



Holy Child School Dallas

2021 Annual Report to the School Community



Registered School Number: 1653

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Our School Vision4

School Overview5

Principal’s Report6

Parish Priest’s Report7

School Education Board Report8

Education in Faith9

Learning & Teaching11

Student Wellbeing15

Child Safe Standards17

Leadership & Management19

School Community22

Future Directions24

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Minimum Standards Attestation

I, Alan Smith, attest that Holy Child 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 2021 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 Schools.

05/04/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

As people of God, the community of Holy Child Primary School Dallas, continually seeks wisdom, knowledge and grace. Our learners are empowered to create a just and caring world. We never see a need without doing something about it.

Our School Motto

Wisdom, Knowledge and Grace

From the Gospel According to Luke 2:51-52

51 Jesus Grows in Wisdom and Grace. Then he went down with them and came to Nazareth, and he was obedient to them. His mother pondered all these things in her heart. 52 And Jesus increased in wisdom and in age and in grace with God and men.

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. In 2021 Holy Child and other catholic schools in Melbourne Archdioceses became incorporated to the new Melbourne Archdiocese Catholic Schools (MACS) beginning a new era of catholic education in Melbourne.

EBL allows us to make more data informed decisions to enhance planning for the individual learning needs of our students. We have a clear focus on 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.

Students have also been challenged to engage and use these skills during Inquiry Learning where other disciplines are linked together including Humanities, Sciences and especially Religious Education. Religious Education here is paramount, we use the pedagogy of encounter and seek for our students to make real life connections to our faith tradition and build on their faith knowledge.

Principal's Report

returned back at school. We also had playgroups, each was well subscribed for time and density limits. This time also emerged with challenges as children had to become familiar with learning together, sharing resources and playing cooperatively within the school's behaviour management requirements. We look forward to continuing our learning onsite in 2022.

Parish Priest's Report

I am Fr. Vincent Nguyen. I welcomed the new school year with a blessing for all the children as Parish Priest of Holy Child Parish, I continue to support Fr. Fidel, the Parish Priest of the Assyrian Church, helping to cater for our very diverse parish.

This year in 2021 we were unable to visit classrooms and provided sacramental and spiritual guidance for all at our school. This we found very difficult. The direction of the parish remains the same, to embrace others and engage with all parishioners and members of our community.

I have worked alongside 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 continue to partner with Holy Child and pull together through these difficult times I wish to thank and acknowledge the staff of all schools and parishes in our community for the service they have given to all of our community members in the Northern Region of Melbourne.

School Advisory Council Report

In 2021 we began a process of engaging members of our community to form a Holy Child Primary School Advisory Council. This process required identifying and communicating with parents and parish members to come together and discuss the council and activities at our school.

We have been working together to create all the resources for the meetings to begin with an inaugural meeting of the Advisory Council in early term 2 2022.

Education in Faith

Goals & Intended Outcomes

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

Intended Outcomes:

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

At Holy Child we strive to celebrate our Catholic Identity across all dimensions of school life. Throughout 2021, despite the challenges presented to schools by the COVID-19 pandemic, we continued to strive for our goals and intended outcomes in the Education in Faith Sphere.

Whilst learning online staff worked together to provide a quality religious education program, continuing our work with the Pedagogy of Encounter. We took the challenge of COVID-19 as a provocation to explore hope, including making connections to the importance of Jesus' resurrection as a source of hope for Christian people.

Other learning experiences throughout the year provided opportunities to celebrate our Josephite Tradition (e.g. our Year 1/2 students explored the life of Mary MacKillop) and to explore different religious traditions so that we can better understand our own (e.g. our Year 3/4 students explored the sacraments of initiation in the Latin, Chaldean and Assyrian churches).

Staff professional learning was focussed on prayer. Supported by members of the Melbourne Archdiocese Catholic Schools (MACS) team, we had time to build our understanding of Christian prayer and why it is important today. We also had the opportunity to engage in contemporary forms of prayer ourselves to provide examples of prayer experiences that we can design with and for students. Despite learning remotely and the COVID restrictions which were in place when we returned to school, classes continued to pray together each day. We also sought ways to celebrate as a school community using online platforms (eg. our Remembrance Day Liturgy went ahead over Google Meet).

Although we were unable to celebrate the Sacrament of First Eucharist with our Year 3 students, we were able to offer the Sacrament of Penance in 2021 prior to the closure of places of worship. Our Year 5 and 6 students were also able to be confirmed in our Church in December. Due to restrictions our community was unable to attend the celebration in person. However, it was streamed live so that everyone could participate in some way. This was also true for our Year 6 Graduation and Prayer Service.

VALUE ADDED

- Exploring ways of using technology as part of our learning in Religious Education
- Using technology to celebrate faith together
- Providing opportunities for staff professional learning and faith development in prayer

Learning & Teaching

Goals & Intended Outcomes

To embed a culture of evidence-based practise

To ensure that evidence-based learning is evident throughout all learning areas

To ensure that all planning documents will reflect evidence-based decision making

Achievements

In 2021, Learning and teaching practices continued to strategically target the embedding of evidence based. However, the continued crisis disruptor of COVID lockdown, again challenged our learning community to respond in innovative and creative ways to engage our students and support families. We found ourselves in the position of having to constantly reflect and adapt to the ever changing demands of working online, which resulted in a gradual shift to a stronger focus on limiting screen time for our staff and students. This intentional action was in direct response to the current evidence being presented via numerous research bodies of the impacts of excessive screen time to mental and physical health.

Holy Child moved into the space of being 1:1 devices in 2021. This shift well equipped our community to adapt to the challenges of the extended COVID restrictions.

The Learning and Teaching Team continued to work in partnership with the staff to provide strategic support in targeting the embedding of evidence-based practices in the online and onsite environments. Explicit teaching was prioritized and evidence continued to inform our practice, despite the online challenges. The subject teaching hours were regularly reviewed and a strategic component of off-screen wellbeing activities were incorporated into our planning.

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 continued to assist in achieving these goals. An increased emphasis on student reflection, through the use of exit tickets and the collection of anecdotal evidence against specific success criteria was encouraged.

In 2021, Numeracy continued to focus on using data to inform teaching practices throughout Foundation to year 6. The pandemic once again disrupted and challenged the normality of how Numeracy was being taught. The Holy Child community needed to adapt and refine the way Mathematics was taught. Once again our reliance and creativity on devices was brought to the fore.

Planning and the implementation of Numeracy brought with it an acknowledgement of how important it was to differentiate the curriculum in order for all our students to achieve success. We found ourselves in the position of having to constantly reflect and adapt to the ever-changing demands of working online, which resulted in a gradual shift to a stronger focus on limiting screen time for our staff and students. This intentional action was in direct response to the current evidence being presented via numerous research bodies of the impacts of excessive screen time to mental and physical health.

The PAT-R/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, which were reflected in the 2021 NAPLAN achievement results.

Holy Child records all anecdotal evidence through the online platform, which enables all staff to access this information and to support a shared responsibility for our students. Intervention and specialist staff work in strong collaboration with classroom teachers to ensure open communication and transfer of information.

Working on the virtual platform continued to present us with challenges. Our learnings over the year resulted in a full learning program being explicitly taught through a virtual classroom. Teacher focused groups were conducted through google meets, whole class discussions and teaching again continued through daily scheduled google meets. Staff explored different ways to engage their students and to ensure that attendance was not compromised by being offsite. Programs continued to be differentiated and teaching explicit. All intervention programs were taught through the google meet platform. Learning Support Officers and an additional support team of intervention teachers provided a small group and 1:1 support for learners identified as being at learning risk.

In ensuring the careful monitoring and tracking of student learning, the Diversity/Wellbeing and Curriculum teams collaborated together to devise a referral pathway for students requiring additional support. All staff are invited to refer a student to this team for additional support, should they identify a learner who needs extra help. This data is shared regularly at leadership meetings and referrals made where necessary.

Further to our groundwork in building a platform for evidence based learning, the professional learning for staff moved into the space of explicitly teaching the Zones of Regulation, use of feedback, SMART goals and the writing workshop. These foci will be consolidated moving forward into 2022.

Inquiry Planning in 2021 was greatly challenged by the COVID lockdown and the changing of staff, along with the outlined priority expectations for learners in this period of time. The Religious Education Leader and Learning and Teaching Leader commenced using the 'Pedagogy of Encounter' model of Inquiry planning, as a means to integrate life and faith. However, COVID and disruption to staffing brought additional challenges to the supporting staff in planning engaging teacher directed RE/Inquiry learning experiences for their students. Leadership worked diligently to resource staff with the appropriate online resources available to support learners.

Holy Child Primary School had many reasons to celebrate the commitment and dedication of all learners, staff and parents throughout 2021. We continue to stand very proud of our commitment to ensuring our students have access to the best possible learning opportunities in such a challenging year.

STUDENT LEARNING OUTCOMES

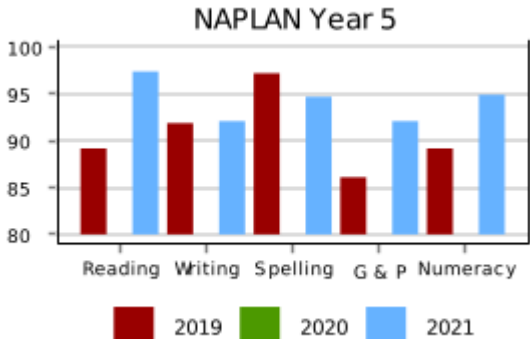
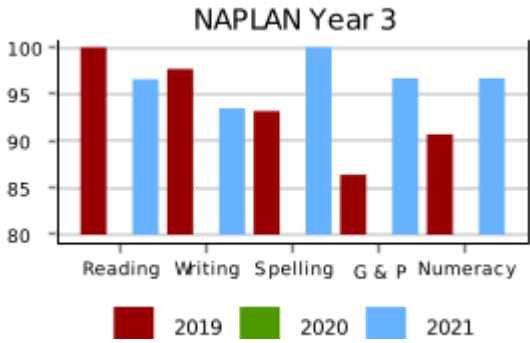
- Improved adaptability to working in an online learning environment
- Capacity building of staff through PL
- Improved achievement data, as reflected in the 2021 NAPLAN results

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	86.4	-	-	96.7	-
YR 03 Numeracy	90.7	-	-	96.7	-
YR 03 Reading	100.0	-	-	96.6	-
YR 03 Spelling	93.2	-	-	100.0	-
YR 03 Writing	97.7	-	-	93.5	-
YR 05 Grammar & Punctuation	86.1	-	-	92.1	-
YR 05 Numeracy	89.2	-	-	[naplan. y5.scho olNM.mi nimumSt andards Str]	-
YR 05 Reading	89.2	-	-	97.4	-
YR 05 Spelling	97.2	-	-	94.7	-
YR 05 Writing	91.9	-	-	92.1	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

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

Achievements

During 2021 Holy Child staff provided an inclusive and positive learning environment for all our students both online and onsite. The continued lockdowns made this quite challenging.

Our community mostly engaged online during most of the year. We maintained activities online to engage students and provide familiar opportunities for students to engage in social activities. We ran online assemblies, where students could have talk time with friends in their classrooms. We encouraged onsite and online students to responsibly engage in opportunities to celebrate their achievements and sought to recognise the efforts through reward systems.

Our Social and Emotional Learning (SEL) programs had a positive and significant impact on attitudes to learning, social relationships and student achievement. Teachers ensured that the school vision and values were embedded in everyday practices and interactions to support the health, wellbeing, inclusion and engagement of all students. This was successful at time and challenged us at other time as participation rates varied over time.

The support of students with additional needs, as well as those who were compromised by the enforced remote learning was widely acknowledged as a strength of the school during the challenges instigated by the COVID19 pandemic.

This was instrumental in supporting the community during Remote Learning periods providing online learning as well and on-site programs for the most vulnerable students.

The provision of online support was regularly accessed by parents seeking support and guidance for their children's learning and social and emotional needs during the Remote Learning period.

The Community Support team, Learning & Teaching Leader and Numeracy Leader helped teachers in tailoring programs to provide a safe and nurturing environment for all students during these times.

Despite the inability of the parents to be able to attend onsite meetings, the school continued to offer Parent Support Group (P.S.G) meetings each term to continue supporting those with diverse learning needs and those presenting as at risk during the pandemic periods.

We look forward to continuing to develop capabilities in our students that promote a stronger sense of wellbeing and enable them to strive for their personal best.

VALUE ADDED

Games online, Intervention hot spotting for high need children, Food drops for families, Provision of portable internet dongles, Clubs online for engagement in social play.

STUDENT SATISFACTION

[SWStudentSatisfaction]

STUDENT ATTENDANCE

Student attendance was monitored daily using the Nforma roll program. This software program is used by class and specialist teacher and provides a print out to the office all absences at the school at 10:00am and 2:30pm twice daily. The reception staff followed up any unexplained absences from school by making phone calls, SeeSaw messages or emails to parents advising them of their child's non-attendance. If the child has more than one absence during a week the communications are repeated asking parents to provide a note to explain the absence or a doctor's certificate. All absences are recorded on the student reports provided to parents at the end of each semester. Excessive absences were followed up and reported to the schools Leadership Consultant for advice or consideration following the schools 'Attendance Policy Guidelines' During COVID- 19 lockdowns absences were recorded twice daily on the Nforma electronic roll and reported to parents in the same way as pre COVID-19. Absences were followed up as described above and home visits by the Principal and Deputy Principal were made in exceptional circumstances.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	92.5%
Y02	94.3%
Y03	91.1%
Y04	92.9%
Y05	89.8%
Y06	91.1%
Overall average attendance	92.0%

Child Safe Standards

Goals & 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 during staff meetings throughout the year

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

Achievements

Holy Child continues to review and revise staff actions to ensure the safety of all children in the school. This in part is by the annual renewal of the Holy Child, Child Safety Code of Conduct for staff. Ensuring an awareness for all staff that Holy Child Primary School is a safe environment for all. To this end we have continued to invest in technologies so that Administration could monitor adults and parents signing in and out of the school. This unfortunately was suspended as COVID -19 restrictions took place and the use of multi touch screens changed. However, only required visitors or parents were allowed on site at any time during the lock down. This remained in place throughout the 2021 year.

Our focus again turned to how to provide a safe online environment for families. This was tested on a few occasions, though our filters and honesty of children allowed us to address any inappropriate access to sites or use of technology for bullying. It also resulted in a greater monitoring of children at home due to the access staff had to working with children in their homes through Google Meets. This resulted in a number of reports to Child First.

Annually, we as a staff, review our Holy Child Primary School Child Safe Code of Conduct which leads to an agreement and commitment to use the practices as detailed to ensure the safety of our children. 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 any interaction externally and internally. We ensure all visitors were made aware of our Child Safety expectations and our Code of Conduct and offer an induction process for new staff and CRTs

Strategically the 'PROTECT' posters were handed to each member of staff as a reminder of their responsibilities to report any forms of abuse. Our staff also 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 continue our awareness of inclusion the staff 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.

We ensure that all volunteers and new staff members are vetted through referee checks.

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.

During COVID-18 our Wellbeing Leader and Diversity staff provided regular check-ins with vulnerable students to offer any support or chance to voice any concerns.

The Holy Child - Child Safety team consists of the Wellbeing Leader, Principal, Deputy Principal and other interested parties

Leadership & Management

Goals & Intended Outcomes

To embed a culture of evidence-based practise

To ensure that evidence-based learning is evident throughout all learning areas

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Achievements

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EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
Description of Professional Learning undertaken in 2021	
[PLUndertaken]	
Number of teachers who participated in PL in 2021	52
Average expenditure per teacher for PL	\$239

TEACHER SATISFACTION
MACSISS data suggests that staff perception is positive and improvement indicators suggest that we are building a more positive culture. This is demonstrated by 30% increase in collective efficacy and 10% increase in staff safety and school leadership indicators. The overall school climate also indicates that staff's perceptions are growing positively leading to a 6% increase between 2019 and 2021. Psychological safety has decreased between 2019 and 2021 I believe this indicator could be influenced by the conditions staff were in when required to return to school and that anxiety levels were high due to uncertainty and perceptions that health protocols were insufficient. This was not the case. I note that out of the 52 staff members who were asked to complete the survey in 2019 and 2021 that not all staff submitted the survey for analysis.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	80.8%

ALL STAFF RETENTION RATE	
Staff Retention Rate	87.3%

TEACHER QUALIFICATIONS	
Doctorate	3.7%
Masters	18.5%
Graduate	33.3%
Graduate Certificate	7.4%
Bachelor Degree	70.4%
Advanced Diploma	33.3%
No Qualifications Listed	3.7%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	38.0
Teaching Staff (FTE)	30.9
Non-Teaching Staff (Headcount)	22.0
Non-Teaching Staff (FTE)	20.0
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To embed a culture of evidence-based practise

To ensure that evidence-based learning is evident throughout all learning areas

To ensure that all planning documents will reflect evidence based decision making

Achievements

Holy Child Primary School continues 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. Towards the end of 2019 we review and number of key documents from state, federal and local governments identifying key indicators in our community of Dallas in particular. These documents consisted of the Hume Hotspots Report and data, Australian Early Development Census (available at <http://www.aedc.gov.au/data>) and the Socio-Economic Indexes for Areas prepared by the Australian Bureau of Statistics (available at <http://www.abs.gov.au/websitedbs/censushome.nsf/home/seifa>). These data set clearly identified the need for Early Years Learning as a need within the community. With this in mind and the support of Fr Vincent we applied for a Victorian Government Building Blocks grant to build an Early Learning facility on the Holy Child School Site.

The early years of a child's life would be our focus leading to better opportunities for the community and children within our area. Staff members would continue their focus on transitions and work with community and build partnerships with Early Years Learning Clusters in the local area. We also take a broader view and developed more close relationships with Penola Secondary College, Kolbe College and local state secondary school. In term one and four we offered programs in the School's Community Hub and continued to support our families through accredited training courses, parenting courses, barrista training, English Language, 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. This became vital during our lockdown phase of 2020. Members of our staff and community were able to interpret messages from the governments and other agencies and provide real time support for those who were unsure of expectations or instructions Holy Child school is part of schools who developed and continued relationships Berry Street Child and Family Services with a particular interest in Trauma Informed Practice. This is a long-term commitment to building the capacity of our community to seek support and provide best practice. Holy Child is committed to working with Banksia Gardens and Berry Street to contribute to a stronger healthier broader community.

Holy Child has continued our strong partnerships with universities. We have assisting pre-service teachers from ACU, RMIT and SWINBURN. We have also benefited by the work of pre-service Social Work students from RMIT. This program has allowed us to explore individual and group sessions. The placements typically include the hosting of 4 Masters of Social Work students for a long 70-day placement each year. The Social Work students contributed significantly across a variety of networking and event opportunities for the community during their placement. These continued during the lockdown period and provided much needed help. Holy Child School

continues to work with the parish to foster the importance of the Church in our daily lives. This was difficult. Fr. Vincent joined teachers and myself at the front gate for many mornings and would support our children and families by greeting them and parishioners during morning drop off periods this encouraged many conversations. The school community and parish members will join together as one for celebrations when appropriate in 2021-22.

PARENT SATISFACTION

Anecdotal evidence from continued Parent Support Group meetings (PSGs) indicated that parents valued the opportunity for input about the student learning. However, during lockdown parent engagement in Parent Support Group meetings actually increased due to a greater capacity for parents to use their device, moving from 80% to 100% attendance of parents. Parent engagement in decision making processes remained similar to pre-covid levels as parents continued to seek recommendations from the Diversity staff.

Many meetings were supported by our Speech Pathology for Schools (SPS) speech pathologist Brittany who reported on student progress and aided in outlining further recommendations. Brittany continued her work with individual students using Google Meets as much as practical. This was successful though some students and parents were slow to engage as the lockdown continued. Parents were regularly invited to receive technical support for computers issues, internet issues and learning disengagement these took the form of online sessions with video support clips and onsite opportunities where COVID protocols were used to ensure the safety of staff and families.

Future Directions

Our community continues to be one of hope and promise. We are continuing our journey to use and develop evidence-based learning practices to enhance the engagement of our students in education. This takes the form of using formal and informal data 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. The leaders also use surveys to check in with students about their levels of engagement and seek feedback from students to help inform staff about the quality of the lessons or learning experiences being offered to the students. Teacher will then identify in collaboration the types of adjustments need for individual students to access and achieve improve results. Explicit teaching and active engaged in learning here is the key. We set clear academic targets (the assessment schedule 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 in the data to further align our knowledge and understandings with needs of our students. We seek to build and improve our site and the perception of our catholic school in this community.

The 2021 school year challenged us to use the dispositions we had adopted to make a better future for all in our community. Dispositions will also be further adopted 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 will help us to set realistic goals (self, level, cohort and school) and seek feedback in meaningful and authentic ways. We will seek to extend the use of oral language to encourage the use of questioning techniques, expressive and receptive language and other oral language structures, 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 have engaged with MACS and the Victorian department of Education to establish an Early Learning Centre facility for children from birth to 5 years. This facility would also house mother and baby services, improving the health and education of families in our area. We also seek, under our master plan to build a new Junior School Building, which would house classes from Prep - Year 2 and incorporate professional services, canteen, toilets (internal/external entry) as well as a wellbeing area. This would replace existing buildings