



Holy Child Primary School Dallas

REGISTERED SCHOOL NUMBER: 801



2012 Annual Report TO THE SCHOOL COMMUNITY

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Contact Details

ADDRESS	227 Blair Street Dallas
PRINCIPAL	ALAN SMITH
PARISH PRIEST	Rev. FATHER LEENUS NEETANY
TELEPHONE	(03) 9309 1620
EMAIL	principal@hcdallas.catholic.edu.au
WEBSITE	www.hcdallas.catholic.edu.au/

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.* (Mary MacKillop)
- 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

Mission Statement

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 Motto is: Wisdom, Knowledge and Grace



School Overview

- Holy Child Primary School, Dallas was opened in 1965. The Parish encompasses Coolaroo, Meadow Heights, and Dallas, Upfield, Campbellfield and parts of Broadmeadows. The Sisters of St. Joseph developed the pastoral care and community involvement as a main feature of our Parish Community. These strong links still continue today and make Holy Child a special place, where we nurture and care for each individual.
- The school has always catered for a diverse cultural community. Over the last few years, the population of the school has been between 330-350 students. Our diverse clientele originate from 17 countries around the world and 93% come from language backgrounds other than English. Our largest ethnic groups are from Iraq (54%), Vietnam (23%), Sri Lanka (3%), East Timor Leste (2.6%) with 8% of Australian origin.
- The majority of our students come from a low socio-economic background. The school is a Level 1 school with an SES of 81.

Currently, we have:

- 51.6% of our families are unemployed
- 76.8% of our families benefit because of an Education Maintenance Allowance
- 36.4% of our families work in unskilled areas, e.g. process workers, machinists, labourers,
- 89.2% student retention rate
- 3.5% are in the LNSLN program (a full-time teacher coordinates this area and 7 Program Assistants are employed to assist these students, teachers and their families).
- 1.5% of our students are part of our New Arrivals Program. 6.9% of our parents have a tertiary qualification.
- In 2012 our school was organised into 3 Prep classes Monday to Thursday and 2 Prep classes on Friday. We have 12 multi-age classes comprising 4, year 1/2 classes, 4, year 3/4 classes and 4, year 5/6 classes. There were 15 full-time teaching staff, 11 part-time teaching staff with 15 non-teaching staff, plus a Chaplain/Student Welfare Officer, a Community Hub Co-ordinator, a new Community Kitchen Facilitator, and an Imagineering Project Co-ordinator. Total number of staff in fulltime and part-time positions is 53.
- The Multi-Purpose Hall has allowed us to use this space in a variety of ways, Physical Education and Performing Arts curriculum, extracurricular opportunities within the school, Breakfast Club, Karate and Parish Community events. The new junior playground area and gardens were constructed and the majority of planting completed, though further planting will be completed in 2013. This garden area allows a variety of creative and purposeful play options for students, including construction, imaginative, social and gardening club.
- Central to education at Holy Child Primary School is student learning. We believe that in providing our students with the learning opportunities that develop the whole person; their spiritual, academic, emotional, social, creative and physical growth, we will encourage them to make positive contributions to the wider community, as lifelong learners and active responsible citizens in the twenty first century.

Mr. Alan Smith Principal

Principal's Report

Holy Child went through radical changes in 2012, a focus on learning and teaching, community engagement and building required us to think differently about our pedagogy, environment and curriculum. New learning areas challenged our understandings of how student learning can take place in open environments and what we as professionals needed to help us make the most of these spaces. This we have been doing with the support of the Catholic Education Office Melbourne, other agencies and our own expertise. We also established a Community Hub (supported by the Scanlon Foundation) within the grounds of our school seeking to continue our community program and further extend our early childhood education services to the community.



Identifying and addressing the needs of our students continues to be our highest priority. Data gathered from NAPLAN, internal and external assessments and focused observations continued to challenge all teachers to provide what was needed for individuals. We offered extension classes for high achievers, support for those identified as in need. first language assessment (to identify any specific language needs), homework club for senior students, extension to our student leadership program, re introduction of interschool sport program, further implementation of our School Wide Positive Behaviours Support strategy (SWPBS), performing arts program, social skills intervention. We also focussed on the teachers and community through targeted professional learning for staff and building the capacity of our parents to participate in the life of the school through adult English Language, ICT classes and two cultural playgroups funded by VICSEG.

Early in 2012 our Hub Co-ordinator Van Bui began working with our community and parents, establishing a number of new innovative programs and reconstituted programs begun in 2011. We applied for a successful grant from Hume council for a Community Kitchen program focussed on healthy eating a Hume Project,

We decided to use the resources we had available the old portable classrooms are used as our Community Hub. We painted the portables, installed a kitchen, laid vinyl and permanently connected services to them. The Hub then provided space for two cultural based playgroups funded by VICSEG and meeting rooms. In 2012 we expect further community programs to be offered from this facility.

Our school's mission is to provide religious experiences, prayer and liturgy opportunities for our community to help develop their faith. We realised this through events such as sacramental workshops, weekly masses and special celebrations e.g. Ash Wednesday, Opening of School Year, Family Week, Feast of the Sacred Heart, Feast Day of Saints Joachim and Anne, Feast of Mary of the cross MacKillop, Mission Week and Thanksgiving Mass.

Our parents have high aspirations for their children and are continuing to demonstrate their support and interest in the education of Holy Child students. They provided service to the school by working in learning areas, changing reading books, supporting classroom teachers, participating in events, helping with library books, preparing and serving in the canteen and attending meetings throughout the year. Their confidence continued to grow throughout 2012 as records of attendance at school events continued to grow.

They also provided financial support through fundraising for special projects within the school. Parents also helped by participating in all the school events including excursions, PMP, swimming, selling raffle tickets and chocolates, Learning Conferences and Masses this is a small demonstration of the interest our parents have in the life of the school. Enrolment numbers dropped in 2011 as families moved to new housing estates in Craigieburn. Our challenge is to now increase enrolments in a very competitive educational environment. Many thanks to my school staff for their professionalism, enthusiasm, dedication, support and for their concern for the students in their care, our parents and other members of our community.

Alan Smith Principal

Education in Faith

Goals & Intended Outcomes

To cultivate a faith community that has the person of Jesus at its heart and provides opportunities and conditions for developing relationships with Jesus and with each other.

That the school community will be actively engaged in meaningful learning experiences.

That staff and students enhance their relationship with Jesus through the enactment of Gospel values in their everyday life.

Achievements

To provide teachers with ongoing spiritual and faith development we attended a professional learning session led by Father Richard Leonard on the ethos and heart of the Catholic School. Later in 2012 we also shared a full day program with Paul Spence to deepen our understandings gained from a 2011 session at our Trawool Staff Retreat and Conference on the Heart of the Matter.

To further develop and deepen teachers understanding of the place of engagement and purposeful assessment in Religious Education staff attended Professional Learning Team (PLT) meetings on Assessment and Reporting in Religious Education, facilitated by Jo-Anne Murphy.

The teachers of Prep to Year Two are engaged in learning sessions to deepen their understanding and implementation of Godly Play, an essential early years teaching strategy.

VALUE ADDED

As part of Catholic Education Week and the Penola Partnerships we were hosted by Fr Maher and the Chaldean Church in Campbellfield to share mass and some history of the Christians in Iraq. This helped us to gain a better understanding of the families we serve at school.

We continue to find opportunities to forge strong links between the school children and the broader parish community through prayer and liturgical experiences.

Development of sacramental workshops for parents focusing on engagement in meaningful learning experiences.

Reporting to parents reflected some deeper understanding of skill based assessments,

Learning & Teaching

Goals & Intended Outcomes

To develop a contemporary learning environment where learning is personalised and emphasis is placed on continuous improvement for all students

That the students will be actively engaged in meaningful learning experiences.

That student outcomes across the school in Numeracy show an upward trend.

That student outcomes across the school in Reading show an upward trend.

To cultivate an environment in which students feel safe, happy and ready to learn.

That the students will be actively engaged in meaningful learning experiences.

That student behaviour and safety is improved.

Achievements

We continue to have high expectations of our students providing them with opportunities to develop their learning through a focused, personalised curriculum designed to challenge and engage our students in purposeful learning experiences.

Weekly planning facilitated by sphere leaders began to reflect a growing development of more active learning and teaching practices. Units of work planned using the Victorian Essential Learning Standards were supported by an interest in exploring the Australian Curriculum (AUSVELS). The planning process incorporated more authentic cross-curriculum connections. Teachers sought opportunities to use student work samples and rich ongoing assessment tasks as a way of developing more personal reporting comments and take home portfolio items also reflected a more personal. The Conceptual Framework for Inquiry continues to be used and further developed.

We are beginning our exploration of contemporary learning tools such as ICT tablets and interactive whiteboards, learning workshops, thinking rubrics and a focus on more student choice through understanding individual learning styles we expect this will help us to further develop our understanding of Personalised Learning (Sacred Landscapes).

These tools also helped a team of cross level teachers complete a research project Contemporary Approaches to Primary Science (CAPS) this team looked at bringing student voice into planning by using student work samples to build on our knowledge of effective learning and teaching.

We also continued our focus on foundations in literacy especially writing with support of our oral language program. The data suggested this would provide the best opportunity for improved student learning outcomes. Numeracy was also high on our priorities; we have sought to develop staff practices through professional learning programs offered by CEOM (Sustainable Maths). We have an effective schedule of formal and informal assessment procedures and meet regularly in Professional Learning Teams (PLT) to moderate and analyse collected data.

We are still at the beginning stage of using data to drive teaching and learning in the classroom and therefore identify individual student needs, and design programs which will

allow personalised learning. We continued to provide quality professional learning opportunities for all teachers to strengthen their classroom practice and enhance student learning opportunities and outcomes.

During 2012 we were provided opportunities for our Mathematics Leader to support teachers, through modelling and mentoring in classrooms as well as workshops

Literacy, Parent Helper Training sessions again built the confidence and skills of some parents. This training was also supported by our Adult English classes which sought to develop the confidence of our parents to communicate using English to staff, other parents and children. Having their confidence build we then had 5 parents help in classrooms by supporting reading and writing

We have developed a whole school approach to the implementation of our Competencies for Learning, the Learning and Teaching Leader supported all staff to understand and use these to enhance student learning and thinking. We will continue with this approach in preparation for the National Curriculum roll out during 2013.

We continue to work towards providing an engaging and exciting contemporary curriculum. We are refining and developing teacher skills and practices in order to provide the most relevant curriculum for the 21st century. The staff were, regularly provided with contemporary educational readings to be discussed during staff meetings on learning and teaching, this encouraged further professional dialogue amongst staff.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5

NAPLAN TESTS	2010	2011	2010–2011 changes	2012	2011–2012 Changes
YEAR 3 READING	94.1%	87.8%	-5.7 %	93.1%	+5.3%
YEAR 3 WRITING	100%	100%	0 %	93.1%	- 6.9%
YEAR 3 SPELLING	100%	92%	-8 %	93.1%	+1.1%
YEAR 3 GRAMMAR & PUNCTUATION	97.8%	90%	-7.8%	93.1%	+3.1%
YEAR 3 NUMERACY	93.5%	87.5 %	+/- %	86.2%	- 1.3%
YEAR 5 READING	87 %	84.9%	-2.1 %	87.5%	+2.6%
YEAR 5 WRITING	95.7%	84.6%	-10.1%	93.8%	+9.2 %
YEAR 5 SPELLING	97.8%	98%	+0.2%	89.6%	- 8.4%
YEAR 5 GRAMMAR & PUNCTUATION	93.5%	88.2%	-5.3 %	77.1%	- 11.1%
YEAR 5 NUMERACY	93.3%	84.6%	-8.7 %	89.6%	+5%

Student Wellbeing

Goals & Intended Outcomes

To cultivate an environment in which students feel safe, happy and ready to learn.

That the students will be actively engaged in meaningful learning experiences.
That student behaviour and safety is improved.

Achievements

Continued School Wide Positive Behaviours Support engaging students and delivering positive reinforcement for behaviour.

Anti-Bullying procedures

Assertive Discipline procedures

Began Breakfast Club once a week to support families to develop healthy eating.

Review of year level, whole class and individual reward systems

Have ongoing conversations with staff about what constitutes a positive and engaging environment.

Data collection for Tracking Sheet Term 4

Development of the schools Behaviour Matrix

Start up Program was established at the beginning of each Term to refocus student's attention on how to use areas of the school appropriately, act respectfully, know expectations, and reinforce positive behaviour.

Grant obtained from the DEECD to support our Start up Programs Anti Bullying focus

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	
Overall average attendance	93.61%

- Our school policy is that if a student is away more the 4 days the classroom teacher will contact the student's parent. This is to support the parent and student in returning to school. Other measures we have undertaken are consistent monitoring of the family on a daily basis including regular meetings with the parent/guardian. Picking the student up from home for a short period of time.

VALUE ADDED

Community Classrooms (Prep)

Continued SWPBS level meetings, fortnightly focus on the school expectations and review of practices.

Social and Emotional Learning Program beginning to be embedded in our planning

Opening of the new garden encompassing the SEL competencies.

Anti bullying Surveys completed

SWPBS team presented at CEOM meetings to other schools.

We continued to upgrade our skills devoting 3 staff meetings to how to manage the top 5% of student behaviour issues with Tina Ferrester

STUDENT SATISFACTION

2012 School Improvement survey data showed our school was in the middle 50% of all Victorian Schools, demonstrating an improvement in student attitudes towards school. Student connectedness to school was 39%. Students identified they were engaged in their work by indicating Stimulated Learning 48%, Learning Confidence 40% & Student Motivation 58%. Overall the survey results indicated the school needs to continue to improve Relationships and Wellbeing of the students.



Leadership & Management

Goals & Intended Outcomes

To enhance and sustain a professional and collegial culture that is committed to providing high quality student centred learning and continuous personal and continuous personal and professional improvement of staff.

That the staff will be actively engaged in meaningful learning experiences.

That the staff climate is strengthened.

Achievements

In 2012 we built on the work we began in 2011, the leadership team read and discussed Maggie Farrar's book 'Student Centred Leadership', and influenced by this book and 'Better School, Better Teachers Better Results' developed Leadership Goals. Working with Jim Delaney encouraged us to refine these goals into expected actions and plan for our development. A survey from Atkinson SRC and Leadership Conference allowed us to analyse data from the 360 degree survey on dialogue styles and leadership Capacity, this challenged our thinking and led to some new plans.

Leaders developed 18 month plans for each sphere of the School Improvement Framework and also included Literacy and Numeracy. Each plan has intended outcomes, actions and success criteria. This has allowed us a clear focus on improved outcome for students. Staff meetings, pupil free days and professional development programs for staff were planned focusing on purposeful engaged teaching and community engagement. The professional learning by staff ensured there was a shared understanding about successful pedagogy that is becoming more consistently used by teachers.

Members of the Leadership Team were able to attend the Northern Region Leaders Program run by Catholic Education Office Melbourne. After attending a session from Vivian Robinson and completing her book 'Student Centered Leadership'. We engaged in an ongoing dialogue with staff about purposeful goal writing. The staff later in the year then developed their own SMART goals which will be further explored in 2013.

A Graduate Mentoring team reviewed the school mentoring program for all teachers new to Holy Child. A number of staff were involved in a professional learning program offered by Victorian Institute of Teaching (V.I.T) mentoring graduates to complete their accreditation.

Further improvements were made to the school's computer infrastructure and there was increased spending on resources for LOTE, Mathematics, Literacy and Wellbeing. Further work was completed to update the schools program and policy documentation so that it accurately reflects all current practice.

In 2012 the National Partnership Family School Convener and with support from the Principal invested a considerable amount of time exploring the possibility of a program to increase the aspirations of our community to attend further post secondary education. Figures released from

Hume Council data suggested that only 6% of resident attend University.' The 'Imagineering Project' hopes to strategically develop the capacity of our students and families to successfully enroll in post secondary education and continue their learning. Sally Beattie has been instrumental in the development of this work. Later in the year Sally successfully applied for funding and employed a co-ordinator Nicole Blyth to gather and analyse data for possible extension to the program.

TEACHING STAFF ATTENDANCE RATE	82.4 %
STAFF RETENTION RATE	89.33 %

TEACHER QUALIFICATIONS	
DOCTORATE	4.55 %
MASTERS	13.64 %
GRADUATE	31.82 %
CERTIFICATE GRADUATE	18.18 %
DEGREE BACHELOR	72.73 %
DIPLOMA ADVANCED	54.55 %
NO QUALIFICATIONS LISTED	0%

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2012

Science Teaching and Learning, Contemporary Approached to Primary Science, CEOM Leadership Conference, Paul Spence The Heart of the Matter (Session 2), Literacy and Numeracy, Community Classrooms, Network Meetings: Principal, Deputy Principal, Wellbeing, Religious Education, Literacy, ICT, Numeracy Sustainable Maths, Teaching and Learning, Supporting New Arrivals, Sport - Physical Education Sacred Landscapes

Emergency Management Training, First Aid level 2 Certification, Asthma Training, Anaphylaxis Training, VIT Mentoring Graduate Course, Study Tour Learning To-gether of New Mexico, Phonological Early Reading Intervention course, Engaging Family School Partnerships Conference & Workshops, Readers workshop, ICT, Leadership Conference Toolbox, Audit Day, Maths Intervention training and participation by the schools SWPBS- Catholic Education Office Melbourne.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	22
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1254.55

STAFF COMPOSITION	
PRINCIPAL CLASS	2
TEACHING STAFF (HEAD COUNT)	28
FTE TEACHING STAFF	18.4
NON-TEACHING STAFF (HEAD COUNT)	18
FTE NON-TEACHING STAFF	9.11
INDIGENOUS TEACHING STAFF	0

TEACHER SATISFACTION

The 2012 the Insight SRC data showed staff scored low on the school morale (16%), supportive leadership (14%), appraisal and recognition (24%), professional growth (18%) and parent partnerships (24%). Areas to focus on in 2013 include engaging practice (9%) and teamwork (7%).



School Community

Goals & Intended Outcomes

To nurture strong, active and collaborative partnerships between the school, parents, parish and the wider community.

That the school community will be actively engaged in meaningful learning experiences.

That student learning will be demonstrated beyond the classroom.

To develop partnerships with the wider community.

Achievements

Record of parent attendance was established later in 2012 to find out how many parents were attending school events, we could then identify which event would be successful to reproduce and engage parent support.

The consolidation of a Southern Hume Learning Hub with funding from the Scanlon Foundation allowed us as a school community to develop needs based learning programs for our parents and the wider community establishing our school as a place of learning for all. We have achieved this in partnership with a number of organisations from the community sector.

Continued support from the Scanlon Foundation has allowed for the Hub to become a vibrant part of our school community

Continued communication and language support for parents by school interpreters, the workers within the Hub, our Co-ordinator is a fluent Vietnamese speaker and our Community Liaison worker is fluent in Chaldean and Arabic.

Community Learning in the School Community Hub

Our Co-ordinator Van has managed to further and develop a number of learning session in our community Hub: Adult English Classes for parents continued this year and were extended by offering a Mother and Child English program in partnership with Batman TAFE.

Computer classes were also offered again in 2012 for parents to build their skills in this area, these were in partnership with the Hume Council Adult learning and ICT programs.

Community Kitchen Program was offered for the first time in 2012 focused on healthy eating and the development of cooking and social skills in the community, this was in partnership with Hume and Matchbox employment service that supported our facilitator for 24 weeks. We at school extended this concept by adding a healthy cooking and eating session for our year 5 students to encourage even healthier eating at School. Language based playgroups have continued in 2012 and more parents are attending these as our reputation for learning grows.

In 2012 we were successful gained a brokerage grant through Schools Focussed Youth Services, highlighting a partnership between our school and Melbourne based Universities. The project (Imagineering) involves the development of opportunities and aspirations for our students and their families to develop the experiences and capacities to attend University for further education.

Teachers worked with the kindergartens and secondary school to ensure a smooth transition from kindergarten to Prep and Year 6 to 7.

Our Prep transition program to school this year included a playground experience, Discovery Centre learning programs, Storytelling, Reading (contemporary learning approach) and classroom experience. Teachers were extremely positive about students settling in transition classrooms and allowing them to

make detailed observations. The Prep teacher visits local kindergartens. The kindergarten teachers were also invited a beginning of the year afternoon tea. Prep parents attend a welcome BBQ. The start to school is staggered to assist in transition. Most Prep parents gather on the first day of school for ‘Tea and Tears’ after dropping their children on the first day.

Our Year 6 transition program built on 2011 by inviting parents and student from the previous year to share their experiences at a Transition Forum. As well students from our three National Partnership Schools met to-gether at St. Dominic’s School for a day of getting to know you games and learning forums to help guide their transitions. This enabled our students to interact with other students from a number of different school environments in the area and take a first step towards friendship development and transition. The feedback from both parents and student was very positive.

PARENT SATISFACTION

The 2012 Insight SRC survey results indicated parents believed students were motivated (92%), classroom behaviour was satisfactory (79%), that staff were approachable (87%), teacher morale was average (61%) and that the learning was stimulating (82%).

Parents have indicated that further areas to focus on in 2013 include learning focus (37%), and social skills (39%).



Smarter Schools National Partnerships

IMPROVEMENT TARGETS/MILESTONES

Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.

To nurture strong, active and collaborative partnerships between the school, parents, parish and the wider community

IMPROVEMENT STRATEGIES

Improvement strategies the school developed in 2012 to meet the improvement targets.

Insert strategy.

Parent engagement through adult learning.
Mentoring of parents and building confidence.
Partnering with organisations

Additional family data collection

Presenters invited to facilitate professional learning, Jim Delaney, George Ortero, Paul Spence

Staff asked to participate in New Mexico experience of Community and Schools

2012 OUTCOMES

The achievements in 2012 in relation to these improvement strategies.

Summarise outcome.

More parents attending adult learning sessions
4 parents gained employment
Resources offered to extend current programs, 2 new programs offered.
More strategic planning with evidence

Focused professional learning based on observed needs

Development of community opportunities for further learning

2013 PLANNED PROGRESS

Partnering with St Mark's Fawkner for future ventures, Clustering with other schools for specific projects, Implementation of our sphere 18 month plans, further development of personalised learning for students to improve outcomes, further explore Outward Facing Schools Charter (Wellbeing)with Mary Tobin Local community development.

FINANCIAL

SMARTER SCHOOLS NATIONAL PARTNERSHIP FUNDING

The National Partnership (NP) your school is participating in

Low SES

2012 Direct SSNP funding

\$ 236,497

2012 Indirect SSNP funding

\$ 32,564

2012 State NP actual allocation

N/A

2012 School Co-investment

\$ 454,603

2013 Notional SSNP budget allocation

\$ 314,318

2013 Notional State NP budget allocation

N/A

- 2012 Direct Commonwealth funding distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).
- 2012 Indirect Commonwealth funding refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).

- 2012 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2012. This may not be applicable to all schools.
- 2012 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2012 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
- 2013 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2013.

Please note expenditure at the school level may not have been spent in the year the direct support was received.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	
Other fee income	67024
Private income	73925
State government recurrent grants	958544
Australian government recurrent grants	2447255
Total recurrent income	
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	2323696
Non salary expenses	504128
Total recurrent expenditure	2827824
Capital income and expenditure	Tuition
Government capital grants	2091509
Capital fees and levies	154372
Other capital income	357525
Total capital income	2603406
Total capital expenditure	3020867
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	114001
Total closing balance	95001

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

Future Directions

Community

Begin process to find out from parents what we can offer them as well as what they can offer Holy Child. Parents voice to be heard and acted upon. P & F group ready to run with clear agenda and role descriptions

Leadership and Management

Performance and Development Culture. We will seek in the first 6 months of the implementation to establish ourselves as a Level 3 (PDC) school.

Performance and Development Culture. We will seek in the first 12 months of the implementation to establish ourselves as a New Level 1 accreditation school.

Learning and Teaching

Teachers will develop Inquiries that are student centred, catering for student voice and which promote student engagement. Teachers will develop assessment criteria to inform planning Teachers will continue to develop the students 'skills through the Inquiry process building on the previous work and learning. Teachers would be familiar with Holy Child Competencies and making links to AusVels. Teachers develop assessments that are related to meaningful tasks and include assessment for and from students

Student Wellbeing

Staff will consolidate their understanding of SEL and develop a stronger awareness of the importance of SEL in the promotion of wellbeing at Holy Child. SEL framework is used in daily planning and there is strong and consistent evidence of this in planners, classroom displays and wider school environment. Parents are well informed of the behaviour management strategies

Education in Faith

Religious Education Leader facilitates level planning ONCE a term, Professional Learning Team Meetings (PLT's) twice a term and one staff meeting once a term to assist teachers to link RE planning with other areas of learning. With Religious Education Leader's support Level teachers plan and prepare level Mass each term. Teachers introduce two new songs a term to use during whole school level and classroom prayer. Level teachers independently plan and prepare whole school Masses, own classroom prayer service as well as level liturgies. Include opportunities for families to participate in the Mass/Liturgies. Prayer is celebrated in a variety of different forms (meditation, quiet moments, drawings, music and action) Class Teachers use variety different forms of guided meditation daily. Music is used regularly during prayer opportunities in classrooms. Staff recognises the Sacred Landscapes – learning centred schools- is a contemporary approach to Religious education. Junior teachers work in teams to plan, prepare and facilitate a 'Godly Play' experience when reflecting on scripture regularly where students are given opportunities to respond creatively to this scripture by using a variety of mediums (such as play dough, cut and paste tasks, illustrations, role plays). Middle to senior teachers begin to establish a level strategy toolbox that would include a variety of different ways to engage and assess students' performance and learning in the RE.