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Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>227 Blair Street Dallas 3047</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mr Alan Smith</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Rev Father Leenus Neetany</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9309 1620</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@hcdallas.catholic.edu.au">principal@hcdallas.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td>http:www.hcdallas.catholic.edu.au</td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Alan Smith attest that Holy Child Primary School Dallas is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our School Vision

As the community of Holy Child we are people of God empowered by the Holy Child (Jesus) to never see a need without doing something about it.

The whole child is at the heart of all we as a community do. We empower each other to achieve our best and to develop as thoughtful, happy, optimistic, faith-filled people who contribute responsibly as active citizens.

Our School Moto is: Wisdom, Knowledge and Grace
School Overview

- The Josephite Sisters established Holy Child Primary School, Dallas, in 1965 (Parish Reg). The Josephite ethos of pastoral care and community involvement are the hallmark of the Holy Child community. Fifty years later Holy Child School is part of the Dallas parish, which serves the suburbs of Coolaroo, Meadow Heights, Dallas, Upfield, Campbellfield and parts of Broadmeadows.
- We celebrated our silver jubilee marking a significant milestone in our parish history. This was a number of celebrations that took place throughout the year, including special masses celebrating our history and belonging as well as forums to seek information to guide our future. Holy Child school was represented at each celebration by its staff and families.
- The buildings have been regularly upgraded and have been maintained over the years. Our school is now in the planning stages for a major renovation of the Administration and early learning building so as to reflect the growing needs of a contemporary learning community.
- The school currently has an enrolment of 328 students. The numbers have been relatively stable over the last 4 years. We are aiming to use data more productively to support and enhance our planning for the individual need of our students.
- The students are organised into fifteen classes.
- Class Structures
  - 3 x Prep, 4 x Years 1/2, 4 x Years 3/4, 4 x Years 5/6.
- Specialists
  - Physical Education, Languages Other Than English, Literature, Visual Arts.
- Literacy
  - Reading Recovery, Literacy Leader P-6, Oral Language Program P - 2, New Arrivals Program P - 6.
- Positions of Leadership
  - Positions of Leadership were advertised and a rigorous application process developed to ensure we chose the best applicants for the positions. Also a new positions of Welfare Leader was introduced and Learning and Teaching leaders were appointed P-2 and 3-6.
  - Current Positions of Leadership are: Deputy Principal, Education in Faith, Student Wellbeing, Student Welfare, Learning and Teaching p-2 and Learning and Teaching 3-6, Literacy and also Numeracy
  - There is also specific support offered in Pastoral Care, New Arrivals Support and Refugee Support.
  - There are 19 students on the LNSLN programs who are supported by 7 Learning Assistants, and the Welfare Leader.
  - The school serves a community whose numbers are drawn predominantly from a lower socio-economic status background (SES 82). Four years ago 77.9% of families were eligible to receive the EMA but this has reduced to 77.11%. The School enrolment data reports that 51.74% of families are unemployed, an increase of 8% and that 79.4% of families are employed in the unskilled sector as process workers, machinists and labourers, an increase of 26%. (Enrolment data)
  - The school community is culturally diverse with students originating from 18 different countries. The largest ethnic groups are from Iraq/Syria 53.23% and Vietnam 21.39%. The school plays an important role in making its facilities available to the Chaldean Catholic Rite community and cultural based groups. These groups (schools) focus on spiritual and / or academic (curriculum and mother tongue language) development of the students.
Principal’s Report

The Annual Report to the school community is an opportunity to highlight what we as a school achieved in 2015. This year as a community we have been focusing on our Jubilee Celebrations this has taken the form of Liturgies where co-celebrated with His Grace Dennis Hart the Arch Bishop of Melbourne, Newly appointed Auxiliary Bishop Most Reverend Terry Curtin and Vicar General Monsignor Greg Bennett. All of whom have a great connection to Holy Child Parish and Primary School.

Holy Child Primary School enrolled Prep and other students for 2015 increasing our student population to 330 children. This year we had 15 learning groups (3 x Prep, 4 x Year 1/2, 4 x Year 3/4, 4 x Year 5/6) and provided curriculum support in five specialist areas: Languages – Oral (P-2) and Italian LOTE (3-6); Physical Education; Visual Arts and Literature. Targeted programs were supported in the areas of literacy intervention, numeracy, student wellbeing, community development and student welfare.

The directions for the 2016 school year have been drawn from the findings of the 2014 school review. Our Action Plan for this year has seen the introduction of a number of important initiatives. We partnered with four other schools to create the Pentagonal Collective, working with the Catholic Education Office (CEO) to develop a plan to improve Mathematics across all schools. We also worked in partnership with The Edge an alliance between Banksia Garden’s Community Education Centre, Homestead Community and Learning Centre, Broadmeadows Valley Primary School, Good Samaritan Primary School and Holy Child. The Edge is working across sectors in an exciting partnership to transform the lives and build stronger communities by working together, empowering families and staff, deepening social connection to improve the quality of life for local residents. We also continued our partnership with the Australian Catholic University (ACU) hosting 30 Masters of Education Pre Service Teacher (PST) and providing both workshops and lectures to PSTs. These initiatives support the positive learning of our children, opportunities for staff to share their expertise and demonstrate for our families that education is life long.

Holy Child Primary School continues to be a very dynamic and active learning community that is continuously seeking best practice to advance the education of the children in our care. Our staff, work throughout the year to broaden their knowledge and experiences, constantly engaging in onsite as well as offsite professional learning. This has resulted in a strong focus on Mathematics, Religious Education, Literacy and Integrated Inquiry at Professional Learning Team (PLT) and Staff Meetings to form an important basis for teacher learning. Teachers have continued to expand their knowledge of good teaching practice and we are beginning to incorporate this into our planning and implementation of the curriculum.

I applaud our staff for their willingness and commitment to be collaborative and involved as lifelong learners as we want the best for our students. We have worked as a whole school team to support our students learning through a strong focus on teacher professional practice. Opportunities to further
develop our skills have focused on Personalised Learning, Mathematics and Data use. We have commenced our work together by unpacking what good teaching looks like and sought to improve our dialogue about best practice.

Throughout the year our students have been participating in a wide range of exciting and stimulating activities thanks to the generous partnership of staff and parents who give willingly of their time and talents. From, the outstanding Inaugural Twilight Sports, The Youth Jubilee Mass (Celebrant Arch Bishop Hart) to Holy Child’s first Fete Day, excursions and incursions these event highlight the year and showcase our students as ambassadors and community learners.

Our parents have continued to provide wonderful support to the school through a wide range of involvement. We are truly fortunate to have a strong committed parent body that work tirelessly to help make the school the best possible environment for all children. The Parents and Friends Association along with daily classroom helpers are just a few of the many ways we continue to receive parent assistance. The value and importance of this great support should never be under estimated as we can truly see the positive benefits in the attitudes of the children in our care. As we move forward into 2016 we look forward to another year of strong community and family links. While we are fortunate to have such a supportive community ongoing efforts to develop this aspect of school life will remain an important focus for parents and staff.
Parish Priest’s Report

In 2015 Fr. Leenus Neetany continued to assist our school as our Parish Priest. Our Assistant Priest Fr. Xua and Fr. Fidel the Parish Priest of the Assyrian Church ably supported him. The Holy Child Priests visited classrooms and provided sacramental and spiritual guidance for all at our school. In 2015 Fr. Leenus and Fr. Xua have worked extensively with the primary school principal and leadership team as well as Penola Secondary College. This year I would like to acknowledge and thank Fr. Peter Damian the outgoing college Canonical Administrator for his support of our catholic schools in the Deanery. Our Lady Guardian of Plants Parish also partnered with Holy Child for events and Liturgy. We have a very close relationship with many of the Middle Eastern Catholic parishes in Northern Region of Melbourne.
Education in Faith

Goals & Intended Outcomes
To strengthen the Catholic identity of the school.

That students’ understanding of faith based values will be deepened and connected to real life.

Achievements
At Holy Child we strive to implement a rigorous educational program underpinned by skill development and building understandings in our classroom. The units taught are congruent with the Catholic Liturgical Year and sacramental celebrations. We at Holy Child aim to provide opportunities for students to recognise God’s presence in their daily lives, in those around them and in their environment. Students are encouraged to develop their personal relationship with God and we aim to empower students to live a life based on the life and teachings of Jesus.

In 2015 opportunities in Education in Faith included Sacramental celebrations – Confirmation, Reconciliation and First Eucharist. Each of these sacraments encouraged further parent involvement through adult faith workshops, which were offered in conjunction with student learning to support the families educative role in their child’s faith journey. Parents were invited to attend whole school and any class masses offered throughout the year.

Professional Learning opportunities for staff deepen their understandings of our faith. Some staff were accepted into an accreditation course offered by the CEM whilst the majority of our staff developed further understandings through the Professional Learning Team Meetings (PLTs), allowing individual and levels teams to broaden their practices in education in faith by focusing on the connections to each termly Inquiry topic. Facilitated planning and two-day whole staff adult spirituality Inquiry supported this.

The REL supported classes by modelling different learning strategies such as Godly Play to assist with Education in Faith learning in the classroom. Class teachers took responsibility for prayer during school assemblies each Monday and Friday. Holy Child also supported social justice programs by using profits from the first twilight fete to provide help to some of our most needy families, we were also involved in Project Compassion and collected food items and warm clothing for St Vinney’s. As suggested by the school’s Mary Mackillop group students were given opportunities for training to be altar servers with Father Leenus and to be involved in the whole school choir for church celebrations with Mrs Jo-Anne Murphy.
VALUE ADDED

- Development of staff understanding about re-contextualisation and how to engage in meaningful learning experiences related to inquiry.
- Further refinement of our document ‘What Good Teaching Looks Like at Holy Child’ enabling an agreed understanding of teaching practice to be used at Holy Child.
- Reporting to parents reflected some deeper understanding of skill-based assessments.
- Continued strengthening of our Social Justice programs through our Mary MacKillop Groups commitment to helping others.
- Adult Spirituality was the focus of our Staff Retreat with a particular emphasis on The person of Jesus in the every day
- Further developing process to embed religious education to be embedded in our inquiry process.
Learning & Teaching

Goals & Intended Outcomes
To improve student learning.

That student outcomes in Literacy and Numeracy improve.

That student engagement is improved.

Achievements

In the later part of 2015 staff members reviewed and refined the, ‘What Good Teaching and Learning Looks Like at Holy Child’ frame work to four clear statements. The Social and Emotional Learning competencies continue to inform our awareness of the need for local interpretations of curriculum. Our intention is to use these documents to develop more engaging activities for our student to explore learning and associated language. This was demonstrated by our forth-consecutive year of sending a team of teachers to the CEOM science initiative Contemporary Approaches to Primary Science (CAPS). However in 2015 the CAPS team stayed together to help develop their own practices and share with other members of staff. This is then used in our reporting to parents.

Teachers developed assessments that are related to meaningful tasks and included evidence to support assessments of and for student learning.

In 2015 we purposefully used the English as Another Language (EAL) continuum to track our students from LOTE backgrounds. This has led to better understanding of individual learning for our students. Our challenge has continued to be an influx of newly arrived families. This has grown from 21 to 23 during 2015. Teachers were encouraged to use a variety of learning strategies in their literacy time to support EAL student’s learning. The continuum has helped teachers to plan and implement these strategies and the New Arrivals Team has also continued their individual and group work build our student’s capacity to speak and communicate their needs in English. Teachers identified their understanding of the continuum needs to be further developed and we will further explore this in 2016.

Teachers are now using PAT reading and Pat Maths Phillip Holmes Smith SPA packages allowing us to gather and analyse more information about each individual student.

Professional learning in the area of Mathematics continued. Teachers began to work with 4 other local schools to explore a Pentagonal Collective focused on improving all student outcomes across the collective. We worked with CEM staff to develop an implementation plan. This will continue in 2016 with teachers from each school meeting to discuss learning practises and improvement.

Continuing our partnerships the Literacy Leader formed a cluster group with other leaders in close proximity to Holy Child School to discuss further ways of meeting the needs of our students. Literacy data was shared, discussed and presented at the Penola Partnerships Zone Event earlier in 2015. Each leader presented examples of Literacy within their own school community to all the schools in attendance at the event. The cluster group aims to meet at least once a term to support each other.
We also partnered with the Australian Catholic University. Pre-service Teachers in their 4th year came to conduct science lessons with the students in our school. Additionally, teachers from Year 3-6 participated in a Science Professional Learning program in Terms 3 and 4. This program - The Ethics of Care in Science was a pilot project that was planned in collaboration with Catholic Education Melbourne, Australian Catholic University and Holy Child Primary School. The project was aimed at preparing teachers to educate and encourage in children the values and attitudes necessary to act ethically and responsibly towards nature, humans and other animals. The project goals were in line with Catholic Education values and commitment towards ethics and social justice.

Our school was also fortunate to have three volunteers from Mercy Connect working with students on their Literacy skills from Year 3 – 6. There has also been an increase of Parent Classroom Helpers working within the school these parents are supported by attending a Parent Helper Course held at the beginning of the year. Writing continued to be a focus strategies included: language experience writing, shared writing, modelled writing, interactive writing, and guided writing continue to be used in classrooms supported by the data and teacher moderation. Classrooms continue to expand their use and understanding of student goal setting though further work in this are will be needed in 2015.

In August 2015 our Literacy Leader, Literature Teacher and Library Technician hosted the 2015 ‘Curl Up With a Book Night’ where the whole school enjoyed stories and activities in the Junior School buildings.

Teachers have continued to build on the use of student voice in the planning and implementing units of work. Teachers have continued to develop their skills in understanding and using data to inform their planning and help in their decision-making processes. We also embedded a school leader as a critical friend to each of the planning team, encouraging them to challenge teams use data purposefully and use competencies to develop their practice and improve learning outcomes.
### STUDENT LEARNING OUTCOMES

#### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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In viewing NAPLAN data it is evident that our students operating at 12 months or more above the state mean at year 3 are showing incremental improvement with the exception of 2012 though this trend has continued small declines since. Other data at year 3 has been inconsistent, indicating a need for a more individual approach to reading, writing, grammar and punctuation and numeracy in particular, strengthening student comprehension and problem solving skills. Since 2012, the percentage of year 5 students operating at or above the state mean has shown gradual improvement However in 2014 this improvement has become more inconsistent. Reading in year 5 has shown a decline indicating that strategies that reinforce comprehension need further improvement. The cohort of student completing NAPLAN in 2014 did show a high percentage of EAL learners could also help explain the variations. A more considered focus on personalised learning, the development of comprehension skills and focused explicit learning in the year 5 cohort would encourage further growth towards the State average and within the students learning capacities.
Student Wellbeing

Goals & Intended Outcomes
To improve student wellbeing and connectedness to school.

That student engagement in their learning is strengthened.

Achievements
In 2015 we have continued to:

actively promote positive relationships between all members of the school community,
nurture an environment in which students feel safe, happy and ready to learn.
maintain our knowledge of current strategies and the changing needs of students,
implement structures to support SWD (Student with disabilities) students.

Our belief in the importance of effective wellbeing practices leads us to promote positive relationships between all members of the school community. We have endeavoured to create meaningful home school relationships, whereby parents and staff work in partnership for the benefit of the children.

We have aimed to create an environment in which students feel safe, happy and are resilient; therefore bullying is not tolerated. A bullying survey was completed by students in term 2. Reviewing the results highlighted to staff the need to continue to work with students around their understanding of what behaviours constitute bullying. Also we need to explicitly teach our students positive behaviours and relationship skill to further reinforce safety in the school.

We have continued to nurture an environment in which students feel safe, happy and ready to learn. The junior school have implemented the program: Zones of Regulation, which supports the students to identify and manage their emotions. The junior teachers have reported that this has had a positive impact on the student’s self-management skills. The middle and senior students continue to use the SEL competencies to promote wellbeing through the SEL competencies.

We place a high value on the right of teachers to teach and students to learn, and continue to the SWPBS (School Wide Positive Behaviour Support) framework to promote positive engagement and cooperative behaviours. We have responded to student’s actions by acknowledging positive behaviour and providing appropriate consequences for unacceptable behaviour. An SWPBS team responded to needs recognised through analysing classroom and playground behaviour data.
In order to underpin the importance we place on creating a positive and nurturing classroom culture, a Start Up Program is implemented across all year levels. This program was implemented in the first two weeks of the school year ensuring that both staff and students started the year with a strong positive ethos, ready to make the most of every teaching and learning opportunity. A mini Start Up was implemented at the start of each of the remaining terms to ensure a positive start to the learning.

School Leadership has continued to support the implementation of structures to support SWD students. Teachers and Learning Assistants are released to plan and review Individual Learning Plans (ILPs) for each student. The Student Wellbeing Coordinator has continually monitored these ILPs. The parents of SWD students have been well informed and involved in their children’s progress through Program Support Group (PSGs) meetings held each term. Personnel from the Catholic Education Office support the staff in implementing programs for these students, through the facilitation of meetings, attending PSGs and staff meetings. They have assisted staff in maintaining their knowledge of current strategies and the changing needs of our students.

Transition (kindergarten to Prep, Year 6 to Secondary school) is a significant milestone in a student’s education and is also a very significant one in a parent’s life. At Holy Child we have endeavoured to make transition from Kindergarten to Prep as smooth as possible by having parent information sessions where parents are provided with information, which will help to prepare their child for school. The children also attended three sessions in the prep classrooms to become familiar with the classroom environment before commencing school the next year. The Student Wellbeing Coordinator has visited the feeder kindergartens to discuss children individually.

Transition to Secondary school was also supported. The Special Needs Coordinator from Penola attended Term 3 PSGs for those students attending Penola in 2016. This allowed parents and students the opportunity to learn more about the support programs in place at Penola. Staff from Secondary schools visited our school and met with Year 6 teachers and students. Year 6 teachers also included a transition focus in their Term 4 teaching. The Wellbeing Coordinator also supported the funded students in their transition to Penola by taking them to Penola for a tour of their classrooms and specialist rooms. This proved a great success with students sharing that they feel more excited about starting secondary school.
A description of how non-attendance is managed by the school.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
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<tbody>
<tr>
<td>Y01</td>
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<tr>
<td>Y02</td>
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<td>Y03</td>
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<td>Y04</td>
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<td>Y05</td>
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<tr>
<td>Y06</td>
<td>91.43</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>92.26</td>
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</tbody>
</table>

VALUE ADDED

Two Social Work students from R.M.I.T. completed their 21 weeks placement at school offering social skills programs for students identified with particular needs as well as year 6 transition, supporting our healthy eating program and our inaugural school fete. We continued to offer Breakfast Club once a week for all students. After School sports program offered on a Wednesday and Homework club was offered on a Monday during the week supported recreational activities and home learning. Year 5-6 combined Camp at Phillip Island Adventure resort.

STUDENT SATISFACTION

The student experience of Holy Child Primary School in 2015 showed a decline in most indicators moving from the middle 50% of school across the state to the lower 25%. The most significant declines were in Emotional Wellbeing particularly Student Morale dropping from 72 in 2014 to 63 in 2015, Student Distress from 82 in 2014 to 70 and Connectedness to School from 78 in 2014 to 69 in 2015. The only other significant decline was in Student Safety from 84 in 2014 to 73 in 2015. The major pillar would indicate that...
Leadership & Management

Goals & Intended Outcomes
To improve the organisational climate of Holy Child School.

That a strong, supportive professional team culture will facilitate student engagement and improved outcomes.

Achievements
The 2015 school year closed with many achievements most notably in the area of Partnership. Our school continues to work with a number of educational and community groups/organisations to improve the opportunities for our students, staff and parents. These groups represent small projects, i.e. Penola College Partnership schools presenting Literacy data across the cluster to all members. Also larger project i.e. Pentagonal Mathematics Collective developing a shared process for the improvement of mathematics in each school. The Edge Alliance focusing on the development of parent engagement and empowerment across the Hume City Council Area. The Hume Moreland Cluster developing parent engagement practices within all cluster schools in the two municipalities.

These Partnerships are also enhanced by the development of associated links to community organisations including: Hume City Council, Dianella Community Health Services, Meadow Heights Visy Learning Shop, Banksia Gardens Community Services, Homestead Community Services, Anglicare, The Brotherhood of St. Laurence, VICSEG. Each of our associates offers support to enhance the education, health or wellbeing of our school community.

Other achievements also include student presenting their learning to parents and the wider community through Learning Expos, Year 1 and 2 chose to do this in the context of a ‘Bush Dance for families to attend, Reading was celebrated during our annual ‘Curl Up with a Book Night’. We initiated our ‘Twilight Sports’ event where every child in the school raced and participated a fun game.

We hosted the Mercy Connect Volunteers who did a marvelous job reading with our children who needed extra support as they transitioned from our ‘Reading Recovery’ programs. We were also supported, by parents who worked in our classrooms offering help for learning or help for the teacher or Learning Assistants.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015


| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 32 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | $1754.82 |

TEACHER SATISFACTION

The 2015 Insight SRC data showed staff scored low on the individual morale (2), Student Behaviour (2), School Distress (3) Supportive Leadership (3), Team Work (4) and Empowerment (4). However staff scored relatively higher on School Improvement Focus (45), Appraisal and Recognition (16).

Areas to focus on in 2015 include Quality Teaching (16), Curriculum Processes (4), Engaging Practice (17%) and Student Behaviour (classroom) (6).
School Community

Goals & Intended Outcomes

- To strengthen the active and collaborative, mutual partnerships between the school, parents, parish and wider community.
- That student learning is enhanced by authentic partnership with parents and local and global community.
- To strengthen the school as a learning community connecting strongly with communities beyond the classroom.

Achievements

During 2015 Holy Child Primary School was involved in a range of opportunities to strengthen and enhance our partnerships with local agencies in and beyond our local community. We believe the relationship we have developed will positively impact on the learning opportunities in and out of the classroom and allow our community to continue to flourish.

Some of the successes have included a number of staff from local schools attending a study tour to London during the September holidays. This was facilitated by leading UK educationalist Maggie Farrar giving the delegates a better understanding of ways to empower parents in their children’s education journey.

Our Hume Moreland cluster, which consists of St Dominic’s, Corpus Christi, St Matthew’s, St. Mark’s and Holy Child continues to grow in strength in its knowledge of our collective aspirations as communities of rich diversity. The Hume Moreland cluster facilitated a professional learning day with Father Richard Leonard about recognising our Catholic identity in the contemporary world. This gave all of us time to reflect and think about where we and our families fit in our understanding of our faith.

Programs provided in the school hub continue to support our families through accredited training courses, parenting courses, ICT training, English conversation classes, cooking, healthy eating, safe food handling and playgroup sessions. We could not fund these programs if not for the assistance of the Hume City Council, Scanlon Foundation, Banskia Gardens and agencies within and outside the Hume region.

With the experience of our two Hub staff members our community had access to Vietnamese and Arabic language speakers, therefore information and concerns could be easily communicated and resolutions sort reducing anxieties. Other recently formed partnerships have included the ‘Edge’ Learning Alliance which has a long term commitment to work collaboratively optimising educational growth and life chances for students and families in our community and the ‘Pentagonal Collective’ whose aim is to embed exemplary practice informed by pedagogical content knowledge. Holy Child is committed to working with these two groups in order to help achieve our schools goals.

Within the school many functions were organised to highlight the fantastic work being done by Holy Child Primary School in all aspects of life and learning. Hands on ‘Learning Expos'
assisted parents with activities to support student learning outside the classroom, staff actively supported parents in leading and exploring learning possibilities in Mathematics. This has allowed us to work along side our families to transform lives and build life opportunities and understandings that always encourage multiple solutions not always just the right answer.

Parent involvement and engagement continues to be an important part of our school’s environment. This is demonstrated through classroom support, helping in the library, Mother’s Day and Father’s Day stalls, treat day lunches, selling icy poles on the hot Fridays of Summer, assisting at weekend Working Bees or being available to support one another. How fortunate we are to have this sour supportive families and to be able to be part of their story, a story of hope and learning. Quote from a parent “We want to be part of our children’s learning.”

Community involvement was most evident in the Celebration of our Parish Golden Jubilee. 50 years of community life in which the members of Holy Child Parish old and new came together to look at the past with gratitude, live the present with passion and to embrace the future with hope. Our school community was actively involved in supporting the Golden Jubilee through a range of celebrations including a Jubilee Mass celebrated by Archbishop Dennis Hart and a youth organised talent night. School staff along with many parents and parishioners also organised a school / parish fete that allowed the local community to celebrate with us! An inaugural twilight sports event was also held early in the year with great support from the school community and one we hope will become an annual event.

Holy Child continues to work closely with Australian Catholic University to assist pre service teachers with ongoing support and allowing them to not only be part of our school for short teaching rounds but rather to take a more active role across the school in order to give them a much richer experience of education in our culturally diverse area of Dallas.

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</thead>
<tbody>
<tr>
<td>The 2015 Insight SRC survey results indicated parents believed students were motivated (81.48 Actual score) classroom behaviour needed to improve (45.37 reduced from last years score of 52.5), that staff were approachable (88.89, up from 85.21), teacher morale remained average (82.92) and that the learning was fairly stimulating for their children (79.17 was reduced from 80.41)</td>
</tr>
<tr>
<td>Parents have indicated that areas for further focus in 2016 should include learning focus (target beyond 78), Social Skills (target beyond 80) and student safety (target beyond 78)</td>
</tr>
</tbody>
</table>
### Financial Performance

**REPORTING FRAMEWORK** | **MODIFIED CASH $**
---|---
**Recurrent income** | Tuition
School fees | 
Other fee income | 45,259
Private income | 98,457
State government recurrent grants | 1,044,626
Australian government recurrent grants | 3,318,340
**Total recurrent income** | 4,506,682

**Recurrent Expenditure** | Tuition
Salaries; allowances and related expenses | 3,060,199
Non salary expenses | 680,980
**Total recurrent expenditure** | 3,741,179

**Capital income and expenditure** | Tuition
Government capital grants | 
Capital fees and levies | 169,735
Other capital income | 
**Total capital income** | 169,735
**Total capital expenditure** | 233,190

Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)

**Total opening balance** | 40,500
**Total closing balance** | 22,500

---

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
### VRQA Compliance Data

E1249  
Holy Child School, Dallas

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>90.0</td>
<td>89.5</td>
<td>-0.5</td>
<td>87.8</td>
<td>-1.7</td>
</tr>
<tr>
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<td>100.0</td>
<td>10.0</td>
<td>98.0</td>
<td>-2.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
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<td>92.3</td>
<td>14.8</td>
<td>93.9</td>
<td>1.6</td>
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<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>95.0</td>
<td>89.7</td>
<td>-5.3</td>
<td>83.7</td>
<td>-6.0</td>
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<tr>
<td>YR 03 Numeracy</td>
<td>82.5</td>
<td>94.7</td>
<td>12.2</td>
<td>84.0</td>
<td>-10.7</td>
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<td>YR 05 Reading</td>
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<td>-16.8</td>
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<td>3.1</td>
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<td>87.1</td>
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<tr>
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<td>90.4</td>
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<td>3.9</td>
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<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>84.6</td>
<td>71.0</td>
<td>-13.6</td>
<td>82.9</td>
<td>11.9</td>
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<tr>
<td>YR 05 Numeracy</td>
<td>78.8</td>
<td>71.0</td>
<td>-7.8</td>
<td>87.8</td>
<td>16.8</td>
</tr>
</tbody>
</table>
### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 89.86% |

### Staff Retention Rate

| Staff Retention Rate | 96.55% |

### Average Student Attendance Rate by Year Level (%)

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y01</td>
<td>91.55</td>
</tr>
<tr>
<td>Y02</td>
<td>92.09</td>
</tr>
<tr>
<td>Y03</td>
<td>92.46</td>
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<tr>
<td>Y04</td>
<td>92.38</td>
</tr>
<tr>
<td>Y05</td>
<td>93.63</td>
</tr>
<tr>
<td>Y06</td>
<td>91.43</td>
</tr>
<tr>
<td>Overall</td>
<td>92.26</td>
</tr>
</tbody>
</table>

### Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>30</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>23.600</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>19</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>15.464</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>