



Holy Child Primary School 227 Blair Street Dallas

REGISTERED SCHOOL NUMBER: 801



2013 Annual Report

TO THE SCHOOL COMMUNITY

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Contact Details

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|----------------------|--|
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Minimum Standards Attestation

I, Alan Smith attest that Holy Child Primary School is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

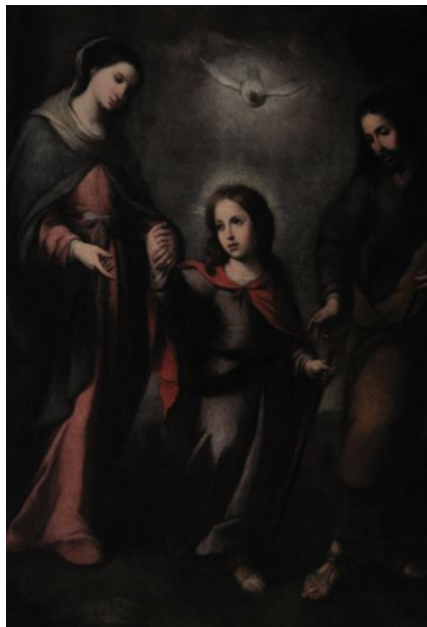
23 May 2014

Our School Vision

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

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

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



Our Motto is: Wisdom, Knowledge and Grace

School Overview

Holy Child Primary School, Dallas, was established by the Josephite Sisters in 1965 (Parish Reg). The Josephite ethos of pastoral care and community involvement are the hallmark of the Holy Child community. Forty nine years later Holy Child School is part of the Dallas parish which serves the suburbs of Coolaroo, Meadow Heights, Dallas, Upfield, Campbellfield and parts of Broadmeadows.

The buildings have been regularly upgraded and have been maintained over the years. The school has completed the construction of a new shared parish foyer and school multi-purpose hall. Followed by the construction and renovation of a new senior classroom block funded under Building the Education Revolution which caters for 21st century student-centred learning approaches. These improvements were complemented by the installation of a new garden, play environment and junior adventure playground.

The school currently has an enrolment of 322 students. The numbers have been relatively stable over the last 4 years.

The students are organised into fourteen classes.

Class Structures

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

Specialists

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

Literacy

Reading Recovery, Literacy Leader P-6, Oral Language Program P - 2, New Arrivals Program P -6.

Positions of Leadership

Education in Faith, Student Wellbeing, Learning and Teaching, Literacy, Numeracy
Level Leaders Junior, Middle, Senior, ICT.

There is also specific support in Numeracy, Pastoral Care and Refugee Support.

There are 19 students on the LNSLN programs who are supported by 5 Learning Assistants and the Welfare / Wellbeing Leader.

The school serves a community whose numbers are drawn predominantly from a lower socio-economic status background (SES 82). Four years ago 77.9% of families were eligible to receive the EMA but this has reduced to 77.11%. The School enrolment data reports that 51.74% of families are unemployed, an increase of 8% and that 79.4% of families are employed in the unskilled sector as process workers, machinists and labourers, an increase of 26%. (Enrolment data)

The school community is culturally diverse with students originating from 18 different countries. The largest ethnic groups are from Iraq 53.23% and Vietnam 21.39%. The school plays an important role in making its facilities available to the Chaldean Catholic Rite community and cultural based groups. These groups (schools) focus on spiritual and / or academic (curriculum and mother tongue language) development of the students.

Principal's Report

Holy Child has had a very exciting year. In our learning community we have brought together several important programs aimed at the creation of a school that demonstrates good health, peaceful relationships, high self-esteem and a deep respect for others. The school has placed the Outward Facing Schools Charter from Catholic Education Office Melbourne as a central document to influence the school's approach to learning and teaching and identified the importance of wellbeing and parental engagement in giving life chances to our students and community. Student well-being and social and emotional learning are now central to the school's philosophy and approach to learning and teaching.

There was again a significant improvement to facilities in 2013 including: the creation of our new junior adventure playground and shade sails within the new play area, repairs to roof and guttering, improved WIFI throughout the school, the addition of acoustic insulation reducing noise and improve acoustic properties in the Art and Hall Areas.

The Parents and Friends Association again made a significant contribution to the school by assisting with healthy eating, the Mary MacKillop Fete, events during Italian Day, organizing a Mother's Day and Father's Day stall, recognizing teachers on World Teachers Day and organizing family barbecues and social occasions. A significant amount of money (\$8000) was raised by the Parents & Friends that was used to improve resources and facilities in the school.

Highlights in 2013 included the Year 6 Camp at Phillip Island and the year 4 Camp at DOXA Malmsbury in Victoria, an expansion of the extra-curricular activities available to students e.g. the Blueearth program, Homework Club, Kelly Sport, Choir, interschool sports, sacramental programs and excursions. Staff participated in professional learning focused on Personalised Learning with assistance from the CEO Northern Region, Contemporary Approaches to Primary Science, Science Teaching and Learning program, Mathematics support from Phillip Clarkson, School Wide Positive Behaviour Support training, Catholic Identity Staff Conference, prestigious presentations as a school demonstrating our commitment to community learning through the HUB and Imagineering Project. We also hosted events for the community such as Story Telling Week and Family Story Night, Community Kitchen, Community Classrooms developing our practices to engage parents and excursions for parents, forums and learning expo. We also improved networking with community agencies in Hume, and worked with training organizations to host Certificate training on site. We also developed as a staff our learning statement 'What Good Teaching and Learning Looks Like at Holy Child'.

It was with great excitement we hosted the Leader of the Assyrian Catholic Church early in 2013. Father Leenus celebrated his 25th ordination anniversary; staff enjoyed the Parish Dinner Dance and Volunteers BBQ. We also participated in a Diocesan process to align parish fund raising to the new tax rules on Not For Profit (NFP) organisations.

By the end of the year the school said farewell to teachers Lidiana D'Amico, Heather Jones and Heather Harrison. Their replacements were appointed by December 2013.

Parish Priest's Report

In 2013 Fr Leenus Neetany continued to assist our school as our Parish Priest. He was ably supported by our Assistant Priest Fr Xua and Fr Fidel the Parish Priest of the Assyrian Church. The Holy Child Priests visited classrooms and provided sacramental and spiritual guidance for all at our school. In 2013 Fr Leenus and Fr Xua have worked extensively with the primary school principal and leadership team as well as Penola Secondary College and Fr. Peter Damian the college Canonical Administrator. Our Lady Guardian of Plants Parish also partnered with Holy Child for events and Liturgy.



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

Religious Education Leader Jo-Anne Murphy facilitated level planning providing professional learning opportunities to all teachers across the school. She also supported teachers to independently plan and prepare whole school and classroom liturgies as well as prayer service, meditation and level liturgies.



The Religious Education Leader also engaged with the Junior school teachers to extend their learning in order to plan, prepare and facilitate 'Godly Play' experiences allowing students to reflect on scripture regularly in a play based environment. The students were given opportunities to respond creatively to scripture by using a variety of mediums (such as play dough, cut and paste tasks, illustrations, role plays). This approach we felt assists our students in developing a post critical understanding of the scriptures.

Our staff have begun a journey to recognise and adapt the Sacred Landscapes – learning centred schools document forming a more contemporary approach to Religious Education. With this in mind our middle to senior teachers began the creation of a level strategy toolbox that would include a variety approaches and activities to engage and assess students' performance and learning in the Religious Education.

VALUE ADDED

- Development of sacramental workshops for parents focusing on engagement in meaningful learning experiences.
- Development of our document 'What Good Teaching Looks Like at Holy Child' enabling an agreed understanding of teaching practice to be used at Holy Child.
- Reporting to parents reflected some deeper understanding of skill based assessments.
- Continued development of Social Justice programs through our Mary MacKillop Group, developing from strength to strength.
- Continued development of Godly Play in the Junior School

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

Teachers have continued to develop the student's skills through the Inquiry process building on the previous work and learning. Included in this is the acknowledgement of student voice in planning where teachers use data and observations more consistently to help drive learning and teaching.

In planning the curriculum teachers continue to develop and use, 'What Good Teaching Looks Like at Holy Child' and make links to AusVELs. This is then used in our reporting to parents Teachers developed assessments that are related to meaningful tasks and included assessment for and from students.

In 2013 the Community Classrooms program was expanded to the year 1 and 2 teachers engaging them in professional learning opportunities and feedback sessions over the year. This enabled teachers to plan for purposeful and practical parent engagement within the classrooms and beyond. The Family School Partnership Convenor and the Learning and Teaching leader sought to expand the capacity of parent to ask questions of their children about what they had learned from excursions. They did this by taking the parents on excursions and encouraging the parents to identify areas they could question the children about, leading to a better understanding for the students.

Professional learning in the area of Mathematics continued. Teachers who felt they need to further their understanding of Mathematics in the classroom were offered the opportunity to undertake 'Sustainable Maths' CEOM. This professional learning led the teachers to question how the student's comprehended written math problems, reviewing testing data and associated language. Teachers felt there was a need for further support. From this identified need we engaged the services of Professor Phillip Clarkson late in 2013.

A number of teachers enrolled in a professional Certificate of Primary ESL which enhanced our knowledge of English as Another Language learning (EAL). This also led to an increase of students being tracked on the EAL continuum and allowed teachers to target the specific needs of students in our approach to literacy learning. An example of this would be, teachers using a variety of writing strategies throughout each day to teach various skills, based on student needs, identifying the appropriate phase of writing for individuals or groups.

Writing strategies included: language experience writing, shared writing, modelled writing, interactive writing, and guided writing.

Writing goals/expectations were set for each student.

The New Arrival Teacher and team regularly met with classroom teachers in order to work collaboratively and meet the needs of the EAL students. The New Arrival team, attended professional development provided by the CEOM to assist them in addressing the educational needs of recently enrolled refugee students in mainstream classrooms.

The New Arrival team, presented aspects of the modules at Professional Learning Team Meetings (PLT's) and staff meetings with a focus on Oral Language acquisition. Teachers were encouraged to use a variety of these strategies in their literacy time to support EAL student's learning.

Since the introduction of our Literature Program in the Discovery Centre there has been an increase in student borrowing improving our student's access to books, stories, oral language and high quality models of reading. In 2013 our Literature teacher introduced a Story Telling Evening for the whole school this was an exciting and joyful night where more than 350 parents and children heard exciting stories read or told by staff. Later parents and students gave feedback which suggested it was a very successful night

STUDENT LEARNING OUTCOMES

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

| NAPLAN Tests | 2011 | 2012 | Changes | 2013 | Changes |
|------------------------------|-------|-------|---------|-------|---------|
| Yr 3 Reading | 87.8% | 93.1% | +5.3% | 90.0% | -3.1% |
| Yr 3 Writing | 100% | 93.1% | - 6.9% | 90.0% | -3.1% |
| Yr 3 Spelling | 92% | 93.1% | +1.1% | 77.5% | -15.6% |
| Yr 3 Grammar and Punctuation | 90% | 93.1 | +3.1 | 95.0% | 1.9% |
| Yr 3 Numeracy | 87.5% | 86.2% | -1.3% | 82.5% | -3.7% |
| Yr 5 Reading | 84.9% | 87.5% | +2.6% | 94.2% | +6.7% |
| Yr 5 Writing | 84.6% | 93.8% | +9.2% | 86.5% | -7.3% |
| Yr 5 Spelling | 98% | 89.6% | -8.4% | 90.4% | +0.8 |
| Yr 5 Grammar and Punctuation | 88.2% | 77.1% | -11.1% | 84.6% | +7.5% |
| Yr 5 Numeracy | 84.6% | 89.6% | +5% | 78.8% | -10.8% |

In viewing NAPLAN data it is evident that our students operating at 12 months or more above the state mean at year 3 are showing incremental improvement with the exception of 2012. Other data at year 3 has been inconsistent, indicating a need for a more individual approach to reading, in particular, strengthening student comprehension skills. Since 2010, the percentage of year 5 students operating at or above the state mean has shown gradual improvement. This same pattern is reflected in those students operating 12 months or more above. Conversely, there is a decline in a percentage of the students operating at 12 months or more below the state mean indicating that the strategies in place have been effective. In addition to this it should be noted that the same students being tested in year 3 and then in year 5 show growth that is greater than the State average, for the past two years.

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

In 2013 we refined the use of our Individual Learning Plans (ILP) and our identification process for students with special needs increasing our LNSLN students to 19. We expanded the use of Social and Emotional Learning (SEL) using the framework and competencies to help plan the new adventure playground completed in term 2-3. After developing our understanding of the Social and Emotional Learning framework we began to use it in planning for student needs. There is growing and consistent evidence of this in planners, teacher actions, classroom displays and the wider school environment. Parents have been well informed of the behaviour management strategies of the school. We have displayed expectation around the school in prominent positions and behavioural expectations are orally revised during assembly each Monday morning where many parents are in attendance. Students also understand our behavioural expectations receiving awards during assemblies on Friday afternoon for demonstrating these expectations. Teachers make positive phone calls home to parents reinforcing behavioural expectations and positive actions of students. School Wide Positive Behaviour Support (SWPBS) approach is employed throughout the school, level groups meet on a fortnightly basis to discuss the expectations. The data is collected and reviewed by the SWPBS team regularly. Students are also rewarded through the Class DOJO point. This allows teachers to reward positive behaviour individually, as classroom and across a level in order to reinforce positive behaviour.

School Attendance

Outlined in three separate areas of our Staff Procedures Handbook 2013 are the expectations of staff to complete the Attendance Roll. Under the heading Attendance Roll. 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 changes must be made accordingly by the teacher in charge of the class at the time. 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 4 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. These letters are to be kept (a legal requirement) and will need to be filed in the folders provided and kept at school for legal purposes. If notes are not forthcoming, please send the absent note “pro forma” home to the parent. They are requested to write the reason why the child has been absent from school.

CHILDREN ARRIVING LATE TO SCHOOL any children arriving late (9:10am) will go the office for a late pass. Teachers please notify the Principal, so the office can call families of habitual late-comers to see if we can help in any way. Please remember the children are not always the cause of these late arrivals.

| | |
|----------------------------|--------|
| Year 1 | 93.09% |
| Year 2 | 94.13% |
| Year 3 | 94.69% |
| Year 4 | 94.16% |
| Year 5 | 96.56% |
| Year 6 | 96.48% |
| Overall average attendance | 94.85% |

VALUE ADDED

- *Addition of Community Classroom Program to Year 1 and 2.*
- *SWPBS team focused on the further development of the 'Start Up' programs at the beginning of each term.*
- *SEL expanded to include more practical demonstrations in the classrooms e.g. Circle time.*
- *Construction and opening of new adventure playground based on SEL competencies in coalition with the new playground area.*
- *Continued data gathering about Anti Bullying*

STUDENT SATISFACTION

2013 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 33%. Students identified they needed to be more engaged in their work by indicating Stimulated Learning 22.3%, Learning Confidence 33.45% & Student Motivation 29.1%. 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

Teaching staff were involved in formal discussions of quality learning by participating in Professional Reading. The book we focused on was 'What Expert Teachers Do' John Loughran, which provided a common understanding of contemporary learning. We developed and implemented a number of surveys to gather information about staff thoughts on Community, Teaching Practice and Learning Expectations.

The construction in consultation with members of staff, of a document/statement 'What Good Learning and Teaching Looks Like at Holy Child' then took place using data and information from the surveys.

We continued the development of staff goals to support the personal and professional growth of all staff in line with the School Improvement Plan and notions of best practice shared from professional learning and reading. It should also be noted that we expanded the use of language associated with professional feedback and an expectation to give and receive this from others (particularly a trusted other). Jim Delaney and Mary Tobin supported staff in providing Professional Learning based on the School Improvement Plan to enhance our capacity to achieve our goals

We continued towards a more distributive leadership model, Level Leaders continued 2013 with the aim of facilitating improved communication between teachers and leadership as well as a focus on developing contemporary learning practices in all levels.

During 2013 new staff at Holy Child began an induction and peer mentoring process providing staff with insight into the running of our school, resources, personnel and curriculum. Mentoring of Graduate teachers was refined, with a shift from leaders to teachers from the same year level taking the main responsibility for mentoring this proved moderately successful.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

Professional Certificate in Primary ESL, Contemporary Approached to Primary Science, , Catholic Identity School Based Conference, Religious Education Network, Year of Mathew, Story Telling in Religious Education, Literacy and Numeracy, Community Classrooms, Network Meetings: Principal, Deputy Principal, Wellbeing, Religious Education, Foundations of Literacy Leadership, ICT, Numeracy Sustainable Maths, Teaching and Learning, Supporting New Arrivals, Online staffing records, Administration Officer Induction Program, 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 and Deeper Understanding of ESL Developmental Continuum, Supporting EAL refugee Students with Language of Mathematics, Addressing Educational Needs of Refugee Background Students, Evidence Based Reflection Using Trend Data, School Effectiveness, NAPLAN Analysis, Assisting Children With Hearing Loss, SWPBS, A Whole School Approach to Support Refugee Background Students, Wellbeing and Community Partnership Conference.

Emergency Management Training, First Aid level 2 Certification, Asthma Training, Anaphylaxis Training , VIT Mentoring Graduate Course, New Mexico Learning To-gether Study Tour , Phonological Early Reading Intervention course, Engaging Family School Partnerships Conference & Workshops, Readers workshop, ICT, Audit Day, Maths Intervention

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

29

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1497.10

TEACHER SATISFACTION

The 2013 the Insight SRC data showed staff scored low on the school morale (12.6%), supportive leadership (13.1%), professional growth (22.59%), Empowerment (19.3%) and parent partnerships (22.9%). However staff scored relatively higher on School Improvement Focus (32.66%), Appraisal and Recognition (32.8%).

Areas to focus on in 2014 include Quality Teaching (10.47%), Curriculum Processes (7.34%), Teacher Confidence (17%) and teamwork (5.86%).



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

In 2013 there were many wide ranging opportunities to nurture partnerships throughout the school and community. The Parents as Classroom Helpers Program (PaCH) course continued, teaching parents the skills to work in a classroom.

The Community Classrooms program continued in 2013 in the year 1/2 level. The aim was to empower parents/guardians to feel valued in their child's education. This has been successful in the junior school as demonstrated by a parent excursion to the city that was organized highlighting free family activities during school holidays.

The Hub Program provides opportunities such as computer, healthy eating, safe food handling, English classes and English conversation, as well as English and community language playgroups. Celebrations of student learning through Expos, performances, assemblies etc have allowed for parents and the wider community to be more genuinely engaged in curriculum and extra curriculum opportunities offered at Holy Child.

Parent involvement at school functions has increased significantly by the use of personal invitations and encouraging them to be engaged in their child's learning.

The data indicates that we have been highly successful in engaging our families in meaningful learning experiences.

PARENT SATISFACTION

The 2013 Insight SRC survey results indicated parents believed students were motivated (83.65%), classroom behaviour was satisfactory (44.76%), that staff were approachable (56.36%), teacher morale was average (36.91%) and that the learning was stimulating (43.36%).

Parents have indicated that further areas to focus on in 2014 include learning focus (24.79%), and social skills (10.2%).

Financial Performance

| REPORTING FRAMEWORK | MODIFIED CASH \$ |
|--|---------------------|
| Recurrent income | Tuition |
| School fees | 25,915.00 |
| Other fee income | 67,408.00 |
| Private income | 195,172.00 |
| State government recurrent grants | 563,271.00 |
| Australian government recurrent grants | 3,163,288.00 |
| Total recurrent income | 4,015,054.00 |
| | |
| Recurrent Expenditure | Tuition |
| Salaries; allowances and related expenses | 2734,673.00 |
| Non salary expenses | 680,016.00 |
| Total recurrent expenditure | 3,414,689.00 |
| | |
| Capital income and expenditure | Tuition |
| Government capital grants | 69,025.00 |
| Capital fees and levies | 141,909.00 |
| Other capital income | |
| Total capital income | 210,934.00 |
| Total capital expenditure | 165,334.00 |
| | |
| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | |
| Total opening balance | 76,501.00 |
| Total closing balance | 58,501.00 |

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

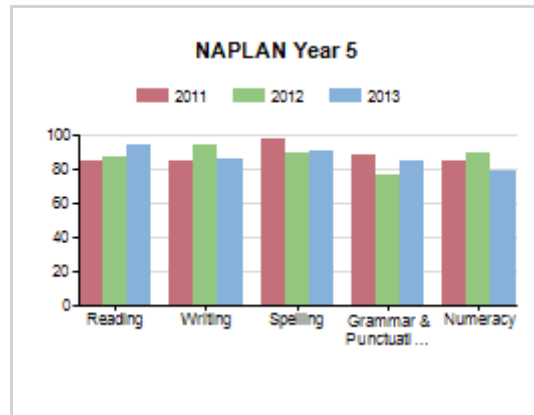
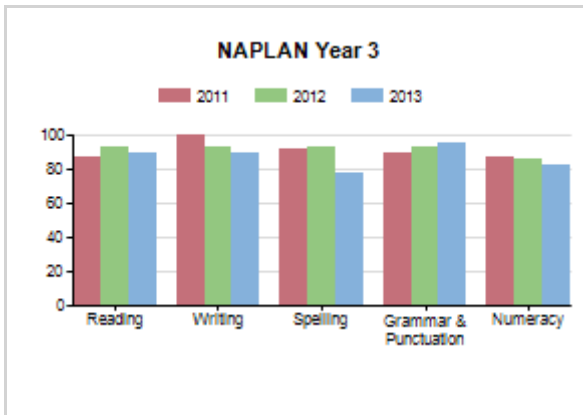
- *Developing learning practices and approaches to help the recontextualisation in Religious Education.*
- *Support students in promoting a post critical understanding of scripture*
- *Develop and support staff and students in connecting spiritually and faithfully towards deepening their personal relationships with God*
- *Embedding religious education understandings in the context of school inquiry planning.*
- *Create opportunities for the REL to support teachers in their planning of Education in Faith.*
- *To continue Professional Learning*
- *To investigate Numeracy Intervention and extension.*
- *To have a stronger emphasis on data collection and analysis*
- *To continue a strategic approach to Learning and Teaching,*
- *To link learning to real life experiences in the wider community.*
- *To highlight SEL competencies in planning making links to real life*
- *To provide more opportunities for staff and students to interact positively.*
- *To build in more authentic opportunities for students voice and feedback.*
- *To continue to build relationships based on a strong foundation of empathy.*
- *To continue to develop goal setting with staff.*
- *Create opportunities for further team development and collaboration.*
- *To strategically develop parent engagement throughout the community.*

VRQA Compliance Data

E1249
Holy Child School, Dallas

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

| NAPLAN TESTS | 2011 | 2012 | 2011–2012 | 2013 | 2012–2013 |
|-----------------------------|-------------|-------------|------------------|-------------|------------------|
| | % | % | Changes | % | Changes |
| | | | % | | % |
| YR 03 Reading | 87.8 | 93.1 | 5.3 | 90.0 | -3.1 |
| YR 03 Writing | 100.0 | 93.1 | -6.9 | 90.0 | -3.1 |
| YR 03 Spelling | 92.0 | 93.1 | 1.1 | 77.5 | -15.6 |
| YR 03 Grammar & Punctuation | 90.0 | 93.1 | 3.1 | 95.0 | 1.9 |
| YR 03 Numeracy | 87.5 | 86.2 | -1.3 | 82.5 | -3.7 |
| | | | | | |
| YR 05 Reading | 84.9 | 87.5 | 2.6 | 94.2 | 6.7 |
| YR 05 Writing | 84.6 | 93.8 | 9.2 | 86.5 | -7.3 |
| YR 05 Spelling | 98.0 | 89.6 | -8.4 | 90.4 | 0.8 |
| YR 05 Grammar & Punctuation | 88.2 | 77.1 | -11.1 | 84.6 | 7.5 |
| YR 05 Numeracy | 84.6 | 89.6 | 5.0 | 78.8 | -10.8 |
| | | | | | |



| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|-------|
| Year 1 | 93.09 |
| Year 2 | 94.13 |
| Year 3 | 94.69 |
| Year 4 | 94.16 |
| Year 5 | 96.56 |
| Year 6 | 96.48 |
| Overall average attendance | 94.85 |

| TEACHING STAFF ATTENDANCE RATE | |
|--------------------------------|--------|
| Teaching Staff Attendance Rate | 90.89% |

| STAFF RETENTION RATE | |
|----------------------|--------|
| Staff Retention Rate | 75.86% |

| TEACHER QUALIFICATIONS | |
|-------------------------------|--------|
| Doctorate | 4.76% |
| Masters | 14.29% |
| Graduate | 33.33% |
| Certificate Graduate | 14.29% |
| Degree Bachelor | 71.43% |
| Diploma Advanced | 52.38% |
| No Qualifications Listed | 0.00% |

| STAFF COMPOSITION | |
|---------------------------------|--------|
| Principal Class | 2 |
| Teaching Staff (Head Count) | 33 |
| FTE Teaching Staff | 28.400 |
| Non-Teaching Staff (Head Count) | 19 |
| FTE Non-Teaching Staff | 11.780 |
| Indigenous Teaching Staff | 0 |