



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**HOLY CHILD PRIMARY SCHOOL
DALLAS**

2019

REGISTERED SCHOOL NUMBER: 1653



Contents

Contact Details.....	2
Minimum Standards Attestation.....	2
Our School Vision.....	3
Our School Motto.....	3
Our Mission.....	3
School Overview.....	4
Principal’s Report.....	6
Parish Priest’s Report.....	7
Education in Faith.....	9
Learning & Teaching.....	11
Student Wellbeing.....	13
Child Safe Standards.....	16
Leadership & Management.....	17
School Community.....	20
Future Directions.....	22
School Performance Data Summary.....	24

Contact Details

ADDRESS	277 Blair Street Dallas VIC 3047
PRINCIPAL	Alan Smith
PARISH PRIEST	Rev Father Vincent Nguyen
SCHOOL BOARD CHAIR	N/A
TELEPHONE	(03) 9309 1620
EMAIL	principal@hcdallas.catholic.edu.au
WEBSITE	www.hcdallas.catholic.edu.au
E NUMBER	E1249

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 2017 (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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

29th May 2020

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.

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 Motto

Wisdom, Knowledge and Grace.

Our Mission

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 and we have high expectations and work to achieve them.

School Overview

The Josephite sisters established Holy Child Primary School, Dallas, in 1965 (Parish Reg) close to the corner of Blair St, Corinella Cres and Barry Rd in Dallas. The sister's ethos of pastoral care and community involvement are the foundation values of the Holy Child community. After fifty-five years of service, 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 2018 we began a review process to establish a new school improvement plan, which helps to drive our school and thinking into the future. In 2019 we began a process with our Leadership Consultant Joe Scerri from the Northern Region Office to have a sharp focus on using Evidence Based Learning (EBL) and dispositional thinking to support this focus.

EBL allows us to make more informed data-based decisions to enhance planning for the individual learning need of our students. We have a clear focus on the Literacy and Numeracy encouraging students to extend their comprehension and English Language skills. This language focus then allows for application into other areas across the curriculum. Student have also been challenged to engage and use these skills in Inquiry Learning supported by Dr Jenni Wilson and their classroom teachers.

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 completed the building works and renovations to our Administration areas and Classrooms in 2018 and moved in to fully using the spaces in 2019. We are now in the process of developing a new master plan for the school site to create learning environments which will support further safety and opportunities for further community learning.

The school currently has an enrolment of 313 students. The numbers of students have started to decline in the last two years as families move out of the area to find more affordable accommodation. This is consistent with other schools in our area. We continue to focus on building up our enrolment. Early Years playgroups continue to be well subscribed in the school particularly encouraging further participation for young students and parents in our school community. We are seeking to expand our work in the Early Years space to better literacy levels and adult participation in learning across the community.



The students are organised into fourteen classes.

Class Structures

2 x Prep

2 x Year 1

2 x Year 2

4 x Years 3/4

4 x Years 5/6

Specialists

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

Learning Support

Ongoing multiple Literacy Interventions P-6, 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-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 65 students who have been identified as Students with Disability and recorded for National Consistent Collection of Data funding. Twelve Learning Support Officers, our Learning Diversity Leader and support staff assist these students on their individual learning journeys. Added to this are a growing number of students with special needs requiring further testing and data collection to specifically identify their individualised learning needs and potential to be added to this list.

Principal's Report

The Annual Report to the school community is an opportunity to celebrate the achievements our school made in 2019. At the beginning of 2019 we began by moving into our completed Administration and Learning area buildings sorting out how to best use these new spaces.

This was a year of both celebration and challenge, strategic plans continued to be developed for the improvement of learning across the school. This would be supported by the new learning environments created within buildings and the further development of staff pedagogy and leaning structures in our school. Literacy, Numeracy and Engagement are our key focus areas for improvement at Holy Child. With the support of Joe Scerri and the Northern Region Team we have introduced EBL to our staff and students. Initially we needed to establish the dispositions that we would use as a learning community. The staff consultation on this was quite extensive evoking much discussion. In the end we all agreed that students leaving Holy Child Primary School would be able to demonstrate these dispositions:

Curious

A curious learner is excited to know more.

Adaptable

An adaptable learner is resourceful and flexible, allowing themselves to be challenged, while maintaining a positive energy and keeping the end in sight.

Collaborative

A collaborative learner is team oriented, focused and encourages active participation.

Self-managing

A self-managing learner is self-aware and has an acute sense of the other.

Persistent

A persistent learner is focussed on the task at hand.

Open-minded

An open-minded learner listens to the opinions and acknowledges the views of others.

Creative

A creative learner develops and expresses themselves and their ideas in a new way.

With these dispositions in mind we planned for 2020 where we would explicitly teach these to our students. In preparation for this we established the display of The Learning Pit poster in every classroom so we had ways of describing learning to the students.

We continued to develop our understandings of Learning Intentions and Success Criteria expecting that teacher would use this as a way to evaluate learning and collect data. We continue to develop a shared understanding of how to interpret and analyse data and implement learning lessons based on this evidence to improve the skill and deepen our students' 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.

We continued working with our partners throughout the year to build the capacity of our community. Our Hub Program enabled 50 parents to be engaged in Certified Employment courses offered during the week and some of these were supported by the Offer of Child Care. We also offered English Language Courses to parents enabling them to further integrate into the community. The Vegetable Garden was also very successful supplying much produce to school families and staff.

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 students were safe and free from harm and said goodbye to some well-respected members of staff. We also celebrated the 80th Birthday of our remaining Josephite Sister and member of staff, with a motorbike side car ride.

Our enrolment at Holy Child Primary School declined over the year as families found new housing in Roxborough Park and suburbs beyond our parish boundaries. Though over the year we also had inquiries from New Arrival Families adding 6 students to our school enrolment of 320 students. We also enrolled 36 Foundation year families during February- May.



Parish Priest's Report

In late 2019 I was welcomed as the new Parish Priest of Holy Child Parish; I am Fr. Vincent Nguyen. The parish also said farewell to Fr. Xua who has taken a position in another parish.

Fr. Fidel, the Parish Priest of the Assyrian Church, provided support in a 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.

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.

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.

Completed new building and moved in to new learning spaced and admin offices.



Education in Faith

Goals & Intended Outcomes

To develop a deeper, contemporary understanding of our school's unique Catholic Identity and mission.

That the pedagogy of encounter enriches learning across the school.

That opportunities which embrace our Josephite Tradition and the diversity of our catholic communities' support all to engage meaningfully in the religious life of the school.

That all decisions reflect our commitment to and discernment within a Catholic worldview

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.

Throughout 2019 we continued designing learning experiences for students using the Religious Education Curriculum Framework approved by the Archdiocese of Melbourne. Teachers have continued to learn more about the Pedagogy of Encounter which encourages students to explore the Catholic Tradition in dialogue with the world to better understand its meaning for their lives. We are beginning to use this way of challenging students' thinking in other areas of the curriculum. We have continued to explore different "thinking tools" to support students to engage in dialogue and share their thinking more clearly.

We are proud of our Josephite Tradition at Holy Child. One of the key ways we celebrate this is through the Mary MacKillop Group. In 2019 students met regularly with Sr Veronica and Mrs Vesna Curmi to plan ways that we can celebrate our Josephite Tradition and take action inspired by the example of Mary MacKillop. A major project for the year was the planning of a "mini-fete" for Holy Child Day. All monies raised were donated to MacKillop Family Services. The day, which began with mass, was a great success. As a community we raised \$1981.19.

This year we were fortunate to have Fr Matthew, a Chaldean priest visiting from America, come and speak with our students. Fr Matthew shared his experiences with students, tapping into the learning they were doing in Religious Education. Having Fr Matthew share his perspective was beneficial for our students as it enabled them to hear about the Catholic faith from another person's perspective (this is very important in a Pedagogy of Encounter) and it also celebrated our connection to the Chaldean Church.

VALUE ADDED

Opportunities to come together and celebrate our Catholic Identity through regular liturgies, the sacraments and events such as Holy Child Day and our Christmas Carol evening.

Continuing to design learning experiences in Religious Education which support students to explore the Catholic Tradition in ways that are meaningful in their lives.

Celebrating our Josephite Tradition with a focus on Mary MacKillop's words, "It is in love that God leads me."



Learning & Teaching

Goals & Intended Outcomes

To improve student learning.

That student outcomes in Literacy and Numeracy improve.

That student engagement is improved.

Achievements

In 2019, Learning and Teaching practices continued to strategically target the embedding of a culture of evidence-based learning.

Learning programs were carefully devised through the collaborative planning of 4 levels of differentiated student groupings, instructional strategy and targeted success criteria. Data that was formally collected in accordance with the assessment schedule assisted in achieving these goals. The PATR/M assessment was used as a Pre and Post collection tool, enabling staff to analyse data and to effectively measure student growth over time. Informal collections through the use of the Essential Assessment Online Tool, anecdotal notes, work samples and reflections were also collected weekly. Each data entry was collected against the criteria of what a student was able to demonstrate, through what they could 'do, say, make or write'. Great gains have been achieved in the consistency and shared understandings of these evidence-based practices.

All student data is shared on a Learning and Teaching Google site. This easy access to data has improved data conversations and supported the work of the Learning Intervention Team. Students selected to participate in Learning Interventions were chosen on the basis of learning growth. Holy Child is very proud to be able to offer learning support through Literacy Interventions (ERIK, RAN & GREEAD), Reading Recovery and Numeracy Interventions.

The Holy Child staff believe that all students can learn. We aspire for excellence for all of our students and continue to work hard to ensure that every child receives the support they require to reach their full potential. Learning adjustments are strategically planned to support all learners in being able to access the curriculum and to develop their voice and agency, as a learner.

Further to our groundwork in building a platform for evidence-based learning the professional learning for staff moved into the space of using learning dispositions to support students in driving their own learning. The staff were given the challenge to strategically identify the needs of Holy Child, Primary School. Several external sources of data were studied and analysed to assist in ensuring that the learning dispositions chosen for our students would best reflect the personalised needs of this community. Seven learning dispositions were selected for introduction in 2020 and exposure to the 'Learning Pit' in 2019 was also achieved. This effectively provided the basis for the school next step into evidence-based learning in 2020.

Inquiry Planning continued to be facilitated by Dr Jenni Wilson throughout 2019. This external support enabled sustained growth in the build of a shared understanding of the Inquiry Process. A new 2-year cycle Inquiry Overview was also devised.

STUDENT LEARNING OUTCOMES

We are very proud of the achievements made in the past 12 months. We are celebrating steady, consistent growth in reading achievement.

NAPLAN data suggests that in the past three years 2017-2019, Holy Child Students outperformed students with similar backgrounds and similar socio-economic levels in Reading and Numeracy. In Writing, steady growth has continued when compared to students with the same starting score and similar background. We are strategically responding to the oral language demands of our learning community.

In 2019, students in Year 3 made great gains in reading achievement and scored well within schools of similar background. This success was also achieved in writing and spelling. Whilst Numeracy showed growth, scores were slightly lower than schools of similar background.

In 2019, students in Year 5 made consistent growth achieving within the range of schools with similar backgrounds in Reading, Writing and Numeracy. Holy Child students were engaged in NAPLAN testing online and we are very proud of their achievements.



Student Wellbeing

Goals & Intended Outcomes

To promote positive relationships throughout the school.

To strengthen student engagement in learning.

Achievements

In 2019 we continued to nurture an environment whereby our students feel safe, happy and ready to learn at school. We continue to use the SWPBS (School Wide Positive Behaviour Support) framework to promote demonstrations of positive behaviour and engagement in learning. Our Matrix provides positive behaviour expectations, students are 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.

In addition of timetabled whole school SEL (Social Emotional Learning) content being taught weekly, teachers had regular opportunity to promote and teach social skills.

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

Students completed bullying surveys and participated in activities on the National Day of Action Against Bullying. We saw a decrease in the number of students who reported that they were experiencing bullying.

A number of Holy Child staff completed training in trauma informed practice with Berry St Students' Institute. This was provided in partnership with Banksia Gardens Community Learning Services. A trauma informed approach provides our teaching staff with strategies that can be used to 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 Incidental Counselling skills. These skills allow our staff to respond to particular needs raised by families and students who are newly arrived in Australia.

The school leadership team attended professional learning days facilitated by Maggie Farah. The professional learning days allowed leaders to better understand the connections between learning, teaching and student wellbeing.

VALUE ADDED

Weekly timetabled whole school SEL (Social Emotional Learning) teaching each week, gave teachers regular opportunity to promote and specifically teach social skills.

We developed a number of extra social support groups for students focusing on skill development; these groups were facilitated by staff at Holy Child and Social Work students from RMIT University and targeted the individual needs of student in years 3-6.

Celebration of Learning events included the Mary MacKillop Fete.

Adult education sessions that built the capacity of families to engage in Cyber Safety Appointment of a Male Hub Co-ordinator, Community Outreach focusing on developing support structures for Men's Health and family violence awareness in the community.

The school recognised achievements in the community by award evenings, Sr. Veronica Madigan Award, Hume Student Achievement Award, Melbourne Airport Student Achievement Award and year 6 and Prep Graduations.

Other community building events focused on building unity and community spirit Twilight Sports Evening, Curl up with a book evening, Multi-Cultural Dress Day, Football Colours Day, and Book Character Dress up Day.

STUDENT SATISFACTION

Student safety remains the area in which we need to focus our attentions as it is overall our lowest student perception areas at 53%. We need to build and seek to further develop the confidence of the students to know that we are committed to achieving a safe and secure environment.

Student engagement as well remains one of our lowest pillars of the survey. In 2019 we have sought to identify what are the factors related to Student engagement we believe that emotional, physical and intellectual engagement are key for all learners. Also, we believe that we need to develop further processes to explicitly ask students about their levels of engagement and explicitly teach students to articulate their understandings. This will allow for improvement in these critical wellbeing areas. A focus on feedback from engagement dialogues enables students and staff to make adjustments to their expectations of engagement in learning and act in ways to improve.

STUDENT ATTENDANCE

The expectation of student attendance is established from the initial enrolment interview. Holy Child School sets out our expectations to families in clear and precise ways by stating 'We expect all students to attend school regularly. This is supported by the Parent Information Booklet, Enrolment interview and expressly stated in the yearly Procedures Manual.

STUDENT ABSENCE

The process for documenting student attendance begins with the Class Roll assigned to the teacher to be marked twice daily. A child is marked as absent if they are not in attendance when the roll is marked electronically sent to the office at 10:00am, teachers can access. A letter explaining the child's absence is required for each day the child does not attend school. If notes are not forthcoming, send the absent note "pro forma" home to the parent. Teachers, follow up with students who are late (after 8:50am) more than 5 days per term.

All students must be at school by 8.45 am but not before 8:30 am because we do not supervise them in the school grounds.

- make phone calls home to check on students who have been absent for more than 2 consecutive days or 5 other days in a term (every day counts);
- supervise students in areas of:
 - punctuality;
 - regular attendance;
 - uniform; and
 - school expectations.

NOTE FOR PARENTS

If your child is absent for any reason, you must contact the school by phone or note notifying of your child's absence and reason for being away. Any unexplained absences of more than 5 days a year will require further explanation and written evidence e.g. Doctor's Certificate, Statutory Declaration, etc.

If a child is going to be away for an extended period [e.g. overseas holiday] a form must be completed and given to the Principal well in advance to discuss the options for your child and an extended leave form signed by you the parent.

After 4 consecutive days of a child's absence, the classroom teacher will ring to check up on the child's wellbeing.

Child Safe Standards

Goals and Intended Outcomes

To have staff well briefed on the seven standards for child safety.

To have all staff read and sign the Holy Child Primary School Code of Conduct annually.

To continue professional development on the seven standards of child safety.

To develop a committee for child safety and invite parents to join.

To include aspects of child safety 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

Cultural change is always challenging and at Holy Child Primary School we are continuing to be challenged by embedded cultural practices and norms within the community. Holy Child is continuing to review and revise staff actions to ensure the safety of all children in the school, this is actioned by annual renewal of the Holy Child, Child Safety Code of Conduct for staff. To ensure a safe environment we invested in technologies so that Administration could monitor adults and parents signing in and out of the school, we also invested in CCTV cameras around the school. We provided staff, parents and students with an opportunity to receive training about cyber safety from Cyber Safety expert Susan McLean. We also remain vigilant to ensure that adult child interactions are respectful and representative of our code of conduct (volunteer, trade services and parent).

- Annually, we as a staff, review our Holy Child Primary School Child Safe Code of Conduct which leads to a recommitment and signing in agreement and commitment to use the practices as detailed in the document. We regularly engage in professional conversations about our child safe processes, and practices allowing us to review what we are doing well and how we can retain our child safe environment.
- We are continuing to develop risk assessments for excursions and incursions. We ensure all visitors are made aware of our Child Safety expectations and our Code of Conduct through an induction process
- Strategically around our school are the 'PROTECT' posters to remind staff members of our responsibility to report abuse and ensure the safety of our children.
- We ensure that all volunteers and new staff members are vetted through referee checks.
- Our staff annually complete the Victorian Education Departments online professional learning module 'Mandatory Reporting' ensuring every member of staff has an up to date certificate of completion and clear understanding of their responsibility. We respond immediately to any forms of abuse by following through on our mandatory responsibilities and reporting process ensuring the safety of our children at all times. Also, to raise our awareness of inclusion the leadership team has engaged in online professional learning

in relation to the Disability and Discrimination Act (DDA) and Disability Standards for Education (DSE) modules offered on the NCCD website.

- Embedded in our curriculum are opportunities for students to participate in decision making and reflection activities to enable students to express themselves and any concerns. A pastoral care process is also in place to support students who may be needing further support as identified by staff in the school; this can lead to an appointment with the Student counselling service and therefore empowerment is provided to students' onsite participation and empowerment strategies
- The Holy Child - Child Safety team consists of the Wellbeing Leader, Principal, Deputy Principal and other interested parties.



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

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. In working with these organisations we seek to build the capacity of the community to further engage in education and learning. Examples of these are: Project REAL (Banksia Gardens) emerged from needs expressed in the 'Dropping off the Edge Report' and as a response to vulnerable students who developed extreme behaviours in schools. Our school seeks to learn from the experiences of teachers and staff who are part of Project Real to further our abilities to work with our own students.

Holy Child's partnerships with:

- Edge Alliance focusing on the development of parent engagement and empowerment across the Hume City Council Area;
- Hume Moreland Cluster developing parent engagement practices;
- Visy Learning Shop Meadow Height provides educational and social courses to support parent education; and
- Kalona Uniting Care,

provide families with financial services, access to local food banks and mental health services.

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, and Victorian Cooperative on Children's Services for Ethnic Groups (**VICSEG**). Each of our associates offers support to enhance the education, health or wellbeing of our school community.

Other achievements include wellbeing support for staff through the Employee Assistance Plan (EAP). Leaders sought to explicitly link the development of Personalised Learning Plan goals connected to the Victorian Curriculum as a way to reduce demands on staff. They specifically reflect our anecdotal success criteria as displayed in every classroom and lesson and allow teacher to collect data for more than one purpose to improve learning.

We worked alongside Dr Jenni Wilson to gain a shared understanding of inquiry process and language. We also worked with the Catholic Education Melbourne Team to improve other practices to better facilitate learning in our school. The leadership team worked on establishing planning routines that allowed the use of disposition in the classroom. We also reviewed our Wellbeing and Student Behaviour policy and related practices. As well as a review of our Occupational Health and Safety practices in relation to student mobility and needs. This review

in consultation with 'Scope' services led to the purchase and installation of an electronic lift in the disabled toilet.

We participated in a building and renovation program to redesign our Administration area and include further spaces to cater for specialist health and wellbeing services for students, staff and parents. This program also saw the re-development of classroom and library areas to create open breakout spaces for collaborative learning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Two-day Staff Wellbeing Conference facilitated by Project Thrive, Inquiry learning facilitated by Dr Jenni Wilson, Berry Street Staff training in the areas of student wellbeing, learning engagement and self-management.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

56

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$623.00

TEACHER SATISFACTION

Overall our School Improvement Surveys indicate that Holy Child Primary is highly regarded by the students and families across our community. The staff however can see the need for further improvement in areas across the school. Staff feel that in the areas of psychological safety (58%), feedback (37%), team collaborations (71%) and support (64%) they are similar or above the CEMs average. However, staff feel that there is a further need to develop, associated with staff voice (58%) and school culture.

Staff indicated they perceived that the social and learning climate of the school would improve with further professional learning (39%) and collaborations in the areas of improvement (36%). They identified that further efficacy (40%) would help to improve our school climate and lead to better outcomes for themselves and students. The students indicated that they had better communication of their voice (67%) had improve the quality of their relationship with teachers (81%).



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

2019 saw Holy Child Primary School continued to develop and innovate a range of opportunities to strengthen and enhance our partnerships with local, state and federal agencies in and beyond our community.

We positively impact on the learning opportunities for our young people and their families. We did this through the review and development of several programs including the transition program Kindergarten to Foundation and then year 2 to year 3. The early years of schooling was our focus. We supported the development of a staff member focusing on transitions to work with community and seek out their needs. We also took a broader view and developed more close relationships with Penola Secondary College and the year 7 staff hosting them onsite and seeking an exchange of ideas.

The school has applied for a grant to help build an Early Learning Centre onsite for children from birth to four years old. This has continued a philosophy of developing early years' programs to help build a capacity of children in our local community.

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 4 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

2019 school improvement survey-family responses indicated that families were extremely satisfied with the communication (86%) they received from the school and that Holy Child was the right fit (85%) for their child/ren. However, student safety (55%) was a continuing concern.

The families also indicated that the catholic identity of the school could be improved with more of a presence in the community.

At the completion of the building program, families identified that they felt the catholic identity of the school was improved by the visual presence of the school's architecture.



Future Directions

Holy Child Primary School continues to seek the development and capacity building of our community. In this regard we are planning for the development of an Early Childhood Learning Centre and Hub on the Holy Child site. This centre will have long day care facilities, three-year-old group kindergarten and four-year kindergarten group and house facilities for our family learning. Our aim is to create further opportunities for the community to broaden their engagement in facilitated learning by supporting education programs in English, pre-employment and further employment and early years learning for our youngest and most vulnerable community members.

We are continuing our journey to use and develop evidence-based learning practices across the school. This takes the form of using in time data from formal testing, informal testing and teacher observation as evidence of learning. This data is analysed and new learning plans are formed, adapted or changed to ensure students learning growth is apparent. Extended to this is the use of character-building dispositions to help students and staff to overcome difficult situations in learning, by drawing on a problem-solving process to seek out innovative solutions to difficult learning challenges. Our dispositions included being curious, adaptable, persistent and collaborative. They are extended by being open-minded, self-managing and creative. These dispositions encourage students and staff to explore further potential and expand our problem-solving capabilities. This thinking process leads us to further develop oral language structures so thinking can be articulated then acted upon. This helps us to set goals (self, level, cohort and school) and seek feedback in meaningful and authentic ways. We seek to extend the use of oral language to encourage the use of questioning techniques and other oral language structures, for example, expressing and developing ideas and evaluation, allowing us to wonder and seek data to prove or disprove our expressed thoughts or the expressed thoughts of others in a respectful way.

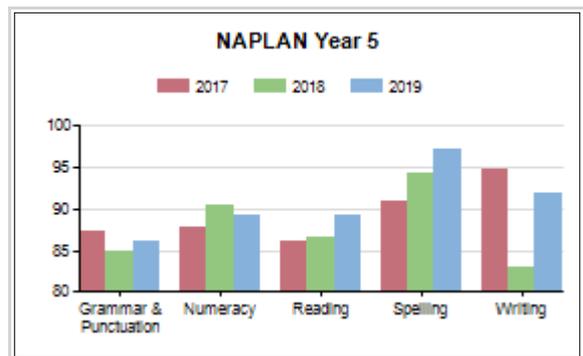
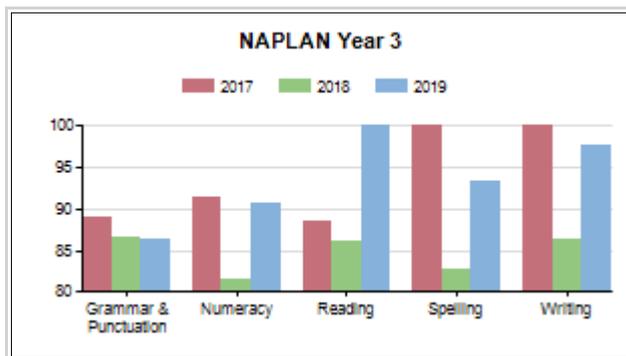
We are setting clear academic targets for our students which can be used by teachers to monitor the effects of their practice on the learning of the students. These targets will enable us as a learning community to purposely collect assessment data to analyse and implement evidenced based learning programs using the results and trends of the data to further align our knowledge and understandings with needs of our students.



School Performance Data Summary

E1249 Holy Child School, Dallas
--

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	88.9	86.5	-2.4	86.4	-0.1
YR 03 Numeracy	91.4	81.6	-9.8	90.7	9.1
YR 03 Reading	88.6	86.0	-2.6	100.0	14.0
YR 03 Spelling	100.0	82.7	-17.3	93.2	10.5
YR 03 Writing	100.0	86.3	-13.7	97.7	11.4
YR 05 Grammar & Punctuation	87.3	84.9	-2.4	86.1	1.2
YR 05 Numeracy	87.7	90.4	2.7	89.2	-1.2
YR 05 Reading	86.0	86.5	0.5	89.2	2.7
YR 05 Spelling	90.9	94.3	3.4	97.2	2.9
YR 05 Writing	94.7	83.0	-11.7	91.9	8.9



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.6
Y02	91.7
Y03	92.0
Y04	92.2
Y05	92.7
Y06	93.7
Overall average attendance	92.5

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.4%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	92.2%

TEACHER QUALIFICATIONS	
Doctorate	2.9%
Masters	14.7%
Graduate	26.5%
Graduate Certificate	8.8%
Bachelor Degree	61.8%
Advanced Diploma	35.3%
No Qualifications Listed	20.6%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	37
Teaching Staff (FTE)	30.5
Non-Teaching Staff (Headcount)	21
Non-Teaching Staff (FTE)	21.8
Indigenous Teaching Staff (Headcount)	0