

# Holy Eucharist Primary School St. Albans South

## ANNUAL REPORT TO THE SCHOOL COMMUNITY



2019



## 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 .....	9
Student Wellbeing .....	17
Child Safe Standards .....	22
Leadership & Management.....	24
School Community.....	28
Future Directions .....	31
School Performance Data Summary.....	33



## Contact Details

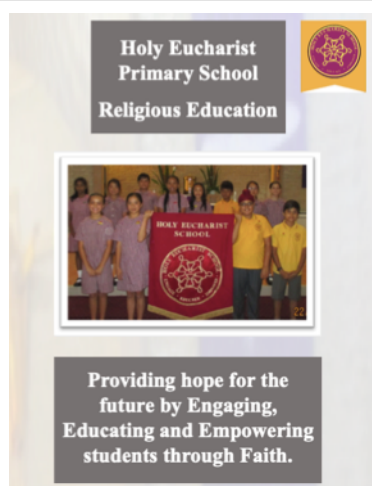
ADDRESS	1A Oleander Drive St Albans South VIC 3021
PRINCIPAL	Mr Jeffrey Parker
PARISH PRIEST	Fr Vincent Long Pham CSsR
SCHOOL BOARD CHAIR	Mr Jeffrey Parker
TELEPHONE	(03) 8312 0900
EMAIL	<a href="mailto:principal@hestalbanssth.catholic.edu.au">principal@hestalbanssth.catholic.edu.au</a>
WEBSITE	<a href="http://www.hestalbanssth.catholic.edu.au">www.hestalbanssth.catholic.edu.au</a>
E NUMBER	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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

22<sup>nd</sup> May 2020.



## 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 2019, the community consisted of 480 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 Catholic Primary School**

*is a place:*

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

*It is a place where we:*

- ❖ **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 2019 the community was made up of approximately 347 families and 27 different language backgrounds, the most prominent being from 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 480 students. Approximately 19% of students were born overseas and overall 93% of the community were from English as an Additional Language background. During 2019 there were 61 staff members who were full/part time who also come from diverse backgrounds.

In 2019 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 Year 5, 2019 NAPLAN data, where students achieved above, to well above results, when compared to students from other schools that have a similar background.

Holy Eucharist is well-resourced school – in both material and staff, in the teaching of English. In 2019 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 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, MacBook, Chrome books and desktop windows/Mac computers to support student learning.



## Principal's Report

In 2019 Holy Eucharist Catholic Primary School continued to provide quality Catholic Education to just over five hundred primary aged children of St Albans. The school has worked in close partnership with families, the parish and wider community to help our students to reach their full potential. Holy Eucharist School provides dynamic learning environments that focus on thinking skills, co-operative learning, research and inquiry. Our teachers and staff pride themselves on knowing our children and are always developing programs to focus on each of their individual needs.



The wellbeing of all is very important at Holy Eucharist and we know that children learn best when they feel safe and happy at school. That is why wellbeing is such a high priority at our school and the teachers and staff work tirelessly to provide a safe, nurturing environment to ensure that all the children feel valued and respected.

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 and parish, in order to help our children develop academically, socially and spiritually. Our Parish Priest Father Tuan Anh Do, has supported the school, over the last four years, with weekly masses and preparation for all the sacraments. Father Tuan left our parish and was replaced by Father Vincent Long Pham. We wish Father Tuan all the best for the future and thank him for all his hard work and dedication. On behalf of the school community, I would like to welcome Father Vincent Long Pham and we look forward to working with him in a spiritual and educational capacity.

Our school is made up of 480 students with many of them born 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 will continue to work in partnership with our parents and parish to provide the best education possible to the children of our school. We will endeavour to Engage, Educate and Empower our children and work closely with them to help them to reach their full potential.

Finally, I would like to thank the dedicated staff for their commitment and hard work over the year. The Leadership Team, Teaching Staff, Learning Support Officers and Administration Staff have worked tirelessly to make Holy Eucharist School the great educational institution it is. I would like to thank Father Tuan, Father Peter and Father Pat for their support and thank all the parents, care givers and guardians for placing their faith in us, to educate their children.

## Education in Faith



### Goals

To strengthen the Catholic Identity of our faith community with a particular focus on making the connection between scripture, Catholic tradition and global perspectives whilst drawing on Catholic Social Teaching.

### Intended Outcomes

- That students make real life connections between faith, life and Scripture within the context of Catholic Social Teaching (*Preferential Option for the Poor, Stewardship of Creation, Subsidiarity and participation, Common Good, Dignity of the Human Person, Solidarity*).
- That teachers and students engage in dialogue to develop an understanding of Post Critical Belief.

### Achievements

In the spirit of '**Horizons of Hope**', Holy Eucharist Primary School worked to provide hope for the future by **Engaging, Educating and Empowering** students, through their Education in Faith. This included immersing students in the **traditions and beliefs** that are at the heart of the Catholic Church, interacting in our faith and supporting each other, as a community of believers.

Using a pedagogy of **Encounter**, students engaged in rich dialogue encompassing the **four curriculum content areas**. They experienced the **Catholic tradition** through **prayer, meditation**, weekly **liturgy, sacraments** as well as enriching social justice initiatives, in the spirit of the **Principles of Catholic Social Teaching**.

Sacramental Program	Family Faith Evenings
	Student Reflection Days
	Bishop Visit for Confirmation Preparation
Weekly School Mass	Ministry - each class hosts at least one Mass per year
	Priest Classroom Visits to discuss the Liturgy of the Word
	Annual Mission Market
Social Justice Program	Food Bank
	St Vincent De Paul Appeal
	Caritas
Curriculum	Church and Community
	God, Religion and Life
	Prayer, Liturgy & Sacraments
Horizons of Hope	Morality and Peace
	A school community with a strong Catholic Identity



**VALUE ADDED**

**STAFF DEVELOPMENT AND PLANNING**

- The staff received ongoing Professional Development and support at staff meetings, to facilitate curriculum planning (using the Religious Education Curriculum Renewal Framework) and following the church calendar.
- Facilitated planning with the Religious Education Leader occurred at scheduled Professional Learning Team meetings (PLT), during each term and at the end of school terms to assist each year level to plan rich inquiry-based units. A provocation (such as listening to a message from the Pope) was used at the beginning of Term Planning Days, to help staff reflect on their own faith and place as Religious educators and inspire planning of rich and engaging units.
- Father Tuan, as well as other Spiritual Educators, were used to provide Professional Development for staff and provide other perspectives, as part of staff faith formation.
- A scope and sequence for Holy Eucharist for Year A was drafted, to assist unit planning.
- New bibles were ordered for the Senior School to replace older versions, to help students better engage in Scripture.

**LITURGY AND PRAYER:**

***Mass:***

- An opening and closing staff mass was a special way to begin and end our school year and connected our staff community.
- Holy Eucharist School celebrated mass with the parishioners every Thursday morning in the Church, each led by a particular grade. Students who had made their First Holy Communion were able to serve at each School Mass, by volunteering as altar servers.
- Holy Eucharist was fortunate to experience hymns and instrumentals at mass - lead and conducted by the new Music Teacher, playing the guitar, along with the School Choir. He introduced new music for liturgies and celebrations.
- 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.

***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 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:***

- Prayer occurred in classrooms at the beginning of the day, lunchtime and to end the day.
- 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.
- Classes decorated a special prayer cloth using Catholic symbols.

***School Newsletter***

- The school newsletter was used to keep families informed and promote Holy Eucharist's Education in Faith. The newsletter guided families in prayer, the Catholic Calendar, Sunday Gospels and communicated social justice initiatives and liturgical events happening at the School.

**SACRAMENTS:**

***Baptism:***

- Children from the school were baptised and welcomed into the community.
- Children who were baptised were presented with a certificate to commemorate the occasion.
- Families engaged in a Baptism preparation meeting with Father 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:***

- A family information meeting was 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.
- Candidates received Reconciliation prior to their First Holy Communion.
- 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:***

- A family information meeting was held in preparation for the sacrament of Confirmation.
- 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. Students then completed a 'Saints Project' on their chosen saint.
- Candidates received Reconciliation prior to their 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'.
- 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.

### **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 used an Inquiry approach to Religious Education, in conjunction with the student texts related to 'To Know, Worship and Love' (mandated by the Catholic Education Office, Melbourne).
- Engaging learning initiatives using a variety of skills and creativity, such as the Grade 2 pancake making day to mark Shrove Tuesday, art works at the Holy Eucharist Art Exhibition, and performing arts at the Christmas Carols family evening in December.

### **SOCIAL JUSTICE PROGRAM:**

- To demonstrate the importance of living the Gospel in our everyday lives, students and staff were involved in a number of social justice initiatives.
- Participation in Social Justice programs and fundraising events to raise awareness of local and global social justice issues included: 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).

### **CELEBRATIONS:**

- Whole school 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.
- Attendance by ten 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: R U OK? Day, 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

- To build a shared curriculum and pedagogical practices that ensures consistency, rigor and student engagement.
- To enable all students to achieve success in an engaging, authentic learning environment of high expectations and collaboration.

### Intended Outcomes

- That curriculum documentation is in alignment with the Victorian Curriculum.
- That we increase the percentage of students reaching the top bands in NAPLAN in Year 3 and Year 5 in the areas of:
  - Reading
  - Writing
  - Spelling
  - Grammar and Punctuation
  - Numeracy
- That all students achieve at least a year's relative growth across all learning areas.
- That student engagement, learning confidence and motivation improves.
- That there is improvement in student capacity to use digital literacies to enhance learning.

## Achievements

Our achievements at Holy Eucharist are as follows:

- Curriculum leaders have supported teaching staff through facilitated planning across all years level on a weekly basis as well as during planning days each term.
- Sphere Leaders (Education in Faith, Learning and Teaching, Student Wellbeing, School Community and Leadership and Management) met regularly to support Curriculum Leaders in the areas of Numeracy, Literacy, Inquiry, Religious Education and Student Wellbeing.
- Teachers worked in Professional Learning Teams (PLTs) to analyse and interpret literacy and numeracy data in order to assist students through differentiated tasks.
- The school provided opportunities for staff to build their capacity in the areas of Literacy and Numeracy by taking part in Professional Learning (PL). The PL offered was in line with the school's Annual Action Plan and was delivered onsite and offsite the school premises.
- The Numeracy Intervention teacher provided support for students in Grades 2, 3, 4 by targeting specific needs.
- Staff have worked in collaboration with Catholic Education Melbourne to assist with future planning in learning and teaching.
- Staff have developed, evaluated and modified the school's learning and teaching plan around the Victorian Curriculum.
- Staff have used planning and PLT time to identify learning intentions and success criteria in all curriculum areas.
- Teachers incorporated Learning Intentions, Success Criteria and Goals during teaching and recorded these in their work programs.
- The consistent use of Learning Intentions and Success Criteria has provided students with clarity about what they are learning and why they are learning it.
- Scope and Sequence plans have been developed to reflect the learning outcomes in the Victorian Curriculum.
- Professional Focus Groups meeting (PFGs) led by Sphere/Curriculum Leaders, assisted staff in developing/evaluating/modifying the school's Scope and Sequence in line with the Victorian Curriculum.
- Students in Year 5 achieved above, to well above results in NAPLAN, when compared to students with from other schools that have a similar background.
- 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.
- The implementation of the LFIN program in Prep, Year One and Year Two have contributed to improved learning outcomes in number.
- The professional growth of staff was enhanced through PLTs, PFGs and weekly staff meetings. These meetings provided staff with the opportunity to share and discuss student learning. These opportunities also enabled staff to further develop their confidence and self-efficacy.



- New resources were purchased to support curriculum planning and the delivery of lessons.
- Literacy, Numeracy and Student Wellbeing resources have been maintained and/or updated for classroom use.
- Staff have endeavoured 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.) .
- The school has promoted family engagement to support learning across all areas of the curriculum, eg: Book Week Activities, Family Maths Nights, Learning Walks and Community Conversations.
- 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, Family Picnic Night.
- The school's Assessment Schedule is continually evaluated and modified in order for staff to collect and record purposeful and consistent data, related to student achievement.
- Literacy and Numeracy pre and post assessment were used to set student goals and track growth.
- Foundation and Year 1 students were assessed using Marie Clay, Record of Oral Language and Alpha-Asses Running Records.
- Staff were provided with opportunities to moderate students' work samples. Whilst moderating students, teachers triangulated data, using NAPLAN, PAT-R & PAT-M, Fountas and Pinnell, Pre and Post assessments, and Victorian Curriculum work samples.
- Progressive Achievement Tests in Reading (PAT- R) and in Maths (PAT- Maths) were conducted in Years 1 – 6 to track student growth and to inform classroom teaching.
- Data gathered from PAT-R and PAT-M were imported onto the 'Student Performance Analyser' (SPA) software to assist in analysing student data and to track student achievement.
- EAL/D continuums are used across all year levels to monitor students who have been classified as learning English as an Additional Language.
- Socio-linguistic profiles are used across the school to gather important information to inform teaching and learning practice.
- Teachers in the Junior school have continued:
  - Focusing on the explicit, systematic teaching of phonics.
  - Focusing on improving oral language through the explicit teaching of language skills.
  - Using the Phonological Screener and the decoding/encoding assessment for students in Grade 1.
  - Using 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.
- The school employed:
  - Two 'Reading Recovery' teachers to assist Year 1 students experiencing reading difficulties by targeting specific needs on a 1:1 basis [Tier 3].
  - Two 'Literacy Intervention' teachers targeted the needs of students experiencing reading and comprehension difficulties in Years 2 – 6. These specific needs were identified using



the Fountas and Pinnell 'Benchmark Assessment System' (BAS) and were targeted using through 'Levelled Literacy Intervention' (LLI) [Tier 2].

- A Multi-Sensory Structured Language (MSL) tutor was employed to cater for students who were considered 'at risk' in area of literacy.
- An English as an Additional Language/Dialect (EAL/D) /New Arrivals Teachers was employed to support newly arrived students from overseas, refugee students as well as students who are of an EAL/D background.
- Staff have continued to utilise the school's central database (on Google Drive) to record, track and analyse student data in both Literacy and Numeracy.
- Staff worked collaboratively in writing the Personal and Social, Ethical and Intercultural Capabilities for our Foundation to Year 6 school reports.
- Staff have been following school policies, handbook and procedures (updated in 2019) 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 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.

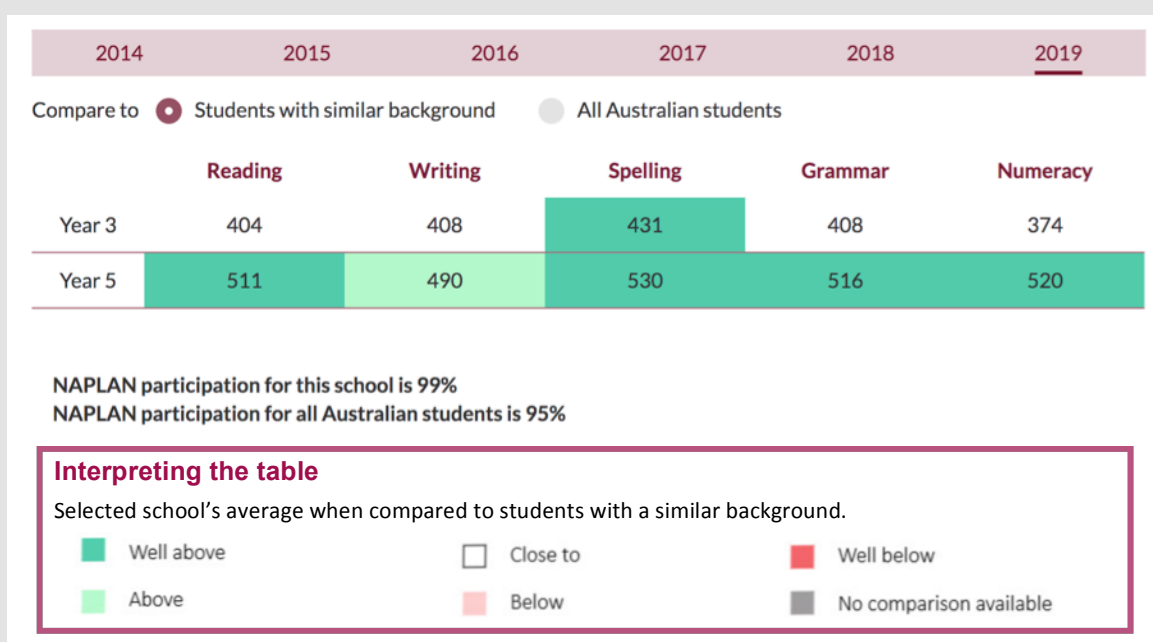
In 2017, students at Holy Eucharist school achieved 'high gains' in literacy and numeracy. An article in 'The Age' newspaper stated that Holy Eucharist school had "made the list" of schools for achieving high gains. (The Age, March 7, 2018)

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 at the school.

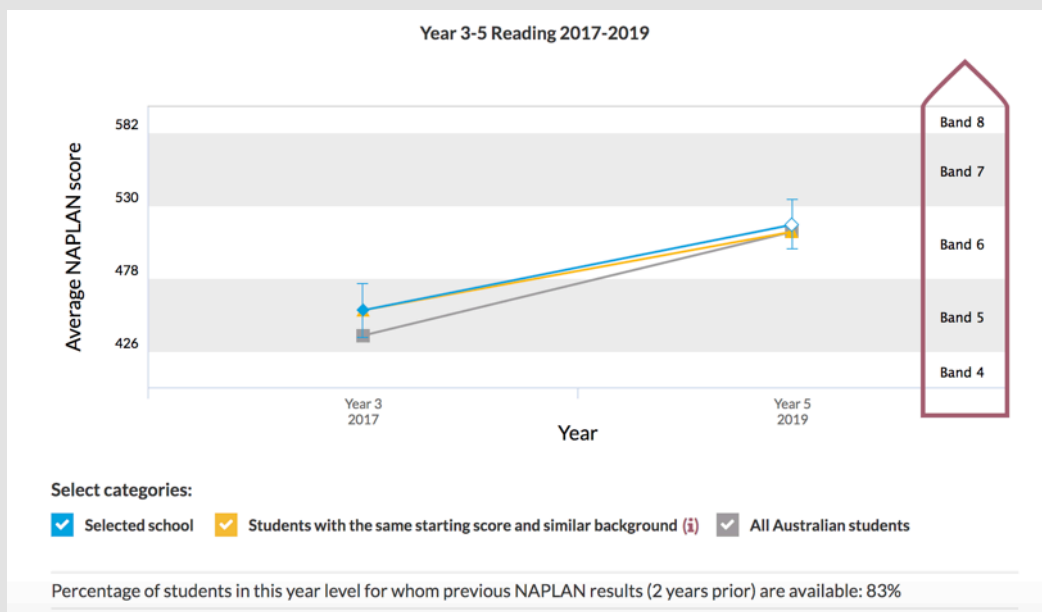
In 2019, the Year 5 students achieved above, to well above results, when compared to students from other schools that have a similar background.

### SCHOOLS WITH SIMILAR STUDENTS



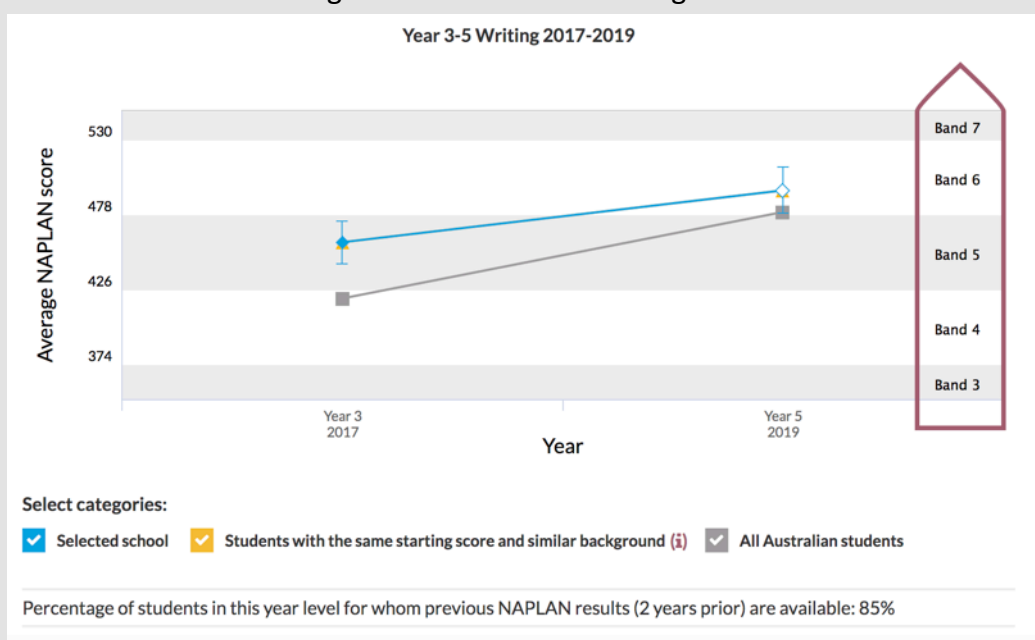
### STUDENT GAINS IN READING

The following graph shows student gains in Reading. In 2017, our students in Year 3 achieved the **middle of Band 5** (*This result was the same for Year 3 students attending schools with similar backgrounds*). By the time they reached Year 5 (2019), our students **achieved the middle of Band 6** in Reading. Our students achieved slightly higher gains than all Australian schools and students attending schools with similar backgrounds.



### STUDENT GAINS IN WRITING

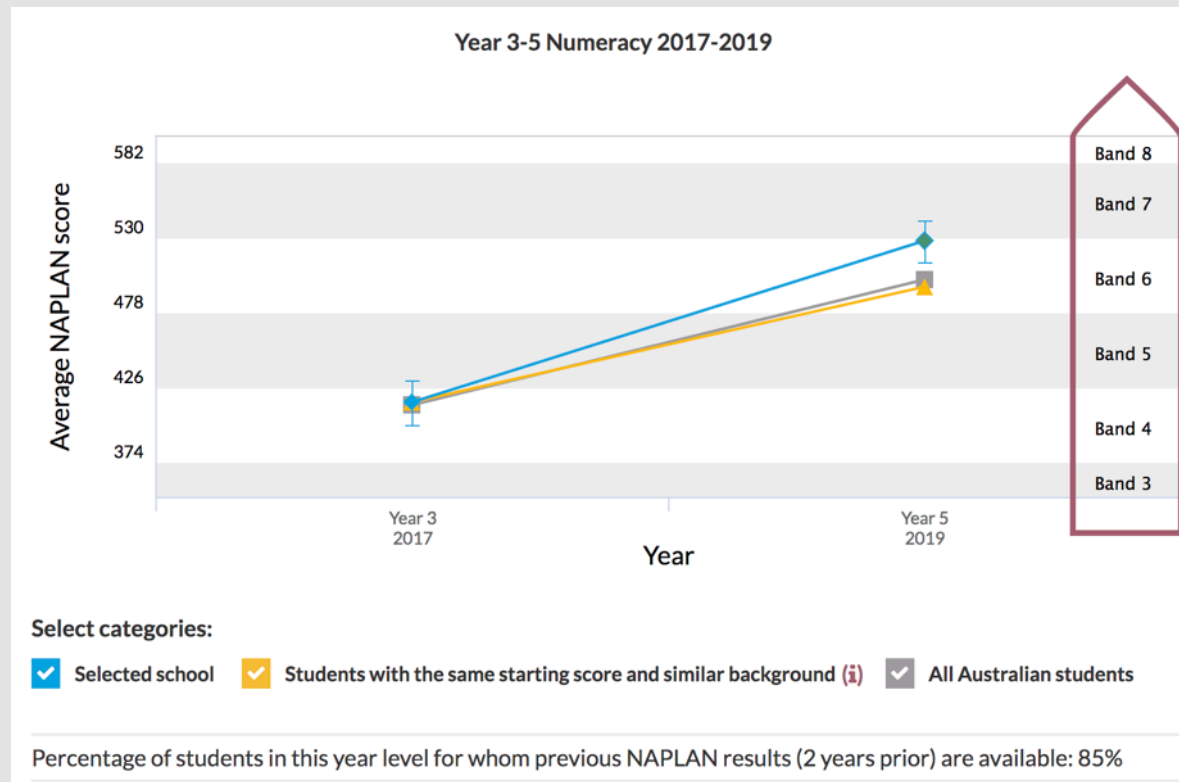
The following graph shows student gains in Writing. In 2017, our students in Year 3 achieved the middle of Band 5 (*This result was the same for Year 3 students attending schools with similar backgrounds*). These students in Year 5 almost **achieved the middle of Band 6** in Writing. Our students **achieved higher gains** than all Australian schools, but achieved similar gains to those students attending schools with similar backgrounds.





### STUDENT GAINS IN NUMERACY

The following graph shows student gains in Numeracy. In 2017, our students in Year 3 achieved almost the top of Band 4. These students achieved the **same gains** as students in similar schools, as well as students in all Australian schools. However, in Year 5, our students **achieved almost Band 7**. These students achieved **much higher gains in numeracy** than students in similar schools, as well as students in all Australian schools.



#### Interpreting the above graphs

Selected school's average when compared to students with the same starting score and similar background.

- ◆ Well above
- ◇ Above
- ◇ Close to
- ◇ Below
- ◆ Well below
- ◆ No comparison available
- | 90% level of confidence

### STUDENT LEARNING OUTCOMES (Junior School)

The 2019 Junior Literacy Data indicates that our students are reaching expected targets. The trend over the past 4 years indicates that although our students commence school with lower results in prep (in comparison to like schools and Australian schools), by the time students have reach Year 2, they are 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: 2019 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	8.33	29.17	45.83	5.56	4.17	2.78	4.17
Like Schools	3.40	16.28	50.99	9.69	9.41	2.73	7.51
All Schools	3.40	16.28	50.99	9.69	9.41	2.73	7.51

	0	1+	5+	15+	20+	26+	28+
Our School	8.33	91.67	62.50	16.67	11.11	6.94	4.17
Like Schools	3.40	96.60	80.32	29.33	19.64	10.24	7.51
All Schools	3.40	96.60	80.32	29.33	19.64	10.24	7.51

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: 2019 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	1.14	2.27	26.14	15.91	18.18	3.41	32.95
Like Schools	0.47	2.07	14.18	15.39	21.39	8.30	38.20
All Schools	0.47	2.07	14.18	15.39	21.39	8.30	38.20

	0	1+	5+	15+	20+	26+	28+
Our School	1.14	98.86	96.59	70.45	54.55	36.36	32.95
Like Schools	0.47	99.53	97.46	83.28	67.89	46.50	38.20
All Schools	0.47	99.53	97.46	83.28	67.89	46.50	38.20

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: 2019 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	1.28	0.00	1.28	1.28	5.13	6.41	84.62
Like Schools	0.19	0.55	3.10	3.84	15.10	7.82	69.40
All Schools	0.19	0.55	3.10	3.84	15.10	7.82	69.40

	0	1+	5+	15+	20+	26+	28+
Our School	1.28	98.72	98.72	97.44	96.15	91.03	84.62
Like Schools	0.19	99.81	99.26	96.15	92.32	77.22	69.40
All Schools	0.19	99.81	99.26	96.15	92.32	77.22	69.40

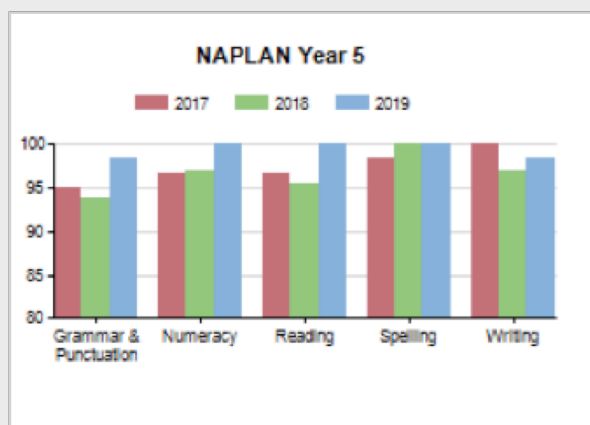
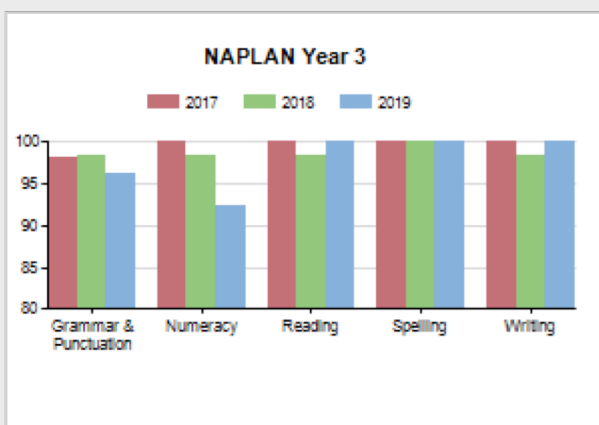
  

Year Level	Minimum Standard	Target Standard
Prep	Level 1	Level 5
Year 1	Level 15	Level 20
Year 2	Level 26	Level 28

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

**PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS**

<b>NAPLAN TESTS</b>	<b>2017 %</b>	<b>2018 %</b>	<b>2017 - 2018 Changes %</b>	<b>2019 %</b>	<b>2018 - 2019 Changes %</b>
YR 03 Grammar & Punctuation	98.1	98.3	0.2	96.2	-2.1
YR 03 Numeracy	100.0	98.3	-1.8	92.3	-6.0
YR 03 Reading	100.0	98.3	-1.8	100.0	1.8
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	98.3	-1.8	100.0	1.8
YR 05 Grammar & Punctuation	94.9	93.9	-1.1	98.3	4.5
YR 05 Numeracy	96.6	97.0	0.4	100.0	3.0
YR 05 Reading	96.6	95.4	-1.2	100.0	4.6
YR 05 Spelling	98.3	100.0	1.7	100.0	0.0
YR 05 Writing	100.0	96.9	-3.1	98.3	1.4



## 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 develop a school-wide approach based on the eXcel framework for promoting the wellbeing for learning in our Catholic school community.

### Intended Outcomes

- That students are able to access a range of mental health practitioners including external providers.
- That there is a consistent school wide approach towards mental health and wellbeing to enable students to make positive choices.
- That teachers understand and empathise with students and their families who have experienced trauma.
- That student wellbeing is enabled "through a purposeful, life-giving learning environment that is distinctively Catholic in context and tradition" (eXcel, 2018).

### Achievements

Wellbeing Leader/ Learning Diversity Leader (5 days a week).

Wellbeing Support Teacher (2 days a week).

School Counsellor (2 days a week).

### Academic Growth

- Learning Support Officers (LSOs) assist students in their learning.
- LSOs participated in ongoing Professional Development to have best evidence based strategies to support students and families.
- Information about Wellbeing published regularly in the newsletter.
- Student of the week awards were presented at fortnightly assemblies in order to recognise the varied talents and positive values displayed by students.
- The school established a Student School Leadership Team, consisting of 2 School Captains, 2 Vice- Captains and 8 House Captains.
- The Student School Leadership Team were presented at the Commissioning Mass.

- The Student School Leadership Team led school assemblies about Respectful Relationship, National Day of Action Against Bullying and Violence, Harmony Day and Cyberbullying.
- The Student School Leadership Team attended Respectful Relationship Professional Development Student Forum sessions.
- Student School Leadership Team provided lunchtime activities through “FRIEND-ZONE” to support the social and emotional needs of all students.
- The 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 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 (PLPs) 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 the yard also carry photo IDs incase of a medical emergency.
- Whole school community was trained in First Aid and Anaphylaxis.
- Staff participated in Professional Learning in CEM’s: ExCEL- Wellbeing Framework and in Horizon of Hope - Wellbeing and Learning Diversity.
- All staff participated in Professional Learning on the Intervention Framework Modules- 1-7.
- All staff participated in Professional Learning regarding the National Consistency Collection of Data (NCCD). Staff are working towards sustaining and reviewing school wide parent collaboration, monitoring and reviewing, and evidence collection data to support children and their families with additional needs.
- The school collaborated with consultants regarding the National Disability Insurance Scheme (NDIS).
- The staff worked in collaboration with the CEM’s Wellbeing and Learning Diversity consultants.



### Social and Emotional Growth

- The school has employed a School Counsellor for 2 days a week, providing Tier 1, Tier 2 and Tier 3 support networks for teachers, families and children.
- Students attended one-on-one counselling sessions.
- Professional Learning was offered to staff and parents to further their knowledge of disability and programs available.
- Social and Emotional Learning (SEL) programs were implemented on a daily basis as well as through meditation.
- Additional SEL program “Highway Heroes” resources acquired to support Social and Emotional Learning.
- Staff participated in Professional Learning in order to implement “Highway Heroes”, a program to support Social and Emotional Learning.
- Parent took part in Professional Community Conversations - 2 sessions regarding the “Highway Heroes” program and how parents can support SEL.



### Positive Behaviour for Learning

- The school has 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.
- Teaching staff address Learning Intentions prior to commencing lessons.
- Staff implemented the “ABC Tracking – Behaviour” sheet to identify intervention support systems for behaviour.
- Wet and Hot Day procedures were in place.
- Transition programs are in place for children with additional needs, as well as for students in Grade six and incoming Preps.
- On Psych - psychological counselling services were offered at school as needs arose.
- The Learning Diversity Leader attended the Pre-Prep program to inform parents about the services offered to children.
- A school register was put in place for children and families who received Intervention Orders and for those who were in Out of School Care.



### VALUE ADDED

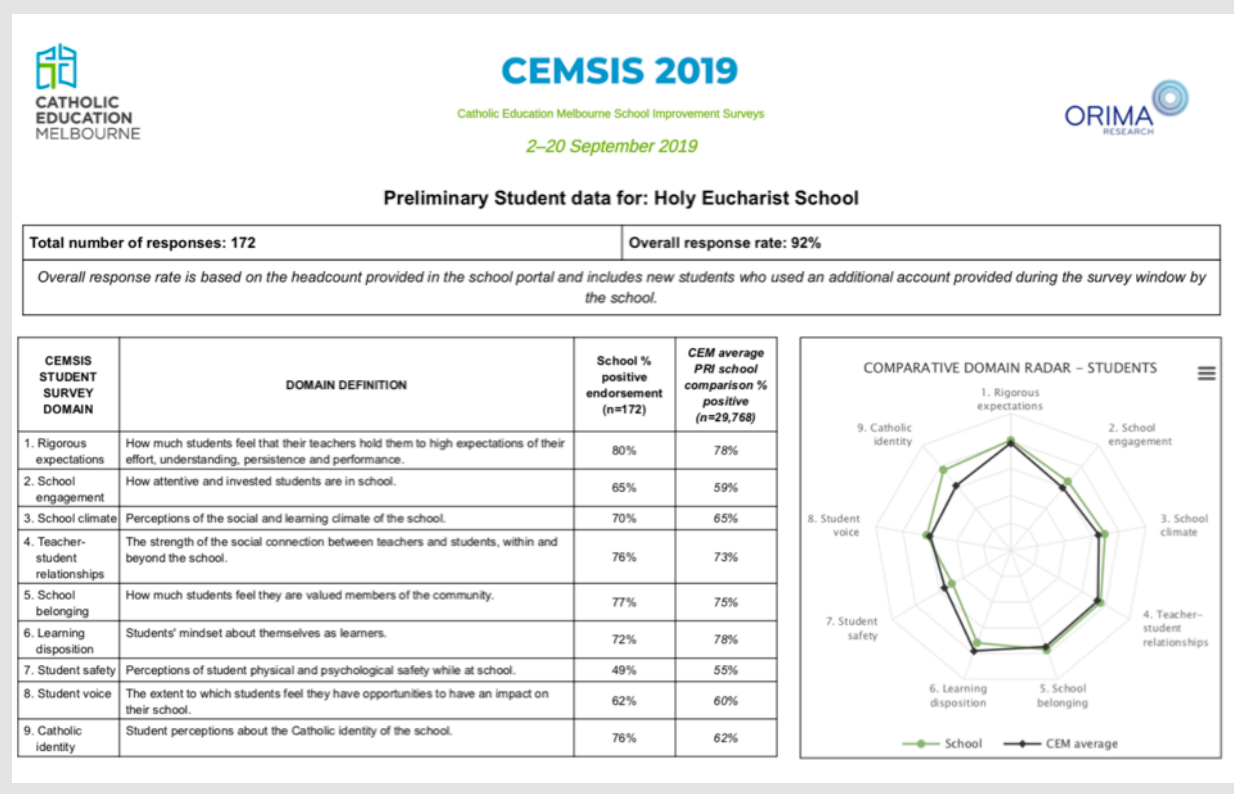
- Breakfast Program for students from 8:15 - 8:45am (4 days a week).
- Prep to Grade 6 Buddy Program.
- Provided a clear understanding of expectations and positive choices regarding the use of technology at school and home- Kids Helpline workshops and ThinkUKnow parent sessions.
- On-Psych works with school community to support mental health .
- Before school / After school Vacation Care is available, run by Camp Australia.
- Cultural Interpreters were available to support the school community.
- Extra Learning Support Officers (LSOs) were employed to assist children in their learning.
- Staff achievements and successes are acknowledged publicly and with appreciation. Their contribution to the school is noted and supported.
- Support systems (both formally and informally) formed with the purpose of discussing staff wellbeing needs, supporting and monitoring staff health and wellbeing across the school through Professional Focus Groups on Staff.
- All staff were expected to participate in First Aid training offered by the school.
- Staff were encouraged to pursue and participate in leisure and physical activities.
- The school promoted and enforced a smoke free environment.
- Workplace accidents and incidents are reported and recorded as well as investigated and acted upon to prevent possible re-occurrence.
- Staff participated in the annual Emergency Management training.
- Personal staff occasions, such as birthdays and other significant life events are acknowledged and celebrated.
- The Sphere Leadership Team met regularly to review and evaluate Child Safety protocols and procedures.
- The school has in place a Homework club in order to assist students and families with homework tasks.

## STUDENT SATISFACTION

The 2019, CEMSIS Survey data was presented for schools “to learn about school community perceptions and strengthen the use of high-quality data-informed practices” (CEMSIS, 2019). The survey data collected from our students provided valuable information to assist us in understanding how well our school is operating.

Overall, the data collected from our students against the ‘9 Student Survey Domains’ reflected a positive student experience when compared to the CEM average. Students at our school responded positively in the areas of: Rigorous Expectations, School Engagement, School Climate, Teacher-Student Relationships, School Belonging, Student Voice and Catholic Identity.

However, Student’s Learning Disposition and Student Safety are two areas which have been flagged in the past and will need to be addressed.



### STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.5
Y02	92.3
Y03	94.2
Y04	93.2
Y05	94.0
Y06	95.5
Overall average attendance	93.6

#### 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 have helped ensure the safety of school-aged children during school hours and have supported schools in fulfilling their duty-of-care obligations. The changes in the Attendance Guidelines were introduced in schools at the beginning of Term 1, 2018, and schools were required to have these guidelines implemented by the end of Term 2, 2018. Holy Eucharist School has implemented these guidelines since 2018 and these were also adhered to throughout 2019.

#### 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 promoting the fact that it 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 annually complete the online Mandatory Reporting eLearning Module set out by the Victorian State Government and all staff 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 are completed and evaluated. These are 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 were informed of the changes in policies relating to Child Safety.
- Staff ensured that new policies complied with the seven standards and three principles that underpin the Ministerial Order.
- Staff ensured that all new policies contained a summary of the School's Commitment Statement to Child Safety. These new policies also indicate evidence of our Commitment to Child Safety in relation to each policy.
- Our Commitment Statement to Child Safety, Code of Conduct, and updated policies are accessible on our website.
- All new staff, Casual Relief Teachers (CRTs), volunteers, Preservice teachers and those completing Certificate 3 or 4 were required to be interviewed and to provide their drivers license and either a Victorian Institute of Teaching (VIT) registration or their Working With Children Check (WWCC) prior to signing the school's:
  - Commitment Statement to Child Safety
  - Code of Conduct
  - Conflict of Interest declaration
- Copies of valid VIT registrations and WWCC are kept on file and a register is kept by the school of all staff who have signed the above mentioned documentation.
- Staff revisited the requirements of the Ministerial Order 870 and revisited the seven standards and three principles that underpin the Ministerial Order.
- The community received regular updates regarding Child Safety through our weekly newsletter and website.
- New Guidelines were put in place in relation to the employment of Staff in Catholic Schools.
- Posters regarding child safety and our Commitment Statement are displayed around the school.
- All staff have completed the online Mandatory Reporting eLearning Module set out by the Victorian State Government and are compliant.
- Completion of Child Safety - Risk Management practices
- All teaching staff and Learning Support Officers (LSOs) have completed the NCCD Disability Standards Part 1 and Part 2 and have been recorded on the school's register.
- The school celebrated 'Child Safety Week'. Each grade level across the school focused on an area related to Child Safety.
- Students in Year 3 – 6 participated in a workshop led by the 'Cyber Safety Project'. Parents, students and staff were also invited to attend an additional workshop by the 'Cyber Safety Project' in the evening.
- Students and parents were required to read and sign the 'Digital Technologies - Student Agreement (Years 3-6)' before using digital technology at the school and before given access to a school email account and internet access.





## Leadership & Management



### Goals

- To strengthen the culture of professional learning and self-reflection through professional learning planning, peer observation, coaching and feedback.

### Intended Outcomes

- That through a climate of trust and transformational leadership, staff engage in reflective professional practices.
- That feedback, peer observation and coaching are embedded in the school culture.

### Achievements

- Leadership and Management continued to enhance the challenge of Catholic Identity throughout the school curriculum. The *Horizons of Hope* Framework has fostered a school culture that promotes ownership and collaboration.
- Sphere Leadership Team (**Leadership and Management, Learning and Teaching, Education in Faith, Wellbeing and Family School Partnership**) led teams in Professional Focus Groups (PFG) enabling collaborative staff feedback, self-reflection and decision-making.
- Learning and Teaching Leader met with Curriculum Team Leaders (**Literacy and Numeracy**) in scheduled fortnightly meetings. Discussions were centred around pedagogy in order to further develop knowledge and skills required for ongoing monitoring and reviewing of school evidenced based strategies and data.
- 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 (AAP) based on the goals of the School Improvement Plan (SIP).
- Professional Learning Teams (PLT), shared knowledge across curriculum areas, where in a trusting environment, whole staff had opportunities to engage in professional dialogue.
- Leadership Team Meetings were held once a month with the focus being on shared vision and overall running of the school.
- Leadership and Management teacher capacity
- Leadership and Management has provided a safe, inclusive environment where wellbeing is recognised as a crucial element for learners to flourish into lifelong learners.
- A Staff Handbook was created and implemented containing all current 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.
- Leadership and Management recognised that staff, student and family voice is welcomed, valued and recognised. Each stakeholder plays a crucial role in the development of each child and this was recognised through whole school events inclusive of school, parish and the wider community.

**STAFFING**

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	85.9%
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**ALLSTAFF RETENTION RATE**

Staff Retention Rate	93.3%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	17.1%
Graduate	5.7%
Graduate Certificate	5.7%
Bachelor Degree	88.6%
Advanced Diploma	31.4%
No Qualifications Listed	2.9%

**STAFF COMPOSITION**

Principal Class (Headcount)	2
Teaching Staff (Headcount)	48
Teaching Staff (FTE)	39.3
Non-Teaching Staff (Headcount)	24
Non-Teaching Staff (FTE)	28.8
Indigenous Teaching Staff (Headcount)	0



**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Date:	Description of PL Undertaken in 2019 - Activity Name:	Number of staff at PL
14/02/2019	<u>CEOM - Northern Region Learning and Teaching Seminar Day</u>	X3
22/02/2019	CEOM - VCMEA 2018 Changes - Information Briefing - School Leaders	X3
22/02/2019	SANDRINGHAM - Seven Steps to Writing	X4
01/03/2019	CEOM - Northern Region: Religious Education Leaders' Network (Primary)	X1
19/03/2019	<u>CEOM - EALD in Catholic Schools Leadership Day</u>	X3
20/03/2019	CEOM - Enhancing Reading Intervention Knowledge - ERIK	X1
28/03/2019	<u>CEOM - Northern Region Diversity Leaders' Network</u>	X1
02/04/2019	CEOM - Positive Behaviour Support for Graduate Teachers	X2
03/04/2019	<u>CEOM - EALD in Catholic Schools Day 1</u>	X5
03/04/2019	<u>CEOM - SWL Primary Network (North 1)</u>	X2
04/04/2019	<u>CEOM - EALD in Catholic Schools Day 2</u>	X3
29/04/2019	CEOM - Developing Mathematical Understanding F-2 Measurement (North)	X5
22/05/2019	<u>DYNAMIQ</u> - Emergency Management and Evacuation Training	X65
24/05/2019	<u>CEOM - Northern Region: Religious Education Leaders' Network (Primary)</u>	X1
27/05/2019	CEOM - 2019 NCCD Full Day Briefing (North/West)	X4
29/05/2019	CEOM - School Governors and Principals Briefing	X1
04/06/2019	CEOM - BRIEFING: The Intervention Framework Cohort 2 2019, Cohort 1 2020	X1
04/06/2019	<u>CEOM - Leadership Seminar: Christian Van Nieuwerburgh</u>	X1
05/06/2019	CEOM - Developing Mathematical Understanding F Measurement (North)	X5
05/06/2019	<u>HERO HQ</u> – CPR Refresher Course	X65
07/06/2019	CEOM - Northern Region Deputy Principals' Network Term 2	X1
16/07/2019	<u>CEOM - The Intervention Framework</u>	X4
24/07/2019	<u>CHRIS COTTER</u> – Staff Spirituality PL (Part 1)	X30
31/07/2019	<u>CEOM - EALD in Catholic Schools Day 3</u>	X5
31/07/2019	CEOM - Developing Mathematical Understanding F-2 Fractions (North)	X4
09/08/2019	CEOM - Northern Region: Religious Education Leaders' Network (Primary)	X1
15/08/2019	<u>CEOM - Northern Region Comprehension Workshops</u>	X4
16/08/2019	CEOM - Positive Behaviour for Learning PBL Group 3 2019/2020	X4
29/08/2019	CEOM - ICON Assessment and Reporting Workshop	X4
09/09/2019	HOLY EUCHARIST – School Closure Day – Intervention Framework (Part 1)	X65
07/10/2019	<u>HOLY EUCHARIST – School Closure Day – Intervention Framework (Part 2)</u>	X65
08/10/2019	<u>CEOM - School Governors and Principals Briefing</u>	X1
09/10/2019	<u>CEOM - EALD in Catholic Schools Day 4</u>	X5
16/10/2019	CEOM - Overview of ICON eLearn Modules	X5
18/10/2019	<u>CEOM - ICON Community Portal Workshop</u>	X4
23/10/2019	<u>CEOM - Developing Mathematical Understanding F-2 Pattern (North)</u>	X3
30/10/2019	<u>CEOM - WRO Understanding Significant Reading Difficulties and Dyslexia</u>	X1
07/11/2019	CEOM - NRO Tier 2 Assessments - Administration	X1
18/11/2019	CYBER SAFETY PROJECT (Evening Session)	X24
27/11/2019	<u>CHRIS COTTER</u> – Staff Spirituality (Part 2)	X30
<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019</b>		<b>61</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>		<b>\$642</b>

## TEACHER SATISFACTION

All Catholic schools within the Archdiocese of Melbourne are learning organisations and “CEMSIS is a valued source of organisational information and perception data” (CEMSIS, 2019). Schools have been provided with a number of resources to analyse this data, so that it can be used in the planning and documentation of school’s ‘School Improvement Plan’ and ‘Annual Action Plan’.

The survey data collected from our teachers provided valuable information for reflection. The data collected from our teachers against the fourteen ‘Teacher Survey Domains’, revealed a positive teacher response in comparison to the CEM’s average score. Teachers at Holy Eucharist responded more positively in the areas of: School climate, Staff-Leadership Relationships, Instructional Leadership, School Leadership, Psychological Safety, Professional Learning, Collaboration Around an Improvement Strategy, Collaboration to Meet in Teams, Support for Teams, Collective Efficacy and Catholic Identity.

The teacher’s responses in regards to Student Safety, Feedback and Staff Safety were almost on par with the CEM’s average score. (Holy Eucharist scored 1-2% higher than CEM’s average score). Although these scores are almost similar, it was interesting to note that the scores around safety were also highlighted in the student data.



### CEMSIS 2019

Catholic Education Melbourne School Improvement Surveys

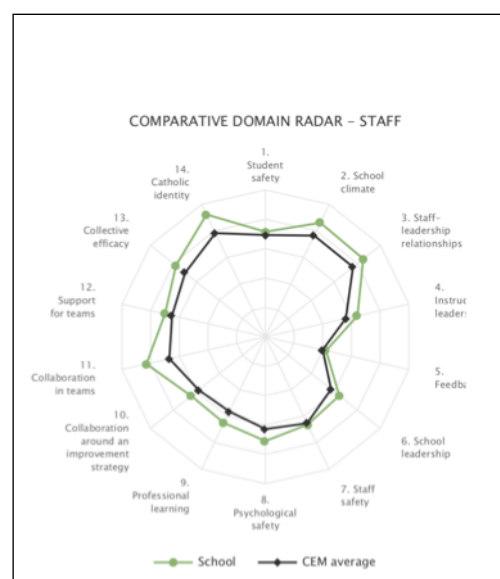
2–20 September 2019



#### Preliminary Staff data for: Holy Eucharist School

<b>Total number of responses: 37</b>	<b>Overall response rate: 60%</b>
<i>Overall response rate is based on the headcount provided in the school portal and includes staff who used an additional account provided during the survey window.</i>	

CEMSIS STAFF SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=37)	CEM average school comparison % positive (n=13,985)
1. Student safety	Perceptions of student physical and psychological safety while at school.	71%	69%
2. School climate	Perceptions of the overall social and learning climate of the school.	86%	76%
3. Staff-leadership relationships	Perceptions of the quality of relationships between staff and members of the leadership team.	85%	76%
4. Instructional leadership	The extent to which the school leaders set the conditions for improving teaching and learning at the school.	64%	56%
5. Feedback	Perceptions of the amount and quality of feedback staff receive.	42%	40%
6. School leadership	Perceptions of the school leadership's effectiveness.	64%	57%
7. Staff safety	Perceptions of staff safety in the school.	66%	65%
8. Psychological safety	How safe it feels to take risks and make mistakes in this school.	71%	63%
9. Professional learning	Perceptions of the quality and coherence of professional learning opportunities.	65%	57%
10. Collaboration around an improvement strategy	Perceptions of the coherence of the school's improvement strategy.	65%	58%
11. Collaboration in teams	How well teachers work together in teams to improve teaching and learning.	83%	67%
12. Support for teams	Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	70%	65%
13. Collective efficacy	Teachers' perceptions that staff at the school have what it takes to improve instruction.	78%	70%
14. Catholic identity	Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	92%	78%





## School Community



### Goals

- To build a culture of community engagement in student learning and wellbeing.

### Intended Outcomes

- That students are empowered to share their learning journey with their families.
- That parent's capacity to assist their child's learning is improved.

### Achievements

- Families were encouraged to attend activities to promote family engagement in their child's learning.
- Learning walks occurred both formally and informally.
- Targeted Numeracy/ Literacy workshops were organised for families.
- Vietnamese/Burmese Learning Support Aides were made available.
- The school newsletter/school documents were translated into Vietnamese and Burmese.
- Interpreters were arranged for parents when necessary.
- Parent/Teacher Chats were conducted at the beginning of the school year to build a strong family and teacher partnership.
- The Parent/Teacher Chats provided parents with an opportunity to chat with child's teacher and to complete a Sociolinguistic profile.
- Local kindergartens were invited to our school to create stronger links.
- Meeting were organised between prep and kindergarten teachers to assist with prep transition and to share information.



- Family Enrolment conversations were conducted prior to student enrolment.
- The school hosted an Open Day whereby kindergartens in the area were invited to participate.
- Pre-prep information sessions were arranged for families over a period of 2 weeks.
- The school nurse provided information to prep families during the pre-prep sessions.
- Parents were encouraged to volunteer in classrooms, on excursions and to attend the Community Hub.
- Informal non-heat cooking classes were organised in the Community Room.
- The school has a Community Hub and a Community Hub leader to forge stronger links with the community.
- The Community Hub organised adult English classes.
- A number of activities such as the Family Picnic Night, Open Day, Harmony Week Celebration, Book Week Celebration/Parade, Art Exhibition, Mother's Day, Father's Day, Grandparent's Day, eSmart information session, weekly assemblies and Christmas Concert were attended by parents, grandparents and friends in the school community.
- The school community engaged in the National Day of Action Against Bullying and Violence and Harmony Day.
- Families and the wider parish community attended the celebration of Mass each week.
- Sacramental preparation meetings were organised and attended by families.
- The School Community took part in the annual Parish Multicultural Day events and the Parish Carols by night on the oval.
- The Parish Leadership Team and Education Board worked collaboratively together.
- The Principal and Duty Principal were part of the Parish Leadership team.
- The Parish Priest supported and encouraged building relationships between school and parish.
- The school has a Grade 6 Transition Program in collaboration with local secondary schools.
- School assemblies were organised and attended by families.
- Community conversations were held regularly.
- Coverage of school events were presented in the 'Star Weekly' Newspaper, the 'Viet Times' and 'Catholic Today' magazine throughout the year.
- The annual Family Fun Day was organised to celebrate the end of the academic year.
- The redevelopment of the schoolyard to encourage more family participation was established (e.g. plants, edible garden, animals, etc).
- The Community Hub organised external personnel to lead finance information sessions for families.
- The hub leader facilitated community-building activities such as, table tennis and informal chats between families.
- Camp Australia offers 'Before and After School Care', as well as a 'Holiday Program' on the school's premises.
- The school's Social Justice Committee (led by the Student Leaders and students), supported worthy causes in the local and wider community such as, Red Day for Daniel, The Biggest Morning Tea and St Vincent de Paul's Non-Perishable Food Appeal for Easter, Winter and Christmas.



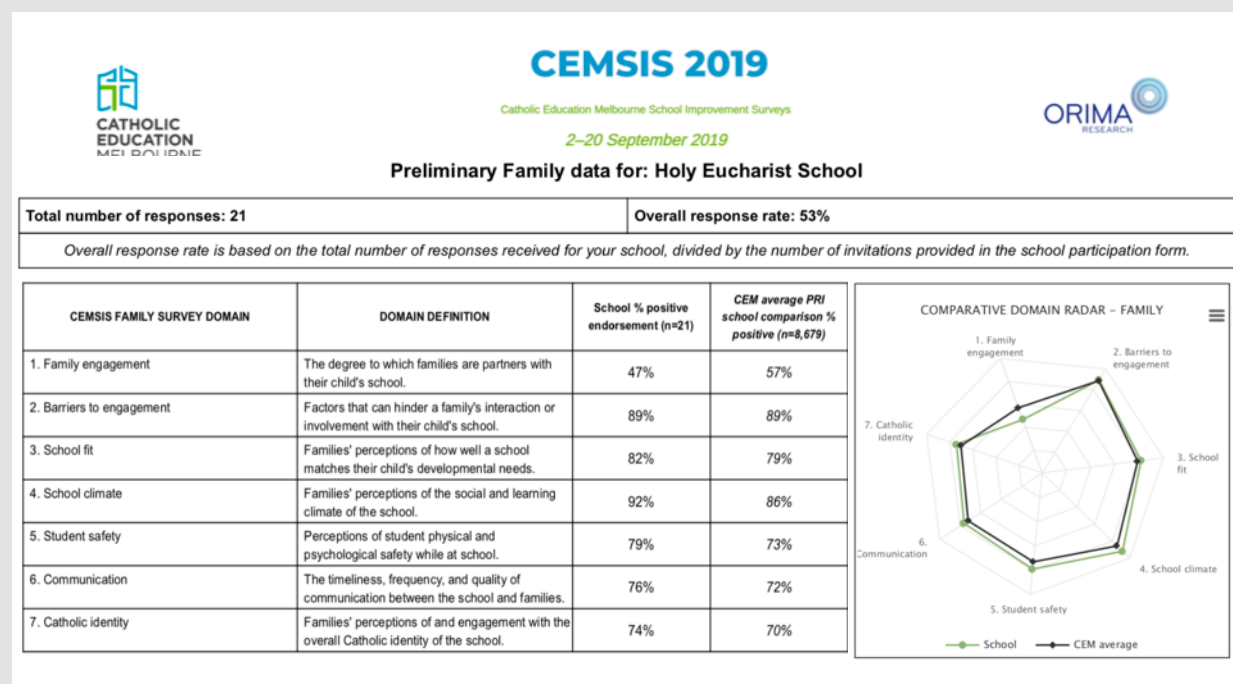


## PARENT/FAMILY SATISFACTION

The 2019, CEMSIS Survey data assisted school organisations “to learn about school community perceptions and strengthen the use of high-quality data-informed practices” (CEMSIS, 2019). The survey data collected from our parents/families provided valuable information for all staff to understand how well the school is operating.

The data collected from our parents/families against the seven ‘Family Survey Domains’ was mainly positive when compared to the CEM’s average scores. Parents/families at our school responded positively in regards to School Fit, School Climate, Student Safety, Communication and Catholic Identity.

Over the last 3 years, the SRC data recorded improvements in all areas of Community Engagement. However, the 2019 CEMSIS data demonstrates that more needs to be done in the area of Family Engagement. The degree to which families feel that they are a “partner with their child’s school” is relatively lower (47%) in comparison to the CEM’s average score of 57%. Interestingly, the data in regards to ‘Barriers to Engagement’ from the parents at Holy Eucharist was identical to the CEM’s average score. At 89% parents feel that there are many underlying “factors that hinders a family’s interaction or involvement with their child’s school” (CEMSIS, 2019).



## Future Directions in 2020-2023



### Our Strategic Intent

*(brief overarching statement outlining what the school is looking to achieve over the next four years)*

- Consistency
- Collective understanding
- Culture of self-reflection (coaching, mentoring, feedback)
- Safe environment – student wellbeing focus
- Engage, educate and empower (towards self-efficacy for staff, students and parents)
- Self reflection and self efficacy.

We strive to create an environment where positive, respectful relationships of equity, trust and success prevail amongst all stakeholders. We seek to engage, educate and empower all through a shared culture of passion, purpose and reflection, so that our students can achieve their optimal best.

### Priority 1 – Reflective Practice

#### Goal:

**To implement a culture of reflective practice**

#### Intended Outcome/s

- That students' literacy, numeracy and wellbeing outcomes show individual growth.
- That staff pedagogical practises are in response to student needs.
- That staff are confident that their pedagogical practises are effective.

## Priority 2 - Consistent wellbeing and pedagogical practices

### Goal:

To empower and engage all students in contemporary learning.

### Intended Outcome/s

- That student growth in reading and numeracy between Years 3 and 5 improves.
- That student engagement in learning improves.
- That curriculum processes and quality teaching improve.
- That student perceptions of safety improve.
- That there is improvement in student capacity to use digital literacies.
- That there is a consistent Wellbeing program from F-6.
- That there is a consistent school wide approach towards mental health and wellbeing to enable students to make positive choices.

## Priority 3 – Shared Understandings

### Goal:

To embed whole-school policies and procedures in relation to planning and assessment.

### Intended Outcome/s

- That whole school policies and procedures are in line with the 'Intervention Framework' and 'Horizons of Hope'.
- That staff understand the vision and context of 'Horizons of Hope'.
- That staff are following the clear procedures in place to identify and monitor students at risk.
- That staff adhere to policies and procedures.

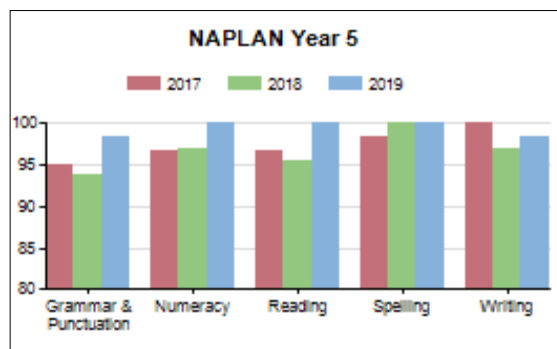
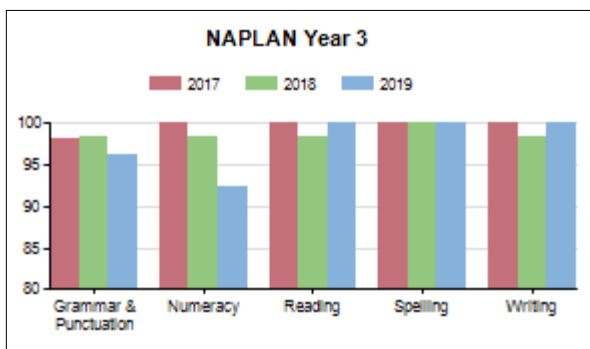


## School Performance Data Summary

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

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	98.1	98.3	0.2	96.2	-2.1
YR 03 Numeracy	100.0	98.3	-1.8	92.3	-6.0
YR 03 Reading	100.0	98.3	-1.8	100.0	1.8
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	98.3	-1.8	100.0	1.8
YR 05 Grammar & Punctuation	94.9	93.9	-1.1	98.3	4.5
YR 05 Numeracy	96.6	97.0	0.4	100.0	3.0
YR 05 Reading	96.6	95.4	-1.2	100.0	4.6
YR 05 Spelling	98.3	100.0	1.7	100.0	0.0
YR 05 Writing	100.0	96.9	-3.1	98.3	1.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.5
Y02	92.3
Y03	94.2
Y04	93.2
Y05	94.0
Y06	95.5
Overall average attendance	93.6

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	85.9%
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**ALLSTAFF RETENTION RATE**

Staff Retention Rate	93.3%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	17.1%
Graduate	5.7%
Graduate Certificate	5.7%
Bachelor Degree	88.6%
Advanced Diploma	31.4%
No Qualifications Listed	2.9%

**STAFF COMPOSITION**

Principal Class (Headcount)	2
Teaching Staff (Headcount)	48
Teaching Staff (FTE)	39.3
Non-Teaching Staff (Headcount)	24
Non-Teaching Staff (FTE)	28.8
Indigenous Teaching Staff (Headcount)	0



**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)