



MELBOURNE  
ARCHDIOCESE  
CATHOLIC SCHOOLS

# HOLY CHILD PRIMARY SCHOOL

Dallas

E Number: 1249

**2022**

## **Annual Report to the School Community**



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## *VISION STATEMENT*

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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. And Jesus increased in wisdom and in age and in grace with God and men



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## SCHOOL OVERVIEW

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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.

Late in 2022, we began a review process to establish a new school improvement plan, which helps to drive the direction of our school into the future. We worked with Sheridan Coverdale (Reviewer) to review our school curriculum, processes and compliances. During this process Sheridan was very complimentary of our school and what we had achieved though she has made 9 considered recommendations for our future direction.

Current Students Enrolment	229
Foundation Year	35
Direct Measure of Income (DMI)	78
Index of Community Socio-Educational Advantage (ICSEA)	883
Number of Teaching FTE	28.8

In preparation for our review we as a school worked closely and in collaboration with our Leadership Consultant Joe Scerri from the Northern Region Office to continue a sharp focus on using Evidence Based Learning (EBL) and dispositional thinking to further evolve our practice at school. Our work in the area of EBL allows us to make more data informed evidence based decisions to enhance learning and outcomes for 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 to us as a catholic school, we use the pedagogy of encounter seeking real life connections to our faith tradition to build on the students' knowledge and understanding of their faith.

Our 2022 Classroom structures were developed with support from our staff and the School Advisory Council.

### *Class Structures*

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

### *Specialists Programs*

Physical Education, Languages Other Than English (Italian) and Visual Arts (movement and visual).

Learning Support Officers provide support for students and teachers in curriculum, administration health and wellbeing. These duties are under the supervision and in consultation with the teaching staff. They help the students in areas of literacy and numeracy intervention RAAN, GREAD, ERIK and counting collections, sequencing and provide extra group practice throughout the year. They also support Oral language programs, Speech Pathology and behaviour support.

There are currently 154 students who have been identified and funded by National Consistent Collection of Data funding (NCCD):

- 4 Extensive
- 47 Substantial
- 90 supplementary
- 13 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.



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## *PRINCIPAL'S REPORT*

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This year's Annual Report to the Community must reflect the challenges of the year 2022. Begin with the construction of our Early Learning Centre and having our first cohort of Kindergarten students educated in our centre. First Term started with great expectations of achieving further development of our sharp focus on Evidence Based Learning (SIP), that this would be further embedded into our practices especially encouraging student goal setting and decision making in writing. To achieve this teachers used the Timperley Cycle of Learning and three focussed questions:

- 1) Where am I going?
- 2) How am I going?
- 3) Where to next?

These questions and the teachers sharing the student's data with them empowered our students to expand their thinking and decision making and explore their writing by creating and managing personal writing goals. These goals encouraged the students to seek out feedback from the teachers, leadership team and other staff to improve their writing. Further encouraging students to increase their opportunities and engagement in writing. Towards the end of the year this culminated in the publishing of 4 year five and six writing magazines.

Mid 2022, the year three and four teachers entered into an intensive partnership supported by Literacy Learning Consultant Chris Moritz to develop Reading Comprehension. Linda Kelly, our Learning and Teaching Leader, developed a professional learning program that included facilitated planning, a comprehensive focus on the Zone of Actual Development (ZAD) and an implementation plan that drew on expertise and accountability from Chris. The Initial progress seems very positive. This was expanded later in the year to include all grades from years 2-6.

In using our EBL approach we are entering into dialogue with various forms of data to support us in identifying needs of students and addressing these within the context of the Victorian Curriculum. This would also allow us to identify the adjustments to practise (NCCD) needed by some individual students, so they would be able to access the Victorian curriculum at their level of understanding and capability.

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## *PARISH PRIEST'S REPORT*

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In 2022 Fr. Vincent Nguyen continued to guide our school as our Parish Priest. Our Assyrian Priest Fr. Fidel was recognised and received the honour of Monsignor in the Assyrian Church our communities continue to work together to build the Parish at Holy Child.

The Holy Child Priests visited classrooms and provided sacramental and spiritual guidance for all at our school. In 2022 Fr. Vincent worked extensively with the Holy Child Primary School Principal and leadership team.

I wish to continue our acknowledgement and thank our sister parish of Our Lady Guardian of Plants who have partnered with Holy Child for events and Liturgy. We have a very close relationship with many of the Middle Eastern Catholic parishes in the Northern Region of Melbourne.



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## *SCHOOL ADVISORY COUNCIL REPORT*

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The Advisory Council met regularly over the 2022 school year and minutes were kept and distributed to council members. The Council discussed child safety, mandatory reporting, behaviour management (bullying), building programs, building grant application, wellbeing and social justice programs as well as curriculum development and implementation. We also discussed School Bank Accounts cash flow and budgets. Mid 2022 one of our three council members resigned due to family issues. We planned for a recruitment drive in 2023.

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## CATHOLIC IDENTITY AND MISSION

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### 2022 School Review Recommendations

Develops, implements and embeds the school's Catholic vision, mission and religious teachings into school life

- Embedding the RE curriculum framework and Pedagogy of Encounter.
- Engaging students in regular daily prayer, class Masses and Scripture.
- Strengthen teacher confidence in planning and embedding RE in inquiry units to include provocations.

Holy Child's yearly theme, "Called To Action Through Service" commenced with our school staff working on updating Holy Child's Mission and Vision statements. Staff explored the life of

The Josephite Sisters and Saint Mary MacKillop by participating in online learning titled: *Mary MacKillop and the Sisters of St Joseph's Contribution to Catholic Schooling in Australia*. This helped Holy Child staff to further develop their understanding about the life of Mary MacKillop. More importantly it helped Holy Child staff to increase their knowledge by understanding the link between the value of wisdom and the person of Saint Mary MacKillop. Through this deepening of knowledge both students and teachers were able to make connections between the importance of her life and her influence on Holy Child Primary School, Dallas in 2022.

At Professional Learning Days for staff and regular Professional Learning Team Meetings (PLTs), staff were encouraged to identify the relevance of the school's Mission Statement and how they saw the evidence of the words in the statement, lived out through the actions of the students and teachers. Holy Child's 'Vision Statement' reads, *'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.'* Again, staff were challenged to think about how they enact the school's 'Vision' through upholding the school's motto of Wisdom, Knowledge and Grace in their many interactions with students and parents on a daily basis. When staff see a need, what do they do about it?

Our school goal was for staff, students and parents to engage in and contribute towards strengthening a re-contextualising Catholic school identity. A partnership between Mrs Pauline Cicutto from MACs (Melbourne Archdiocese Catholic Schools) and Mr Guy Toomey (Holy Child's Religious Education Leader) was formed, to further lead staff in the understanding of 'Pedagogy of Encounter' and its importance in teaching Religious Education in our current times. Staff were led through professional learning in the planning of the teaching of Religion through their Inquiry units, rather than 'stand-alone' topic based Religious Education units of work.

This was an achievement as the school's current Enhancing Catholic Schools Identity (ECSI) data reflects further movement towards the preferred stance of a re-contextualising, dialogical, post-critical belief school, especially in the 'ideal school' data set. School staff were further led by Pauline and Guy in 'Catholic Identity - Presentation and understanding of ECSI data.'

School staff were strongly encouraged and offered opportunities throughout the school year to further develop and enhance their own Catholic understanding and faith. Holy Child School strongly believes that by staff increasing their own spirituality and understanding of the Gospel; our students and parents benefit.

This also provides added value to our students' and their identity as Catholics and understanding of their own faith.

The Sacrament of Confirmation was held in May for our Year Five and Year Six students. The teaching and learning for this sacrament was successfully implemented, providing the students with a rich faith experience inside and outside the classroom. Bishop Terry Curtin was the official celebrant for this occasion with the assistance of our Parish Priest, Reverend Vincent Anh Nguyen.

Our Confirmation candidates had an opportunity to meet with Bishop Terry Curtin in a morning workshop in preparation for the Sacrament of Confirmation. Students also shared their faith with their parents and the wider community in a family faith evening. Students demonstrated ways they pray and learn about Jesus at school, giving witness to their faith through an understanding of the Gifts and Fruits of the Holy Spirit.

Students were involved in many liturgical liturgies and celebrations throughout the 2022 school year including:

- ANZAC Day
- Stations of the Cross (Student led)

- Easter Reflections
- Mother's Day and Father's Day Liturgies
- Saint's Feast Days (in particular Mother Mary and Saint Mary MacKillop).

## VALUE ADDED

- Embedding our planning for Religious Education through the Inquiry process.
- Continuing to plan and to include faith dimension in inquiry units of work.
- Immersing our Year One and Year Two students into the 'Fire Carrier' experience through the commemoration of the spirit of the Wurundjeri People through a 'Fire Carrier' ceremony led by our students in Year Two.
- High parent and student participation evident during Family Faith Nights, especially Confirmation Faith Night.
- The incorporation of social justice activities through our commitment to Project Compassion and through our sacramental programs
- Linking Religious Education and faith learning to our inquiry units.
- Celebrating the Sacrament of Confirmation as a school and Parish community.
- Demonstration of the living faith of our students and community through our Liturgical celebrations, Parish Sacramental celebrations, Feast Day, and important National memorials such as Sorry Day, ANZAC Day and Remembrance Day.
- Reaching out to local charities and organisations to support and gain knowledge about the importance of these organisations such as a visit from 'Mini-Vinnies' (St Vincent de Paul) to our Year 3/4 students and teachers.

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## LEARNING AND TEACHING

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### *2022 School Review Recommendations*

Continue to build the capabilities of all teachers in evidenced-based practices in learning and teaching.

The Learning and Teaching Team continued to work in partnership with the staff to provide strategic support targeting the embedding of evidence-based practices in the online and onsite environments. Explicit teaching was prioritised and evidence continued to inform our practice, despite challenges. The subject teaching hours were regularly reviewed and a strategic plan for sharing resources and expertise developed and was trialled over the 2022 year. Two hours of literacy each morning was paramount to reaching our literacy learning targets. This approach required a refinement to morning timetables for the middle and upper school. They used excellent problem solving to develop a year 3-4 9:00am - 10:00am reading hour followed by writing, year 5-6 9:00am - 10:00am writing hour followed by reading.

Staff broadened their partnership and professional learning through an Intensive Partnership Program with MACS, this was developed by Linda Kelly. This evidence-based program focussed on comprehension using picture story books as the share-read and differentiated activity based on the collected data. Explicit teaching was prioritised and evidence continued to inform our practice. The subject teaching hours were regularly reviewed. 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 against class success criteria, the use of exit tickets and targeted feedback and further collection of anecdotal evidence allowed teachers to plan for the next step in their learning programs. In mid-2022 we also focussed on writing as a catalyst for targeted student goal setting and feedback cycles. This began in the year 5-6 area and expanded over the year to the middle school as well. Teachers share student writing data (NAPLAN, Editing checklists, criterion based writing) with each individual in their rooms offering feedback to the students then using learning questions:

- 1) Where am I going?
- 2) How am I going?
- 3) Where to next?

Students were asked to engage in learning conversations about improved outcomes for their written pieces. This was followed up by reviewing these questions again in relation to the student writing and offering feedback to establish a new short term goal.

## VALUE ADDED

- Continuing to implement and embed an evidence-based approach to the improvement of all key learning areas with a continued emphasis on the MACS Intensive Literacy Project (Comprehension) and school based writing.
- Engaging teachers in professional learning, reflective practice and pedagogy by formalising professional learning goals, peer observations and coaching and mentoring cycles.
- Linking cycles of inquiry into the ARMs process, with reference to implementing a consistent school-wide instructional model.
- Strengthening student feedback processes and the writing of students learning goals aligned to the success criteria or learning strategies and learning dispositions, and incorporated into data conversations.
- Team of mentors to support graduate teachers.
- Expansion of the assessment spreadsheet and use of data wall.
- Continuation of data conversations.
- Introduction of 3 key reflection questions - Where are we going? How am I going? And where to next? With the intention of developing the students' metacognitive capacities.
- Continuation of 'child in focus' conversations.
- Reporting guidelines and PLT's to support all staff in the reporting processes of student led learning conversations and written reports.
- Regular opportunities for the providing of feedback via google forms.
- Regular monitoring of the assessment targets and schedules.
- GROWTH in NAPLAN.
- Continuation of regular team meetings to ensure alignment and consistency.
- Professional development maps plan for - engaging staff in capacity building.
- Intensive literacy moderation for reading, writing and listening and speaking.
- Positions of Leadership in the school; are Education in Faith Leader, Student Wellbeing Leader, Learning Diversity Leader, Learning Teaching and Literacy

Leader and Numeracy Leader. These leadership roles are expected to demonstrate expert leadership in planning, pedagogy and intervention to support student learning.

- Introduction of 3 key reflection questions - Where are we going? How am I going? And where to next? With the intention of developing the students' metacognitive capacities.
- Leadership Agile Leadership - shared understanding of the use of leadership tools - CANVAS RAPID etc.

Reading was again our focus as we worked with the Northern Region Literacy Consultant Chris Moritz to develop an Intensive Partnership in Reading Comprehension. This is supported by professional learning and, though, detailed facilitated planning 2-6. **Positions of Leadership:**



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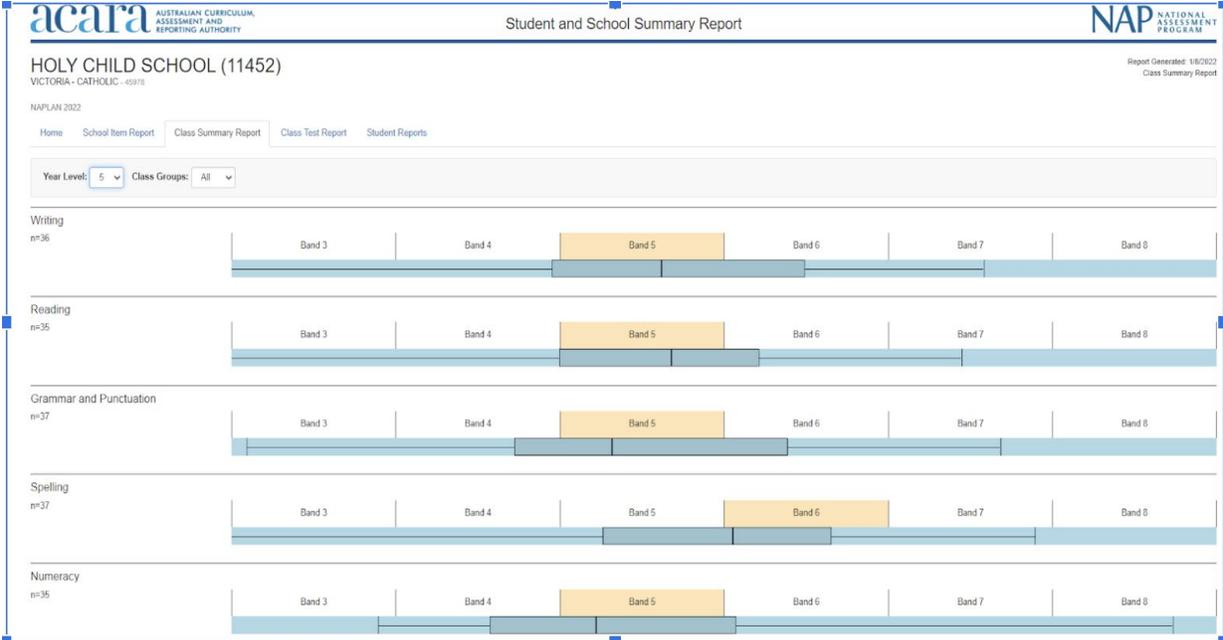
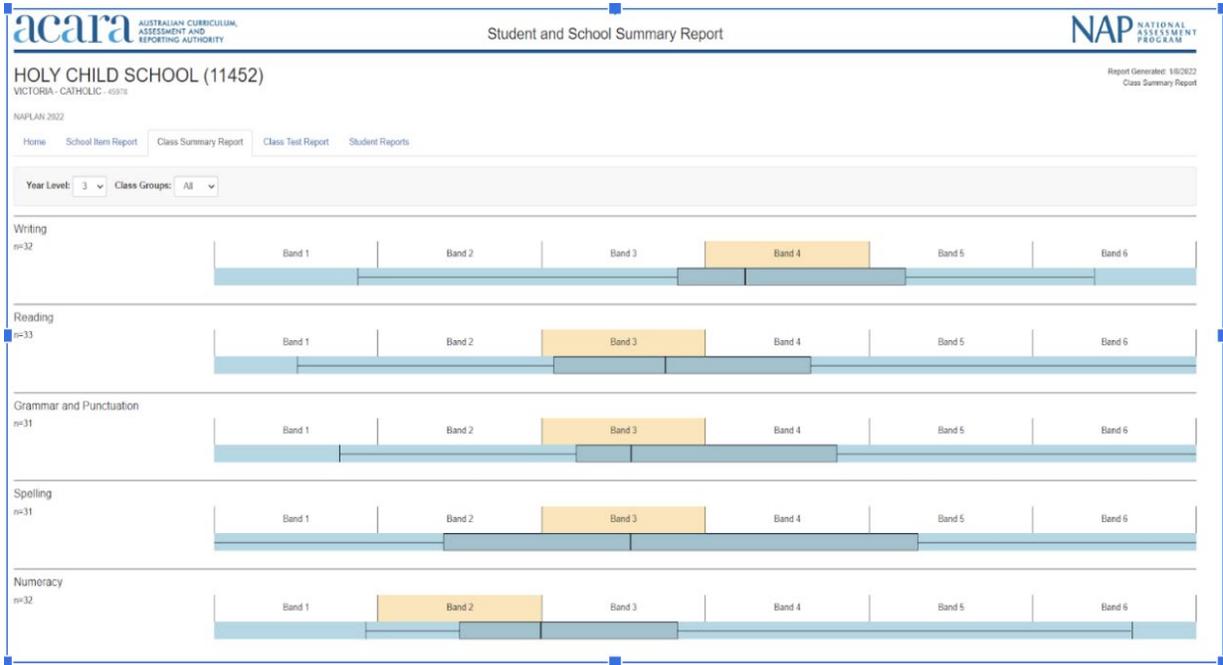
## 2022 MATHEMATICS

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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 Holy Child School | Dallas 2021 Annual Report to the School Community 12 demonstrates, through what the students 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.

- Continued high expectation of all learners and a committed effort to engage learners in their learning as exemplified by constant use of data.
- Continued use of LI & SC for throughout work programs with a focus on maths vocabulary and teaching at the point of need.
- Compliance to an agreed literacy model for reading and writing.
- Close monitoring and tracking of impact of planning to ensure steady and consistent growth.
- 2022 NAPLAN data.
- Weekly intervention sessions in years 3-6 focusing on Sub strand "Number and Place Value".
- Implementation of maths goals in PLP's.

# YEAR 3 2022 NAPLAN DATA



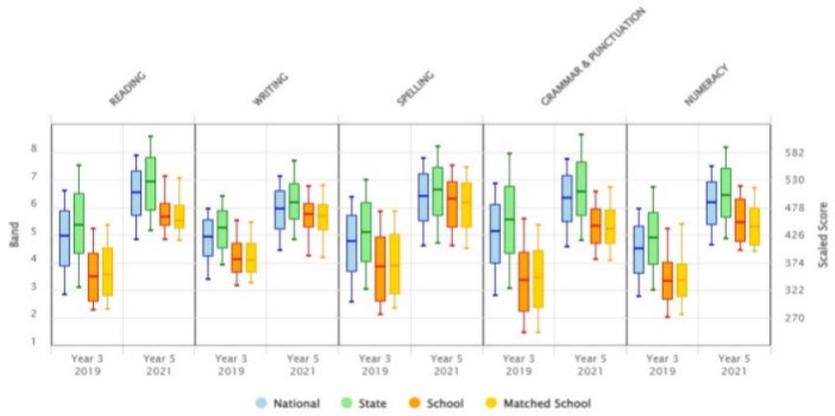
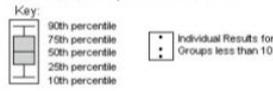
# YEAR 5 2022 NAPLAN DATA

## NAPLAN 2021 Comparison Report

Holy Child School  
National Assessment Program - Literacy and Numeracy Tests 2021

### School Comparison Report

2021 | Year 5  
Gender: All | LBOTE: All | ATSI: All | Matching Type: Matched School Group  
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## STUDENT WELLBEING

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***Enhances voice and agency of students in wellbeing initiatives and programs by:***

continuing to engage student leaders in leading whole-school action in justice and outreach initiatives promoting student-led positive behaviour initiatives and including student feedback in a review of wellbeing programs.

Annual Report to the Community 2022, Wellbeing

Our focus for student voice and agency intensified throughout the year 2022. We reviewed our current practices and saw we needed further opportunities to develop our work here. Our focus came with the development of student goal setting. Students being encouraged to further opportunities and have increased input into their learning meant teachers needed to adapt and revise our practices. This remained a work in progress throughout the year.

Incorporating Personal and Social capability for student learning about Self Awareness and Social Awareness and the management of these embedded in all areas of learning also provided some opportunities for students to express their voice and demonstrate their agency. After responding to school based surveys and sociograms we promoted students creating safe, supportive and secure environments that value diversity, promote care, respect and cooperation. These have been successful mostly across the school. We also encouraged days like the RU OK day to highlight aspects of social awareness, Supporting Positive Behaviour and acts of kindness in action

We also built on already existing work to enhance Wellbeing across the school.

Refining Health and Wellbeing referral pathway

Review of Student Behaviour Policy

Applying SEL framework to prevent bullying and incorporating this within inquiry units of work

Anti-bullying day held at school

Responding to Incidents, disclosures and suspicions of Child Abuse

Regular provision of Health and Wellbeing advice/tips for staff, students and families, via newsletter, staff meetings, parent briefings, see-saw platforms

Parent meetings to support wellbeing, behaviour and safety of student and parents/families, further counselling services for students, staff and families.

Ongoing OH&S training in Manual Handling, Slips, Trips and Falls, Computer Ergonomics and Laptops, Workplace Bullying and Harassment, Anaphylaxis Training,

First Aid accreditation, Staff training in Diabetes through the NDIS, Completing Essential Safety Measures Inspection Reports

Annual Mandatory Reporting training undertaken by staff,  
Bi-annual Disability and Discrimination training undertaken all staff  
Information Sharing and Family Violence Reforms Training

Review of Emergency Procedures and Emergency evacuation scenarios  
Implementation of the 11 New Child Safe Standards from the Victorian Government into school practices

Planned Step Up Day/ Green Day to help promote a growth mindset in our students. This provided students to take part in a day of learning with their next school year level grades.

*Inclusive education means that all members of every school community are valued and supported to fully participate, learn, develop and succeed within an inclusive school culture.* (<https://www.vic.gov.au/inclusive-education-for-students-with-disabilities>)

This quote from the Victorian Education Department aligns our thinking and actions at Holy Child Primary School.

Our diversity team has worked extremely hard to ensure that every student at Holy Child Primary School has access to learning, social interaction, ideas, beliefs, the environment, respectful relationships and the school community. We have refined processes and procedures allowing for more specific planning for the needs of individuals as well as groups of children. We have met with parents and used student, data, observations and goals to help inform Personal Learning Plans and individual learning targets

The diversity team has also:

- development of a centralised internal referral processes to ensure support and interventions meet point of need in consultation with curriculum leaders
- parent Support Group meetings to ensure families are part of the decision making process regarding PLP goals and provided with 'buy in' and feedback on goals and achievements
- provided opportunities for team members to work together on PLP goal setting through planning sessions

- CHILD in Focus PLTs to build shared knowledge and teacher efficacy around strategies and resources to meet student needs
- build closer partnerships between curriculum, student wellbeing and diversity leaders to ensure students' needs are communicated, identified and reviewed
- partnership with local psychology clinic to provide cognitive assessments for students identified as needing learning extension at no cost to parents
- staff training in Diabetes management through the RCH
- staff training with RCH to ensure extensive students physical needs are meet
- continued partnership with SPS speech and SCOPE allied health to develop staff skill in providing adjustments to students with additional needs (speech, OT).

Demand for Counselling Services have continued to increase over the 2022 school year particularly since the end of the pandemic.

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## CHILD SAFETY STANDARDS

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## LEADERSHIP

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### 2022 School Review Recommendations

- Engaging teachers in professional learning, reflective practice and pedagogy by formalising professional learning goals, peer observations and coaching and mentoring cycles.
- Linking cycles of inquiry into the ARMs process, with reference to implementing a consistent school-wide instructional model.
- Strengthening student feedback processes and the writing of students learning goals aligned to the success criteria or learning strategies and learning dispositions, and incorporated into data conversations.

During 2022 leadership continued to support teaching teams and focused on developing consistent school-wide practices and pedagogical understandings. The leadership team has a strong commitment to delivering evidence-based strategies including visible learning, visible thinking and learning dispositions. This school-wide instructional model focus; to improve the quality and effectiveness of classroom teaching has seen more consistency in pedagogical practices. Facilitated planning here has continued to build teacher efficacy and trust improving the quality and accountability of classroom based learning. Our strong organisational culture has also supported teaching teams as messages are clear and consistent.

Instructional leaders across the learning areas could continue to build teacher capabilities, initiating and progressing more regular professional conversations in formalised mentoring and coaching cycles around improving pedagogy, and culminating in self-reflective processes aligned to teacher reviews.

Leadership uses the ARMS process to encourage teachers to create their own goals to discuss in review meetings and coaching conversations. The tools used were reflected in the professional learning program with Dr. Simon Breakspear creating clear processes that were consistent and rigorous. Leadership could strengthen the ARMS process using cycles of inquiry to accomplish both specific and collaborative goals. Supporting teachers by developing a timetable for release to undertake peer observations aligned to their goals could support them in building capacity. Including one to one coaching cycles which could be further considered as part of the process.

MACSSIS (2022) staff data responses indicated overall improvements in staff leadership relationships, instructional leadership and feedback processes suggesting

that we are building a more positive school culture. This is demonstrated by a marked increase in most school climate indicators being above 2021 scores. This is also true of increases in staff safety and school leadership indicators. The overall school climate also indicates that staff's perceptions are growing positively year by year 2020 to 2022. Psychological safety has continued to decrease between 2021 and 2022. However I believe this indicator could be influenced by staff anxiety returning to school. This has continued to add to levels of uncertainty and perceptions that student behaviour has become more negative. This was not the case. I note that staff perceptions of student safety indicators are mostly lower than 2021 scores evidencing my analysis.

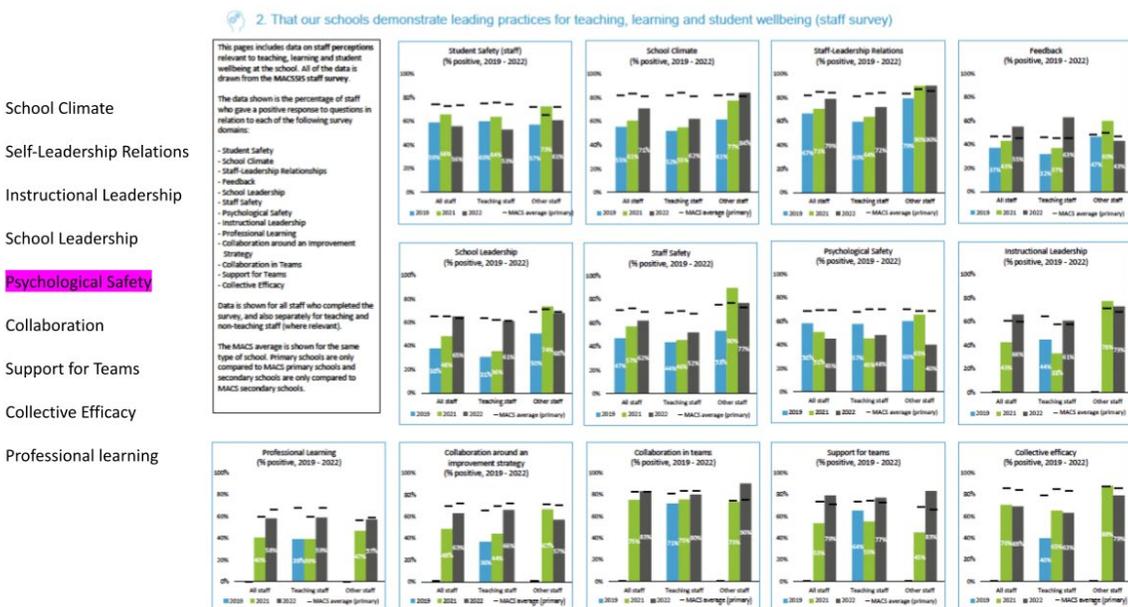
- Teacher Professional Learning
- NCCD and PLP preparation
- Disability and Discrimination Act Training
- Opportunities for peer observations and ongoing professional development
- Agile School Leadership
- Intensive Partnership Program - Comprehension
- Reporting and Assessment
- School Improvement Review Programs, Pre and Post
- Child in Focus
- Mandatory Reporting,
- Child Safety Standards
- Student Wellbeing/ Diversity initiatives

## Teacher Satisfaction

### School Snapshot Data 2022

School Data Snapshot 2022

E1249 - Holy Child School, Dallas



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## COMMUNITY DEVELOPMENT

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Re-engaging families in the life of the school, post pandemic in community based events and celebrations.

### *Achievements*

Holy Child Primary School continues to offer and seek out opportunities to strengthen and enhance our partnerships with local, state and federal agencies in and beyond our Hume Local Government Area. After the pandemic and reviewing a number of key documents from state, federal and local governments identifying key indicators in our community of Dallas we planned for a revival of our community Hubs program and development of our Early Years education plan. These plans actively sought input from parents and local government as previous years data suggested a continued emphasis on early education (available at <http://www.aedc.gov.au/data>) and the Socio-Economic Indexes prepared by the Australian Bureau of Statistics (available at <http://www.abs.gov.au/websitedbs/censushome.nsf/home/seifa>). The Victorian Government Building Blocks grant allowed the establishment of an Early Learning facility on the Holy Child School Site. The building was completed in late 2022 and utilised in Term 4. However 4 year old kindergarten sessions were started in February 2022 by our partners Northern Schools Early Years Cluster. This was supported by Melbourne Archdiocese Catholic Schools (MACS).

Also as part of our active partnerships post pandemic we couldn't neglect the secondary school partnerships as these provided our students with pathways for future education. We actively re-established relationships with Kolbe College, our state secondary schools and began attending the Penola partnership meetings

The Hub offered in person programs and continued to support our families through accredited training courses, parenting courses, barista 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, Community Hubs Australia, Berry Street Family Services, 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 information to their respective communities. This continued to be a vital part of post COVID-19 re-enlivening of face to face interactions at school. Members of our staff and community

were able to support families who were unsure of expectations or instructions issued by Government agencies.

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 and extended partnership with Psychological 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.

Our school will continue to foster and build relationships with the parish and emphasise the importance of the Church in our daily lives. The school community and parish members will join together as one for celebrations when appropriate.

## MACSSIS 2022 Family Survey

### E1249 Holy Child School Primary

#### 2022 Family Detailed Results > School Climate Domain

	MACS Average	2021	2022	Negative	2	3	4	Positive
4.1 How well do you think that other children enjoy going to your child's school?	85%	87%	80%	0%	0%	20%	60%	20%
4.2 How motivating are the classroom learning experiences at your child's school?	78%	67%	88%	0%	0%	13%	50%	38%
4.3 How balanced is the school's own system of evaluating children's growth and progress?	77%	93%	100%	0%	0%	0%	0%	100%
4.4 How well does the school value the diversity of children's backgrounds?	81%	73%	100%	0%	0%	0%	20%	80%
4.5 How much respect do you think the children at your child's school have for the staff?	93%	87%	100%	0%	0%	0%	20%	80%
4.6 How much respect do you think staff at your child's school have for the children?	91%	93%	100%	0%	0%	0%	20%	80%
4.7 How approachable are the staff at your child's school?	89%	100%	100%	0%	0%	0%	20%	80%
4.8 How approachable are the school leaders at your child's school?	83%	80%	100%	0%	0%	0%	20%	80%
4.9 How welcome do you feel when you enter the school?	88%	93%	100%	0%	0%	0%	0%	100%
4.10 How suitable is the physical environment at your child's school?	86%	87%	100%	0%	0%	0%	0%	100%

## MACSSIS 2022 Family Survey

### E1249 Holy Child School Primary

#### 2022 Family Detailed Results > School Climate Domain

	MACS Average	2021	2022	Negative	2	3	4	Positive
4.1 How well do you think that other children enjoy going to your child's school?	85%	87%	80%	0%	0%	20%	60%	20%
4.2 How motivating are the classroom learning experiences at your child's school?	78%	67%	88%	0%	0%	13%	50%	38%
4.3 How balanced is the school's own system of evaluating children's growth and progress?	77%	93%	100%	0%	0%	0%	0%	100%
4.4 How well does the school value the diversity of children's backgrounds?	81%	73%	100%	0%	0%	0%	20%	80%
4.5 How much respect do you think the children at your child's school have for the staff?	93%	87%	100%	0%	0%	0%	20%	80%
4.6 How much respect do you think staff at your child's school have for the children?	91%	93%	100%	0%	0%	0%	20%	80%
4.7 How approachable are the staff at your child's school?	89%	100%	100%	0%	0%	0%	20%	80%
4.8 How approachable are the school leaders at your child's school?	83%	80%	100%	0%	0%	0%	20%	80%
4.9 How welcome do you feel when you enter the school?	88%	93%	100%	0%	0%	0%	0%	100%
4.10 How suitable is the physical environment at your child's school?	86%	87%	100%	0%	0%	0%	0%	100%

The parents affirmed the high level of communication and appreciate staff being approachable and empathetic. The parent group also confirmed the school is swift to deal with any bullying and wellbeing concerns in a timely manner. The school acknowledges that whilst communication is a strongpoint, we do not always continuously track parent concerns. Parents expressed gratitude and a strong sense of belonging and connectedness to the school and wider community.

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## *FUTURE DIRECTIONS*

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Building on school leadership to create opportunities for aspiring leaders.

- Ensuring school-based learning programs, such as inquiry, and student leadership groups provide opportunities for greater student agency.
- Re-invigorating and re-strengthening existing wellbeing programs so there is consistent language used such as, Zones of Regulation, and expectations and whole school approach is applied in the management of student behaviour and wellbeing.
- Re-engaging families in the life of the school, post pandemic in community based events and celebrations.
- Supporting teachers by developing a timetable for release to undertake peer observations.
- Creating a school prayer and developing an awareness of different prayer for students to refer to in Morning Prayer.