

**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY

**Holy Eucharist Primary School
St. Albans South**



2016



Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview.....	4
Principal's Report.....	5
Education in Faith	6
Learning & Teaching	Error! Bookmark not defined.
Student Wellbeing	15
Child Safety.....	19
Leadership & Management.....	21
School Community	25
VRQA Compliance Data	29



Contact Details

ADDRESS	1A Oleander Drive St Albans South VIC 3021
PRINCIPAL	Mr Jeffrey Parker
PARISH PRIEST	Fr Tuan Anh Do CSsR
TELEPHONE	(03) 8312 0900
EMAIL	principal@hestalbanssth.catholic.edu.au
WEBSITE	www.hestalbanssth.catholic.edu.au

Minimum Standards Attestation

I, Jeffrey Parker, attest that Holy Eucharist School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017



Our School Vision

Our school is a Parish, Catholic Primary School in the Western suburbs of the Archdiocese of Melbourne.

We are justly proud of our school as its community represents a snapshot of the wider picture of Australia: The multicultural picture.

The community consists of 398 children from Vietnam, Philippines, mainland China, Sudan, Ethiopia, Kenya, India, Sri Lanka, Pacific Islands, Southern and Central America and Europe.

Within our School Vision we state that our school is a place:

Holy Eucharist

Where strong professional relationships create successful contemporary Learning and Teaching opportunities within the Australian Catholic tradition.

To

Engage

students through contemporary approaches to learning

Educate

students using a personalised approach

Empower

students to think clearly, act appropriately and embrace their wider community.



School Overview

Holy Eucharist Catholic Primary School was established in 1975 and is situated in the Western suburbs of the Archdiocese of Melbourne. The school is situated in Oleander Drive, St. Albans South and was the first 'open plan' Catholic School in the area.



The students come from diverse multicultural and socio-economic backgrounds. We are justly proud of our school, as its community represents a snapshot of the wider picture of Australia – The multicultural picture.

In 2016 the community was made up of 281 families and 24 different language backgrounds, the most prominent being Vietnam, Philippines, Mainland China, Sudan, Pacific Islands, Kenya, India, Sri Lanka, Burma, Samoa, Southern and Central America and Europe.

The school's population was 398 students. Approximately 20% of students were born overseas and overall 91% of the community were from English as an Additional Language background. During 2016 there were 46 staff members who were full/part time who also come from diverse backgrounds.

In 2016 the students and teachers gathered weekly on Thursday mornings to celebrate mass in the church. Each grade had the opportunity to prepare the liturgy and to lead the community in prayer and song. The parents and parishioners were welcome to attend and were invited to be involved.

At Holy Eucharist School, Religious Education, Literacy and Numeracy are of the utmost importance. With this in mind, the school continues to provide purposeful teaching and learning in these fundamental areas of the curriculum. Learning outcomes are targeted to cater to the specific needs of students. This was evident in the 2016 NAPLAN data.

Our school is well resourced – in both material and staff in the teaching of English. In 2016 we had 2 Reading Recovery teachers, with 16 children accessing the program as well as a Literacy Intervention teacher. We also had a Numeracy Intervention teacher who had a total of 14 students from Grade 2, 3 and 4 who were on the program.

At Holy Eucharist School, we recognise the importance of technology in the 21st century. Technology is used to support the curriculum and to actively engage our students. We have a computer lab, which enables teachers to focus on skills related to technology and students are able to use these skills in the classroom. Each classroom has a number of desktop windows/Mac computers, iPads, laptops and other ICT tools to support student learning.

Principal's Report

Holy Eucharist Parish Primary School provides an outstanding education for all our students catering for the individual needs while educating the whole child. Our main aim is to provide an education in a safe, nurturing environment that will assist our students to become life-long learners. Our small classes (average 22 per class) and our classroom support program, have assisted the teachers to provide challenging instruction to all students in their care.

Our school is made up of 398 students who have been born here or overseas. Many of our families come from Vietnam, Philippines, China, Sudan, Ethiopia, Kenya, Sri Lanka, Pacific Islands, Samoa, East Timor, Europe and Southern and Central America. We have a diverse, multicultural population and as a community, we place great emphasis on respect and acceptance.

2016 was a very successful year for Holy Eucharist School for so many reasons. Firstly, our NAPLAN results were outstanding with nearly all subject areas exceeding the Australian Schools' average. What is even more pleasing is that the growth from Grade 3 to Grade 5 is way above the Australian School' average proving that the teaching and learning that is taking place at Holy Eucharist School is exceptional.

Secondly, the majority of our students in prep to grade 2 are reaching the expected benchmarks in literacy which is also a true indication of the great work that is taking place at our school by a dedicated and hardworking staff.

Holy Eucharist School provides a dynamic learning environment that focuses on thinking skills, co-operative learning, research and inquiry. The gospel values are an essential part of our teaching and Jesus is at the heart of everything we do. We are committed to establishing a strong bond with our families in order to provide the best educational outcomes for our students.



Education in Faith

At Holy Eucharist School, Religious Education is the central point from which our curriculum derives. Through the actions of our school vision statement we continue to provide an atmosphere where the learning experiences are based on scripture, tradition, liturgy and life.

We provide a variety of opportunities for the children to develop spiritually, physically, intellectually and emotionally in their faith journey. We take into consideration our diverse multicultural and multi-faith community to ensure each child's faith grows through their family and the worshipping community.



Goals:

- To continue to enhance opportunities for the school community to develop a strong sense of Catholic Identity.
- To nurture the prayer and worship life of the school.
- To strengthen student and community awareness of social justice actions.

Intended Outcomes:

- Improvement in student engagement in Religious Education through enhanced pedagogical practises.
- That social justice is promoted and practised to impact on the school and the wider community.
- That staff will be provided with the opportunity for enhancing prayer and reflection.
- Parents will be informed and involved in the Education in Faith program.

Achievements

In Religious Education at Holy Eucharist, children seek to be engaged in the discovery and celebration of the Catholic story, in all its wealth and variety; through meditation, prayer and action for the good of others and the world.

VALUE ADDED

- The staff continued to receive ongoing Professional development, at staff meetings, based on curriculum planning (using the Religious Education Curriculum Renewal Framework), church calendar and continued support in providing children with rich and meaningful learning opportunities and assessments.
- Teachers and their class were responsible for planning Thursday weekly parish masses and leading the community in prayer and song.
- The Junior School teachers continued to use the "Good Shepherd Experience" (Godly Play) to present Scripture to students. This approach allows children to engage in dialogue with the stories.
- All classroom teachers had a prayer table, prayer cloths (reflecting church seasonal colours), bibles, candles and symbols to assist in providing meaningful and reflective prayer sessions.
- Facilitated planning with the Religious Education Leader was introduced at the end of school terms to assist each year level to plan rich inquiry-based units for the following term.



VALUE ADDED (*Continued*)

LITURGY AND PRAYER:

Whole School Mass:

- Celebrated every Thursday morning in the Church with the community. The Masses were prepared and led by a particular grade and the school choir enhanced the celebration of the Mass through song.
- The celebration of the beginning/end of school year. The Masses were prepared and led by a particular grade and the school choir sang.
- Feast Days were celebrated during morning Mass with the community (ie: Ash Wednesday, the Feast of Body and Blood of Christ, the Feast of St. Mary MacKillop and the Assumption). These Liturgies were prepared and led by the students and teachers. The students led the singing.

Grade 6 Graduation:

- Parents and the school community were invited to celebrate the Grade 6 Graduation Mass which accompanied the Grade 6 reflection day. A candle was presented to each student.

Whole School Liturgy of the Word:

- These were held during Holy Week and Advent. These were prepared by each grade level and the students led the community in prayer and song.

Whole School Rosary:

- A decade of the Rosary was recited every Friday morning during the month of October.

Meditation and Prayer:

- This took place daily throughout the school to commence the day – classes used personalised prayer cloths, symbols, meditative music, candles, and PowerPoints to enhance the prayerful atmosphere.

SACRAMENTS:

Baptism:

- Children from the school were baptised and welcomed into the community.
- Classroom celebrations were held for those newly baptised.
- Presentation of a certificate to commemorate the occasion.

Reconciliation:

- Family information meetings were held in preparation for the sacrament.
- The children received this sacrament in Term 3, which commenced with the Liturgy of the Word.

First Eucharist:

- Family information meetings were held in preparation for this sacrament.
- The children in Year 4 participated in a Reflection Day at the National Gallery of Victoria, guided through the gallery focusing on religious art with a focus on Eucharistic symbols and images. They also participated in a workshop where they created their own piece of art using a symbol of the Eucharist.
- The children were presented to the community during a Saturday night mass before receiving the Sacrament of Eucharist and were presented with the prayer the 'Our Father'.
- Celebration of the Sacrament of First Eucharist took place early Term 2 at the parish Mass on Sunday at 10:30am.



VALUE ADDED *(Continued)*

Confirmation:

- Family information meetings were held in preparation for the sacrament of Confirmation, which also involved children presenting information about their chosen saint.
- The children in Year 6 participated in a Reflection Day at the National Gallery of Victoria, guided through the gallery focusing on religious art with a focus on Confirmation symbols and images. They also participated in a workshop where they created their own piece of art using a symbol of Confirmation.
- Children were presented to the Parish Community during a Saturday night mass before receiving the sacrament, whereby they were also presented with 'The Apostles' Creed'.
- Fr John Salvano (Dean of St Patrick's Cathedral) visited children prior to receiving the sacrament.
- Celebration of the Sacrament of Confirmation took place early Term 3 on Saturday night at 6:00pm.

EDUCATION IN FAITH:

- Through the use of '*Coming to Know, Worship and Love*' all the teachers were enabled to use various strategies of catechesis to nourish and help the children to grow in the understanding of Gospel values.
- Development of units with an Inquiry approach to Religious Education using student texts related to Coming to Know, Worship and Love (mandated by the Catholic Education Office, Melbourne).

CELEBRATIONS:

- As a staff we celebrated birthdays, engagements, weddings and farewells.
- Whole school participation in Feast Day, with accompanying buddy grade activities.
- Mother's and Father's Day breakfasts and stalls, beginning the day with a celebratory mass.
- Participation in Social Justice programs and fundraising events to raise awareness of local and global social justice issues: Caritas Australia (Project Compassion), Catholic Mission Initiative 'Socktober' and St Vincent de Paul's Christmas Hamper collection.
- Annual Mission Market to raise social awareness of the plight of people in developing countries, where money raised went to a Catholic or Jesuit charity / mission group, namely Catholic Mission's 'Socktober'.
- While on camp, children prepared liturgies, reflecting on the time away.
- Contribution to school newsletter detailing the social justice and liturgical events happening in the school
- Attendance by 10 grade 6 children at the St Patrick's Mass for Schools held at St Patrick's Cathedral, followed by a concert to celebrate Catholic Education Week.
- 40 students visited the sick and the aged at Western Hospital – Sunshine, Grantham Green Aged Care and St Bernadette's Nursing home to spread Christmas cheer and sang Christmas carols.



Learning & Teaching

At Holy Eucharist School, we endeavour to ensure that students reach their own full potential. We aim to empower children to take responsibility for their own learning whilst providing them with strategies and skills to prepare them for an ever-changing world. Our learning community aims to provide a personalised curriculum which is purposeful and authentic; catering to the needs and experiences of every child.



Goals

- To enable all students to achieve success in an engaging, authentic learning environment of high expectations and collaboration.
- To continually improve student performance in Reading and Maths.
- To embed 21st Century pedagogy throughout the school.
- To build student engagement and capacity to assume greater responsibility for their learning.

Intended Outcomes

- That student performance in Maths will improve.
- That student performance in Reading comprehension will improve.
- That students establish and set own goals for learning and are given time to reflect on that learning.

Achievements

- Tracking individual student growth in Reading and Maths.
- Facilitated planning takes place in each level.
- Core Leaders (Education in Faith, Learning and Teaching, Student Wellbeing, School Community and Leadership and Management) meet regularly regarding curriculum areas; Maths, Literacy, Inquiry, Religious Education, Student Wellbeing,
- Collaborative year level planning across all year levels occurring on a weekly basis, as well as during allocated planning days each term.
- Resourcing teacher planning room.
- Building maths resources around number, measurement, geometry, statistics and probability.
- Professional Learning Teams focussing on the teaching and learning in literacy and numeracy.
- Building teacher capacity in Mathematics through Professional Learning opportunities eg: Junior and Senior Maths Leaders.
- Maths intervention teaching program implemented for students with needs in grades 2, 3, 4.
- Building teacher capacity in reading comprehension through targeted PD opportunities.

Achievements (*Continued*)

- Continuing to work with Literacy support from the CEM to guide planning and direction in teaching literacy.
- Development of whole school learning and teaching plan based on the AUSVELS curriculum.
- Authentic learning – Experiences for our learners based in real life experiences. Especially for language development. (Student action teams, excursions, language experiences, students learning with families, etc.)
- Implementation of New Wave Mental Maths Program 3-6.
- Annual Family Maths Night.
- Focus on developing continued implementation and use during planning of HE Strategies and Skills for Comprehension document to develop consistency in practice relating to reading comprehension.
- Junior school's focus on explicit, systematic teaching of phonics.
- Junior school continued focus on developing oral language through explicit teaching of language skills.
- Grades Prep – 1: Implementation of a Phonological Screener and a decoding/encoding assessment.
- Grade 2 continuation of the Sutherland Phonological Awareness Test (SPAT-R) as well as the introduction of a decoding/encoding assessment.
- Whole school focus on vocabulary development aiming to enhance oral language development.
- 'Repetitive Interactive Read Aloud' strategy continued to be used across the school to develop vocabulary.
- 'Accountable Talk' embedded as a strategy that is used from Prep-6 to encourage talk about text.
- Two "Reading Recovery" teachers employed to meet the needs of Grade One students with reading difficulties.
- A Levelled Literacy Intervention Teacher employed to meet the Literacy needs of the Grades 2 - 6 students.
- An Multi-Sensory Structured Language (MSL) tutor employed to cater for the needs of 'at risk' students.
- Assessment Schedules evaluated to ensure purposeful, consistent data relating to student achievement is recorded.
- Data used as a guide for all teaching and learning – Progressive Achievement Test in Reading (PAT-R), Progressive Achievement Test in Maths (PAT- Maths) – all informing classroom teaching.
- Use of Student Performance Analyser (SPA) software to analyse student data and achievement.
- EAL/D continuums used in all levels for students who fit the prescribed criteria.
- Two EAL/D/New Arrivals Teachers employed to support newly arrived students from overseas, refugee students as well as EAL/D background.
- Socio-linguistic profiles gathered as a form of evidence to inform teaching and learning practice.
- Formation of a plan for the academic year in the area of Literacy and Mathematics.
- Learning intentions, success criteria and feedback embedded as common practice across school.

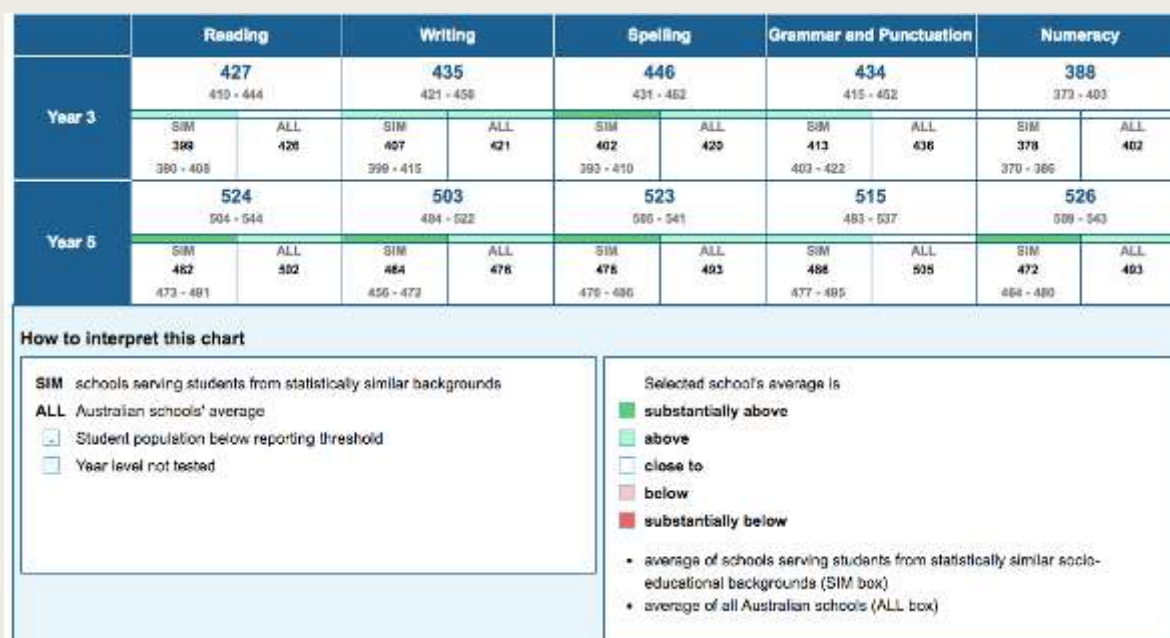
Achievements (Continued)

- Google Drive and Calendar being used as preferred form of communicating dates.
- Google apps used to assist team level planning.
- Staff blog / Google community set up and being used for discussion of professional readings.
- All school policies, handbook and procedures have been updated and are in line with the requirements of the Child Safety Standards (Ministerial Order 870).
- Pre-Prep Program and activities throughout the year were organised to welcome new students and families and to familiarise them with their new learning environment.
- The purchase of additional Fountas and Pinnell – Levelled Literacy Intervention, a supplementary intervention resource designed for children who find reading and writing difficult. (LLI –Red level).
- The Purchase of Fountas and Pinnell - Benchmark Assessment System BAS 2 kits (BAS 1 and 2 to be implemented for pre-testing in 2017).

NAPLAN

Holy Eucharist School was 1 of the 17 Catholic schools in the Archdiocese of Melbourne which was judged as attaining 'substantially above-average gain' in the 2016 NAPLAN results in both reading and numeracy.

The above average growth is affirming of the learning and teaching practices that are in place in the school.



"These results are a testament to the ongoing hard work of students, teachers and school leaders".

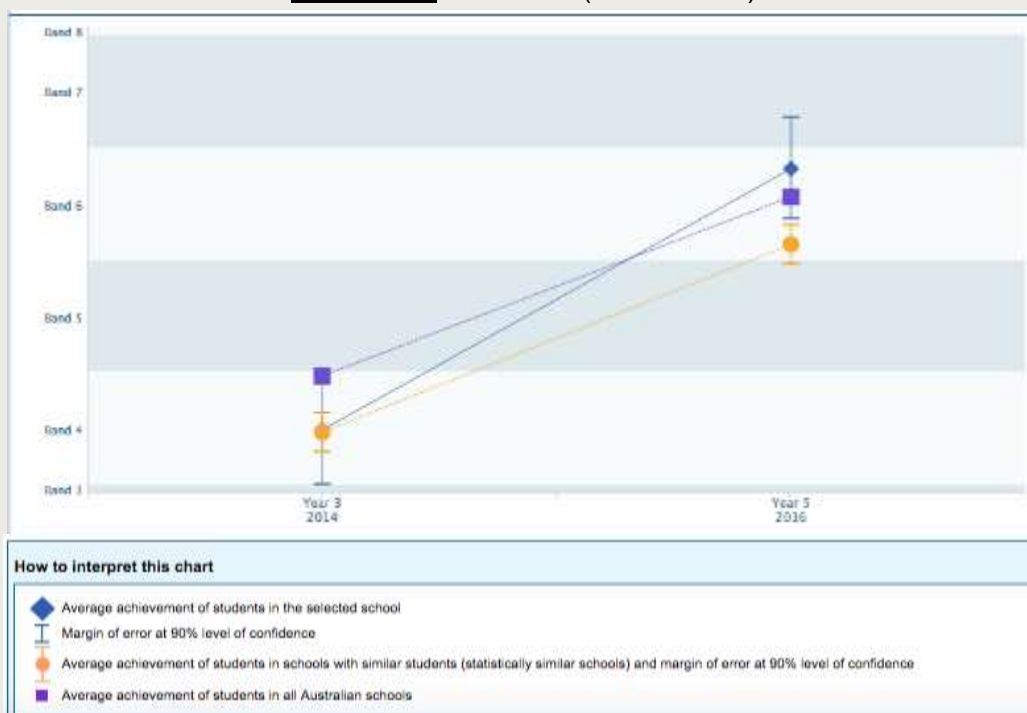
Director's eNews, March 2017

STUDENT LEARNING OUTCOMES

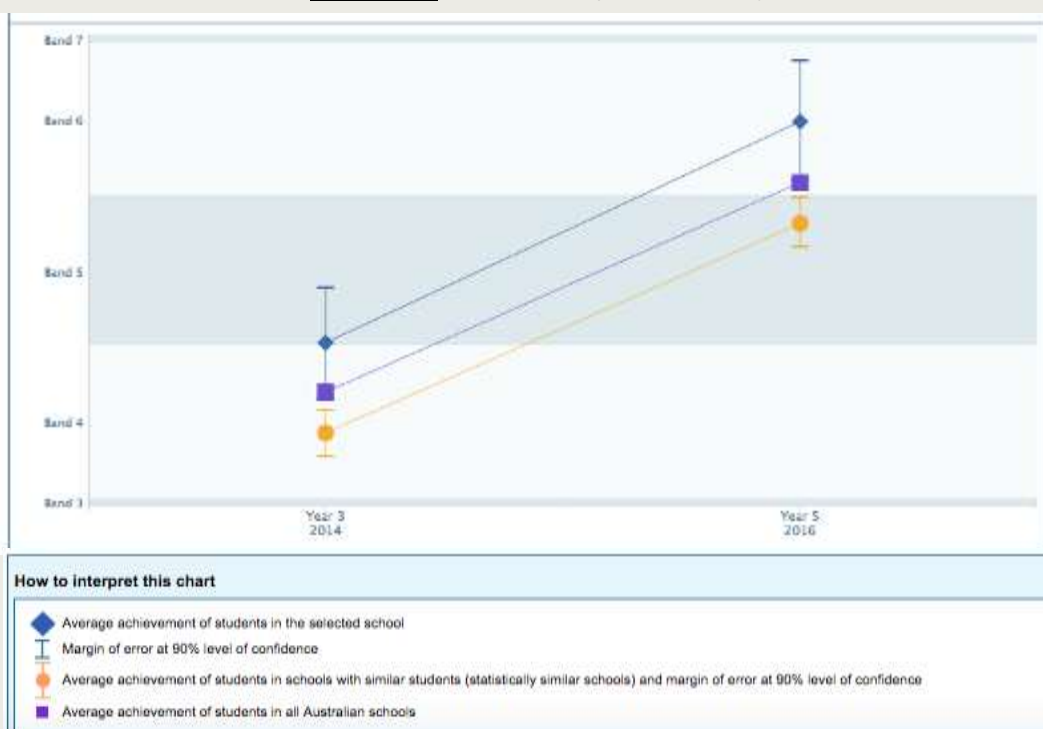
STUDENT GAIN (Reading and Writing)

The following show student gains. Students from Holy Eucharist reported gains in Reading, Writing and Numeracy. In our 2014 Reading data, our students were achieving similar results to like schools. By 2016 our students reported much higher gains than the average achievement in all Australian schools. In Writing our students achieved above average scores in both 2014 and 2015.

READING: Year 3 - 5 (2014 - 2016)



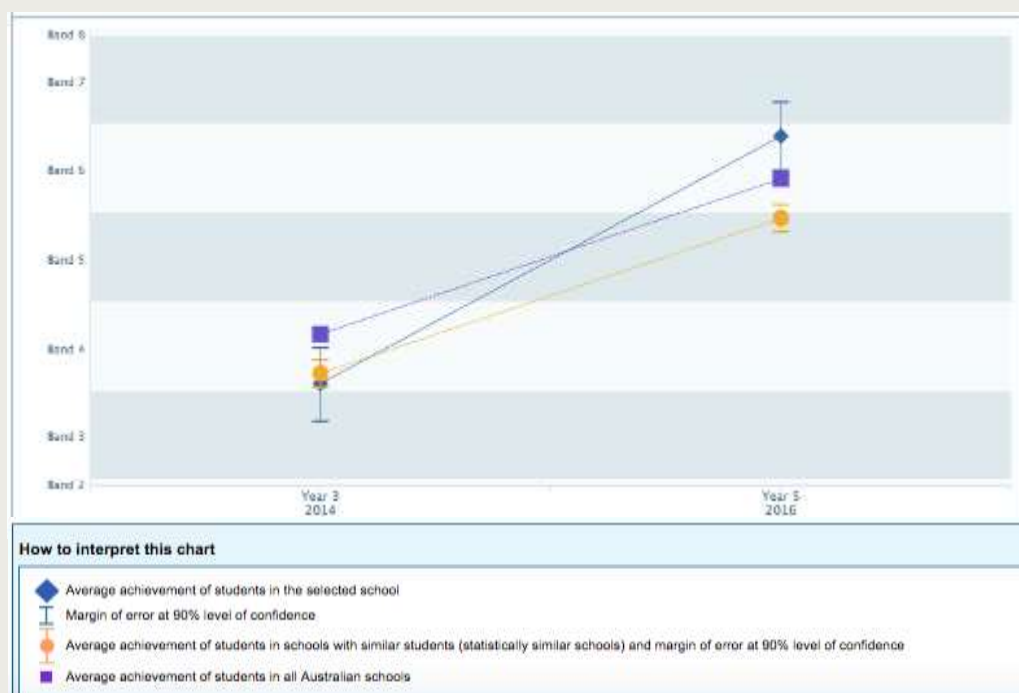
WRITING: Year 3 - 5 (2014 - 2016)



STUDENT GAIN (Numeracy)

In Numeracy, our students attained similar results to the average achievement in like schools in 2014. By 2016 our students achieved well above the average achievement in all Australian schools.

NUMERACY: Year 3 - 5 (2014 - 2016)



STUDENT LEARNING OUTCOMES (Junior School)

Our literacy data in the junior school indicates that the school is reaching expected benchmarks in literacy from Foundation year to Grade 2, which is also affirming of the practices in place.

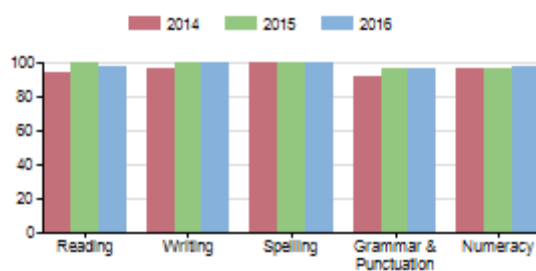
Literacy Text Level [Like Schools]: Holy Eucharist School							
Year: 2016 Year Level: Year 1 Like Schools Group: CSEF [(12-25%)]							
	Text Level						
	0	1+	5-14	15-19	20-25	26-27	28+
Our School	0.00	1.95	9.00	9.80	11.70	19.61	47.06
Like Schools	0.41	1.34	11.11	11.86	21.46	10.79	43.03
All Schools	0.41	1.34	11.11	11.86	21.46	10.79	43.03
	0	1+	5+	15+	20+	25+	28+
Our School	0.00	100.00	95.24	88.24	78.43	66.67	47.06
Like Schools	0.41	95.59	95.25	87.14	75.26	63.62	43.03
All Schools	0.41	95.59	95.25	87.14	75.26	63.62	43.03
Year Level Minimum Standard Target Standard							
Prep	Level 1		Level 5				
Year 1	Level 10		Level 20				
Year 2	Level 20		Level 28				

STUDENT LEARNING OUTCOMES

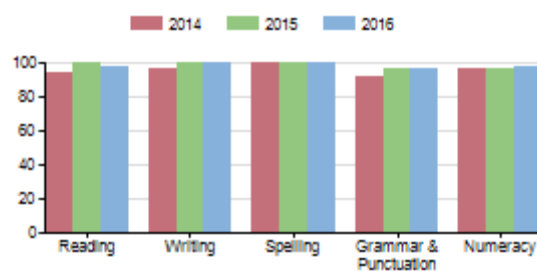
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	94.1	100.0	5.9	98.2	-1.8
YR 03 Writing	97.1	100.0	2.9	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Grammar & Punctuation	91.4	96.3	4.9	96.5	0.2
YR 03 Numeracy	97.1	96.3	-0.8	98.2	1.9
YR 05 Reading	97.6	100.0	2.4	100.0	0.0
YR 05 Writing	95.2	100.0	4.8	100.0	0.0
YR 05 Spelling	95.2	100.0	4.8	97.1	-2.9
YR 05 Grammar & Punctuation	95.2	97.9	2.7	100.0	2.1
YR 05 Numeracy	95.2	100.0	4.8	97.1	-2.9

NAPLAN Year 3



NAPLAN Year 3



Student Wellbeing

At Holy Eucharist School, we acknowledge and celebrate individual differences and are inclusive of all students. Students' connectedness and resilience is enhanced through the provision of quality educational programs and professional personnel.

At our school, we aim to provide a creative climate where all students can develop spiritually, intellectually, emotionally, artistically and socially to their fullest potential. This experience provides a joy of learning, academic growth, arts exploration and acquisition of skills that exemplify responsible citizenship.



Goals

- To improve student behaviour.
- To develop students' knowledge, skills and behaviours in interpersonal development.
- To develop students' leadership opportunities and leadership skills.
- To create a learning environment which promotes independence, interdependence and self-motivation.
- To highlight values that will develop a student's life-long goals

Intended Outcomes

- That student perception of safety will improve and their resilience will be strengthened.
- That the students develop skills to regulate their behaviour appropriate to the situation.
- That students see themselves as part of a learning community with a responsibility to contribute positively.
- Students will set high expectations of themselves for their personal learning and interpersonal development.

Achievements

- Appointment of a Student Wellbeing Leader.
- Appointment of a Sudanese aide and Vietnamese hub coordinator/interpreter.
- Appointment of a Vietnamese pastoral worker.
- Educational Support Staff to assist students in their learning.
- Professional Development offered to staff and parents to further their knowledge of disability and programs available e.g. Social and Emotional Learning Forum
- A whole school approach working with families to assist children with Dianne Siemon (*Professor of Maths Education, RMIT - Multiplicative Thinking*).
- Six consistent rules across the school community. The discipline policy is in line with these rules and the consequences are clearly documented for staff and students.
- Parent meetings held, if serious offences are committed.
- SEL implemented on a daily basis through meditation, journals etc....
- Information about Wellbeing was published regularly in the newsletter.
- Regular counselling sessions were conducted with students.
- Speech Therapist employed to work with students and screen all Grade One students.

Achievements (Continued)

- Student of the week awards – recognised the many and varied talents of all.
- Awards for students who display our values.
- Parents attended more school functions.
- Student attended GRIPP Leaderships PD for students at the convention centre.
- School captain and vice-captain appointed upon submitting a CV, and other students appointed to various roles.
- iPads issued to all LNSLN children.
- Visiting Teacher Service supported us with those students who have a hearing or health impairment.
- Students with needs were recognized and a referral procedure was carried out through the Catholic Education Office.
- Children were assessed and then Individual Learning Programs (ILP's) were developed to meet the needs of each child. Program Support Meetings were conducted once a term or as required to report on the development of these children.
- Students participated in 'Circle Time' to develop social skills, focusing on interpersonal and personal development.
- Children with urgent medical needs have their emergency information displayed in the First Aid room. Teachers on yard also carry photo IDs and in-case of a medical emergency.
- Whole school community are trained in First Aid including anaphylaxis.
- Wet and Hot Day procedures were in place.
- Transition programs for children with additional needs, as well as including students in Grade six and incoming preps.
- On Psych - psychological counselling services was offered at school (through Medicare) as needs arose.
- Student Services leader attended the Pre-prep program to inform parents about the services offered to children.
- Students attended one-on-one counselling sessions.
- Register setup for Intervention Orders and Out of School Care.



Student Attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y06	95.17
Y05	96.04
Y04	95.53
Y03	96.13
Y02	93.36
Y01	93.54
Overall average attendance	94.96

How Student Non-Attendance Is Managed

At Holy Eucharist Primary school, parents are urged to contact the school if their child is absent. This may be done via email, phone call to the office, a letter or in person.

If parents have not contacted the school when their child has been absent for more than a day, the Student Well Being Leader is informed and a phone call is made to the family.

In the event of extended absenteeism, without the school being notified, Holy Eucharist Primary School, in line with the Catholic Education Office Guidelines, will contact the appropriate authorities.

In 2015, a ‘Student Late Policy’ was introduced. This policy together with the ‘Attendance Policy’ has resulted in Holy Eucharist maintaining a good record of attendance throughout the year.

VALUE ADDED

- Breakfast Program for students from 8:00 - 8:45am daily.
- “On-Psych” works with school community.
- Before school / After school and Vacation Care is available, run by Camp Australia.
- Vietnamese and Dinka speaking Cultural Aide was available to support the school community.
- Extra Education Support staff were employed to assist children in their learning.
- End of year function for staff and all personnel associated with the school was organised to recognise their contribution to the school community.
- Leadership Team, met regularly to work through Child Safety requirements and the mechanics of the school.
- A Speech Pathologist was sourced to provide extra support for children with speech difficulties.
- Homework club was established to assist students to complete homework tasks.

SURVEY RESULTS		
Student	Classroom Behaviour	56.22%
	Connectedness to Peers	94.56%
	Connectedness to School	93.43%
	Learning Confidence	93.05%
	No# of Students	83.00%
	Purposeful Teaching	96.59%
	Stimulating Learning	94.26%
	Student Distress	84.51%
	Student Morale	92.25%
	Student Motivation	98.80%
	Student Safety	82.81%
	Survey - Easy	94.38%
	Survey - Enthusiasm	87.08%
	Teacher Empathy	98.27%

STUDENT SATISFACTION

The Insight SRC survey data from our students provided valuable information to help us understand how well our school is operating. The surveys reflected positive student experience in the areas of engagement in learning and student teacher relationships.

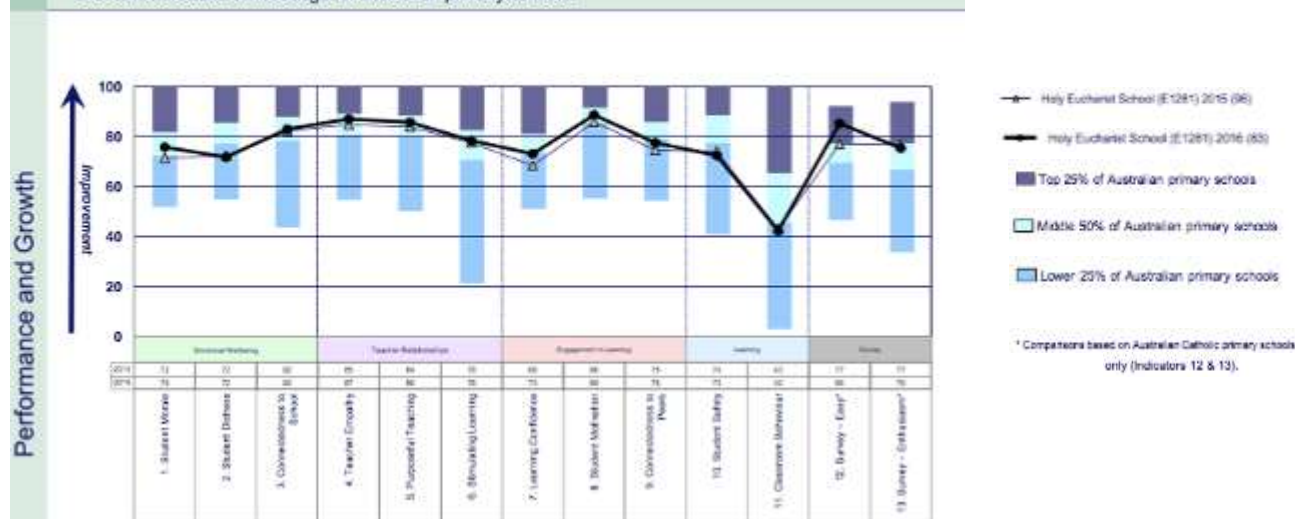
Student's perception of student behaviour at the school was again, lower than expected. This issue was raised during the school's 2014 review and has been flagged as an area that will be addressed.

There were slight improvements this year in student's perception of student morale, teacher empathy, purposeful teaching, learning confidence, student motivation, connectedness to peers.

Overall, the student satisfaction data reflected that students at Holy Eucharist are happy, have positive relationships with their peers and teachers and are engaged in learning.

2016 student experience – actual scores ...

Your school relative to the range for Australian primary schools.



Child Safe Standards

From 1st August 2016, all registered schools in Victoria were expected to show that they have strategies, procedures, policies and systems in place that comply with the seven Victorian Child Safe Standards in accordance with Ministerial Order 870. The staff have worked extremely hard to make sure that Holy Eucharist School is compliant in the area of Child Safety.



Posters around the school in regards to child safety have been displayed and new safety procedures were set in place. A Holy Eucharist Commitment Statement to Child Safety and Code of Conduct was devised, school policies were updated and vigorous checklists were completed in line with the 7 standards and principles to Child Safety.

Goals

- To have strategies, procedures, policies and systems in place that comply with the seven Victorian Child Safe Standards in accordance with Ministerial Order 870.
- To establish clear expectations for appropriate behaviour by adults towards children and young people.
- To protect children and reduce any opportunity of abuse or harm to children.
- To provide anyone engaged by Holy Eucharist Catholic Primary School with guidance on how best to support students and young people and how to avoid or better manage difficult situations.

Intended Outcomes

- That students in our care will feel safe and protected from harm.
- That students will be able to identify safe and unsafe situations.
- That students will feel free to express any concerns, threat or fear that they may be experiencing to any school personnel.
- That parents, caregivers and the community are aware that there are Child Safe Standards and procedures in place at our school, of which they need to be familiar with.
- That parents, caregivers and the community are aware of where they can access information regarding child safety at our school.

Achievements

- The school has developed a Commitment Statement to Child Safety. This Commitment Statement was given to all families and staff members to read and sign.
- The school has a Code of Conduct set in place which has a specific focus on safeguarding children and young people at Holy Eucharist Catholic Primary School against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes and legislation. This Code of Conduct has been issued and signed by all staff (teaching and non-teaching), clergy, casual relief staff, volunteers, and contractors engaged by the school.

Achievements (Continued)

- Staff ensured that the policies comply with the seven new standards and three principles that underpin the Ministerial Order.
- A summary of the School's Commitment Statement was added to all policies. Evidence of our Commitment to Child Safety in relation to each policy had also been included.
- Our Commitment Statement to Child Safety, Code of Conduct, and updated policies are accessible on our website.
- The school celebrated 'Child Safety Week'. Each grade level across the school focused on an area related to Child Safety.
- The Alannah and Madeleine Foundation facilitated eSmart Workshops at our school for Grade 3 – 6 students, parents and all staff.
- Staff attended Professional Learning regarding Ministerial Order 870 and the 7 standards and three principles that underpin the Ministerial Order.
- The community received regular updates regarding the Child Safety through our weekly newsletter and website.
- Volunteers and Contractors are now interviewed and Working with Children Checks were photocopied and kept by the school.
- New Guidelines were in place in relation to the employment of Staff in Catholic Schools
- All staff members were required to submit a photocopy of their VIT registration as well as their driver's licence.
- Posters regarding child safety and our commitment statement are displayed around the school.



Leadership & Management

Goals

- To build teacher capacity
- To build leadership capacity

Intended Outcomes

- That a strong performance and development culture is evident.
- That staff have opportunities to develop contemporary teaching practices that reflect high expectations for students.
- That staff have opportunities to develop leadership skills.

Achievements

- The Leadership team continually refer to and implement the recommendations made during the “Change2” project; focusing on the school's use of data and collaborative planning processes.
- All school leaders attended Leadership Clusters relevant to their sphere areas.
- Teachers participated in various Professional Learning activities both on and off site relevant to their own personal learning needs and aligned with the school's Annual Action Plan.
- Teachers visited other schools with groups of teachers and leaders to view different teaching and leadership practices.
- Other schools have visited our school to view specific teaching strategies and to view how we use our data to direct our teaching.
- Professional Learning Teams continued to create opportunities for sharing of expert teaching and good practice.
- Expert teachers were given time to share examples of good practice at the beginning of each staff meeting.
- Leadership Team Meetings were held once a month with the focus being on shared vision and overall running of the school.
- A Staff Handbook was created and implemented containing all procedures and policy information.
- All staff are required to take part in an Annual Review Meeting (ARM) with the principal. The main purpose of the ARM is to: affirm achievements and suggest avenues for Professional Learning to help improve student learning outcomes.
- Classroom visits by members of the leadership team to observe and provide feedback to teachers.
- Informal meetings with the Principal to discuss learning and teaching priorities.



TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.59%

STAFF RETENTION RATE	
Staff Retention Rate	90.63%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	14.29%
Graduate	4.76%
Certificate Graduate	4.76%
Degree Bachelor	85.71%
Diploma Advanced	52.38%
No Qualifications Listed	0.00%



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

CEOM - Parish Priest and Principal Briefing
CEOM - Hapara face to face training (2x teachers)
CEOM - Administrative Officers' Conference 2016 (3x staff members)
CEOM - Preparing the AFS (Annual Financial Statement) (Primary Schools – 1x staff member)
CEOM – Administrative Clusters North 3 - 4 (1x staff member)
CEOM - Assessment Capabilities (5x teachers)
CEOM – Deputy Principal Network - Term 1, 3 & 4 (1x teacher)
CEOM – Principal Network Term 1, 2, 3, 4.
CEOM - Reading Recovery Ongoing PL: Initial Day & Seminar (1x teacher)
CEOM - Reading Recovery: Ongoing Group 09 (1x teacher)
CEOM - Reading Recovery: Graduation (1x teacher)
CEOM - Reading Recovery: NW In-service Course B (1x teacher)
CEOM - Multilingual Languages Learning Communities (MLLC) (1x teacher)
CEOM - Assessment & Reporting - Victorian Curriculum Languages (1x teacher)
CEOM - Mathematics: Expert Teaching 5-8 B (2x teachers)
CEOM - Number Intervention F-4: Ongoing Support (1x teacher)
CEOM - Targeted Assessments Follow Up Network (1x teacher)
CEOM - Targeted Assessments (Repeat of 2015 PL) (1x teacher)
CEOM - Learning and Teaching Leaders Network – Term 1 (3x teachers)
CEOM - Learning and Teaching Leaders Network –Term 2 (3x teachers)
CEOM - Northern Region: Religious Education Leaders' Network- (Term 1, 2, 3, 4. (1x teacher)
CEOM - Northern Region ICT Network – (4 days) Term 1, 2, 3, 4. (1x teacher)
CEOM - Scripture in the Classroom (2x teachers)
CEOM – Religious Education Conference – Perth (4 days) (1x teacher)
CEOM – Deputy Principals' Conference – Creswick (2 days)
CEOM - Northern Reg. - Students with Disabilities Application Guidelines (1x teacher)
CEOM - A Positive Approach to Supporting Student Behaviour (3x teachers)
CEOM - Briefing - Masters of Education (Student Wellbeing)
CEOM - Student Wellbeing: Connect, Grow, Learn, Flourish - North & West - (1x staff member)
CEOM - Student Wellbeing: Connect, Grow, Learn, Flourish – South & East - (1x staff member)
CEOM - School Placements for Social Work Students (1x staff member)
CEOM - Child Safe Standards: A Guided Workshop (Northern & Western) (2x teachers)
CEOM - Scripture in the Classroom Day 2 (2x Teachers)
HEPS – Autism Teaching Institute Professional Development (All staff)
HEPS – DYNAMIQ Emergency Evacuation Safety Procedures - 2hours (All Staff)
FOUNDATION HOUSE- School's In for Refugees (3x teachers)
KMETRICS - NAPLAN Data Service Workshops (5x Teachers)
ACER – PAT Testing Professional Learning (3x Teachers – 2 days)

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

31

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 1,603.47



SURVEY RESULTS		
Staff	Act on Results – Personally	96.43%
	Act on Results – School	89.29%
	Acted on Previous Surveys – Personally	78.57%
	Acted on Previous Surveys – School	89.29%
	Issues Coverage	100.00%
	No# of Staff	28.00%
	Overall Enthusiasm	82.14%
	Survey Usefulness – School	96.43%

TEACHER SATISFACTION

The Insight SRC survey data relating to the staff climate at Holy Eucharist provided valuable information for reflection.

The Organisational Climate Aggregate Index showed a slight decrease from 81.9 points in 2015 to 77.1 points in 2016, which is still above the Australian organisations' and Australian schools' mean.

The Teaching Climate Aggregate Index also decreased slightly from 84.8 in 2015 to 82.2 in 2016, which is approximately 4 points above the Australian schools' mean.

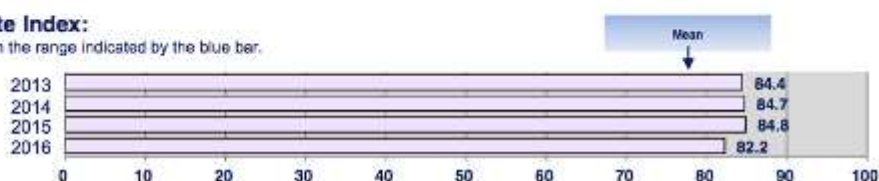
Organisational Climate Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.
68% of Australian organisations fall within the range indicated by the orange bar.



Teaching Climate Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.



STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	32
FTE Teaching Staff	25.640
Non-Teaching Staff (Head Count)	3
FTE Non-Teaching Staff	2.789
Indigenous Teaching Staff	0

School Community

Effective partnerships are based on mutual trust, respect, and shared responsibility for the education of the children at Holy Eucharist Primary School. Our links with families and the community enable us to share the responsibility for our childrens' success. We understand our role is important and we take this seriously, always seeking to improve our teaching and learning environments. In working with our families, we aim to provide opportunities for them to share in their children's learning and to develop stronger understandings of the learning at school. Research demonstrates that effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. At Holy Eucharist, we continually aim to develop stronger links between staff, families and the community by exploring new ways to communicate with our families and work together.



Goals

- Create and sustain family-school-community partnerships so that learning connects strongly with families and communities beyond the classroom.

Intended Outcomes

- Parents will be more actively involved in their school community.
- Opportunities for families to become involved in their child's education.
- Provision of learning times for parents based in the school.
- That learning links between school, home and community, (local and global), are strengthened.

Achievements

- Designated space for the Community Hub and a leader employed to forge stronger links with the community.
- Adult computer and English classes running weekly.
- Informal knitting classes held by parents in the Community Room.
- Various invitational school celebrations including: Family Fun Night, Harmony Week Celebration, Book Week Celebration, Family Picnic, Art Exhibition, eSmart information session and Christmas concert.
- Mother's Day and Father's Day Celebrations.
- Celebration of Mass each week with wider parish community.
- Fortnightly school assemblies.
- Community conversations held regularly.
- Family fun day to celebrate the end of the academic year.
- Redevelopment of the school yard to be inclusive of families (*for example vegetable patch, animals*).
- Finance information sessions (by external personnel) for parents
- Provision for activities for families to be engaged in their children's learning.
- Family workshops reinforcing families' roles in children's learning (*Prep teachers/Literacy Leader*)
- Kinda Kinder playgroup operating weekly.

- Preschool families link in with Victoria University - Kinda Kinder.

Achievements (Continued)

- Learning walks occurred both formally and informally.
- Targeted numeracy/literacy workshops with families.
- Parent - Child Mother Goose program was introduced for pre-school children with English as an Additional Language (EAL).
- Preschool classes were held twice a week.
- South Sudanese Learning Support Aide employed.
- Kindergarten invited on an excursion to our school to create stronger links between kindergarten and school.
- Meeting to share information between prep and kindergarten teachers.
- School nurse spoke with prep families at pre-prep sessions.
- Parent volunteers in prep classrooms.
- Community offered a chance to study on campus: Certificate 3 in Children's Services.
- Informal cooking classes in the Community Room.
- Pre-prep information sessions for families over a period of 3 weeks.
- Parents invited to read to classes in their mother tongue during literacy and numeracy week.

SURVEY RESULTS		
Parent	Approachability	95.79%
	Attitude to Survey	84.81%
	Behaviour Management	95.47%
	Classroom Behaviour	62.57%
	Connectedness to Peers	98.27%
	Connectedness to School	97.92%
	Extra-Curricular	91.24%
	Homework	96.35%
	Learning Focus	96.37%
	No# of Parents	97.00%
	Parent Input	93.71%
	Parent Partnerships	95.31%
	Reporting	97.92%
	School Improvement	96.82%
	Social Skills	95.12%
	Stimulating Learning	97.62%
	Student Motivation	97.92%
	Student Safety	77.22%
	Teacher Morale	97.44%
	Transitions	96.17%

PARENT SATISFACTION

The insight SRC survey data from the parents provided valuable information relating to Community Engagement.

The Community Engagement Aggregate Index increased from 77.4 in 2015 to 81.2 in 2016. This is approximately 4 points above the Australian schools' mean score.

In relation to the section Community Engagement (2016 Parent Opinion Survey), there were improvements in all areas of Community Engagement, Learning Opportunities and Staff Engagement. However, parent's perception of student behaviour was lower than expected. This issue was raised during the school's 2014 review and has been flagged as an area that will be addressed.

Community Engagement Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.

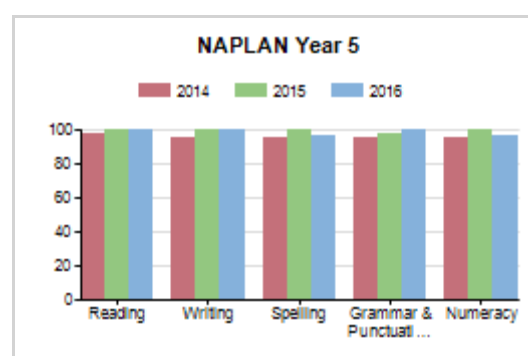
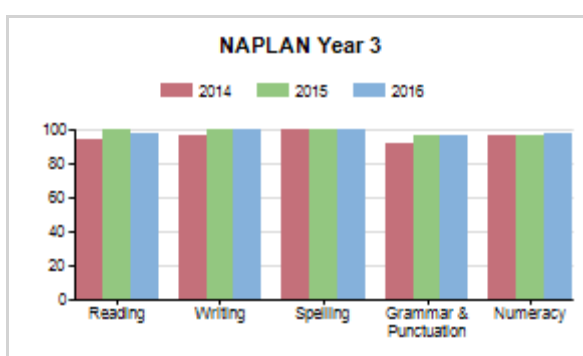


VRQA Compliance Data

E1281
Holy Eucharist School, St Albans South

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	94.1	100.0	5.9	98.2	-1.8
YR 03 Writing	97.1	100.0	2.9	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Grammar & Punctuation	91.4	96.3	4.9	96.5	0.2
YR 03 Numeracy	97.1	96.3	-0.8	98.2	1.9
YR 05 Reading	97.6	100.0	2.4	100.0	0.0
YR 05 Writing	95.2	100.0	4.8	100.0	0.0
YR 05 Spelling	95.2	100.0	4.8	97.1	-2.9
YR 05 Grammar & Punctuation	95.2	97.9	2.7	100.0	2.1
YR 05 Numeracy	95.2	100.0	4.8	97.1	-2.9



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.54
Y02	93.36
Y03	96.13
Y04	95.53
Y05	96.04
Y06	95.17
Overall average attendance	94.96

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.59%

STAFF RETENTION RATE	
Staff Retention Rate	90.63%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	14.29%
Graduate	4.76%
Certificate Graduate	4.76%
Degree Bachelor	85.71%
Diploma Advanced	52.38%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	32
FTE Teaching Staff	25.640
Non-Teaching Staff (Head Count)	3
FTE Non-Teaching Staff	2.789
Indigenous Teaching Staff	0

SURVEY RESULTS		
Parent	Approachability	95.79%
	Attitude to Survey	84.81%
	Behaviour Management	95.47%
	Classroom Behaviour	62.57%
	Connectedness to Peers	98.27%
	Connectedness to School	97.92%
	Extra-Curricular	91.24%
	Homework	96.35%
	Learning Focus	96.37%
	No# of Parents	97.00%
	Parent Input	93.71%
	Parent Partnerships	95.31%
	Reporting	97.92%
	School Improvement	96.82%
	Social Skills	95.12%
	Stimulating Learning	97.62%
	Student Motivation	97.92%
	Student Safety	77.22%
	Teacher Morale	97.44%
	Transitions	96.17%
Staff	Act on Results – Personally	96.43%
	Act on Results – School	89.29%
	Acted on Previous Surveys – Personally	78.57%
	Acted on Previous Surveys – School	89.29%
	Issues Coverage	100.00%
	No# of Staff	28.00%
	Overall Enthusiasm	82.14%
	Survey Usefulness – School	96.43%
Student	Classroom Behaviour	56.22%
	Connectedness to Peers	94.56%
	Connectedness to School	93.43%
	Learning Confidence	93.05%
	No# of Students	83.00%
	Purposeful Teaching	96.59%
	Stimulating Learning	94.26%
	Student Distress	84.51%
	Student Morale	92.25%
	Student Motivation	98.80%
	Student Safety	82.81%
	Survey - Easy	94.38%
	Survey - Enthusiasm	87.08%
	Teacher Empathy	98.27%

