



Holy Child School Dallas

2020

Annual Report to the School Community



Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Our School Vision3
- School Overview.....4
- Principal’s Report6
- Parish Priest’s Report8
- School Education Board Report9
- Education in Faith10
- Learning & Teaching12
- Student Wellbeing15
- Child Safe Standards.....19
- Leadership & Management21
- School Community.....24
- Future Directions26

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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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

21/05/2021

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

Our School Vision

As people of God, the community of Holy Child 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.

School Motto: Wisdom, Knowledge and Grace.

School Overview

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

Buildings have been regularly upgraded and maintained over the years. The school has in the past built a shared parish church and school multi-purpose hall foyer, classrooms, Administration building, Discovery Centre and Senior classrooms. Currently, the school has just completed a New Master Plan with visions to purchase the existing Presbytery site and seek further funding to establish and build an Early Years Education facility in the future.

The school currently has an enrolment of 281 students. The numbers have been relatively stable over the last 3 years. We have established a new playgroup to support the better opportunities for Early Years learning in the parish and encourage further participation for young children and parents in our school community. We are aiming to use more evidence-based data to further support and enhance our planning for the individual learning need of our students. Our main areas of learning focus are Literacy, Numeracy and Engagement, encouraging students to extend their comprehension and Oral English Language skills.

Due to COVID-19 we have had no new arrival families as the borders around Australia have been closed since 19th March 2020. This has affected or enrolment numbers for 2020 and may continue into 2021-22. However, some local families have chosen to move their children from other schools in the area to Holy Child Primary School as the school continues to have a respected reputation for positive learning outcome for our children.

The students are organised into fourteen classes.

Class Structures

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

Specialists

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

Learning Support

Learning Literacy Intervention, Facilitated Planning P-6, Mathematics Intervention 2-6, Speech Pathology, RAAN, GREAD, Oral Language Implementation, Counselling Services and learning adjustments required for assessed student needs

Positions of Leadership:

Positions of Leadership in the school; are Education in Faith Leader, Student Wellbeing Leader, Learning Diversity Leader, Learning and Teaching Leader, Literacy Leader and Numeracy Leader. These leadership roles are expected to demonstrate expert leadership in planning, pedagogy and intervention to support student learning.

There are also specific provisions for intervention throughout the school for students in Literacy, Numeracy, Pastoral Care, Mental Health, New Arrivals Support and Refugee Support.

There are currently 157 students who have been identified and funded by National Consistent Collection of Data funding (NCCD). 2 x Extensive, 44 x Substantial, 95 x supplementary, 18 x QDTP students. Teaching and Learning Leaders, Learning Support Officers (LSOs), Learning Diversity Leader, Classroom Teachers and other providers support these students on their individual learning journeys through adjusted learning, record keeping and data analysis.

Principal's Report

This year's Annual Report to the Community must reflect the challenges of the year 2020. First Term started with great expectations of achieving further development of our sharp focus on Evidence Based Learning (SIP), this would be further embedded into practice the use of evidence to support decision making and learning across the school.

Entering into dialogue with various forms of data would support us to identify needs of children and address these within the context of the Victorian Curriculum. This would also allow us to identify the adjustments to practice (NCCD) needed by some individual children, so they would be able to access the Victorian curriculum at their level of understanding and capability. Our infrastructure and dispositions were all in place to achieve these outcomes. However, we needed to quickly adapt and change our approaches to Learning, Teaching and Wellbeing at the school due to the COVID-19 crisis.

Our professional learning in the use of Google Suite for Schools required a great deal of urgency as our skills were not at the level required to perform efficiently in this emerging environment. We as a community would need to shift and adapt quickly. Our staff began to use programs like Google Classrooms, Presentation, Google forms, Drive and Google Meet, many staff were unfamiliar with these platforms, and we needed to improve our skills and knowledge rapidly and deeply. This also meant that families skill levels and digital understandings needed to alter and adapt. All this required staff to mentor each other and families, give instruction develop support structures for these instructions and use of video clips to drive staff, children and family learning. We all found this very challenging.

Student engagement in learning also became an emerging issue. As students took more control over their learning, they could choose to turn off cameras, exit Google Meets and choose the content and the time that they would engage in their learning. Some children chose only to engage minimally over the weeks of lockdown. Others were regular and consistent in completing tasks and turning work into the teacher digitally. Though this also added to the stress our staff were experiencing.

Our continued focus on Literacy and Numeracy was also facing significant challenge as many texts, needed for our children's learning, were only available in English. This excluded some of our parents from helping or engaging with their children in online learning. It highlighted our need to build English language capacity in our parent community. Our staff responded. They adapted and filmed clips of activities, explanations for learning, created online task-boards/schedules and sent messages in multiple languages, that were posted on SeeSaw and google platforms. These all helped parents and children to further understand and engage in building online work skills. To further support families we set up technology triage at school to help families with any technology issues, used and created online testing and adapted assessment and trialled their effectiveness to continue our evidence-based learning objectives. These had varying levels of success. The whole school celebrated our return to onsite learning, teachers though anxious returned to classrooms and began to teach. COVID-19 safety plan was implemented and followed. This was acknowledged by the high recommendation from the visiting Work Safe inspectors who assessed our school site.

Our enrolments at Holy Child Primary School declined over 2020 as borders closed and the immigration stopped. Where in past years families from overseas who would make up a percentage of our enrolment each year, this did not happen in 2020. Our enrolment was 281 students.

Parish Priest's Report

I am Fr. Vincent Nguyen the Parish Priest of Holy Child Parish. Over the last year our parish has faced many challenges derived from the COVID-19 crisis. We and the Assyrian congregation led by Fr. Fadele have needed to work closely together to support our parishioners and manage the unexpected conditions of the lock down.

During this time of lock down, I worked closely with the school to have opportunities to support families whose children continued to attend onsite learning, welcomed families as they returned to school after lock down and within the guidelines of our COVID-19 safety plan provide spiritual guidance for all at our school. The direction of the parish remains the same to embrace others and engage with all parishioners and members of our community.

This year I would like to acknowledge and thank the Staff at Holy Child Primary School for their service to our community in very difficult times. The staff worked with parents and other community organisations to supply money and food packages to vulnerable families in the school. This was co-ordinated through the school and distributed many food packages and shopping vouchers to families in need. Here our community demonstrated the actions of Jesus through the words of Mary MacKillop 'Never see a need without doing something about it'. Thank you for the generosity offered by the community of Holy Child Parish.

Fr. Vincent Nguyen

School Education Board Report

Our school continues to seek advice from our parent community through consistent parent meetings each month. These meetings are currently adhoc and have no formal office bearers. However, the community is able to challenge and express their opinion as agenda items are worked through. At our school we continue to seek to formalise this parent group into a Parent Advisory Council. This has been extremely difficult as the many families have little or no experience with this type of governance structure. Many families do not feel they have the English language to contribute or to understand the processes or procedures expected of an advisory council member. Building the capacity of our community will improve this situation. We continue to seek support from individuals and small groups of our parent population to fulfil this important role in the school

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 2020, 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 staff from the Catholic Education Office, 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 (e.g. 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 2020 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

*Intended Outcomes*To embed a culture of evidence-based practise

To ensure that evidence-based learning is evident throughout all learning areaTo ensure that all planning documents will reflect evidence based decision-making

Achievements

The crisis disruptor of the 2020 COVID lockdown challenged our learning community to respond in innovative and creative ways to engage our students and support families. This extended period of online learning was met with strong agile leadership, collaboration and the best of teamwork.

The Learning and Teaching Team worked in partnership with the staff to provide strategic support in targeting the embedding of evidence-based practices in the online environment and onsite. Explicit teaching was prioritised and evidence continued to inform our practice, despite the online challenges.

Working on a virtual platform presented many 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. 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 at being at learning risk. An online help desk was also established to provide additional support for students.

Staff worked collaboratively to respond to the many challenges that they were presented with, when moving into the online environment. Strategic delivery of planning via the google classroom platform and personalised adjustments to engage learners ranged from supporting text with voice overs, daily task boards, use of image and visuals to feedback through reflection opportunities. Team planning continued weekly through the google meet platform.

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

A "Hot Spot" initiative of providing additional support to cohorts identified at learning risk was also implemented. All leaders and non-classroom teachers allocated 1-2 hours per week to support teaching in either a virtual or onsite classroom . The gains made from this initiative were immense. It also created a shared responsibility for the learners in our community and helped further develop strong positive relationships.

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

Further to our groundwork in building a platform for evidence based learning the professional learning for staff moved into the space of using learning dispositions to support students in driving their own learning. This work was largely postponed in 2020 due to the majority of staff meetings having to move to a google meet platform. The focus for 2021 however, is to further depth our work with dispositional thinking and strategies to support students with navigating the learning pit.

Inquiry Planning in 2020 was greatly challenged by the COVID lockdown and the outlined priority expectations for learners in this period of time. Staff continued to plan for engaging teacher directed 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 2020. We stand very proud of our commitment to ensuring our students had access to the best possible learning opportunities in such a challenging year.

STUDENT LEARNING OUTCOMES

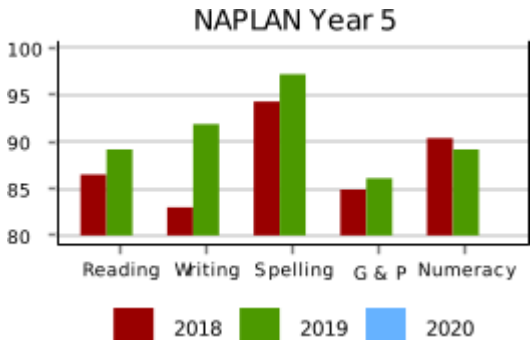
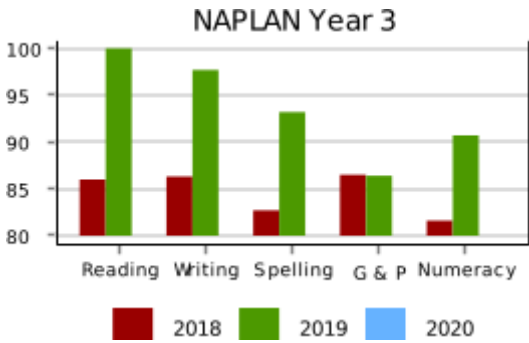
Learning programs were carefully devised through the collaborative planning of 4 levels of differentiated student groupings, instructional strategy and targeted success criteria. Data that was formally collected in accordance with the assessment schedule continued to assist in achieving these goals.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

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	86.5	86.4	-0.1		
YR 03 Numeracy	81.6	90.7	9.1		
YR 03 Reading	86.0	100.0	14.0		
YR 03 Spelling	82.7	93.2	10.5		
YR 03 Writing	86.3	97.7	11.4		
YR 05 Grammar & Punctuation	84.9	86.1	1.2		
YR 05 Numeracy	90.4	89.2	-1.2		
YR 05 Reading	86.5	89.2	2.7		
YR 05 Spelling	94.3	97.2	2.9		
YR 05 Writing	83.0	91.9	8.9		

* 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 embed an evidence-based learning framework that reflects the Catholic Identity of Holy Child

Intended Outcomes

- That Evidence-based learning is evident throughout all learning areas
- That student well-being will be enhanced through authentic engagement
- That all planning documents will reflect evidence based decision-making

Achievements

Achievements

Our goals for the year shifted dramatically with the arrival of the covid restrictions. Due to the vulnerable nature of the community, we shifted our focus to make sure all physical needs were met. All parents were surveyed and we were able to identify families who needed housing, food or financial assistance. Staff partnered with community organisations to provide these needs to our families.

During the remote learning time, it was clear from teacher feedback that children's social and emotional health was suffering. We employed a wellbeing program strategy called 'Bounceback'. The program was used to promote the social and emotional learning of students.

Online learning lessons and help videos were made to support student's learning, encouraging them to view, interact with and encounter in an online learning environment.

Due to the English being the second language of many families and the challenging nature of the messages from governments, it became a priority to communicate accurate information in ways parents could understand. Many more videos were created with a mix of animation, live footage and captions to communicate effectively in each of our community's language. These videos explained to families a wide range of topics from government restrictions to the importance of healthy eating and sleep during lockdown and afterwards.

A student leadership course was also implemented online in order to support our Student Representative Council members. This team also became an integral part of hosting online assemblies. This initiative saw the school come together weekly to build community and celebrate achievements.

VALUE ADDED

The development of optional social clubs were implemented e.g., Drawing club, story time and lego challenges, giving students an opportunity for social interaction once their learning work was completed for the day. Attendance at these clubs was high and student feedback indicated that it provided much needed connection to peers.

Students were also participating in competitions giving them purpose and allowing goal setting and achievement.

As mentioned above, assemblies gave students hope, connection and a chance to recognise and acknowledge their peers. They were a great time of joy.

STUDENT SATISFACTION

Student Satisfaction

Several methods of data collection were used during 2020. There were pre and post tests conducted in social and emotional learning units of work and feelings 'check ins' to give feedback on how students were coping. This information was used for targeted approaches of support positive student emotions.

Attendance at club events were an important way to assess the popularity of structured clubs and social 'events', our data here provided information on the most popular occasions allowing us to continue and enhance these measures.

Greater attendance at assemblies allowed us to be confident that in conducting them we were adding value to the students experience of belonging.

STUDENT ATTENDANCE

Our school uses the 'Nforma' attendance roll platform to record any and all absences from school. The roll is to be completed by the classroom teacher in charge of the class at the time in accordance to the guidelines set down by the V.R.Q.A. Attendance Rolls is marked twice daily - before 10.00 am and after 2.00 pm. The 'Nforma' program prints the roll to the administration printer at 10:00am and 3:10pm daily; class teachers ensure the roll has been completed before these times. All children are presumed present. The "abs" tab is to be used to indicate the reason for an absence. This reason could change during the day and the teacher in charge of the class must make changes accordingly at the time.

Parent is notified of any non-attendance at school as soon as practicable through the school's parent communication App SeeSaw. If teachers identifies a pattern of absence or lateness, they need to 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 immediately. A follow-up phone contact between teacher and family is required if the child is away for more than 3 consecutive days without response or communication. These are recorded and if continuing a further contact and report is made to the regional office, as well as further opportunities to contact parents e.g. home visitations.

If there are computer problems of any kind, there will be manual roll provided for completion. Hard copies of attendance rolls are kept daily in the office and should be returned.

In the event of the need to evacuate the building for any reason, the Administration staff will have a printed roll for classroom teachers to check attendance at evacuation site.

Student Absences

The number of days the student is absent is recorded on the student mid-year and end of year report card, delivered to parents each semester. A letter explaining the child's absence is required for each day the child does not attend school. If notes are not forthcoming, send the absent note "pro forma" home to the parent. Teachers, follow up with children who are late (after 8:50am) more than 5 days per term.

Children Leaving the School Early

Children will be permitted to leave the school grounds during the day if a parent or a person authorised by the parent accompanies them. The 'Early Departure Booklet' and procedure must be followed and the book signed before the child/ren is permitted to leave. A form is given to the parent who, in turn, will hand it over to the classroom teacher/s as a record for the absence to be recorded

Habitual early leavers need to be reported to the Principal or Deputy Principal for a phone call or meeting to be held to determine the reason/s for early finishes. Needing to get a secondary school or other sibling is not a legitimate excuse.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	86.1%
Y02	85.6%
Y03	88.3%
Y04	89.1%
Y05	84.1%
Y06	84.1%
Overall average attendance	86.2%

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 Staff meetings through the year included aspects of Child Safety.

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

Achievements

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. The handing out of Chromebook computers and the school dealing with technical issues related to the technology was very highly scrutinised. CCTV cameras around the school continued to play their part. Our focus then 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 seeing 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 a recommitment and signing in agreement and commitment to use the practices as detailed in the document. We regularly engage in professional conversations about our child safe processes, and practices allowing us to review what we are doing well and how we can retain our child safe environment.
- We are continuing to develop risk assessments for excursions and incursions. We ensure all visitors are made aware of our Child Safety expectations and our Code of Conduct 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 raise our awareness of inclusion the leadership team has engaged in online professional learning in relation to the Disability and Discrimination Act (DDA) and Disability Standards for Education (DSE) modules offered on the NCCD website.
- 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

Goal:

To embed a culture of Evidence - Based practise

Intended Outcomes:

That staff capacity to enact evidence - based practices is enhanced

That processes and practices enable consistency (P-6)

That resources and structures are targeted to maximize student learning

Achievements

Our school's focus during 2020 was the continued emphasis on providing the best educational opportunities and advantages for our students, staff, parents and community. This work needs to adapt in many different forms as the year progressed. Teaching and learning grappled with how can we continue to develop clear learning intentions and success criteria for our children, allow for targeted differentiated activities and record adjustments for the student who need extra support and achieve daily intervention for our most vulnerable. We did this by providing many forms of communication for parent's students and staff. Teachers and other made explanation videos for the children to show next steps or how to videos to ensure students could fully understand steps or activities, often these were done daily. Teachers adjusted their learning based on anecdotal notes. Two of our teachers refined and developed a spreadsheet allowing multiple staff to contribute to the observations of one student.

This at the same time as recording evidence for National Consistent Collection of Data (NCCD) funding requirements. This meant that staff would be collecting work samples, notes, records and testing results that would in many cases identify a student as in need of Extensive, Substantial, Supplementary or Quality Teaching support in English or Mathematics. This required collaboration between the Diversity Team, students, parents, the Speech Pathologist, Psychologist, Paediatrician and CEVN staff to record what is needed for each individual.

Holy Child Primary School has partnerships with:

- Hume Early Years Cluster
- Hume Moreland Cluster developing parent engagement practices;
- Visy Learning Shop Meadow Height provides educational and social courses to support parent education; and
- Kalona Uniting Care, provide families with financial services, access to local food banks and mental health services.

These Partnerships are also enhanced by the development of associated links to community organisations including: Hume City Council, Dianella Community Health Services, Meadow Heights Visy Learning Shop, Banksia Gardens Community Services, Homestead Community Services, Anglicare, The Brotherhood of St. Laurence, and Victorian Cooperative on Children's Services for Ethnic Groups (**VICSEG**). Each of our associates offers support to enhance the education, health or wellbeing of our school community.

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

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
Description of Professional Learning undertaken in 2020	
Evidence Based Learning Initiative Professional Learning	
Berry Street Training: Phases 1-4	
Information Sharing Scheme and Family Violence Information Sharing	
Religious Education - Accreditation	
Professional Practice days for teachers to follow through with their own identified professional learning projects	
Online Training: Emergency Management and Warden training, Google Suite, Child Safety, Mandatory Reporting, OH & S Slips, trips and falls, Manual handling,	
First Aid Level 2 refresher, anaphylaxis, asthma training, CPR.	
Number of teachers who participated in PL in 2020	58
Average expenditure per teacher for PL	\$458

TEACHER SATISFACTION
<p>Our Remote Learning Surveys indicate that Holy Child Primary is highly regarded by the students and families across our community. They see the care and consideration given by staff to support parents and students in online learning environments. Students in years 3-6 demonstrated time of disengagement in learning by dropping out of Google meet times and turning cameras off during these times. Teachers frustration increased as student engagement decreased. Staff were offered support from peers and leadership as well as professional help from the EAP hotline. 2 staff members chose to access this option during 2020. A number of staff were personally given contact details and suggestions made they could benefit from contact. Staff support bubbles were created that provided staff with collegial support and regular contact. Leaders were allocated staff check in information to also support members of our team. Most leaders regularly contacted people on their list.</p> <p>Student surveys indicated that the work was boring at time not challenging. Teachers weekly during planning tried to develop more differentiated tasks and learning opportunities. Students who regularly participated online indicated they felt more connection to their school due to better relationships.</p> <p>Teachers began to make further adjustments for student's learning and interventions were established in Literacy and mathematics to address needs identified through online testing.</p>

This allowed teachers to address specific needs of children and extended some existing interventions through the 'Hot Spotting' Staff continued RAAN and GREAD programs and well as LLI interventions and Numeracy intervention and extention.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.2%
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TEACHER QUALIFICATIONS

Doctorate	3.1%
Masters	15.6%
Graduate	28.1%
Graduate Certificate	9.4%
Bachelor Degree	62.5%
Advanced Diploma	34.4%
No Qualifications Listed	18.8%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	41.0
Teaching Staff (FTE)	34.1
Non-Teaching Staff (Headcount)	22.0
Non-Teaching Staff (FTE)	27.4
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To develop genuine partnership with the Holy Child community and wider community which is based on Relational Trust

That student learning is enhanced by authentic partnership with parents and local and global community.

To strengthen the school as a learning community connecting strongly with communities beyond the classroom.

Achievements

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, barrister 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 meeting 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. The 2020 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 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. Leading to more explicit teaching and active, engaged learning.

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

We seek to build and improve our site and the perception of our catholic school in this community. We have engaged with MACS to purchase the Holy Child Presbytery site to develop an Early Learning facility for children from birth to 5 years. This facility would also house mother and baby services, improving the health and education of our families in our area. We also seek, under our master plan to build a purpose-built Hub with training rooms for adult education. This would boost the capacity of our community to gain employment and add to the economy of the area, contributing to social equity for the most vulnerable of community members.