



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Holy Child School

227 Blair Street, DALLAS 3047

Principal: Alan Smith

Web: www.hcdallas.catholic.edu.au

Registration: 1653, E Number: E1249

Principal's Attestation

I, Alan Smith, attest that Holy Child School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 28 Apr 2025

About this report

Holy Child School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

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.

Mission Statement

Holy Child's Mission is to strive for a challenging and safe learning environment where teachers, students and their families work together as active members of the community; fostering respect, equity and empathy for all.

To achieve this we endeavour to create a learning environment that embeds the values of persistence, problem solving, respect, fellowship and positive relationships with our students and families. We value the importance of a connected learning environment; respectful of all learners, relevant to our contemporary world and in partnership with our wider community.

Supported by School Leadership, our Teachers provide an inclusive, differentiated curriculum empowering all members of the community to be curious, self-motivated learners and critical thinkers in an ever changing world. Teachers educate in a relational culture that embraces all aspects of respect and are trusted in their knowledge and expertise.

Holy Child's families are valued as an integral part of a diverse community whereby communication is always open, purposeful and respectful. Inspired by the life and service of Blessed Mary MacKillop and the values of The Josephites, Holy Child provides an environment where our students are accepted unconditionally and have respect for themselves and others.

Holy Child provides a challenging and safe environment where Teachers, students and their families, work together as active members of the community; fostering respect, equity and empathy for all.

School Overview

Holy Child Primary School was founded by the Josephite Sisters in 1965 and has served the Dallas community for nearly 60 years. Inspired by the values of pastoral care, faith, and community involvement, we continue to grow as a welcoming Catholic school that serves the families of Dallas, Coolaroo, Meadow Heights, Upfield, Campbellfield, and parts of Broadmeadows.

In 2024, we began implementing our four-year School Improvement Plan, developed in partnership with MACS Senior Manager Joe Scerri. This plan guides our goals and ensures we provide high-quality learning experiences. A strong focus has been placed on Evidence-Based Learning (EBL)—which means using data to understand students' needs and improve teaching and learning outcomes.

Our current enrollment is 224 students, including 35 Foundation (Prep) children. Our community includes families from diverse cultural and language backgrounds. The school's Index of Community Socio-Educational Advantage (ICSEA) is 883, and our Direct Measure of Income (DMI) is 78. We have a dedicated staff of 28.8 full-time equivalent teaching personnel.

We prioritise English language development and foundational numeracy skills. Students use these skills in other areas, including Humanities, Science, and Religious Education. In Religious Education, we use the pedagogy of encounter—encouraging students to make meaningful links between faith, life, and community.

Classroom structures in 2024 were as follows:

2 x Prep

2 x Year 1

2 x Year 2

3 x Years 3/4

3 x Years 5/6

Specialist programs include Physical Education, Italian (Languages Other Than English), and Visual Arts.

Learning Support Officers (LSOs) play a key role at Holy Child. They assist with literacy and numeracy support programs including ERIK, Counting Collections, and oral and reading and writing support programs. They also work with students in wellbeing, administration, and speech support, always in close collaboration with teaching staff.

We continue to support students with diverse learning needs. In 2024, 143 students received adjustments funded through the Nationally Consistent Collection of Data (NCCD):

3 Extensive

36 Substantial

53 Supplementary

23 receiving Quality Differentiated Teaching Practice (QDTP)

Our Teaching and Learning Leader, Learning Diversity Leader, class teachers, ESOs, and allied health providers work together to support each student's learning journey. This includes individualised planning, progress tracking, and regular data review to ensure every learner can flourish.

At Holy Child, we are proud of our mission to build a school where Hope, Excellence, and Compassion are lived each day through high-quality Catholic education

Principal's Report

Principal's Report

At Holy Child Primary School, we are proud to share a year filled with hope, progress, and strong community connections. This report celebrates our shared achievements and highlights our continued efforts to help every child grow in their learning and wellbeing.

A special milestone this year was seeing our second group of Prep students who had attended our on-site 4-Year-Old Kindergarten move into their first year of school. These children brought with them strong foundations, and many are already showing great growth in reading and mathematics. We are confident that many will reach or exceed the expected learning levels by the end of the year.

Throughout 2024, we continued to focus on three key improvement areas:

Evidence-Based Teaching

Student Agency

Student Engagement

Our teachers worked closely with each other and students to use learning data effectively. One of the important tools we used was the Timperley Cycle of Inquiry, which asks:

Where am I going?

How am I going?

Where to next?

These questions helped teachers and students plan next steps in learning. Students used Learning Intentions and Success Criteria to understand what they were learning and how to succeed. By regularly discussing their progress, students began to set personal learning goals, especially in writing. They learned how to ask for feedback from teachers, leaders, other staff, and their classmates. This built their confidence and encouraged them to improve their work with a sense of pride and ownership.

Writing continued to be a major focus. Students in Years 3 to 6 published their own writing magazines to showcase their achievements. They also began using digital portfolios and even website-based platforms to collect and share their learning. These portfolios helped students reflect on their learning and invited parents to engage more closely with their progress.

Our Year 2–6 teachers took part in an intensive reading comprehension project with literacy consultant Chris Moritz. This work built on our Literacy Leader Linda Kelly's professional learning program, which supports teachers in targeting the Zone of Actual Development (ZAD)—a framework that helps match learning tasks to each child's current level. This approach supports all students, especially those who need adjustments to access the curriculum under the Nationally Consistent Collection of Data (NCCD) guidelines. We also participated in a MACS initiative, reviewing and using OCHRE slide sets in Literacy and Mathematics. Our Year 3 and 4 teachers reported back to MACS and OCHRE Resources resulting in the CEO visiting our school because of the unique context.

These improvements in planning and teaching are having a positive effect. Children are more engaged in their learning, and teachers are better supported to meet the needs of all students, including those requiring extra help.

School Advisory Council

The School Advisory Council met regularly throughout 2024 to support the school's growth. Discussions included:

Child Safety and Wellbeing

Positive Behaviour Support and Anti-Bullying Policies

Budget and Financial Planning

Building Improvements and Grant Applications

Social Justice and Community Engagement

Curriculum and Staff Development

Uniform changes and adaptations (Introduction of Squorks)

The Council also worked on strengthening parent voice and planning for future membership growth in 2025. One member moved away and a new member joined. We look forward to welcoming more new members next year.

Parish Priest

In 2024, we celebrated the continuing leadership of our new Parish Priest, Fr. Joe Danh Truong, who began his ministry at Holy Child in late 2023. Fr. Joe has brought a strong vision of unity and faith, encouraging close relationships between the school and parish. His background includes hospital chaplaincy and parish ministry across Melbourne. He has shown warmth, compassion, and a deep desire to build strong community connections across generations and cultures.

As we move forward, Holy Child remains committed to delivering excellent education, grounded in Catholic values, and shaped by our vision of Hope, Excellence, and Compassion. Thank you to all students, families, staff, and partners who continue to make our school a place of joy, learning, and community.

Catholic Identity and Mission

Goals & Intended Outcomes

Catholic Identity Goal Priority 1

To build an authentic Catholic Learning Community driven by its vision, mission and Catholic teaching by bringing faith, life and culture into a coherent synthesis

Intended Outcomes

That the capacity of the staff to design, implement an authentic, rigorous RE curriculum will be improved through a pedagogy of encounter (Teacher Background Knowledge and PCK)

That students are engaged and animated learners in RE empowered to fully participate in the religious life of the school.

That the prayer and liturgical life of the school community is strengthened.

Achievements

Theme: Symphony of Prayer

In 2024, Holy Child Primary School focused on the theme “Symphony of Prayer”, inspired by Pope Francis. He invited people around the world, not just Christians, to make this year a time to rediscover the beauty and power of prayer. At Holy Child, we embraced this message by helping students, staff, and families grow in their understanding of prayer and its importance in daily life.

A Schoolwide Focus on Prayer

Our whole school community—students, staff, and families—explored prayer in many different ways. The focus was to make prayer more meaningful, personal, and part of our daily school experience. Prayer was not just something we said, but something we lived. From classroom prayers to school liturgies and special faith nights, students learned that prayer is a way to build a relationship with God, and a source of strength, peace, and hope.

Each week, students and teachers participated in classroom prayer, shared reflections, and discussed how prayer connects to their learning and their lives. In every year level, children were supported to develop their own ways of talking to and listening to God.

Staff Faith Formation and Catholic Identity

In line with our school improvement goals, staff at Holy Child participated in ongoing professional learning to deepen their understanding of Catholic faith and identity. Our 2024 staff formation centred around two key ideas:

Deepening personal prayer practice

Understanding how prayer enriches classroom learning

At the beginning of the year, staff participated in a special Commissioning Prayer Service where each person lit a candle and reflected on being “a light of the world” for our students and families. This symbolic act reminded staff that Catholic education is a mission to share hope, compassion, and excellence.

Staff engaged in theological reflection during PLTs (Professional Learning Teams) and full-day workshops. These sessions focused on questions like “Who is God?” and how different images of God shape the way we teach and pray. We used methods like Lectio Divina and the You-Who-Do-Through prayer model to build confidence and consistency in prayer across classrooms.

With support from Melbourne Archdiocese Catholic Schools (MACS), teachers explored ways to include the faith dimension across all learning areas, not just in Religious Education. This supported a more integrated and authentic Catholic identity in our teaching and learning.

Parish Partnership and Sacramental Life

Our strong relationship with Holy Child Parish, especially with our school priest, Fr Joseph Truong, has enriched the spiritual lives of our students and families. In 2024, we celebrated the sacraments of Reconciliation, First Holy Communion, and Confirmation. These important steps in our students' faith journey were marked with reverence and celebration.

Each sacramental event included a Family Faith Night, which gave parents and students a chance to talk together about their beliefs and the importance of prayer in family life. The high level of parent participation showed the strength of our school–parish partnership.

Liturgical Life and Faith in Action

Students actively led and participated in many liturgical celebrations, including:

ANZAC Day Prayer Service

Stations of the Cross (student-led)

Easter Reflections

Feast Days for Mary, Mother of God, and Saint Mary MacKillop

These events provided rich opportunities for students to show leadership, grow in confidence, and express their faith publicly.

Our Mary MacKillop student leadership group also helped write and lead school prayers. This encouraged student voice and built a sense of ownership and pride in our Catholic identity.

Through Project Compassion and local charity initiatives such as Caritas Australia, students explored how faith is expressed through social justice. These actions taught students the value of compassion and service to others.

Value Added

Value Added

Our 2024 focus on prayer and faith formation resulted in many positive outcomes:

Religious Education planning was aligned with Inquiry Learning, helping students connect faith to real-world questions.

Staff and students regularly participated in prayer throughout the school day, including Grace Before Meals, the Our Father, and the Hail Mary.

Teachers were supported with targeted professional learning in Catholic identity and prayer leadership.

Strong parent engagement in all three sacramental programs.

Liturgies and celebrations demonstrated the living faith of the Holy Child community.

Continued integration of faith learning into everyday teaching, encouraging a whole-child approach.

In 2024, our “Symphony of Prayer” brought the Holy Child community closer together—staff, students, and families—through shared faith, prayer, and purpose. As we look toward the

Jubilee Year of 2025, we are proud of how our community has grown in hope, excellence, and compassion.

Learning and Teaching

Goals & Intended Outcomes

Capacity Building Goal Priority 2

To build staff and student capacity that results in pedagogical content knowledge alignment

Intended Outcomes

That all staff and students are actively engaged in evidence-based dialogue and practices.
That staff has a shared understanding of student voice and agency.

That an evidence-based approach to the improvement of all key learning areas will be embedded. That professional learning will be specifically linked to professional learning goals and Annual Action Plan priorities.

Student Agency Goal Priority 3

To deepen the scope and opportunities for student agency and voice

Intended Outcomes

That students will actively demonstrate voice and responsibility in all areas of their learning.
That students will be co-designers of their learning.

That student goals (learning and dispositional) will be created through the feedback processes

Achievements

In 2024, Holy Child Primary School continued its commitment to providing high-quality, evidence-based learning for all students. Through targeted teaching strategies, professional learning, and strong student engagement, we worked together to ensure that every child is supported to achieve their best.

Building Engagement and Shared Understanding

Our staff and students engaged in shared conversations and practices to improve learning. We introduced the Amy Berry Continuum – Disrupting to Driving to build a common language

around student engagement. This helped teachers and students describe learning behaviours and set clear, individual goals.

We focused on “do, say, make, write” tasks to support all learners, especially those learning English as an Additional Language (EAL). Teachers used conferencing and goal-setting to give students regular feedback and support learning progress.

Learning Intentions and Success Criteria were clearly planned and adjusted based on student data. Moderation sessions and the school-wide assessment spreadsheet ensured teachers had up-to-date understanding of student progress and needs. This shared approach helped all staff feel responsible for every child's learning.

Student Voice and Teacher Development

In 2024, students were given more opportunities to guide their own learning. For example, in Literature Circles, students selected their own books and led the discussions, increasing ownership and interest in reading.

Professional learning for staff included:

Coaching and mentoring for the literacy team and planning sessions

Leadership coaching using Simon Breakspear's Agile tools (CLARIFY CANVAS and RAPID ACTION PLAN)

Peer observation and feedback through VIT portfolios
Leadership development with Northern Region consultants
Teachers worked in collaborative cycles, reflecting on practice, and using student data to improve planning.

The 'Child in Focus' model supported staff to consider individual needs and how they relate to broader planning.

Student Learning Outcomes

Key Summary Achievement points

Commitment to Evidence-Based Learning

In 2024, Holy Child Primary School remained deeply committed to delivering evidence-based, high-impact learning. Our focus on continuous improvement and professional learning was strengthened through our active participation in the Ochre English Pilot Phases 1 and 2, which provided targeted and intensive professional development for our teaching staff. This initiative directly supported the design and delivery of effective literacy instruction.

In Mathematics, our Junior School educators engaged in the Ochre P–2 Mathematics Program, a structured and systematic approach to early numeracy development. Staff implemented Ochre’s Vision for Instruction, alongside the Master Classes, to develop consistent, high-quality teaching practices across year levels.

Inquiry Learning and Enrichment

The school invested in the Inquisitive learning resource to support and enrich our whole-school Inquiry units. All year levels participated in termly excursions that deepened their learning by connecting classroom inquiry with real-world experiences. This approach supported the development of critical thinking, communication, and collaboration skills, especially for our EAL learners.

NAPLAN Achievement and Growth

Our dedication to professional learning and evidence-based practice contributed to consistent growth in NAPLAN performance in both Year 3 and Year 5 in 2024. Students demonstrated improvements particularly in reading, spelling, and numeracy. When comparing 2023 - 2024 overall data in both years 3 and 5 students in the one or more years above cohort increased in all tested areas though year 5 in Grammar and Punctuation declined by 0.76. More over significant growth was shown in Reading and Spelling.

The impact of targeted teaching and resourcing was evident in both cohort and individual growth data. These outcomes affirm our school’s focus on strengthening foundational skills through explicit instruction and ongoing teacher development.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	386	46%
	Year 5	454	38%
Numeracy	Year 3	385	53%
	Year 5	449	37%
Reading	Year 3	373	60%
	Year 5	461	47%
Spelling	Year 3	404	61%
	Year 5	481	62%
Writing	Year 3	385	59%
	Year 5	488	69%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

GOAL:

To deepen the scope and opportunities for student voice and agency

Intended Outcomes

That students will actively demonstrate voice and responsibility in all areas of their learning.

That students will be co-designers of their learning.

That student goals (learning and dispositional) will be created through the feedback processes.

GOAL:

To build staff and student capacity that results in pedagogical content knowledge alignment.

Intended Outcomes

That all staff and students are actively engaged in evidence-based dialogue and practices.

That staff has a shared understanding of student voice and agency.

Achievements

At Holy Child Primary School, student wellbeing remains central to everything we do. In 2024, we worked hard to make sure every student feels safe, respected, and heard. Our Annual Action Plan focused on increasing student voice and agency, helping students take an active role in their learning and school life.

We supported this through strong student leadership. Our Student Leadership Team included School Captains, Vice Captains, Wellbeing Leaders, Sports Captains, Religious Education Captains, and a Student Representative Council (SRC) with students from every class.

These student leaders ran peer-led lunchtime activities, including the “Kindness Matters” initiative, which focused on caring for ourselves, each other, and the environment. They also led surveys to understand how students build friendships and how we can all help improve the world.

As a result:

85% of students felt their opinions were valued at school.

90% of leaders said they felt more confident and proud to represent their peers.

We created inclusive learning spaces with sensory tools, quiet zones, and flexible seating. Teachers observed improved engagement for students with additional needs, and families appreciated the school’s inclusive environment.

Celebrating diversity was another highlight of the year. Events like our Book Parade, Cultural Days, Grand Final Dress Up Day, and transition programs helped students express their identities and feel part of a supportive school. Students said they felt more confident sharing their culture, and families reported feeling more connected to the school.

Two major student wellbeing surveys were completed, with strong results:

90% said their teacher listens to them.

Over 80% said they feel safe at school.

85% felt respected when sharing their ideas.

Over 80% said they enjoy school.

Value Added

In 2024, Holy Child strengthened its community by fostering a school culture where students felt they belonged, were heard, and could take responsibility for their learning. Beyond academic growth, we focused on social and emotional development through student-led programs, inclusive environments, and opportunities for meaningful engagement.

We gave students a real voice in shaping their school experience. SRC members met regularly with staff to raise ideas and lead school-wide projects. They planned and spoke at

assemblies, ran fundraising events, and helped design activities that promote wellbeing. This built leadership skills, increased responsibility, and gave all students positive role models.

Our inclusive practices ensured every student could succeed. Spaces were adapted to meet learning and sensory needs, and we celebrated student diversity through school events and classroom projects. These initiatives not only improved learning conditions but also helped students feel seen and supported.

The Transition and Change program helped prepare students for the end of year moves—new grades, new classrooms, or even new schools. These sessions helped children understand that while change can be difficult, it is also a normal and manageable part of life.

The surveys gave us valuable feedback. Students reported high levels of safety, belonging, and trust in their teachers. This feedback confirms that our initiatives are working and also guides our next steps.

Looking ahead, we will:

Increase student-led projects in learning.

Expand leadership opportunities with a focus on mental health and wellbeing.

Work more closely with families and staff to shape school decisions.

Continue to improve spaces and programs that reflect student diversity.

Provide opportunities to grow in wisdom, knowledge, and grace.

Together, we are building a school where every child can thrive, learn, and feel proud to belong.

Student Satisfaction

At Holy Child Primary School, we regularly ask students how they feel about school life through surveys. Student Wellbeing Survey twice a year an anti bullying survey and MACSSIS Student Satisfaction Survey. This helps us understand what we are doing well and where we can improve.

When we compare the results from 2023 and 2024, we see that most areas have stayed about the same. The overall satisfaction of students across the school has only dropped slightly—by 1%. However, some areas, especially relationships with teachers, have shown a

small decrease. For example:

Teacher-student relationships went from 76% to 74%.

Sense of belonging at school went from 73% to 71%.

Even though the change is small, these relationships are very important. When students feel connected to their teachers, they are more likely to enjoy learning and want to be at school.

In areas about learning:

Learning disposition stayed the same at 74%.

School climate stayed at 56%.

Student engagement stayed at 58%.

However, the score for Rigorous Expectations (how much students feel challenged in their learning) dropped from 71% to 67%. This tells us we may need to provide more learning that challenges each child at their level. We are thinking about how our recent work with new teaching strategies (like the Ochre Slide trials) might be affecting this.

In terms of safety, scores have not changed:

Student Safety is 48%.

Enabling Safety is 54%.

This shows us we need to do more work on building respectful relationships and making students feel safe at school. We are planning to include these lessons more regularly in classroom learning so students can connect them to real life.

Finally, student views of our Catholic Identity have dropped from 80% to 75%. This is surprising because we continue to pray together every day—morning, afternoon, and before meals. We will explore more ways to help students feel spiritually connected to our Catholic mission.

We are committed to making Holy Child a place where every child feels safe, connected, and supported to learn and grow.

Student Attendance

The overall data suggests that only 7.4 of our students are not attending during the 2023 school year. The absences can be accounted for due to illness especially COVID 19 still circulating within our community. Absence due to family circumstances and student who were travelling with their families visiting family and friends in Australia as well as overseas.

Attendance Percentage

Non Indigenous Yr Prep - 88.8

Non Indigenous Yr 1 - 89.3

Non Indigenous Yr 2 - 94

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Non Indigenous Yr 3 - 95.3

Non Indigenous Yr 4 - 95.9

Non Indigenous Yr 5 - 92.7

Non Indigenous Yr 6 - 92.2

Primary 92.6

Secondary N/A

Overall 92.6

Average Student Attendance Rate by Year Level

Y01 88.6%

Y02 92.3%

Y03 93.4%

Y04 94.0%

Y05 91.7%

Y06 91.5%

Overall average attendance 91.9%

Average Student Attendance Rate by Year Level	
Y01	89.0
Y02	88.8
Y03	92.6
Y04	92.2
Y05	92.8
Y06	87.6
Overall average attendance	90.5

Leadership

Goals & Intended Outcomes

Capacity Building Goal Priority 2

To build staff and student capacity that results in pedagogical content knowledge alignment

Intended Outcomes

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Intended Outcomes

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Achievements

At Holy Child Primary School, we are always working to grow and improve the way we support students, families, and staff. In 2024, our school continued to focus on improving learning, safety, and leadership across the school.

Supporting Teachers and Leaders to Improve Learning

Our teachers and leaders used a special coaching system called GROWTH coaching, where they work together in teams, give each other feedback, and set learning goals. Every term, teams met to:

Set clear goals using special tools

Create action plans to decide the next steps

Track progress and give feedback to each other

In 2025, we will continue training staff in this approach and invite new leaders to join this work.

We also improved how we make decisions that affect staff, such as changes to planning, timetables, and classrooms. We introduced the Blurred Lanes Protocol, a helpful guide for leaders when more than one leader is involved in making a decision. This ensures resources are distributed fairly and clear boundaries are established for decision and actions to be taken.

Keeping Children Safe

Student safety is always our top priority. In 2024, we:

Improved our internal process for tracking student wellbeing and support

Trained staff in Mandatory Reporting and the Child Safety Code of Conduct

Reviewed and strengthened our emergency training, including how to use EpiPens and respond to asthma

Continued staff education on the Four Critical Actions for Schools – a guide all schools follow when a child may be at risk

Planning for the Future

We continued to prepare for future building improvements by working on our Master Plan, in partnership with the Catholic Education Office. This is part of our preparation for possible funding in 2025.

Improving Our Curriculum

We began preparing to teach and report using the new Victorian Mathematics Curriculum 2.0, which will be used in all schools across the state. Teachers were given planning time to work together, visit each other's classrooms, and improve how they teach comprehension and writing.

We also reviewed and updated our school policies to ensure they follow Catholic Education guidelines. These policies were shared with staff to support consistency and clear communication.

At Holy Child, we are committed to continual improvement—for our students, families, and staff—so that every child can thrive in a safe, inclusive, and high-quality learning environment.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p data-bbox="197 383 895 416">Faith and Learning at Holy Child: A Unique Approach</p> <p data-bbox="197 427 1391 544">At Holy Child, we believe that faith and learning go hand in hand. In 2024, our school focused on helping students, staff, and families explore what it means to be part of a Catholic school in today's world.</p> <p data-bbox="197 584 1391 831">We continued working with Mrs Pauline Cicutto from Melbourne Archdiocese Catholic Schools (MACS) and Mr Guy Toomey, our Religious Education Leader, to guide our teachers in using the Pedagogy of Encounter. This approach encourages students to ask big questions about life, faith, and the world around them. Rather than teaching religion as a separate subject, our teachers include it in inquiry-based learning—where students explore real-life topics that connect to their own experiences and beliefs.</p> <p data-bbox="197 871 1391 987">We also encouraged our staff to deepen their own understanding of the Catholic faith. When our teachers grow in their knowledge and personal spirituality, it helps our students and families feel more connected and supported in their own journeys of faith.</p> <p data-bbox="197 1072 868 1106">Trauma-Informed Practice: Supporting All Learners</p> <p data-bbox="197 1117 1391 1364">We know that some children have experienced difficult situations that affect how they learn and feel at school. To support these students, we welcomed a guest speaker from Banksia Gardens Community Services who trained staff in the Berry Street Education Model, a trauma-informed approach. This helped our teachers build classroom routines and structures that create safe, predictable, and caring environments—especially for children affected by trauma.</p> <p data-bbox="197 1449 655 1482">Growing in Literacy and Numeracy</p> <p data-bbox="197 1494 1391 1565">In 2024, Holy Child partnered with MACS through an Intensive Learning Program focused on reading and comprehension. Key actions included:</p> <ul data-bbox="197 1606 828 1852" style="list-style-type: none"> New books to better engage senior students Student surveys to understand reading interests Stronger teaching strategies for comprehension Shared teaching approaches in all classes Four professional learning days per team Using student data to plan targeted lessons

Expenditure And Teacher Participation in Professional Learning	
<p>Speech Pathology emphasis on the development of oral language strategies with staff focus on Colourful Semantics and Cued Articulation</p> <p>In Mathematics, we began preparing for the new Victorian Mathematics Curriculum 2.0. Teachers worked together to plan lessons and better support students through classroom visits, data analysis, and focused instruction that helps all children succeed.</p> <p>Student Wellbeing and Safety</p> <p>At Holy Child, students' wellbeing and safety are central to everything we do.</p> <p>We placed a strong focus on anti-bullying education, using data from surveys and classroom observations to help teachers understand where support is needed. We also focused on cyber safety, helping students learn how to stay safe online and make respectful choices when using technology.</p> <p>All staff received training in:</p> <p>Mandatory Reporting and Child Safety procedures EpiPen and asthma response protocols The Four Critical Actions for Schools that guide staff when a child is at risk</p> <p>Level 2 First Aid</p> <p>Student Voice and Responsibility</p> <p>We want students to be active participants in their learning. In 2024, students:</p> <p>Set personal learning goals, especially in literacy Wrote reflections included in school reports Used Google Web Sites to showcase their learning and express their views Helped shape inquiry topics in class</p> <p>Our goal is for students to become co-designers of their learning—where they work alongside their teachers to make decisions and take pride in their learning journey.</p> <p>At Holy Child, we provide a safe, inclusive, faith-filled learning environment where every child can thrive—academically, socially, and emotionally.</p>	
Number of teachers who participated in PL in 2024	46
Average expenditure per teacher for PL	\$1300.00

Teacher Satisfaction

At Holy Child, we believe that listening to feedback is essential for creating a stronger and more supportive school community—for students, families, and staff.

In 2024, fewer staff completed the annual survey compared to the previous year. This may have influenced the overall results, including a 20% decline in positive responses across some key areas.

The survey highlighted three main themes where staff felt improvements were needed:

Staff Safety – Some staff expressed concerns about their sense of safety in the school, with responses ranging between 19% and 43% lower than the previous year.

Leadership Understanding – Staff felt that communication and understanding between leaders and staff could be strengthened. Responses in this area showed a 15% to 35% decrease.

Team Collaboration – Feedback suggested that teachers want more consistent teamwork and collaboration to improve classroom teaching and learning. This theme saw a 12% to 24% decline.

While these results are challenging, they also provide a clear path for improvement. We see this as an important opportunity to:

Rebuild stronger trust and open communication between staff and leadership

Strengthen our focus on staff wellbeing and safety

Promote a culture of teamwork and shared professional learning across all year levels

Holy Child is committed to working with staff, listening deeply, and taking meaningful steps to improve how we support one another. By addressing these areas, we aim to create a more united and positive learning environment for everyone in our school community.

Teacher Qualifications	
Doctorate	1
Masters	5
Graduate	7
Graduate Certificate	3
Bachelor Degree	13
Advanced Diploma	5
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	25.6
Non-Teaching Staff (Headcount)	19
Non-Teaching Staff (FTE)	13.98
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

GOAL:

To encourage and build capacity of our families to confidently engage as parents as partners.

Intended Outcome:

That families have high levels of relational trust with our school.

That formalised practices and opportunities have been established, shared and are accessible to all community members.

That school community has engaged in feedback opportunities.

Achievements

Holy Child Primary School is a welcoming and vibrant learning community that celebrates the diversity of our families.

Our Early Years Centre, opened in 2022, continues to grow. In 2024, we offered separate 3-year-old and 4-year-old kindergarten programs, each providing 15 hours of learning per week—more than the required hours for 3-year-olds. Our experienced team includes qualified teachers and diploma-trained educators, supported by experts in speech therapy, occupational therapy, and student wellbeing, who visit each week.

We work closely with local services and organisations to support our families. Our partners include:

Northern Schools Early Years Cluster (NSEYC) – our kindergarten provider

Banksia Gardens Community Services

Hume City Council

Community Hubs Australia

And many more trusted local organisations

Our Community Hub is a warm and supportive space for families. Every week, we offer:

Playgroups for children aged 0–5, run by trained educators

Free adult learning classes, including:

Basic and advanced English

Citizenship preparation

Cooking, sewing, and art

Barista training courses in partnership with Jesuit Community College

All programs are free of charge and supported by dedicated staff.

We support children and families through every step of their learning journey. Our school transition programs help children move confidently into Prep and beyond. We have strong relationships with local Catholic, government, and independent secondary schools, making the move to high school smooth and supported.

Holy Child is also a school that supports the training of future teachers and professionals. We work with ACU, RMIT, Swinburne, and other institutions to host student teachers, social workers, and education support trainees. These students bring energy and fresh ideas, and many become part of our community.

At Holy Child, we believe in learning together, supporting each other, and growing strong futures for every child and family.

We invite you to visit and experience the difference at Holy Child.

Parent Satisfaction

In 2024, we were pleased to see a significant increase in parent participation in our annual MACS School Improvement Survey. Forty parents responded to the survey, up from just fourteen in 2023. While this increase strengthens the representation of our parent community, it is important to note that it may also influence the results and comparability of data year-on-year.

Despite this encouraging rise in engagement, our overall parent data showed a decline across all survey indicators. The largest drop was in Catholic Identity, which decreased by 13% from the previous year. Student Safety and Communication also saw notable declines, each by 9%, while School Climate and School Fit showed smaller reductions of around 1%.

Several factors may have contributed to these shifts:

Greater participation in 2024 may have introduced a wider range of perspectives, including new families who may still be building their connection with the school community.

Changes in school procedures or communication methods in 2024 may have been interpreted differently across family groups, especially those with diverse cultural and language backgrounds.

The introduction of new programs or staff may have required a period of adjustment for both students and families.

It is also possible that heightened expectations from families—particularly in the areas of communication and inclusion—may have influenced perceptions.

We value this feedback and see it as an important opportunity for growth. We are committed to further analysing the results, engaging with our families through forums and conversations, and strengthening our efforts to build trust, inclusion, and a strong sense of belonging for every member of our community.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.hcdallas.catholic.edu.au