

# Holy Eucharist Primary School St Albans South

## ANNUAL REPORT TO THE SCHOOL COMMUNITY



2018



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<b>E NUMBER</b>	E1281

## Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

17<sup>th</sup> May 2019



## 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.

In 2018, the community consisted 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:

### **Holy Eucharist**

is a place:

***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 2018 the community was made up of 281 families and 24 different language backgrounds, the most prominent being Vietnam, Philippines, mainland China, Sudan, Syria, Pacific Islands, Kenya, India, Sri Lanka, Myanmar, Samoa, Southern and Central America and Europe.

The school's population was 471 students. Approximately 22% of students were born overseas and overall 94% of the community were from English as an Additional Language background. During 2018 there were 59 staff members who were full/part time who also come from diverse backgrounds.

In 2018 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 2018 NAPLAN data where the school has been identified as "demonstrating substantially above average gain in student reading and/or numeracy achievement..." (ACARA, 2019).

Our school is well resourced – in both material and staff in the teaching of English. In 2018 we had 2 Reading Recovery teachers, with 16 children accessing the program as well as 2 Literacy Intervention teachers. 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 21<sup>st</sup> 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. Classrooms have access to a number iPads, MacBooks, Chrome books and desktop windows/Mac computers to support student learning.



## Principal's Report



In 2018, Holy Eucharist School was under an extensive review which identified our numerous strengths whilst also identifying areas for improvement. The external review provided the Leadership Team and staff with direction for the next four years. Our school improvement plan will guide the decision making process and set out our priorities for the years to come.

As a staff, we are committed to provide an outstanding education that caters for their individual needs of all our students, in a safe, nurturing environment. Our small classes (average 22 per class) and our classroom support programs, have assisted the teachers to provide challenging instruction to all students in their care. The 2018 NAPLAN results are evidence of this, as the school performed well in all the areas assessed. In most areas, the grade three and five students reported gains proving that the school doing its best to provide a great education for all.

2018 saw the re-establishment of the Parish Education Board which consists of the parish priest, school principal, school deputy principal, members from the parish and parent representative. The Education Board acts as an advisory body to the parish priest and principal, on matters concerning education in the parish. They also provide a link between the parish priest, principal, teachers and parishioners in relation to Catholic education in the parish community.

Our school is made up of 480 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, Myanmar, Syria, East Timor, Europe and Southern and Central America. We have a diverse, multicultural population and as a community, we place great emphasis on respect, inclusion and acceptance.

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

I would like to take this opportunity to thank the dedicated staff for their commitment and hard work over the year. I would like to thank Father Tuan, Father Peter and Father Pat for their support and to the parents, care givers and guardians for placing their faith in us to educate their children.

## 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.
- 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 occurred at scheduled Professional Learning Team (PLT) meetings during the term and at the end of school terms to assist each year level to plan rich inquiry-based units for the following term.

### **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 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 with the students and staff of Year 6.

#### ***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. This was led by students and the Religious Education Leader and allowed participation of the whole school at the same time.

#### ***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.
- Prayer also occurred in classrooms at lunchtime and to end the day.







## VALUE ADDED (*Continued*)

### **SACRAMENTS:**

#### ***Baptism:***

- Children from the school were baptised and welcomed into the community.
- Presentation of a certificate to commemorate the occasion.
- Families engaged in a Baptism preparation meeting with Fr Tuan prior to the sacrament.

#### ***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 in Term 2 at the parish Mass on Sunday at 10:30am, which coincided with the Feast of the Body and Blood of Christ (Corpus Christi).

#### ***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 Mary MacKillop Heritage Centre, guided through the museum focusing on the life of Australia's first saint, with a focus on Confirmation. They also visited St Patrick's Cathedral and became aware of the saints represented in the cathedral and the lives they led.
- 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'.
- Bishop Mark Edwards visited children prior to receiving the sacrament.
- Celebration of the Sacrament of Confirmation took place early Term 3 on a Saturday afternoon at 3:00pm.

### **EDUCATION IN FAITH:**

- Through the use of the '*Revised Religious Education Curriculum Framework*' all the teachers were assisted to use various strategies of inquiry to nourish and help the children to grow in the understanding of Gospel values, knowledge of the Catholic traditions and faith, and what being a Catholic means in today's world. The approaches used allowed the children and staff to engage in dialogue with scripture to further develop their understandings of the faith.
- Development of units with an Inquiry approach to Religious Education were in conjunction with the student texts related to 'To Know, Worship and Love' (mandated by the Catholic Education Office, Melbourne).







## VALUE ADDED *(Continued)*

### CELEBRATIONS:

- Wholeschool participation in Holy Eucharist 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 Easter and Christmas Hamper collection.
- Annual Mission Market to raise social awareness of the plight of people in developing countries, where money raised went to both Catholic Mission's 'Socktober' initiative and 'Wear Red for Daniel' fundraising initiative (which raises awareness of child protection and safety from harm).
- Contribution to school newsletter detailing the social justice and liturgical events happening in the school.
- Attendance by 10 grade 6 children (namely the Student Leadership Team) at the St Patrick's Mass for Schools held at St Patrick's Cathedral, followed by a concert to celebrate Catholic Education Week.
- Attendance by the Social Justice Team at the Annual Children's Mission Mass at St Patrick's Cathedral.
- Students from the school choir visited the sick and the aged at Western Hospital in Sunshine, to spread Christmas cheer by singing Christmas carols.
- As a staff we celebrated birthdays, engagements, weddings and farewells.





## Learning & Teaching



At Holy Eucharist, we strive to ensure that students at our school reach their 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 school offers a differentiated curriculum, which is purposeful and designed to cater to the individual needs and experiences of all students.

### Goals

At Holy Eucharist, our goals in Learning and Teaching are to:

- Enable all students to achieve success in an engaging, authentic learning environment of high expectations and collaboration.
- Continually improve student performance in Reading and Mathematics.
- Embed 21st Century pedagogy throughout the school.
- Build student engagement and capacity to assume greater responsibility for their learning.

### Intended Outcomes

At Holy Eucharist, our goals and intended outcomes in Learning and Teaching are to:

- 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

Our achievements at Holy Eucharist are as follows:

- We have continually tracked individual student growth in Literacy and Numeracy to inform teaching and learning.
- We have curriculum leaders to support teaching staff through facilitated planning for each level.
- Our Sphere Leaders (Education in Faith, Learning and Teaching, Student Wellbeing, School Community and Leadership and Management) meet regularly to support Curriculum Leaders in the areas of Numeracy, Literacy, Inquiry, Religious Education, and Student Wellbeing.



- Our teaching staff meet regularly in Professional Learning Teams to analyse and interpret literacy and numeracy data in order to assist students through differentiated tasks
- We continued to build on teacher capacity in Numeracy and Literacy with the support of our Curriculum Leaders and through Professional Learning.
- The school has a Maths Intervention teacher to support and target specific needs in Grades 2, 3, 4.
- We have worked in collaboration with Catholic Education Melbourne to assist with future planning in learning and teaching.
- We have developed whole school learning and teaching plan around the Victorian Curriculum.
- Staff have updated Scope and Sequence plans to reflect the learning outcomes in the Victorian Curriculum
- With the help and support of Pamela Burton, we have used the recommendation from the 2018 ACER review to develop:
  - Our School Improvement Plan (SIP) for the next 4 years,
  - Our Annual Action Plan for 2019,
- We have developed and refined our Purpose/Vision for our school where we have:
  - Set high expectations for each other
  - Set high expectations for all students to make at least 12 months growth within a school year. We anticipate to achieve this by:
    - Building student capacity through differentiated teaching.
    - Knowing where our students are at and teaching at their point of need.
    - Providing students with a vast range opportunities and experiences.
    - Building staff capacity in order to be open to innovation and change.
    - Building student resilience in order to become empowered, and to become risk takers; where they realise that mistakes as part of learning.
- We have all staff who are part of Professional Focus Groups (PFGs) led by Sphere/Curriculum Leaders who meet regularly throughout the term to:
  - Work collaboratively in refining the school's Scope and Sequence in line with the Victorian Curriculum
  - Ensure that the Scope and Sequence is being implemented within the school
  - Implement recommendations from the SIP and AAP
- Our Sphere Leaders have developed protocols and procedures for regular meetings, ie: Professional Learning Teams (PLTs), Sphere/Curriculum Leadership Meetings.
- We have collaborative year level planning across all year levels occurring on a weekly basis, as well as during allocated planning days each term.
- Our students have made significant growth for Years 3 and 5 students in literacy and numeracy. This is evident in the school's NAPLAN results and the school has been recognised by Catholic Education Melbourne, the media and the wider community for these results.





- The school strategically allocates significant resources, with a particular commitment to human capital to support student and teacher learning needs.
- The school has placed a high priority on teachers' understanding of where individual students are at in their learning. Leaders support teachers in analysing literacy and numeracy data to highlight strengths and weaknesses of student learning to better target teaching to the point of need.
- Evidence indicates that the implementation of the LFIN program in Prep and Year One is contributing to improved learning outcomes in number.
- The consistent use of Learning Intentions and Success Criteria is supporting clarity for students about what they are learning and why they are learning it.
- Our school supports the professional growth of its teachers through the provision of a range of on campus opportunities for teachers to meet with each other and share and discuss student learning; ie: PLTs, PFGs, weekly staff meetings.
- We have purchased new resources to support curriculum planning.
- We have maintained and updated literacy and numeracy resources for classroom use.
- We have continued to provide authentic learning experiences for our learners based on real life experiences in order to support language development. (eg: Student Action Team, Social Justice Team, incursions/excursions, language experiences, students learning with families, etc.) .
- We have promoted family engagement to support learning through: Book Week Activities, Family Maths Nights, Learning Walks and Community Conversations.
- We have refined the school's Assessment Schedule which has enabled staff to collect and record purposeful consistent data relating to student achievement.
- We have continued to use Progressive Achievement Tests in Reading (PAT- R), Progressive Achievement Test in Maths (PAT- Maths) to inform classroom teaching.
- Data gathered from PAT-R and PAT-M is imported onto the 'Student Performance Analyser' (SPA) software to analyse student data and achievement.
- EAL/D continuums have been implemented in all grade levels to cater to students who have been classified as learning English as an Additional Language.
- Socio-linguistic profiles have been implemented across the school to gather important information to inform teaching and learning practice.
- Teachers in the Junior school teachers have:
  - Focused on the explicit, systematic teaching of phonics.
  - Focused on improving oral language through the explicit teaching of language skills.
  - Conducted a Phonological Screener and a decoding/encoding assessment for students in Grade 1.





- Implemented the Sutherland Phonological Awareness Test (SPAT-R) as well as the introduction of a decoding/encoding assessment for students in Grade 2.
- There has been a whole school focus on vocabulary development aiming to enhance oral language development.
- Teachers across the school have implemented strategies such as:
  - The 'Repetitive Interactive Read Aloud' strategy to assist the development of vocabulary.
  - 'Accountable Talk' to encourage students to talk about text.
- The school has in place:
  - Two 'Reading Recovery' teachers who have been employed to target the needs of students in Grade One experiencing reading difficulties.
  - Two 'Literacy Intervention' teachers who have been employed to meet the Literacy needs of the students in Grades 2 – 6. These needs are addressed through the implementation of Fountas and Pinnell's 'Levelled Literacy Intervention'.
  - A Multi-Sensory Structured Language (MSL) tutor who has been employed to cater for students who are considered 'at risk' in area of literacy.
  - An EAL/D/New Arrivals Teachers who has been employed to support newly arrived students from overseas, refugee students as well as students who are of an EAL/D background.
- Activities were organised throughout the year to welcome new students and families and to familiarise them with their new learning environment. eg: Pre-Prep Program.
- Staff have continued to utilise the school's a central database (on Google Drive) to record, track and analyse student data in both Literacy and Numeracy.
- Staff have been following school policies, handbook and procedures updated in 2018 which are in line with the requirements of the Child Safety Standards (Ministerial Order 870).



## STUDENT LEARNING OUTCOMES

In 2016, 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.

In 2017, students at Holy Eucharist school achieved 'high gains' in literacy and numeracy. An article in 'The Age' newspaper stated that Holy Eucharist school had "made the list" of schools for achieving high gains. (The Age, March 7, 2018)

In 2018, the school was been identified as "demonstrating substantially above average gain in student reading and/or numeracy achievement..." (ACARA, 2019).

The substantially above average growth in comparison to schools with similar students is affirming of the learning and teaching practices that are in place in the school.



**NAPLAN results:** Numbers ▼

Average student achievement is displayed in numbers for each year from 2008. The colour of the cell indicates whether the selected school's scores are above, close to, or below similar schools (SIM) and all Australian schools (ALL). To access the SIM score and ALL score (including the relevant margin of error at 80% level of confidence), tap on or hover over the table cell. *Please note, in the table below 'Grammar and punctuation' has been shortened to 'Grammar'.*

2018 was the first year of transition to NAPLAN Online. The NAPLAN Online logo is shown for those schools that participated in NAPLAN Online in 2018.

	2011	2012	2013	2014	2015	2016	2017	2018
Compare to	<input checked="" type="radio"/> Schools with similar students				<input type="radio"/> All Australian students			
	<div> <span>ⓘ</span> Interpreting this table         </div>							
	Reading	Writing		Spelling		Grammar	Numeracy	
Year 3	421	410		404		404	394	
Year 5	497	481		514		486	496	

Selected school's average when compared to schools with similar students is:

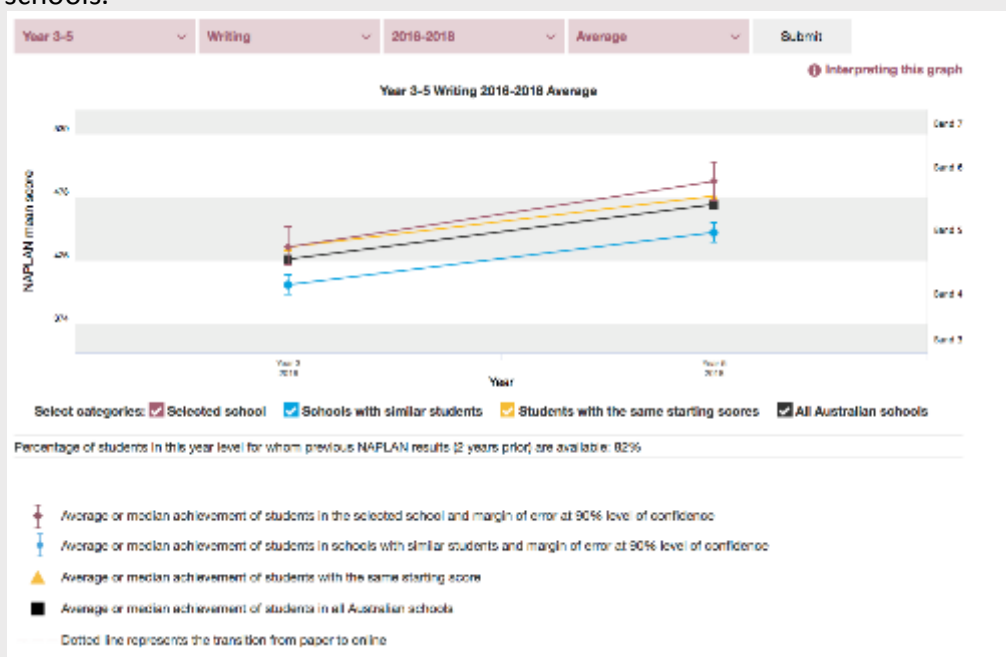
- Substantially above
- Above
- Close to
- Below
- Substantially below

The following graph shows student gains in Reading. In 2016, our students in Year 3 achieved the beginning of Band 5. By Year 5, (2018) these students achieved the middle of Band 6.



### STUDENT GAIN - WRITING

The following graph shows student gains in Writing. In 2016, our students in Year 3 achieved Band 5 and had **made higher gains** than the average achievement in all Australian Schools. By Year 5, these students achieved Band 7 with **much greater gains** than the average achievement in all Australian schools.



### STUDENT GAIN - NUMERACY

The following graph shows student gains in Numeracy. In 2016, our students in Year 3 achieved Band 4 and were achieving **slightly higher gains** than similar schools. However, by Year 5, these students achieved the middle of Band 6, **achieving higher gains** than the average achievement in all Australian schools.





## STUDENT LEARNING OUTCOMES (Junior School)

The 2018 Junior Literacy Data indicates that Holy Eucharist School is reaching the expected benchmarks in literacy. Below, is a snapshot of the data collated in reading for Foundation, Year 1 and Year 2.

Literacy Text Level [Like Schools]: Holy Eucharist School							
Year: 2018 Year Level: Prep Like Schools Group: CSEF ([12-25%])							
	Text Level						
	0	1-4	5-14	15-19	20-25	26-27	28+
Our School	5.81	29.07	46.51	3.49	12.79	1.16	1.16
Like Schools	3.64	14.78	51.47	9.01	10.22	3.18	7.71
All Schools	3.64	14.78	51.47	9.01	10.22	3.18	7.71
	0	1+	5+	15+	20+	26+	28+
Our School	5.81	94.19	65.12	18.60	15.12	2.33	1.16
Like Schools	3.64	96.36	81.59	30.12	21.11	10.89	7.71
All Schools	3.64	96.36	81.59	30.12	21.11	10.89	7.71
Year Level	Minimum Standard		Target Standard				
Prep	Level 1		Level 5				
Year 1	Level 15		Level 20				
Year 2	Level 26		Level 28				

Literacy Text Level [Like Schools]: Holy Eucharist School							
Year: 2018 Year Level: Year 1 Like Schools Group: CSEF ([12-25%])							
	Text Level						
	0	1-4	5-14	15-19	20-25	26-27	28+
Our School	1.32	0.00	9.21	14.47	18.42	3.95	52.63
Like Schools	0.36	2.17	14.13	13.78	22.15	8.79	38.62
All Schools	0.36	2.17	14.13	13.78	22.15	8.79	38.62
	0	1+	5+	15+	20+	26+	28+
Our School	1.32	98.68	98.68	89.47	75.00	56.58	52.63
Like Schools	0.36	99.64	97.47	83.34	69.56	47.42	38.62
All Schools	0.36	99.64	97.47	83.34	69.56	47.42	38.62
Year Level	Minimum Standard		Target Standard				
Prep	Level 1		Level 5				
Year 1	Level 15		Level 20				
Year 2	Level 26		Level 28				

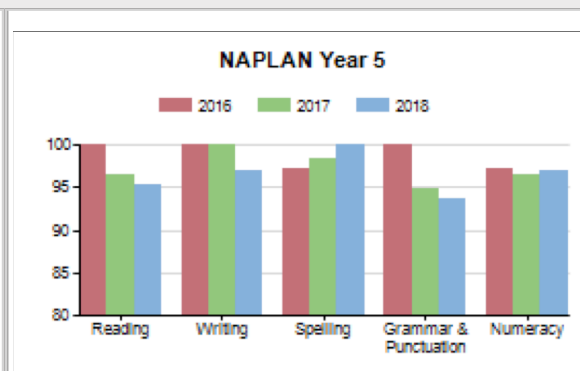
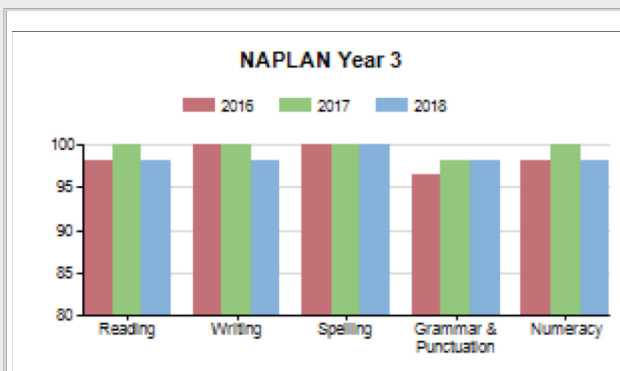
Literacy Text Level [Like Schools]: Holy Eucharist School							
Year: 2018 Year Level: Year 2 Like Schools Group: CSEF ([12-25%])							
	Text Level						
	0	1-4	5-14	15-19	20-25	26-27	28+
Our School	0.00	0.00	7.27	0.00	12.73	14.55	65.45
Like Schools	0.57	0.41	3.00	3.59	13.39	8.34	70.71
All Schools	0.57	0.41	3.00	3.59	13.39	8.34	70.71
	0	1+	5+	15+	20+	26+	28+
Our School	0.00	100.00	100.00	92.73	92.73	80.00	65.45
Like Schools	0.57	99.43	99.02	96.02	92.43	79.04	70.71
All Schools	0.57	99.43	99.02	96.02	92.43	79.04	70.71
Year Level	Minimum Standard		Target Standard				
Prep	Level 1		Level 5				
Year 1	Level 15		Level 20				
Year 2	Level 26		Level 28				



**E1281**  
**Holy Eucharist School, St Albans South**

**PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS**

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	96.5	98.1	1.6	98.2	0.1
YR 03 Numeracy	98.2	100.0	1.8	98.2	-1.8
YR 03 Reading	98.2	100.0	1.8	98.2	-1.8
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	98.2	-1.8
YR 05 Grammar & Punctuation	100.0	94.9	-5.1	93.8	-1.1
YR 05 Numeracy	97.1	96.6	-0.5	97.0	0.4
YR 05 Reading	100.0	96.6	-3.4	95.4	-1.2
YR 05 Spelling	97.1	98.3	1.2	100.0	1.7
YR 05 Writing	100.0	100.0	0.0	96.9	-3.1





## 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 Wellbeing Leader.
- Appointment of a School Counsellor for 2 days a week.
- Students attended one-on-one counselling sessions.
- 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.
- 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.
- SEL implemented on a daily basis through meditation.
- Additional SEL program “Highway Heroes” resources acquired to support Social and Emotional Learning.
- Students participated in ‘Circle Time’ to develop social skills, focusing on interpersonal and personal development.
- Information about Wellbeing published regularly in the newsletter.
- Speech Therapist employed to work with Grade 2 and Grade 3 students.
- Student of the week awards – recognised the varied talents and positive values displayed by students
- Parents attended more school functions.
- Student School Leadership Team, consisting of 2 School Captains, 2 Vice- Captains and 8 House Captains.
- Student School Leadership Team Commissioning Mass.
- Student School Leadership Team led school assemblies about Respectful Relationship, National Day of Action Against Bullying and Violence, Harmony Day and Cyberbullying.
- Student School Leadership Team attended Respectful Relationship Professional Development Student Forum sessions.
- Student School Leader Team provided lunchtime activities through “FRIEND-ZONE” to support the social and emotional needs of all students.
- Visiting Teacher Service supported students who have a hearing or health impairment.
- Students with additional needs were recognised and a referral procedure was carried out through the Catholic Education Melbourne (CEM). CEM Learning consultants worked in partnership with teachers and families to support student learning.
- Children were assessed and then Personalised Learning Programs (PLP’s) were developed to meet the needs of each child. Program Support Meetings (PSGs) were conducted once a term or as required to report on the development of these children.
- Children with urgent medical needs have their emergency information displayed in the First Aid room. Teachers on yard also carry photo IDs in-case of a medical emergency.
- Whole school community were trained in First Aid and Anaphylaxis.
- St Johns Ambulance First Aid in Schools incursion for Prep to Grade 6.
- 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 were offered at school as needs arose.
- Learning Diversity Leader attended the Pre-Prep program to inform parents about the services offered to children.
- Register setup for Intervention Orders and Out of School Care.



## VALUE ADDED

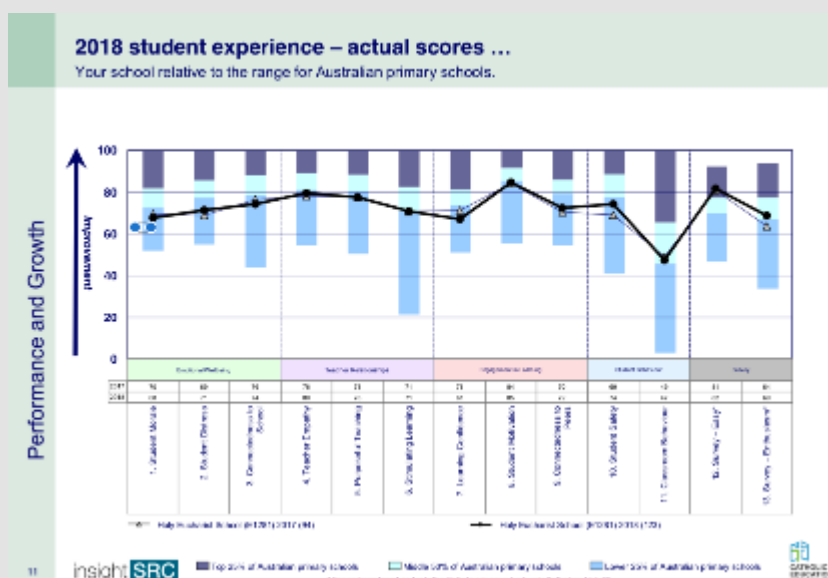
- Breakfast Program for students from 8:15 - 8:45am daily.
- Prep to Grade 6 Buddy Program.
- Provided a clear understanding of expectations and positive choices regarding the use of technology at school and home- Kids Helpline workshops and ThinkUKnow parent sessions
- On-Psych works with school community.
- Before school / After school Vacation Care is available, run by Camp Australia.
- Cultural Interpreters were 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.
- Homework club was established to assist students to complete homework tasks.

## 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.

In 2018, there was a slight decrease (-2) in the student's perception of student behaviour. This issue was highlighted during the school's 2018 review and was flagged as an area which needs to be addressed.

However, in 2018, there was an increase in student's perception of teacher empathy, student motivation, connectedness to peers and student safety.





## STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.0
Y02	94.2
Y03	93.2
Y04	94.4
Y05	96.3
Y06	95.4
Overall average attendance	94.6

### Unexplained Student Absence: Notifying Parents

A review of the Attendance Guidelines for schools was undertaken by the Victorian Minister for Education in Term 4, 2017. As a result the Attendance Guidelines now stipulate that: 'schools must advise parents/guardians of unexplained absences, on the same day, as soon as practicable, including for post- compulsory aged students'.

These Attendance/Notification changes will help ensure the safety of school-aged children during school hours and that schools are supported in their duty-of-care obligations. The changes in the Attendance Guidelines were introduced at the beginning of Term 1, 2018, and schools are required to have these guidelines implemented by the end of Term 2, 2018.

### Absenteeism:

- If a child is absent the parent or caregiver must phone the school office explaining **why their child is absent from school**.
- If the parent/caregiver has not contacted the school to provide an explanation on the day of their child's absence, the school must attempt to contact the parent of the student. The school must record the absence and reason for the child's absence. In the event of extended absenteeism, without the school being notified, Holy Eucharist Primary School, in line with the Catholic Education Melbourne, will contact the appropriate authorities. The school's 'Late Policy' together with the 'Attendance Policy' has resulted in Holy Eucharist maintaining a good record of attendance throughout the year.

### Attendance Role

- **The Attendance Roll is a legal requirement.** Teachers are required to complete the attendance roll on the nForma program by 9:00am.
- If the child is **not at school by 9:00am**, the classroom teacher is **to mark the student absent**.
- If the child **arrives after 9:00am** the child is to be escorted by the parent to the **Administration Office** where the student will be recorded as being **late for school**. **The student will be issued an orange card.** The **orange card is given to the teacher**, which indicates that the student's name has been recorded as 'late for school' by the administration officer.



## Child Safe Standards

Since August 2016, all registered schools in Victoria are expected to show that they have strategies, procedures, policies and systems in place that comply with the 'Seven Victorian Child Safe Standards'. All staff at Holy Eucharist School have worked extremely hard to ensure that the School is compliant in the area of Child Safety.

Posters have been displayed around the school highlighting the school's Commitment to Child Safety and which also signifies that the school is a Child Safe School.



All staff have completed training in Child Safety and have been made aware of policies, protocols and procedure that the school has put into place. All staff have completed the online Mandatory Reporting eLearning Module set out by the Victorian State Government and are compliant.

Holy Eucharist has devised a Commitment Statement to Child Safety as well as a Code of Conduct. The school has continuously updated policies and procedures inline with government regulations and vigorous checklists have been completed in conjunction with the seven 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

- 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 seven 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.







## Leadership & Management



### Goals

To foster a performance and development culture underpinned by reflection and collaboration.

### Intended Outcomes

That staff seek, give and receive feedback to strengthen their capacity to improve student learning.

### 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.
- Sphere teams have been established led by sphere leaders, to allow staff to participate in decision making.
- Curriculum team leaders meet every fortnight to discuss Learning and Teaching priorities within the school.
- 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.
- 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.
- Informal meetings with the Principal to discuss learning and teaching priorities.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.6%

STAFF RETENTION RATE	
Staff Retention Rate	88.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.7%
Graduate	5.9%
Graduate Certificate	2.9%
Bachelor Degree	94.1%
Advanced Diploma	32.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	41
Teaching Staff (FTE)	33.9
Non-Teaching Staff (Headcount)	23
Non-Teaching Staff (FTE)	29.9
Indigenous Teaching Staff (Headcount)	0



# EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

## DESCRIPTION OF PL UNDERTAKEN IN 2018

CEOM - Graduate Teachers Celebration	X2
CEOM - Parish Priest and Principal Briefing	X1
CEOM - New Learning Diversity Leaders	X2
CEOM - Western NCCD Network Meeting 1 - New Learning Diversity Leaders	X2
CEOM - Developing Student Safety / Escalation Cycle Management Plans	X2
CEOM - 2018 NCCD Full Day Briefing - Northern/Western Regions	X2
CEOM - Finance Clusters Meeting - North	X1
CEOM - Effective Team Leadership (Literacy and Mathematics)	X4
CEOM - Learning Framework in Number Foundation	X5
CEOM - Learning Framework in Number Year 1	X5
CEOM - Northern Region Learning and Teaching Community of Practice	X4
CEOM - Northern Region: Religious Education Leaders' Network (Primary)	X1
CEOM - Learning and Teaching Community of Practice Workshop Term 3	X2
CEOM - Northern Region Religious Education Leaders Network (Primary) T3	X1
CEOM - Northern Region Religious Education Leaders Network (Primary) T4	X1
CEOM - Administration of the YARC and the SPAT-R	X2
CEOM - Analysis of the YARC and SPAT R	X2
CEOM - Northern Region eLearning Network TERM 1	X1
CEOM - Northern Region eLearning network Term 2	X1
CEOM - Northern Region eLearning Network Term 3	X1
CEOM - Colourful Semantics	X44
CEOM - Northern Region Literacy and Mathematics Leaders Network Day 2	X1
CEOM - RE Conference 2018 - Open New Horizons for Spreading Joy	X1
CEOM - STEM Briefing - Northern Region	X1
CEOM - Leading wellbeing for learning & growth: What lies ahead? (1) N/W	X8
CEOM - PROTECT: Identifying & responding to abuse: An introduction	X6
CEOM - Student Wellbeing: Enable, Connect, Engage, Learn: Days 1-4	X4
2 Day Staff Retreat – Religious Education (Marg Carswell)	X50
Anaphylaxis Training	X50
Annual CPR Training	X50
First Aid Training	X7
School Closure Day with Pamela Burton (Annual Action Plan/School Improvement Plan)	X44

## NUMBER OF TEACHERS WHO PARTICIPATED IN PL

44

## AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1800

## 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 decrease from 72.3 points in 2017 to 66.2 points in 2018, which is below the Australian organisations' and Australian schools' mean.

The Teaching Climate Aggregate Index also decreased slightly from 77.4 in 2017 to 72.3 in 2018, which below the Australian schools' mean.





## 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 children's success. We take our role in the children's education and development very seriously, we are continually seeking to improve our teaching and learning environments for the benefit of our students. We aim to provide opportunities for families to share in their children's learning and to develop stronger understandings of the learning at our school. Research demonstrates that effective schools have high levels of parental and community engagement. This engagement 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

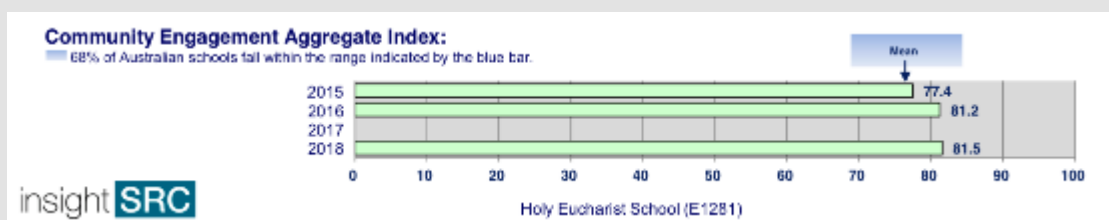
- Provision for activities for families to be engaged in their children's learning.
- Learning walks occurred both formally and informally.
- Targeted Numeracy/ Literacy workshops with families.
- Vietnamese Learning Support Aides available.
- Vietnamese translation of weekly newsletter/school documents.
- Interpreters employed for parents when required.
- 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.
- Collaboration with kindergartens detailing readiness for school.
- Open Day whereby kindergartens in the area are invited to participate.
- Pre-prep information sessions for families over a period of 2 weeks.
- School nurse gave information prep families at pre-prep sessions.
- Parent volunteers in classrooms, Community Room and on excursions.
- Informal non-heat cooking classes in the Community Room.
- Community Hub and a leader employed to forge stronger links with the community.
- Adult English classes running weekly.
- Various school celebrations including: Family Picnic Night, Harmony Week Celebration, Book Week Celebration, Art Exhibition, eSmart information session, weekly assemblies and Christmas Concert.
- Mother's Day and Father's Day celebrations.
- Harmony Day/ Book Week celebration.
- 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.
- Community building activities including: table tennis, informal chats between families facilitated by the hub leader, hub activities.



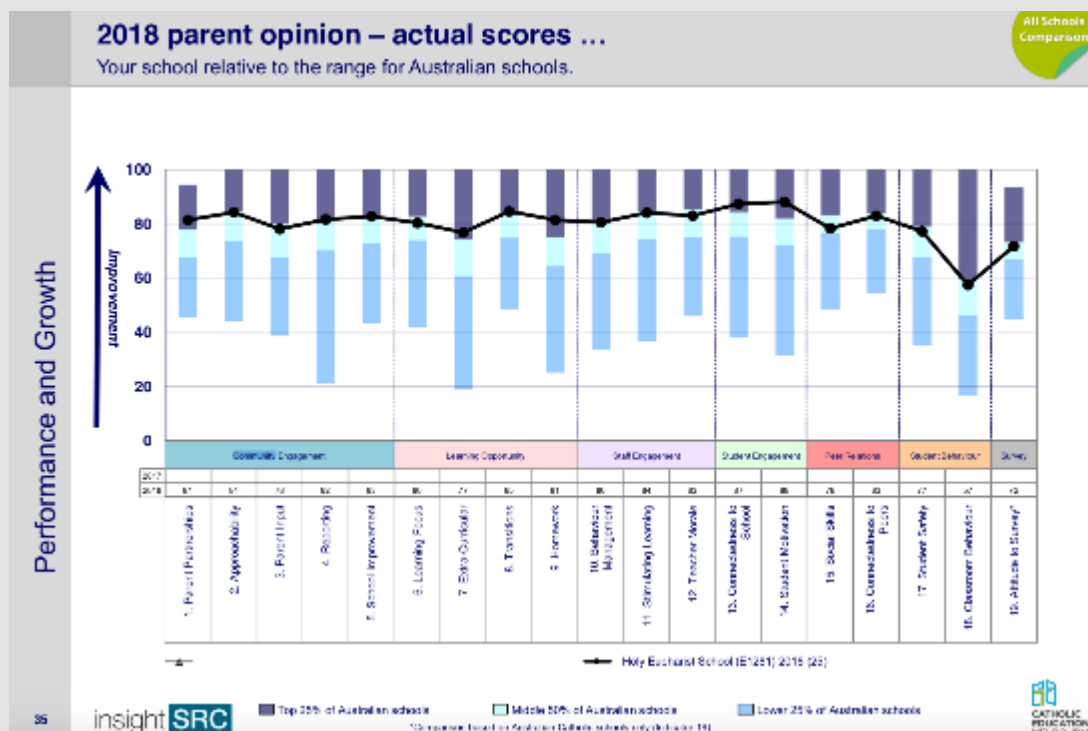
## PARENT SATISFACTION

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

In 2017 there was no data available. However the Community Engagement Aggregate Index increased from 81.2 in 2016 to 81.5 in 2018. This is approximately 4 points above the Australian schools' mean score.



There were improvements in all areas of Community Engagement, Learning Opportunities and Staff Engagement. However, parent's perception of student behaviour was again, lower than expected. Student Behaviour was raised during the school's 2018 review and has been flagged as an area that will be addressed in 2019.





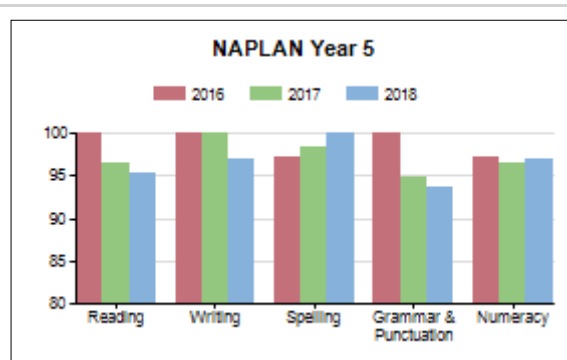
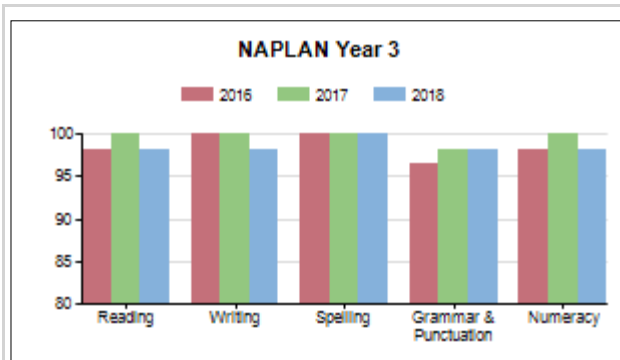
## School Performance Data Summary

E1281

Holy Eucharist School, St Albans South

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	96.5	98.1	1.6	98.2	0.1
YR 03 Numeracy	98.2	100.0	1.8	98.2	-1.8
YR 03 Reading	98.2	100.0	1.8	98.2	-1.8
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	98.2	-1.8
YR 05 Grammar & Punctuation	100.0	94.9	-5.1	93.8	-1.1
YR 05 Numeracy	97.1	96.6	-0.5	97.0	0.4
YR 05 Reading	100.0	96.6	-3.4	95.4	-1.2
YR 05 Spelling	97.1	98.3	1.2	100.0	1.7
YR 05 Writing	100.0	100.0	0.0	96.9	-3.1



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