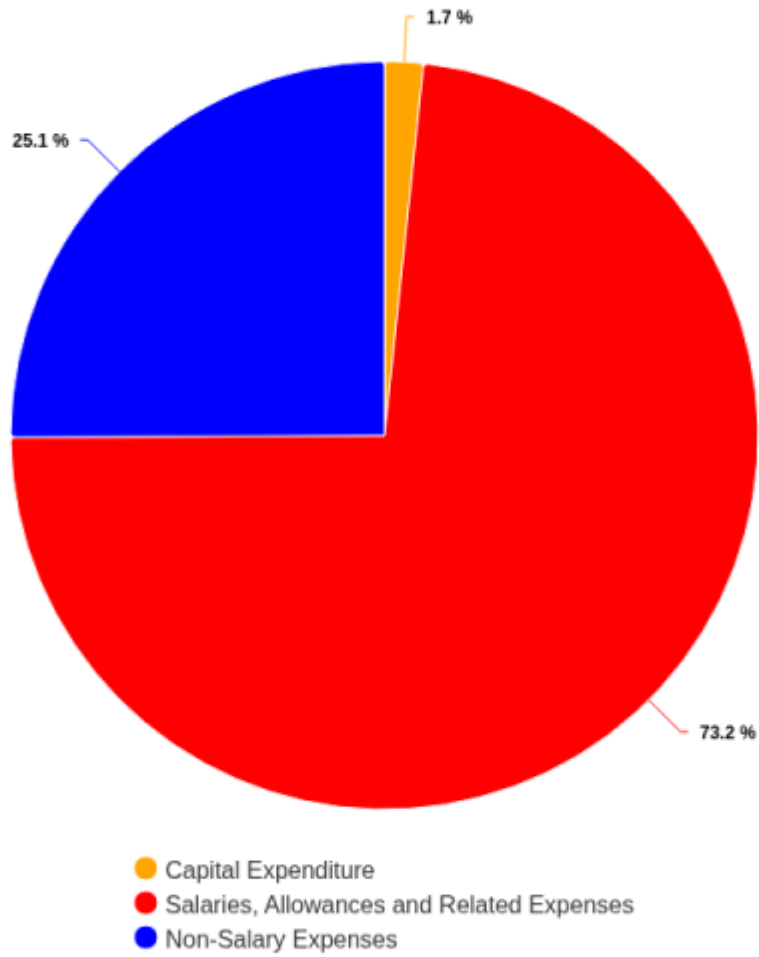
Teachers continue targeted professional learning in English, Mathematics and Religious Education, building capacity through the CSBB Pedagogical Framework. Collaborative Coaching is highly valued, strengthening teaching practice, student engagement, achievement and teacher confidence. Staff report growing capability in catering for diverse learning needs. School leadership is commended for fostering a safe, inclusive environment and providing constructive feedback that enhances teaching and learning.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT