

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



2018

HOLY CHILD PRIMARY SCHOOL

REGISTERED SCHOOL NUMBER: 1653



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SCHOOL OVERVIEW

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The Josephite sisters established Holy Child Primary School, Dallas, in 1965 (Parish Reg) close to the corner of Blair St and Barry Rd in Dallas. The sister's ethos of pastoral care and community involvement are the foundation values of the Holy Child community. Fifty-three 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.

With the help of Catholic Education Office Northern Zone and a local Principal Francis Drysdale (Oscar Romero) we advertised and interviewed for the best Leadership Team we could find after the resignation of our Deputy Richard Keele and end of our current leadership teams tenure. We appointed Erin Mc Lindon (Learning Diversity) Toni Kerr (Numeracy), Linda Kelly (Learning and Teaching) and Bernadette Venables (Deputy Principal). Later in 2018 we appointed Catherine (E Learning). Early in 2018 we began a review process to begin a new school improvement plan, which helped to drive our thinking and actions into the future. The school would now begin a new phase in its development.

Buildings have been regularly upgraded and maintained over the years. The school has in the past built a new-shared parish foyer, school multi-purpose hall and new classrooms. We have been planning for renovations to the Administration building, Discovery Centre and Classrooms. Tenders were issued and a successful builder (Bowden Corp) was appointed in 2017 and the building will be completed prior to the end of the 2018 school year.

The school currently has an enrolment of 369 students. The numbers have been relatively stable over the last 4 years. We have established a new playgroup to support the better opportunities for Early Years learning in the parish and encourage further participation for young children and parents in our school community. We are aiming to use more evidence based data to further support and enhance our planning for the individual learning need of our students. Our main areas of learning focus are Literacy and Numeracy encouraging students to extend their comprehension and English Language skills. Student have also been challenged to engage in Inquiry Learning supported by Dr Jenni Wilson and their classroom teachers.

The students are organised into sixteen classes.

Class Structures

2 x Prep

5 x Years 1/2

4 x Years 3/4

5 x Years 5/6

Specialists

Physical Education, Languages Other Than English (Italian), Literature and Performing Arts (Dance).

Learning Support

Learning Literacy Intervention, Facilitated Planning P-6, Mathematics Intervention 2-6, Oral Language Program P - 2, New Arrivals Program P -6.

Positions of Leadership

Positions of Leadership in the school; are Education in Faith Leader, Student Wellbeing Leader, Learning Diversity Leader p-2 Learning Diversity 3-6, Learning and Teaching Leader P -6, Literacy Leader, Numeracy Leader and 'E' Learning Leader. These leadership roles are expected to demonstrate expert leadership in planning, pedagogy and intervention to support student learning. There are also specific provisions for intervention throughout the school for students in Literacy, Numeracy, Pastoral Care, New Arrivals Support and Refugee Support.

There are 30 students who have been identified and funded by Students With Disabilities (SWD) funding. Twelve Learning Assistants, Learning Diversity Leaders and support these students on their individual learning journeys. Added to this are a growing number of students with special need who have more Individualised Learning needs.

MINIMUM STANDARDS ATTESTATION

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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 Victorian Registration and Qualifications Authority (**VRQA**); and
- Australian Government accountability requirements related to the 2017 school year under the *Australian Education Act 2013* (Cth) and the *Australian Education Regulations 2013* (Cth).

2 May2019

OUR SCHOOL VISION

OUR SCHOOL VISION

As the diverse learning community of Holy Child we are people of God empowered by the Holy Child (Jesus) to never see a need without acting, as did St. Mary of the Cross McKillop.

Developing the whole child is at the heart of all we do.

We empower each other to develop as thoughtful, engaged, optimistic, faith-filled, life-long learners who help create a just and caring world.

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 MOTTO

Wisdom, Knowledge and Grace

PRINCIPAL'S REPORT

PRINCIPAL'S REPORT

The Annual Report to the school community is an opportunity to celebrate the achievements our school made throughout the year. This year 2018 we worked alongside our community to employ better communication strategies, leading to the use of SeeSaw as a telephone app for parents, teachers and children to communicate with each other. 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 learning. As a staff we reflected and introduced new ways of ensuring our children were safe, free from harm and improved learners. We also said goodbye to some well-respected members of staff and long term families whose last children went to Secondary School

This year was one of both celebration and challenge. After our Formal School Review in Term 1 we went through processes to develop a new School Improvement Plan based of the findings from the review. These were hope filled and strategic, which build allowed us to articulate our strengths and plan for how our current structures and culture would need to develop. The social media use by some students and the introduction of Health Specialist program allowed us to have some rich discussions with our parents about our curriculum and online creating positive relationships.

Our continued focus on Literacy and Numeracy led us to refine our assessment practices. This culminated in the introduction of A.R.C.O.T.S. comprehension assessment, better analysis of existing data sets, beginning to use Do, Say Make and Write as a refinement of our anecdotal observations, introducing explicit learning intentions and success criteria displayed in classrooms and having one child as a representative of a cohort of children allowed for more focused evidenced based learning and teaching.

Our enrolment at Holy Child Primary School stabilised throughout 2018. We enrolled 37 Foundation year families during February- May, however requests for enrolment from new arrival families continued to our peak enrolment of 369 children by August Census. 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 – Italian LOTE (F-6); Physical Education; Health and Literature. Targeted programs were supported in the areas of literacy intervention, numeracy, student wellbeing, and community development and student learning diversity.

Literacy and Numeracy are our key areas for improvement at Holy Child. We began to establish clear targets for academic performance, building the capacity of our children to collaborate effectively and use data as evidence of learning. 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 continue to use their skills and knowledge of the EAL continuum, 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.

Partnerships are very important at Holy Child Primary School. We continued to partner with organisations and schools such as Banksia Garden's Community Education Centre and Project Real. Penola College, Community Hubs Australia and more. These organisations allow us as a school to request resources such as Berry Street Training for a greater majority of our staff, The Penola Performing Arts Centre for our Christmas Carols (though this changed and we had them at school). Community education and information programs for our parents and broader community members to develop their English skills.

We continued to develop our understanding and use of materials from the Royal Commission into Institutional Child Abuse. The legislation Ministerial Order 870 instigating a Child Safe Policy and a Child Safety Code of Conduct for staff. This meant we reviewed documentation in learning diversity, wellbeing and behaviour management, staff safe practices 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.

We also completed a renovation and extension to the Administration Building, including classrooms and offices to supply a broader range of services to our community. Staff and children moved into the stages as they were completed and by the end of the year the Bowden Corporation was still completing a list of described defects. We look forward to the completion.



PARISH PRIEST'S REPORT

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In late 2017 I was welcomed as the new Parish Priest of Holy Child Parish I am Fr. Vincent Nguyen. The parish also said farewell to Fr. Leenus Neetany who has taken a position within his order.

Our Assistant Priests Fr. Xua and Fr. Fidel the Parish Priest of the Assyrian Church have welcomed me to the Parish and provided support as I found my way around our very diverse parish.

We shared the opportunity to visit classrooms and provided sacramental and spiritual guidance for all at our school. The direction of the parish remains the same to embrace others and engage with all parishioners and members of our community. In 2018 Fr. Leenus has continued to help the parish develop the History Book checking facts and figures of when and how the parish was formed.

Fr. Xua and I 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 to encourage new enrolments to support Catholic Education in the Northern Suburbs of Melbourne. We also welcomed Mr. Nick Scully as the new Principal of Kolbe Secondary College who was appointed in June 2018.

This year I would like to acknowledge and thank the Assyrian Church and Father Fidel, The Chaldean Churches of St. George's and Our Lady Guardian of Plants Parish who partnered with Holy Child for events and Liturgy. We are blessed to have a very close relationship with of Chaldean parishes and many of the Middle Eastern Catholic churches in Northern Region of Melbourne.



EDUCATION IN FAITH

EDUCATION IN FAITH

Goals and 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

Holy Child Parish and school work together in partnership to create an environment in which the faith, identity, religious knowledge and spiritual development of each person is valued. We do this through designing explicit opportunities for prayer, liturgy, the celebration of the Sacraments, social action and formal opportunities for Religious Education.

With the school and parish working together, we have embedded sacramental life and Catholic culture as central to Holy Child School. Regular opportunities for liturgy and prayer are ways in which we have achieved this partnership. Classes engaged in daily vocal prayer, as well as varied opportunities for prayer throughout the year (e.g. meditation on scripture, prayer stations, community prayer at whole school assembly), staff also prayed together each week. In addition, classes attended two masses per term as well as whole school masses which occur for special events and key feasts throughout the year.

In 2018 the Holy Child community celebrated the sacraments of Reconciliation, Eucharist and Confirmation as a Catholic community. Opportunities were provided for sacramental candidates and their families to attend workshops throughout the first three terms of the year. These workshops were structured to provide for families to engage in dialogue about their faith.

Value added

Continued strengthening of our Mary MacKillop group demonstrated a commitment to Catholic Social Teachings in action.

Exploring new and different ways of praying - both within classes and as a community - demonstrated the value we place on our Catholic identity and the development of an environment in which relationship with God can be fostered.

Further developing staff understanding about dialogical pedagogies supported the implementation of the draft Religious Education Curriculum Framework.

A focus on dialogue with scripture supported students and teachers in building.

LEARNING AND TEACHING

LEARNING & TEACHING

Goals and intended outcomes

- ❖ To improve student learning
- ❖ That student outcomes in Literacy and Numeracy improve
- ❖ That student engagement is improved.

Achievements

Introduction of a school based assessment schedule.

Dedicated meetings and moderation time for developing teacher capacity and self-efficacy.

A strong uptake and demonstration of visible learning pedagogy and related pedagogy.

Use and display of learning intentions and success criteria in learning areas that provide a focus for the knowledge, understandings and skills students are expected to develop.

Review of school based reporting protocols for students and parents.

Provision of learning interventions in English and Mathematics Years 1-6 (Reading Recovery, LLI, GREEAD, RAN and Numeracy).

Use of google drive as an infrastructure collaborative platform to support planning, program and assessment.

Whole school use of Seesaw to improve parent communication and to create a platform for students to track their learning.

Embedding of Pedagogy of Encounter into practice.

Focus on gaining a consistent language and model for Inquiry planning supported by Dr Jenni Wilson.

Introduction of Inquiry and Religious Education integrated planning sessions.

Continued use of and reference to student data tracked against the Victorian Curriculum.

Rigorous analysis of the ACER school based tests - Pat R, Pat M, E-Write and introduction of the Melbourne University ARCOT (Australian Research Centre of Teaching).

Introduction of Numeracy Essential Assessment to support the planning of fluid groupings for numeracy.

On-going staff professional learning on Digital Technologies and introduction of Google sites in the senior school.

Introduction of the "Timperley Cycle" as a means of directing teacher learning in response to student assessment.

Introduction of the ACER - SEW (Social / Emotional Wellbeing) to support targeted teaching.

All staff created personalised learning goals in alignment with the School Improvement Plan.

Whole school celebrations of student learning.

Introduction of lunch clubs as a means of providing students with opportunities to develop skills in personal interest.

Introduction of an online "Design Squad" for senior students to engage and collaborate on Introduction of parent term overview newsletters.

Specialist teachers for LOTE (Italian), Health, Physical Education, Literature/Library, New Arrivals.

During 2018, there were significant additions to the assessment and planning of the English Curriculum. A comprehensive assessment schedule was established as well as a planning document (PRD - Progression of Reading Development) to support the teaching and learning of the English Curriculum. The assessment schedule provided staff with a very specific timeline and purpose of each assessment task.

Selected teachers in Years 1 and 2 completed three professional learning days at the Phonics in Context spelling program which was supported by the Catholic Education Office Melbourne. The teaching of Phonics in Context was implemented in Foundation to Year 2. The data from the PAT-SP (Progressive Achievement Test - Spelling) in conjunction with NAPLAN data and student work samples identified a need for a spelling program for students in Years 3 - 6 and after consultation with the staff and curriculum team, it was decided that the Australian Primary Spelling Program would be implemented in 2019.

The ARCOTS (Assessment Research Centre's Online Testing System - University of Melbourne) comprehension assessment was introduced to all Year 3 - 6 students. This assessment measured the students' understanding of a text targeted to their reading comprehension level and provided teachers with valuable data and support materials to plan targeted lessons. The Progression of Reading Development booklet was used during curriculum planning to specifically address each area of the ARCOTS assessment. This assessment is administered twice a year in conjunction with the PAT-R (Reading Comprehension assessment).

The Year 5/6 students were also engaged in novel studies where they explored a new text each term and completed comprehension tasks, shared reading and written projects. These were introduced to build vocabulary and reading comprehension skills. The Novel Studies will continue in 2019 as the students were engaged in their reading and were encouraged to use their skills of questioning and inferring to understand the text.

A number of interventions took place across each year level to address the reading comprehension, speech and language needs of the students. Students were selected for interventions based on a thorough examination of data. The interventions included Reading Recovery (Year 1); Levelled Literacy Intervention (LLI) - Year 2 - 6; New Arrivals Program (Foundation - Year 6); daily reading aloud and recall of high frequency words (GREEAD & RAN); Phonemic Awareness (ERIK) and oral language tasks with a Speech Therapist (Foundation). The success of the work with the Speech Therapist has been noted and this will continue in 2019. A Literacy team was formed, consisting of the Literacy Leader, Learning & Teaching Leader and Intervention teachers who meet twice a term to analyse data and inform their teaching practice. This has been a valuable source of communication and team work to bring about growth in student learning outcomes.

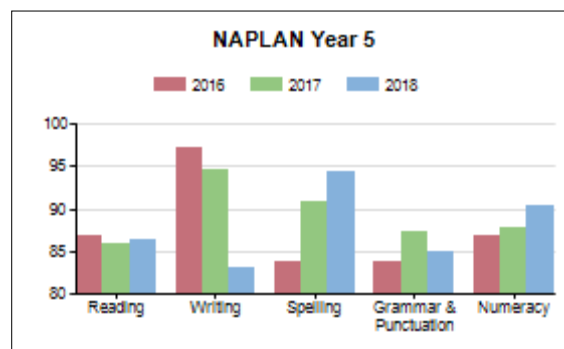
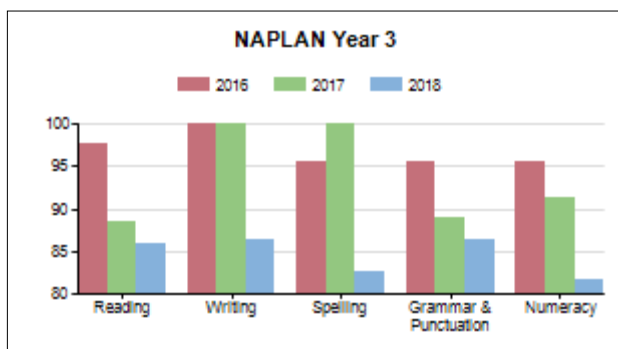
The annual Book Week event was held and supported by the school community in August. A very successful 'Curl Up With a Book' evening was held with an attendance of 200 people. These events with the support of the curriculum team and staff will happen in 2019.

In this section schools, should describe and/or illustrate their achievements in a manner appropriate to the school community

Student learning outcomes

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 CHANGES %	2018 %	2017 - 2018 CHANGES %
YR 03 Grammar & Punctuation	95.6	88.9	-6.7	86.5	-2.4
YR 03 Numeracy	95.6	91.4	-4.2	81.6	-9.8
YR 03 Reading	97.8	88.6	-9.2	86.0	-2.6
YR 03 Spelling	95.6	100.0	4.4	82.7	-17.3
YR 03 Writing	100.0	100.0	0.0	86.3	-13.7
YR 05 Grammar & Punctuation	83.8	87.3	3.5	84.9	-2.4
YR 05 Numeracy	86.8	87.7	0.9	90.4	2.7
YR 05 Reading	86.8	86.0	-0.8	86.5	0.5
YR 05 Spelling	83.8	90.9	7.1	94.3	3.4
YR 05 Writing	97.3	94.7	-2.6	83.0	-11.7

The changes indicated in our NAPLAN Data over the 2016 -2018 scores can be explained by our commitment to clear differentiation and analysis of data. In the past we have had limited opportunity to seek further understanding of the NAPLAN data we have collected. This caused some levels of confusion and doubt. Once this was addressed we found we could specifically target the needs of our student allowing for targeted teaching and learning circumstances. This clearer understanding has led to more specific 'Intervention Programs targeting student needs. We are still in the fledgling stage of this and expect that we will be able to track student growth internally though this may not be able to be verified externally in the short term. Our intervention programs include RAN, GREEAD, Maths Interview and LLI to mention a few.



STUDENT WELLBEING

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Goals and intended outcomes

- ❖ To promote positive relationships throughout the school.
- ❖ To strengthen student engagement in learning.

Achievements

In 2018 we have continued to nurture an environment whereby our students feel safe, happy and ready to learn. We continue to use the SWPBS (School Wide Positive Behaviour Support) framework to promote positive behaviours and engagement. Our Matrix provides our positive behaviour expectations and the students become very familiar with these expectations through explicit teaching by our teachers. Students who display positive social and learning behaviours were acknowledged through awards such as receiving positive behaviour tickets and pupil of the week ribbons. Students who needed extra support in the management of their behaviour received various levels of support including, counselling, behaviour support plans and additional resources. Our behaviour data showed a decrease in the number of students who were referred for poor behaviour.

2018 saw the addition of timetabled whole school SEL (Social Emotional Learning) teaching each week, this gave the teachers a regular opportunity to promote and teach social skills.

We were fortunate to have a number of extra social skills support groups for children; these groups were facilitated by staff at Holy Child and social work students from RMIT University and targeted individualised needs.

Children completed bullying surveys and participated in activities on national day of action against bullying. We saw a decrease in the number of students who reported that they are experiencing bullying.

A number of Holy Child staff completed trauma informed practice training with Berry St Children's Institute, this was provided to us in partnership with Banksia Gardens Community Services. A trauma informed approach provides our teaching staff with strategies that can best support our students and community.

We applied for funding through School Focused Youth Services and were granted funds to provide our New Arrivals teaching team with training in incidence counselling skills. These skills allow our staff to respond to the particular needs of families and students who are newly arrived to Australia.

The school leadership team attended professional learning days facilitated by Maggie Farah with the aim to continue to strengthen the connections between teaching and learning and student Wellbeing. These days saw the leaders from various areas a better appreciation for the connectedness of each learning area.

Value added

Student Representative Council,
Mary McKillop Group,
Sacramental Programs
Dress up days and Incursions,
Soccer and AFL Football Days
Sausage Sizzles
Behaviour Management Matrix
Major and Minor Behaviour Flow Chart,
Analysis of Behaviour Data using SWIS data program

Student satisfaction

The student experience of Holy Child Primary School in 2018 demonstrated an increase in most indicators moving towards middle 50% of school across the state 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 2017 levels.

STUDENT ATTENDANCE

The roll is to be filled out by the teacher in charge of the class at the time in accordance to the guidelines set down by the V.R.Q.A. Attendance Rolls should be marked twice daily – before 10.00 am & after 2.00 pm. The NForma program prints out the roll at 10:00am and 3:10pm so please ensure the roll has been completed before these times. All children are presumed present. The “abs” tab is to be used to indicate the reason for an absence. This reason could change during the day and the teacher in charge of the class must make changes accordingly at the time.

New attendance requirement was introduced in 2014 and all staff will need to be familiar with these requirements copies are available in the office. If teachers identify a pattern of absence or lateness, please inform the Principal and consider a Pastoral Care Group Meeting. Periods of long absence or unexplained absences should be noted in the roll and the Principal notified. A follow up phone contact between teacher and family is required if the child is away for more than 3 consecutive days.

If there are computer problems of any kind, there will be manual roll completion forms you can use.

Hard copies of attendance rolls are kept daily in the office.

In the event of the need to evacuate for any reason, the Admin staff will have a printed roll for class teachers to check attendance. Please ask children to line up with a fire buddy, this will assist you in knowing who is not present.

STUDENT ABSENCES

A letter explaining the child’s absence is required for each day the child does not attend school

If notes are not forthcoming, please send the absent note “pro forma” home to the parent.

Teachers please follow up with children who are late (after 8:50am) more than 5 days per term.

CHILDREN LEAVING THE SCHOOL EARLY

Children will be permitted to leave the school during the day if a parent accompanies them, or a person authorised by the parent.

The ‘Early departure Booklet’ must be signed before the child/ren is permitted to leave. A form is given to the parent who, in turn, will hand it over to the teacher/s.

Habitual early leavers need to be reported to Principal or Deputy Principal so as phone call or meeting held to determine reason. Needing to get to secondary school for other sibling ‘pick up’ is not a legitimate excuse.

Include a description of how non-attendance is managed by the school. Schools must contact parents /guardian about any unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students.

Note: The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		91.2
Y02		92.0
Y03		93.7
Y04		93.1
Y05		92.6
Y06		94.1
Overall average attendance		92.8
TEACHING STAFF ATTENDANCE RATE		
Teaching Staff Attendance Rate		87.6%
STAFF RETENTION RATE		
Staff Retention Rate		83.3%
TEACHER QUALIFICATIONS		
Doctorate		2.8%
Masters		19.4%
Graduate		27.8%
Graduate Certificate		8.3%
Bachelor Degree		66.7%
Advanced Diploma		33.3%
No Qualifications Listed		16.7%
STAFF COMPOSITION		
Principal Class (Headcount)		3%
Teaching Staff (Headcount)		40%
Teaching Staff (FTE)		32.3%
Non-Teaching Staff (Headcount)		22%
Non-Teaching Staff (FTE)		18.4%
Indigenous Teaching Staff (Headcount)		0

CHILD SAFE STANDARDS

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.

Schools should consider how they have integrated the child safety focus into their school's vision and broader goals for the care and wellbeing of all students

Schools should refer to their 2018 Child Safety Plan in order to identify the goals and intended outcomes.

Achievements

In this section schools should describe their achievements in the ongoing implementation and review of the Child Safe Standards and the steps they took to bring about cultural change in the school community.

You may wish to consider:

- the embedding of policies and commitments into every day practice;
- training of teachers, non-teaching staff and volunteers;
- implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools';
- student participation and empowerment strategies;
- strategies addressing the principle of inclusion;
- child safety team/committee structures;
- engagement of Families and communities in promoting child safety;
- human resources practices; and
- child safety – risk management practices.

LEADERSHIP & MANAGEMENT

LEADERSHIP & MANAGEMENT

Goals and 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

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 partnering organisations offer reciprocal support to develop change in our community, based on a respectful supportive model. Examples of these are: Project REAL (Banksia Gardens) emerged from needs expressed in the 'Dropping off the Edge Report' and as a response to support many vulnerable children who developed extremely challenging behaviours in school 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, DPV Health, 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 alongside 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 learning 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 'Parent Teacher Interview Nights' and Carols Night. Reading was also celebrated during our annual 'Curl Up with a Book Night'. We had our third 'Twilight Sports' event but the weather was not so favorable for this though we continued and finished a little earlier than expected due to heat concerns. 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 LEARNING (PL)

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	\$998.00

Teacher satisfaction

The 2018 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

SCHOOL COMMUNITY

Goals and 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 2018 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 John Hattie, Maggie Farrar, George Otero and Anne Henderson. Many of the teaching staff participated in continuing learning opportunities and networks supporting this area.

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 Language and English conversation classes, cooking, healthy eating, parenting in a new culture 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 schools who have developed relationships Berry Street with a particular interest in Trauma Informed Practice which has a long-term commitment to building the capacity of our refugee community. Holy Child is committed to working with Banksia Gardens and Berry Street to contribute 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 and Social Work students with ongoing support and allowing them to be part of our school for short experience placements.

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 2018 Insight SRC survey results indicated parents believed students were motivated (79 Actual score) classroom behaviour needed to improve (37) reduced from last year's 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 2019 should include student learning focus (target beyond 78), Social Skills (target beyond 80) and student safety (target beyond 78).

FUTURE DIRECTIONS

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In the future we will build the capacities of our students by using evidence of student growth. The student growth will be determined by the regular collection and analysis of their data, and this will take many forms. We will continue formal testing regimes, refine anecdotal notes, develop the use of student learning goals and the implementation of dispositions for learning to help support all our learners as tools to achieve their goals.

Staff will further develop their use and understandings of 'Learning Intentions' and 'Success Criteria'. In this, the staff will write 'Learning Intentions' display them prominently and use their experiences to explore with students how these could be achieved. 'Success Criteria' would then reflect different entry levels of student learning, understandings and adjustments need for student to achieve success. These specific differentiated criteria will support students in the knowing what they have achieved and where to next in their learning. Staff knowledge is highly linked to student growth.

The use of dispositions for learning as part of our short narrow focus on evidence-based learning will help to drive and depth our capacity building. Dispositions will allow us to begin dialogue about how learning can be difficult at times but with 'Persistence' and practice we can move further along our learning journey.

The future will also include the development of our community learning ambition. This is to become a learning community in its true sense. Being able to engage our staff, parents and wider community in life-long learning opportunities. This would encourage our community to define itself as a community of potential leading to further student retention in education and opportunity to use their skills to better us as a society.

SCHOOL PERFORMANCE DATA SUMMARY

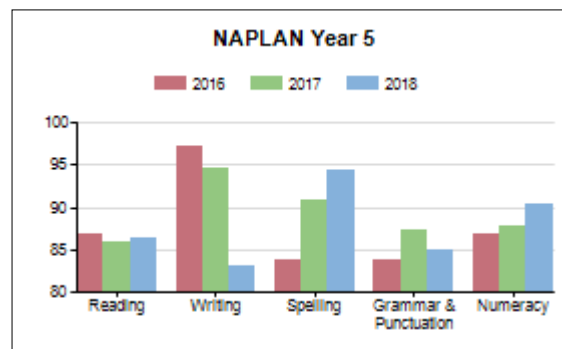
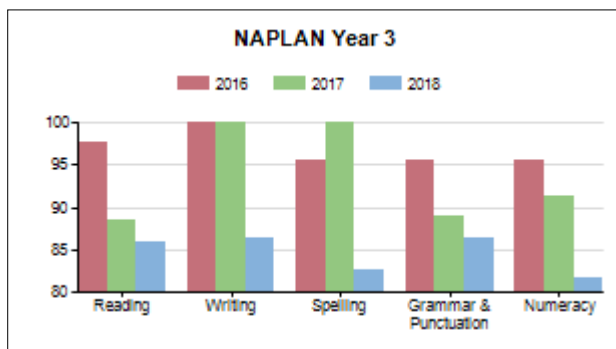
SCHOOL PERFORMANCE DATA SUMMARY

The School Performance Summary reports on data in the following areas:

- Proportion of Students Meeting the Minimum Standards
- Average Student Attendance Rate by Year Level
- Teaching Staff Attendance Rate
- Staff Retention Rate
- Teacher Qualifications
- Staff Composition

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	95.6	88.9	-6.7	86.5	-2.4
YR 03 Numeracy	95.6	91.4	-4.2	81.6	-9.8
YR 03 Reading	97.8	88.6	-9.2	86.0	-2.6
YR 03 Spelling	95.6	100.0	4.4	82.7	-17.3
YR 03 Writing	100.0	100.0	0.0	86.3	-13.7
YR 05 Grammar & Punctuation	83.8	87.3	3.5	84.9	-2.4
YR 05 Numeracy	86.8	87.7	0.9	90.4	2.7
YR 05 Reading	86.8	86.0	-0.8	86.5	0.5
YR 05 Spelling	83.8	90.9	7.1	94.3	3.4
YR 05 Writing	97.3	94.7	-2.6	83.0	-11.7



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		91.2
Y02		92.0
Y03		93.7
Y04		93.1
Y05		92.6
Y06		94.1
Overall average attendance		92.8
TEACHING STAFF ATTENDANCE RATE		
Teaching Staff Attendance Rate		87.6%
STAFF RETENTION RATE		
Staff Retention Rate		83.3%
TEACHER QUALIFICATIONS		
Doctorate		2.8%
Masters		19.4%
Graduate		27.8%
Graduate Certificate		8.3%
Bachelor Degree		66.7%
Advanced Diploma		33.3%
No Qualifications Listed		16.7%
STAFF COMPOSITION		%
Teaching Staff (Headcount)		40
Teaching Staff (FTE)		32.3
Non-Teaching Staff (Headcount)		22
Non-Teaching Staff (FTE)		18.4
Indigenous Teaching Staff (Headcount)		0

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

CONTACT INFORMATION

CONTACT DETAILS

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