

ANNUAL REPORT TO THE SCHOOL COMMUNITY



Holy Child Primary School
227 Blair St Dallas

2016

REGISTERED SCHOOL NUMBER: 1653



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Minimum Standards Attestation

I, Alan Smith attest that Holy Child Primary School 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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

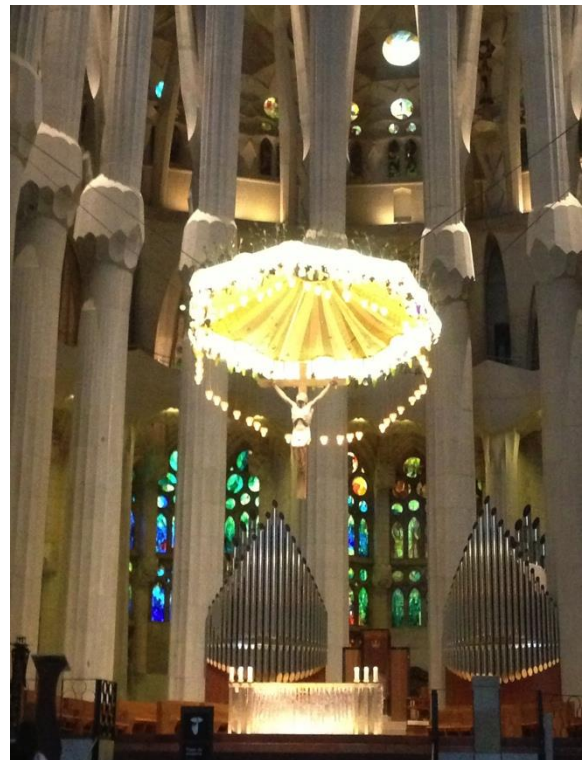
Our School Vision

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 mission is to courageously work together to engage, strong purposeful and successful learners who are happy, faithful and committed to our community. To achieve this we need to provide a rich learning environment and high expectations that challenge everyone to; creatively solve problems, build relationships, embrace humour and act out our core values of wisdom, hope, justice, integrity, forgiveness, compassion, and equality. We put our students first in all decisions, we build relationship with families, we support one another, we learn alongside our community, we take responsibility and identify positive resolutions, we work hard and smart, we reflect and act on those reflections, we take calculated risks, we are accountable to ourselves and others, we have high expectations and work to achieve them.

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. Forty-nine 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. Early in 2015 we will celebrate fifty years our silver jubilee marking a significant milestone in our parish history.

The buildings have been regularly upgraded and have been maintained over the years. The school has completed the construction of a new-shared parish foyer and school multi-purpose hall. Followed by the construction and renovation of a new senior classroom block funded under Building the Education Revolution, which caters for 21st century student-centered learning approaches. These improvements were complemented by the installation of a new garden, play environment and junior adventure playground. The school currently has an enrolment of 378 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 learning need of our students in Literacy and Numeracy while extending our student opportunities and notions of engagement in learning throughout the school.

The students are organised into fourteen classes.

Class Structures

2 x Prep, 4 x Years 1/2, 5 x Years 3/4, 4 x Years 5/6.

Specialists

Physical Education, Languages Other Than English, Literature, Visual Arts.

Literacy

Intervention, Leadership P-6, Oral Language Program P - 2, New Arrivals Program P -6.

Positions of Leadership:

Education in Faith, Student Wellbeing, Student Welfare, Learning and Teaching P - 2, Learning and Teaching 3-6, Literacy, Numeracy and Information and Communication Technology.

There is also specific provision in Numeracy, Pastoral Care, New Arrivals Support and Refugee Support. There are 28 students who have been identified and funded by Students With Disabilities (SWD) funding. Twelve Learning Assistants, and the Welfare Leader support these students on their individual learning journeys. Added to this are a growing number of students with special need who have an Individual Learning Plan (ILP) bring our total number of supported students to 48. Our enrolment data also suggests a growing population of New Arrivals families with specific needs, that are requiring support in wellbeing and trauma informed practice.

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 C.S.E.F. but this has increased to 87.3%. The School enrolment data reports that 60.3% of families are unemployed, an increase of 2.56% and that 39.7% of families are employed in the unskilled sector as, machine operators and labourers, a decrease of 0.1%. While skilled employment has increased to 20.7% of our community (Enrolment data)

The school community is culturally diverse with students originating from 12 different countries. The largest ethnic family groups are from Iraq 65.1% and Vietnam 10.8%. 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 maintenance) development of the students.

Principal's Report

The Annual Report to the school community is an opportunity to celebrate the achievements our school made in 2016. This year we worked with our Chaldean community to address the use of social media, we also further developed our learning and administration practices. We continued working with our partners throughout the year to build the capacity of our community. We worshiped together and invited families into our school to celebrate and share experiences of hope, joy and learning. As a staff we reflected and introduced new ways of ensuring our children were safe and free from harm and said goodbye to some well-respected members of staff. This was a year of both celebration and challenge, though it ended in hope filled and strategic plans for continued improvement and building of support structures for our community.

Our enrolment at Holy Child Primary School grew throughout 2016. We enrolled 49 Foundation year families during February- May, however requests for enrolment from new arrival families increased especially during July August, peaking at 378 children in December. This influx of Assyrian/Chaldean speaking families required a rethink of staffing allocation, leading us to employ two more multicultural aides, to provide language support in administration and in the classrooms. Our classroom structures changed slightly in 2016. We had 15 learning groups (2 x Prep, 4 x Year 1/2, 4 x Year 3/4, 5 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, and community development and student welfare.

Literacy, Numeracy and Engagement are our key areas for improvement at Holy Child. We have continued to build the capacity of our children seeking an increase in these areas every year. Our data sets have been used to track the progress of students as they grow in their abilities. During this process we have worked in our level teams to look at collected data, have a shared understanding of how to interpret the data and implement learning lessons based on this data to improve the skill and deepen our children's understandings. In doing this we as a school have continued to develop teacher consistency, confidence and analysis skills to achieve improved results as individuals and teams. We identified that "A team environment should challenge every member of the team to perform better and continuously improve their skills". With this in mind regular professional learning opportunities were undertaken by our staff to improve and develop their skills in these areas and keep abreast of current pedagogical thinking.

Staff also broadened their skills and knowledge of the EAL continuum, this helped staff to build confidence in using the continuum, analysing the data and then implementing the learning in consideration of the information offered by the EAL continuum. Margret Nutbean an external consultant facilitated this. We began with a focus on "Who is our EAL learner".

Partnerships are very important at Holy Child Primary School. We continued to partner with four other schools in the Pentagonal Collective, working with the Catholic Education Melbourne (CEM) 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 35 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

New legislation was introduced to all schools in Victoria during 2016. The legislation is Ministerial Order 870 instigating a Child Safe Policy and a Child Safety Code of Conduct for staff. This meant we needed to review our documentation in wellbeing, welfare and behaviour management, including staff role descriptions to ensure compliance to the Child Safety Legislation and a commitment to child safety at all times. Consistent with our normal practices we continued our Mandatory Reporting online module and certification.

2016 also saw the Josephite Sisters, 50-year anniversary in our Parish and School. We celebrated this with a mass presided over by Bishop Terry Curtin. We acknowledge his personal support for our Parish and School community.

Parish Priest's Report

In 2016 Fr. Leenus Neetany continued to guide our school as our Parish Priest. Our Assistant Priests 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 2016 Fr. Leenus and Fr. Xua have worked extensively with the Holy Child Primary School Principal and leadership team as well as the Principals and leadership teams of Penola Secondary College and Kolbe Secondary College.

This year I would like to acknowledge and thank. 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

Religious Education is central to the sacramental life and culture of Holy Child School. We are a community of believers who work with our Parish Priests to link Families, Parish and school. Students, families and staff work in partnership to promote the faith, identity and spiritual development of each other. We do this through real life opportunities of prayer, liturgy and the celebration of the Sacraments. The school's focus is to deepen the students understandings of how faith based values are demonstrated daily.



Sacramental candidates and their families attend workshops and reflection days throughout the first three terms of the year. These workshops were structured to provide opportunities to involve parents in adult education sessions alongside their children candidates. This would encourage the development of a deeper understanding of their Catholic Faith. The Mary Mackillop student groups Year 4 – 6 met weekly to learn and work in the footsteps of Mary MacKillop. The Year 4 group met with Sister Veronica to experience directly the spirituality of the Josephite sisters. The senior students worked with Mrs Jo-Anne Murphy Religious Education Leader to experience social justice and actions to demonstrate this in our school

Students engaged in comprehensive inquiries where religious concepts were embedded as an integral part of planning and implementation, further developing knowledge of our faith and linking Catholic value to real life. Connections were made between the Gospel values and life experiences challenging each to grow in commitment to live a Christian life in word, action and service. To Know, Worship and Love text was one of the major resources in the teaching and learning process and the Religious Education Leader monitors the effectiveness of the formal P-6 curriculum during team planning and then again through out the year level evaluation of units. Religious Education reporting and assessments were undertaken to determine students' knowledge and skill development.

The Religious Education Leader directed Holy Child School's Years 3-6 Choir. The choir numbers grew from 11-student in 2015 to 32 regular participant members. The Choir performed at Broadmeadows Shopping Centre, Broadmeadows Elderly Citizens Dallas, at schools and culminated in a performance at Hume City Council Christmas Concert Craigieburn.

VALUE ADDED

- Continued strengthening of our Social Justice programs through our Mary MacKillop ^{SEP}Groups commitment to helping others.
- Further developing staff's understanding about re-contextualisation and how to engage in meaningful learning experiences related to inquiry.
- Began a process of reporting and assessment of student scriptural knowledge and interpretation.
- Further developing process to embed religious education to be embedded in our inquiry process.
- Further development of the Holy Child Choir as a support for whole school liturgy

Learning & Teaching

Goals & Intended Outcomes

To improve student learning.

That student outcomes in Literacy and Numeracy improve.

That student engagement is improved.

Achievements

In 2016, the staff embarked on developing their beliefs and understandings of EAL (English as an Additional Language) and LBOTE (Language Background Other Than English) learners. This supported their planning and teaching practices to meet the needs of their students. The teachers received fortnightly professional development in understanding and using the EAL Developmental Continuum, which was facilitated by Margaret Nutbean, the Literacy Leader and New Arrivals Teachers.

Some students received additional support in reading comprehension by being part of small groups supported by three Mercy Connect volunteers. PACH (Parents As Classroom Helpers) courses were conducted with a number of parent helpers supporting classroom teachers.

We also celebrated Book Week and the junior school children participated in the 'Curl Up With A Book' an evening of story reading.

In 2016, Holy Child School divided the leadership of Learning & Teaching into two roles P-2 and 3-6 leaders. This was to try and focus on the varying needs of students across the school and addressing the difference between senior and junior curriculum. This structure we believed would provide more support for each teacher providing them with models of coaching, mentoring or providing feedback and collaboration.

Leaders focused on the Inquiry process developing concepts of Wellbeing, Community, Change and Innovation. These concepts were explored through the use of challenging questions to help students think more deeply about key areas of study.

Our school continued its focus on science as a learning area and the development of thinking, research and presentation skills across all levels of the school. This was supported by our partnership with Australian Catholic University (ACU) having their science pre-service teachers come to school and provide lessons in the lower grades. This collaboration with ACU allowed our students to acquire other rich learning opportunities whilst providing valuable knowledge and experience about our school context.

Staff continued to work with the Pentagonal Collective focused on improving all student outcomes in Mathematics. A combined closure day facilitated by Peter Sullivan sought to extend prompts used by teachers when working on Mathematical investigations. These prompts encouraged greater student voice and choice in Mathematics. A second closure day focused on problem solving strategies. This work has continued to grow.

There was a change in Numeracy leadership in term 4, 2016, due to the retirement of Mrs Bernadette Atkins. A new Numeracy leader commenced tenure in term 4, 2016.

Staff continued to use 'PAT Maths' in an annual assessment schedule and mapped the data using Phillip Holmes-Smith SPA platform packages. This allowed staff to gather and analyse individual student data then develop targeted teaching sequences. These sequences then led to a Mathematic equipment audit, identifying materials that would support targeted teaching.

Oral language, digital learning and use of technology were also explored as ways of improving engagement in Numeracy learning.

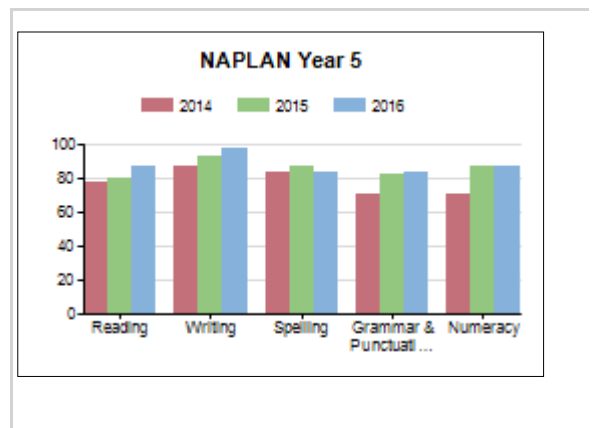
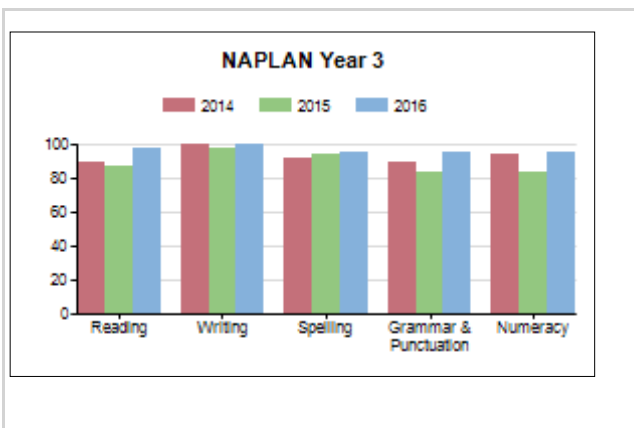
STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014 - 2015 Changes %	2016 %	2015 - 2016 Changes %
YR 03 Reading	89.5	87.8	-1.7	97.8	10.0
YR 03 Writing	100.0	98.0	-2.0	100.0	2.0
YR 03 Spelling	92.3	93.9	1.6	95.6	1.7
YR 03 Grammar & Punctuation	89.7	83.7	-6.0	95.6	11.9
YR 03 Numeracy	94.7	84.0	-10.7	95.6	11.6
YR 05 Reading	77.4	80.5	3.1	86.8	6.3
YR 05 Writing	87.1	92.9	5.8	97.3	4.4

YR 05	Spelling	83.9	87.8	3.9	83.8	-4.0
YR 05	Grammar & Punctuation	71.0	82.9	11.9	83.8	0.9
YR 05	Numeracy	71.0	87.8	16.8	86.8	-1.0

In viewing NAPLAN 2016 data it is evident that our students are demonstrating improvement in all areas at Year 3. Writing has returned to the 2014 level reaching 100% of the minimum standards. When we look at statistically similar schools Holy Child is above or well above these except in Numeracy where we are just below the average score. This indicates we at Holy Child need to further develop individual approaches to numeracy, whilst continuing to address comprehension, reading and writing skills to maintain our current scores and improve further.

The average score at year 5 indicate students are operating at or above statistically similar schools in most areas with exemption of Grammar, Punctuation and Numeracy. However further improvement would be expected with a closer focus in the senior years on reading comprehension, text structure and use of materials in numeracy. This would also support our increasing number of EAL learners in their accusation of English language and being able to transfer previous known skill in other curriculum areas such as numeracy. This approach will encourage the maintenance of existing scores and the improvement of growth toward improvement Grammar, Punctuation and Numeracy.



Student Wellbeing

Goals & Intended Outcomes

To promote positive relationships throughout the school

To strengthen student engagement in learning

Achievements

We have continued to nurture an environment whereby students feel safe, happy and ready to learn. We continue to use the School Wide Positive Behaviour Program Support (SWPBS) framework to promote positive student engagement and co-operation. We responded to student's actions by acknowledging positive behaviour and explicitly teaching student skills in areas of positive behaviour expectations and a Start-up program in the first two weeks of school. This Social and Emotional Learning based program was planned by teachers and focused on age appropriate skills and expectations. During this time, we introduced our new Safe, Happy and Ready to learn Characters. Teachers use 'ClassDojo' to positively acknowledge student's behaviour and effort in classrooms. Each class presented to their peers and taught ways to be safe, happy and ready to learn at school. Teachers recognised to support this nurturing environment that school assemblies would need to change and provide age appropriate content. The assemblies were divided into Junior and senior.

At Holy Child we place a high value on the right of teachers to teach and students to learn. To ensure consistency in teacher responses to disruptive behaviour we developed a Behaviour Support Protocol. This protocol builds in opportunities for students to reflect on their behaviour and make a better choice. In consultation with students in year 5/6 and staff we categorised negative behaviours into major (dangerous) and minor (annoying) categories included an appropriate consequence for each behaviour. Teachers enter these behaviours on a 'tracking tool' allowing leaders to collect data and support students in their behaviour choices.

Students completed a bullying Survey in term 2. Reviewing the results highlighted the need to continue working with students to develop their understanding of bullying behaviour. Teachers interviewed students to better understand their experience and support them with positive strategies.

The leaders also interviewed students identified as displaying bullying behaviour. To empower all students we participated in the TED education program presenting a positive message of Do Your Best. This program and others presented a positive view of using power to help others and your self. Students also participated in a Cyber Safety session presented by Susan McLean. This session highlighted the dangers to children online and the appropriate programs/ apps for them to be using in years 3-6.

Welfare has continued to have a strong focus on collecting and analysing relevant data from a variety of sources. Staff received support from the Welfare Leader through regular time release. Teachers and Learning Assistants shared data then reviewed and updated Individual Learning Plan (ILP) goals. A focussed approach to analysing data also led to an increase in the number of students who were referred to the Pastoral Care Team. These Pastoral Care referrals resulted in an increase in the number of funded students in 2017. The Speech Pathologist, Psychologist and Learning Diversity support staff form Catholic Education Melbourne.



At Holy Child we are very aware of the relationship between children's emotional wellbeing and their learning. We have continued to support our vulnerable students by working with agencies such as Melbourne Primary Care Network and General Practitioners to implement Mental Health Care Plans for several students. This partnership has resulted in more than 12 students accessing counselling sessions from 2 psychologists at school with no additional costs to parents.

Non attendance at school is treated very seriously. We believe that everyday counts therefore after identifying that as student has been away for four days teachers contact the office if no information has been given to them regarding the absence. Teachers will be advised to ring the family and then if the response is inadequate, the Principal contacts the parents via phone and letters home to the family. Frequent notes are included in the newsletter reminding parents of the importance of attending school regularly

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, year 6 transition, family support and appropriate cyber support for families.

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.

STUDENT SATISFACTION

The student experience of Holy Child Primary School in 2016 demonstrated an increase in most indicators moving towards middle 50% of school across the state to The most significant increases were in Teacher Relationships all indicators, Emotional Wellbeing and Student Safety growing from 73 to 77. Other areas remained very similar to 2015 levels.



Child Safe Standards

Goals and Intended Outcomes

The staff has been well briefed with the seven standards for child safety. They have drawn up and signed their Code of Conduct. They were also given adequate professional development on the seven standards of child safety. A committee for child safety will be formed and parents will be invited to join this committee. Staff meetings through the year included aspects of Child Safety.

Our contractors also have had briefings on their duties and responsibilities when being present at school.

Achievements

A policy for child safety has been written. This has been presented to the school community. The code of conduct is well publicised and referred to through newsletters and at staff meetings.

We have reviewed various policies to include aspects of child safety. The community are very aware of the new rules in place with regard to voluntary work, they have been briefed and accordingly recognise the importance of signing appropriate documentation when being a volunteer.



Committees such as our Parents and Friends are active at school have their awareness raised at meetings regarding all aspects of their work. Our grievance policy has also been updated to accommodate child safety policies.

Recently discussions have raised issues of how child safety impacts on aspects of school life, such as camps, excursions etc.

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 2016 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 include staff working along side the Catholic Education Melbourne Team to improve our practices helping to better facilitate learning in our school. The leadership team seeks how they can give service to the classroom teachers and the students in their grades to support the conditions for learning in these grades. By doing this leaders are working alongside teachers to improve the outcomes for our students

Students participated in events that brought the community together and enhanced the engagement of our students, the community came together at the 'Blokes and Kids Night', and Reading was celebrated during our annual 'Curl Up with a Book Night'. We tried to have our second 'Twilight Sports' event but unfortunately the weather was not so favorable for this and had to be abandoned. These events and opportunities allowed us to demonstrate our culture of working together to achieve positive outcomes.

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

DESCRIPTION OF PL UNDERTAKEN IN 2016

Pat Reading and Pat Math's, The Pentagonal Collective focus on Mathematics, Adult Spirituality, Religious Education Network, Literacy and Numeracy, Community Classrooms Maggie Farrar, Network Meetings: Principal, Deputy Principal, Wellbeing, Religious Education, ICT, Professor Phillip Clarkson supporting Numeracy and Sustainable Mathematics, Teaching and Learning, Supporting New Arrivals, International Speaker Series, Reading Recovery Cluster, Italian Language Network, EAL or SLD developing a Dynamic Assessment Process, Additional Learning Needs Student Services Processes, Supporting Allocated New Arrivals Teachers Beginning a Deeper Understanding of ESL Developmental Continuum, Autism Spectrum Disorder, Visits to Broadmeadows Developmental School, Action Learning. Emergency Management Training, First Aid level 2 Certification, Asthma Training, Anaphylaxis Training, VIT Mentoring Graduate Course, Phonological Early Reading Intervention course, Engaging Family School Partnerships Conference & Workshops, Readers workshop, ICT, Audit Day, Mathematics Intervention

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

52

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 998

TEACHER SATISFACTION

The 2016 Insight SRC data showed staff scored low on the individual morale (5), Student Behaviour (2), School Distress (2) Supportive Leadership (7), Team Work (4) and Empowerment (4). However staff scored relatively higher on School Improvement Focus (45), Appraisal and Recognition (16).

Staff indicated that more professional learning in the development of pedagogy, particularly in the areas of engagement and curriculum processes would be helpful. This would further encourage quality teaching especially linking the areas inquiry, literacy and numeracy leading to more engaged learning and reducing behaviour management issues.

Staff also indicated they would welcome more support in managing student behaviour and wellbeing.

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 2016 Holy Child Primary School continued to develop and innovate in a range of opportunities to strengthen and enhance our partnerships with local agencies in and beyond our local community.

We believe that community partnerships positively impact on the learning opportunities for our young people and their families, and allow our school to continue to flourish as a learning community. We acknowledge that learning happens everywhere.

The school has continued to access the research and community focused philosophies developed at a global level by leaders such as Maggie Farrar, George Otero and Anne Henderson. Many of the teaching staff participated in continuing learning opportunities and networks supporting this area.

We continued to be part of the Hume Moreland cluster, which has become more streamlined and focused. The cluster consists of 4 school communities in 2016, and the Principals, leaders and teachers meet together regularly. A cluster engagement leader worked directly with key staff members in the school.

A wide range of programs are offered in the School's Community Hub and we continued to support our families through accredited training courses, parenting courses, ICT training, English conversation classes, cooking, healthy eating, safe food handling and playgroup sessions. These programs are funded with the assistance of the Hume City Council, Scanlon Foundation, Banksia Gardens, Visy Learning Shop and a variety of agencies within and outside the Hume region.

Our Community Hub has access to Vietnamese and Arabic language speakers, who also enable the most effective and nuanced delivery of service to the respective communities.

Holy Child school is part of 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 and contributing to a stronger healthier broader community.

Holy Child has developed strong partnerships with Australian Catholic University and RMIT

University. As well as assisting pre service teachers with ongoing support and allowing them to not only be part of our school for short teaching rounds, Holy Child staff taught one of the units in the pre-service Masters of Teaching course. This unit was delivered through 11 lecture and workshop weeks, and most of these were taught at the school.

Our RMIT University partnership included the hosting of 2 Masters of Social Work students for a long 70-day placement. The Social Work students contributed significantly across a variety of networking and event opportunities for the community during their placement.

Holy Child School continues to work with the parish to foster the importance of the Church in our daily lives. Many masses, sacramental celebrations and parish social events allows the school community and parish members to join together as one.

PARENT SATISFACTION

The 2016 Insight SRC survey results indicated parents believed students were motivated (79 Actual score) classroom behaviour needed to improve (37) reduced from last years score of 45, that staff were approachable (91, up from 89), teacher morale had increased to 88 from 83 and that the learning was stimulating for their children moving from 79 to 87

Parents have indicated that areas for further focus in 2017 should include student learning focus (target beyond 78), Social Skills (target beyond 80) and student safety (target beyond 78)

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent Income	Tuition
School Fees	25,555
Other fee income	10,732
Private income	92,652
State government recurrent grant	899,542
Australian Government recurrent grant	3,908,674
Total Recurrent Income	4,937,155
Recurrent Expenditure	Tuition
Salaries; allowances and related expenditure	3,311,163
Non salary expenses	645,357
Total recurrent expenditure	3,956,520
Capital income and expenditure	Tuition
Government Capital Grants	
Capital fees and levies	159,060
Other capital income	
Total Capital income	159,060
Total capital expenditure	108 665
Loans	
Total opening balance	22,500
Total closing balance	4,500

VRQA Compliance Data

NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)

E1249 Holy Child Primary School Dallas

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	90.67
Y2	92.97
Y3	94.42
Y4	94.75
Y5	93.49
Y6	95.35
Overall average attendance	93.61

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.13%

STAFF RETENTION RATE	
Staff Retention Rate	96.67%

TEACHER QUALIFICATIONS	
Doctorate	4.35%
Masters	21.74%
Graduate	34.78%
Certificate Graduate	13.04%
Degree Bachelor	78.26%
Diploma Advanced	47.83%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	31
FTE Teaching Staff	25.700
Non-Teaching Staff (Head Count)	20
FTE Non-Teaching Staff	18.048
Indigenous Teaching Staff	0