



Holy Eucharist School St Albans South

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Michael Bonnici, attest that Holy Eucharist School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 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 2020 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.

10/05/2021

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

Our School Vision

Holy Eucharist is a 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 2020, 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 community, as it represents a snapshot of the wider picture of Australia - The multicultural picture.

In 2020 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 in 2020 was 510 students. Approximately 19% of students were born overseas and overall 95% of the community were from English as an Additional Language background. During 2020 there are 65 staff members who are full/part-time who also come from diverse backgrounds.

2020 presented us and the rest of the world with many challenges due to COVID-19. However, as a school, we continued to work in partnership with our students and their families through remote, on-line learning. The teachers, students and their families continued to gather weekly online to celebrate the Liturgy of the Word. Each grade had the opportunity to prepare the liturgy and to lead the school community in prayer and song. It was important during this difficult time for our school community to stay connected with each other, in order to draw strength and to remain positive.

At Holy Eucharist School, Religious Education, Literacy and Numeracy are of the utmost importance. With this in mind, the school continued 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.

Holy Eucharist is well-resourced school in both material and staff, in the teaching of English. In 2020, we had a Reading Recovery teacher 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 21st century. Technology is used to support the curriculum and to actively engage our students. We have a computer lab, which enables teachers to focus on skills related to technology. Students were able to use these skills in the classroom. Classrooms also have access to a number iPads, MacBooks, Chromebooks and desktop Windows/Mac computers to support student learning.

Principal's Report

Dear Families and Friends,

Welcome to Holy Eucharist Primary School, St Albans South. In an ever-changing world, your child's primary school years are of utmost importance in setting them up for 'Success in Learning and Life'.

At Holy Eucharist, 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. We value the ongoing guidance and support of our Parish Priest, Father Vincent Pham who has supported the school, since the beginning of 2020.

Our school emblem features our motto to Engage, Educate and Empower. Our school's vision states 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.

Holy Eucharist 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.

At Holy Eucharist School, we place a strong emphasis on developing skills in literacy, numeracy and technology. These skills will assist our students in becoming critical thinkers and lifelong learners. Through the use of data, we are able to tailor a program that focuses on the individual needs of our students. We are able to provide opportunities for growth for all our students whether they have additional needs, or whether they require extension in their learning.

We believe that strong family partnerships between families and the school make a great difference in a child's education. Research demonstrates, that when families and schools work closely and know one another, children's learning improves. Therefore, we want to continue developing stronger links between staff and families. As partners, we share the responsibility for our children's success and want you to know that we will do our very best to carry out our responsibilities.

Thank you for choosing Holy Eucharist Primary School as a valued partner in your child's education.

Mr Michael Bonnici

Principal

Parish Priest's Report

Dear Friends,

I am now sitting here reflecting about 2020. It was a long lockdown in Melbourne due to the COVID pandemic.

Yes, there was fear.

Yes, there was isolation.

Yes, there was sickness.

Yes, there was even death...

But there were the moments of a rebirth of love, faith and hope.

Stephanie Englehart said this, *"In the midst of uncertainty, there is One who is in control. There is One we can turn to. There is One who holds the whole world in His hands. God is sovereignly, graciously, reigning over the world in the midst of fear and panic. He is not threatened by this pandemic, nor is He surprised."*

God is the one who holds our hands, guides us and helps us to be able to face the challenges.

In the midst of uncertainty, God held our hands to find a new leadership team for our school: We had an Acting Principal and Acting Deputy Principal, but now we finally have a new Principal and a new Deputy Principal for the coming years.

In the midst of uncertainty, God held the staff, teachers', students' and parents' hands to reduce the spread of the virus and our students did so well to learn the best they could.

The pandemic has changed our society, our Church and our daily lives. However, this cannot separate our school community, our families and parish community. For this reason, we give thanks to our God for the blessings, loving care and protection.

I would like to take this opportunity to say a huge thank you to each one of you for your good efforts to work together and make our school community possible for every single student.

God bless us all.

Fr Vincent Long Pham CSsR

Parish Priest

School Education Board Report

The School Education Board were unable to meet in 2020 due to the COVID pandemic.

Education in Faith

Goals & Intended Outcomes

Goal:

- 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

- Despite the pandemic involving many weeks of Home Learning and unforeseen closure days, teachers at Holy Eucharist School were able to continue to engage students in many of the traditions and teachings that are at the heart of the Catholic Church. Students interacted with our faith through on-line resources provided by teachers, enabling parents, students and teachers to support each other, as a community of believers.
- Students were exposed to the three strands incorporating the four curriculum content areas relevant to their year level, and teachers reported on them at the end of each semester.
- Students continued to experience the Catholic tradition through prayer, meditation, weekly liturgy and the teaching of sacramental programs.
- The pandemic highlighted the importance of the Dignity of the Human Person and teachers emphasised the importance of supporting those who need it most in the community, particularly during challenging times, through Principles of Catholic Social Teaching.
- When the School operated on-campus under COVID-19 restrictions, families were invited to join Holy Eucharist staff and students whole school liturgies online using ZOOM. The Liturgies followed the Faith Calendar in celebrating the Liturgy of the World and the various seasons, feast days and celebrations of the Catholic Church. The Student Leaders and Parish Priests did the Readings, Reflections and Prayers for these Liturgies. Feedback from the school community was overwhelmingly positive in that the liturgies helped members to feel connected during a time that necessitated us to isolate and distance ourselves from each other. At the end of the day, it was our common beliefs and Catholic identity, that enabled us to come together and celebrate and pray for each other as well as for the world at large.

VALUE ADDED

Staff Faith Formation and Development and Planning

- The staff received ongoing on-line Professional Development and support at staff meetings to facilitate their Faith Formation and enhance teaching practices. This included professional learning provided by a Learning Consultant from Catholic Education Melbourne, entitled, 'Engaging with a Pedagogy of Encounter with a focus on Justice', which was credited towards the maintenance of teacher Accreditation to teach Religious Education in a Catholic School.
- The Religious Education Leader attended the four Religious Education Leader Network meetings with Catholic Education Melbourne and shared this information with staff.
- Two teachers commenced their studies in a 'Graduate Certificate in Teaching Religious Education' towards their RE Accreditation in 2020. The Religious Education Leader continued her studies in the Master of Education and Theology at the University of Divinity.
- Year levels were provided with facilitated planning with the Religious Education Leader using scheduled on-line meetings during each term. Teachers were supported to plan rich curriculum units for the following Term. Resources to support the teaching of content areas for both remote and on-campus learning were provided to teachers.
- New planning and supporting documentation was designed by the Religious Education Leader and provided to the teachers to help them to determine what they need to teach and record when and how the content was covered. This ensured that the Content Areas for each year level was adequately monitored and covered throughout the year. An intranet site was established by the Religious Education Leader and updated with a host of prayer and curriculum resources which teachers could access. Later in the year, a Catholic Identity Google Classroom was established as a repository of information and resources to be accessed to teachers.
- New Bibles were sourced and ordered for all levels of the school to help students better engage in Scripture. These will be available for use by classrooms in Term 2, 2021. These Bibles are state of the art and customised for age appropriate teaching of the Scripture. They support teachers to plan lessons which familiarise students with using the Bible and engaging with Scripture as early as Prep right through to Grade 6.
- A Religious Education Teacher Pedagogy Survey was undertaken in November 2020 in order to identify future professional learning opportunities for teachers and the continuous improvement of the School.

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.

- The School Counsellor, Mr Edward Faraci provided 'Wellbeing Wednesday' sessions for teachers to provide to students when on-campus learning resumed, in order to help students to re-adjust. These workshops included activities around the theme 'Setbacks, Resilience and Hope' using prayer, scripture and meditation activities.
- Holy Eucharist School was able to secure the on-line version of 'To Know, Worship and Love' from the Archdiocese of Melbourne for two years, at no cost, in order to assist on-line learning.

Sacraments:

- Students in Years 3, 4 and 6 underwent their Sacramental Preparation programs in 2020 in preparation for receiving the Sacrament in 2021. Sacraments did not proceed in 2020 due to the Pandemic and COVID-19 restrictions.
- It is anticipated that students in Year 6 will return to Holy Eucharist Parish in 2021 to do the Sacrament of Confirmation with the Year 6, 2021 students.

Social Justice Program:

- Government Covid-19 restrictions meant that the annual Children's Mission Mass at the Cathedral was cancelled. This was also the case for the annual Mission Market at Holy Eucharist School.
- 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 the St Vincent de Paul Non-Perishable Drive in February and a casual day for Catholic World Mission Month held on Thursday 22nd October.
- Students from our School community who were required to isolate due to COVID-19 were sent care packages put together by staff at the School.

Visit by Bishop Mark Edwards

The Melbourne Western region bishop, Bishop Mark Edwards OMI, was appointed Bishop of Wagga. Just prior to that announcement, Holy Eucharist School was blessed with a visit from Bishop Edwards. This was a highlight of the 2020 year.

Bishop Mark Edwards conducted a school mass, met with staff for an hour and then met with year levels (Years 3 and 4, Years 1 and 2 and then Years 5 and 6) and for engaging and interactive sessions about the role of the Bishop and symbols pertaining to this role of the Church.

Bishop Edwards wrote a letter to Father Vincent and the Holy Eucharist community, dated 24th February, after his visit, in reference to Holy Eucharist School. Here is an extract from the letter that relates to Holy Eucharist School, including a reference to our future goals regarding relationship with the Parish community. Here is an extract of that letter:

On Friday, Saturday and Sunday I have been in Holy Eucharist and have enjoyed being a part of its life...

...Holy Eucharist Primary School welcomed me for an extended visit and I was able to meet with leaders of different parts of the parish community for an extended time on Friday evening. Holy Eucharist is both diverse and very much alive. I am delighted at the commitment, engagement, joy, desire to share our faith and to show your Christian love to those in need that I experienced. I also want to acknowledge the Parish Staff for its interest in people, and care for the community. Holy Eucharist primary school is a core ministry of the Parish and is doing much good in the community. It is clearly attractive to parents and rightly so. The parish can be proud of it and its work. It is a powerful way in which the parish reaches out to the next generation and to the wider community and I encourage you to continue giving a lot of thought and energy into developing the relationship between the school community and the rest of the parish.

I encourage the Parish to continue to become one community and invite all parishioners to be involved via various ministries and so to take responsibility for the life of our community. In particular, I invite the school and wider parish to continue to offer opportunities for the families in the school to become more involved in other areas of parish life.

...On behalf of the parish and Archdiocese, I thank them for their faith, warmth and the gift of their lives. I also thank the teachers, parish staff, parish leaders, volunteers and parishioners I met for their love for the parish and commitment to its well-being. I enjoyed my visit very much and look forward to future visits.

Liturgy and Prayer:

Mass:

- An opening staff mass was a special way to begin and end our school year and connected our staff community.
- The excursion involving the Student Leaders to St Patrick's Cathedral for Catholic Education Week Mass and celebrations was organised, but cancelled due to the commencement of COVID-19 restrictions.
- Holy Eucharist School celebrated mass in Week 3 and Ash Wednesday with the parishioners, but due to COVID-19, Mass in the Church could not be resumed for the rest of the year. Instead, teachers were sent weekly Liturgies of the Word and Reflections throughout Remote Learning.
- When the School returned to on-campus learning with restrictions, weekly on-line liturgies took place via Zoom and students and families participated in their classrooms and at family homes using the link provided. This included Hymns sung live using a guitar by the School's Music Teacher, Mr Damian O'Bree.
- Mr Michael Bonnici provided information to families to access Sunday Mass remotely through on-line and televised Mass Services on Class Dojo every Sunday morning, on a weekly basis.
- Feast Days were also celebrated through on-line liturgies including the Feast of Body and Blood of Christ (Holy Eucharist Feast Day) and the Feast of St. Mary MacKillop and the Assumption (commemorating the 10th Anniversary on the Canonisation of St Mary of the Cross MacKillop) and Remembrance Day.

- The last liturgy for the year was a Mass held on the oval celebrating the fourth week of Advent but also the handover of Student Leadership by the current School Leaders (2020) to the newly appointed Student Leaders for 2021.

Farewell to our Principal, Mr Jeffrey Parker

- An on-line Farewell Liturgy for the School's Principal, Mr Jeffrey Parker took place whereby the school community were invited to bid farewell to him and give thanks to God for his long-standing work for the school.

Year 6 Graduation Liturgy

- Families were invited to celebrate the Grade 6 Graduation Mass with the students and staff of Year 6 through an on-line Liturgy. Students received a metal token of the school with a prayer to take 'One day at a time' as a symbol of our Catholic identity of our school. It is hoped that the Catholic faith will help them through each day of their lives.

Meditation and Prayer:

- Prayer occurred in classrooms at the beginning of the day, lunchtime and to end the day when at school. During Remote Learning, prayer was scheduled in the work programs of students and teachers facilitated prayer and reflections with students when meeting with them online.
- All classrooms had a prayer table, prayer cloths (reflecting church seasonal colours), bibles, candles and symbols to assist in providing meaningful and reflective prayer time. Each classroom decorated a special prayer cloth using Catholic symbols for use during prayer. Students in Grade 6 each designed their own symbol of the Holy Spirit for their classroom prayer cloths during the Don Bosco camp in February. Each class also has a Columban Calendar in order to follow the Catholic Liturgical Calendar with their students throughout the year.

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.

Learning & Teaching

Goals & Intended Outcomes

Goals:

- To implement a culture of Reflective Practice.
- To empower and engage all students in contemporary learning.
- To embed whole-school policies and procedures in relation to planning and assessment.

Intended Outcomes:

- That staff pedagogical practises are in response to student needs.
- That opportunities for student engagement in their learning are enriched through a variety of experiences.
- That there is a connection to learning at home and learning at school.
- That there is improvement in student capacity to use digital literacies.

Achievements

Our achievements at Holy Eucharist are as follows:

- 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.
- Sphere Leaders assisted students, families and staff in setting up remote and online learning.
- Curriculum leaders supported teaching staff through facilitated planning across all years level on a weekly basis as well as during planning days each term.
- Teachers worked in Professional Learning Teams (PLTs) both remotely and onsite 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 remotely was in line with the school's Annual Action Plan and was delivered online during the restrictions.
- The Numeracy Intervention teacher provided support for students in Grades 2, 3, 4 by targeting specific needs.
- Staff worked in collaboration with Catholic Education Melbourne to assist with future planning in learning and teaching.
- 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 were 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.
- 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. For most of 2019, these meetings were held remotely. 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.).
- 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.
- 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 were used across all year levels to monitor students who have been classified as learning English as an Additional Language.

- Socio-linguistic profiles were 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 'Reading Recovery' teacher assisted the Year 1 students who were experiencing reading difficulties. The teacher targeted 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.
- Specific needs were identified using the Fountas and Pinnell 'Benchmark Assessment System' (BAS) and were targeted 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 which are in line with the requirements of the Child Safety Standards (Ministerial Order 870).

STUDENT LEARNING OUTCOMES

There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place. In the absence of NAPLAN, the school used other measures to track student progress.

PAT Reading was used in Grades 1 to Grade 6 to assess reading comprehension and measure growth. PAT Maths was also used in Grades 1 to Grade 6 to assess mathematical ability and measure growth.

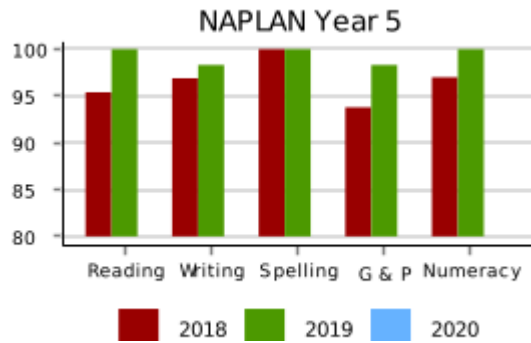
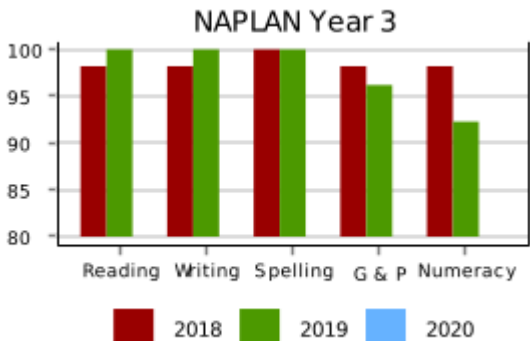
The data collected from PAT was uploaded onto the Student Performance Analyser. The data demonstrates that 19% of students in Grade 1 to Grade 6 were reading at one year above the expected level, 47% were reading at the expected level and 34% were reading one year below the expected level.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes %	%	Changes %
				*	*
YR 03 Grammar & Punctuation	98.2	96.2	-2.0		
YR 03 Numeracy	98.2	92.3	-5.9		
YR 03 Reading	98.2	100.0	1.8		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	98.2	100.0	1.8		
YR 05 Grammar & Punctuation	93.8	98.3	4.5		
YR 05 Numeracy	97.0	100.0	3.0		
YR 05 Reading	95.4	100.0	4.6		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	96.9	98.3	1.4		

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Goals:

- To implement a culture of Reflective Practice.
- 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 staff pedagogical practises are in response to student needs.
- That student engagement in learning improves
- To embed whole-school approached to pedagogy and student wellbeing.

Achievements

Academic Growth:

- Learning Support Staff (LSO) to assist students in their learning during remote learning.
- LSO Professional Development ongoing to have best evidence based strategies to support students and families.
- Information about Wellbeing published regularly in the newsletter.
- Student of the week awards at fortnightly assemblies via zoom - recognised the varied talents and positive values displayed by students
- Student School Leadership Team, consisting of 2 School Captains, 2 Vice- Captains and 8 House Captains.
- Student School Leadership Team led school assemblies about Respectful Relationship, National Day of Action Against Bullying and Violence, Harmony Day and Cyberbullying in Term 1.
- Student School Leader Team provided lunchtime activities through "FRIEND-ZONE" in Term 1 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 during remote 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 remotely 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 in-case of a medical emergency.
- Whole school community was trained in First Aid and Anaphylaxis.

- Staff Professional development into Catholic Education Melbourne (CEM) eXcel- Wellbeing Framework and Hope of Horizon conducted remotely - Wellbeing and Learning Diversity
- Whole staff Professional Development - Intervention Framework Modules- 1-7
- National Consistency Collection of Data (NCCD) ongoing professional development working towards sustaining and reviewing for school wide parent collaboration, monitoring and reviewing and evidence collection data to support children and their families with additional needs.
- National Disability Insurance Scheme (NDIS) - collaboration with consultants

Social and Emotional Growth:

- School Counsellor for 2 days a week providing a Tier 1, Tier 2 and Tier 3 support networks for teachers, families and children.
- Students attended one-on-one counselling sessions onsite and remotely during COVID-19
- Professional Development offered to staff and parents to further their knowledge of disability and programs available.
- Social and Emotional Learning (SEL) implemented through meditation.
- Additional SEL program "Highway Heroes" resources acquired to support Social and Emotional Learning.
- During remote learning "Wellbeing Wednesday" lessons focused on setbacks, resilience and hope.
- "Messages of Hope" artwork displayed outside the school from children during COVID-19 pandemic.
- Family engagement resources provided for parents during COVID-19 pandemic.
- COVID-19 resources available for student wellbeing, staff wellbeing, child safety and online learning environments.
- Supporting students' return and onsite learning in Term 4 with tools to help self-regulate and manage concerns through daily wellbeing workshops in all grade levels.
- During COVID-19 remote learning there was access for onsite learning for vulnerable children and children of essential workers.

Positive Behaviour for Learning:

- 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.
- Learning Intentions
- ABC Tracking - Behaviour to identify intervention support systems for behaviour
- 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.

- The Learning Diversity Leader attended the Pre-Prep program to inform parents about the services offered to children.
- Register setup for children and families with Intervention Orders and Out of School Care.

VALUE ADDED

- Breakfast Program for students from 8:15 - 8:45am 4 days a week in Term 1
- 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.
- Before school / After school Vacation Care is available, run by Camp Australia.
- Cultural Interpreters were available to support the school community.
- 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.
- Occupational Health & Safety procedures will ensure that staff working conditions comply with the safety policies.
- Staff were encouraged to pursue and participate in leisure and physical activity.
- Workplace accidents and incidents will be reported and recorded as well as investigated and acted upon to prevent possible re-occurrence,
- An annual Emergency Management plan undertaken by whole staff
- Personal staff occasions, such as birthdays and other significant life events are acknowledged and celebrated (as far as the individual desires)
- Leadership Team met regularly to work through Child Safety requirements and the mechanics of the school.

STUDENT SATISFACTION

In the past, the CEMSIS Survey assisted schools "to learn about school community perceptions and strengthen the use of high-quality data-informed practices" (CEMSIS, 2019). However, in 2020, the school was unable to conduct the CEMSIS Survey due to the pandemic.

Therefore, we had to rely on the 2019 survey data collected from our students. This data enables us to reflect on the past and to reassess whether or not the needs of the students were addressed.

Back in 2019, 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, back then, it was noted that the Student's Learning Disposition and Student Safety were two areas which needed to be addressed.

At the end of 2019 and during 2020 the staff took part in Intervention Framework Professional Learning to address Student's Learning Disposition as well as Student Safety. The Intervention Framework developed by the Catholic Education Commission of Victoria (CECV) "promotes an explicit set of practices to ensure that identification of both the academic and/or behavioural needs of students are understood so that the most effective evidence informed adjustments/interventions can be put in place" (CECV, 2019).

STUDENT ATTENDANCE

Unexplained Absences: 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. ^{[[SEP]]}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. ^{[[SEP]]}

Attendance Roll:

- The Attendance Roll is a legal requirement. Teachers are required to complete the attendance roll on Syn Web 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.9%
Y02	91.7%
Y03	92.8%
Y04	93.1%
Y05	93.3%
Y06	93.8%
Overall average attendance	92.3%

Child Safe Standards

Goals & Intended Outcomes

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 were 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 had to produce their driver's 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 and Conflict of Interest declaration.
- All volunteers and employees were required to sign the Commitment Statement to Child Safety, Code of Conduct and Conflict of Interest declaration.

- Copies of valid VIT registrations and WWCC were kept on file and a register was 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 completed the online Mandatory Reporting eLearning Module set out by the Victorian State Government and are compliant (i.e. 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools').
- 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 were 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 & Intended Outcomes

Goal:

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

Intended Outcome:

- That staff pedagogical practises are in response to student needs.

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.
- The Sphere Leadership Team (Leadership and Management, Learning and Teaching, Education in Faith, Wellbeing and Family School Partnership) led staff during Professional Focus Groups (PFG) meetings which in turn enabled collaborative staff feedback, self-reflection and decision-making.
- The Learning and Teaching Leader met with Curriculum Team Leaders (Literacy and Numeracy) in scheduled fortnightly meetings (online and onsite). 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.
- The staff participated in various Professional Learning. These activities were mainly online because of the COVID-19 restrictions. The PL activities were relevant to the staff's 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) had given staff the opportunity to engage in professional dialogue and to share knowledge across the different curriculum areas
- Staff were encouraged to participate in rigorous conversations at planning sessions to make informed choices about individual student learning.
- Reading, Writing Speaking and Listening teaching strategies were revisited with all teachers.
- Leadership Team Meetings were held onsite at the start of the year and online during lock down. The meetings focused on a shared vision, staff and student wellbeing as well as the overall running of the school (particularly during remote learning).
- Leadership and Management has fostered a safe, inclusive environment where wellbeing is recognised as a crucial element for learners to flourish into lifelong learners.
- At the commencement of the school year all staff were provided with a Staff Handbook outlining current procedures and policy information.

- All staff were required to take part in an Annual Review Meeting (ARM) online with the Principal and Deputy 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.
- Occupational Health and Safety was discussed during our weekly debrief meetings. Occupational Health and Safety was regularly discussed during lock down during our online staff meetings.
- The Schools' Operational Guide is regularly unpacked with staff (particularly when updated) to ensure that they are familiar with the protocols and procedures around COVID-19 and to ensure that everyone (i.e. staff, students, parents and community) are safe.
- The school community is regularly informed through newsletters and ClassDojo of the protocols and procedures put in place to prevent the spread of COVID-19 and to ensure that everyone is safe.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- **1x Staff (Leader):** Developing Mathematical Understanding 3-6 Place Value & Decimals (Northern Region) at the Catholic Leadership Centre on Thursday, 12th March 2020, at 9:00AM - 4:00PM
- **1x Staff (Leader):** Developing Mathematical Understanding 3-6 Place Value & Decimals (Northern Region). Online Session on Tuesday, 5th May 2020
- **1x Staff (Leader):** Developing Mathematical Understanding 3-6 Geometry (Northern Region) Online Session on Tuesday, 25th August 2020 at 3:00PM - 4:00PM
- **1x Staff (Leader):** Developing Mathematical Understanding 3-6 Geometry (Northern Region) Online Session on Monday, 5th October 2020
- **1x Staff (Leader):** Developing Mathematical Understanding 3-6 Multiplicative Thinking (Northern Region) Online Session, Friday, 12th March 2021 at 09:00AM - 01:00PM
- **1x Staff (Leader):** Developing Mathematical Understanding 3-6 Multiplicative Thinking (Northern Region) Online Session on Tuesday, 30th March 2021 at 9:00AM - 1:00PM
- **1x Staff:** Developing Mathematical Understanding 3-6 Place Value & Decimals (Northern Region) at Catholic Leadership Centre on Thursday, 12th March 2020 at 9:00AM - 04:00PM
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Place Value & Decimals (Northern Region) Online Session on Tuesday, 5th May 2020
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Place Value & Decimals (Northern Region) at Catholic Leadership Centre on Thursday 12th March 2020 at 9:00AM - 04:00PM

- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Place Value & Decimals (Northern Region) Online Session on Tuesday, 5th May 2020
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Place Value & Decimals (Northern Region) at Catholic Leadership Centre on 12th March 2020 at 9:00AM - 04:00PM
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Place Value & Decimals (Northern Region) Online Session on Tuesday, 5th May 2020
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Geometry (Northern Region) Online Session on Tuesday, 25th August 2020 at 3:00PM - 4:00PM
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Geometry (Northern Region) Online Session on Monday on 5th October 2020
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Multiplicative Thinking (Northern Region) Online Session on Friday, 12th March 2021 at 9:00AM - 01:00PM
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Multiplicative Thinking (Northern Region) Online Session on Tuesday, 30th March 2021 at 9:00AM - 1:00PM
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Multiplicative Thinking (Northern Region) Online Session - Friday, 12th March 2021 at 9:00AM - 01:00PM
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Multiplicative Thinking (Northern Region) - Online Session on Tuesday, 30th March 2021 at 9:00AM - 01:00PM
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Multiplicative Thinking (Northern Region) Online Session on Friday, 12th March 2021 at 9:00AM - 01:00PM
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Multiplicative Thinking (Northern Region) - Online Session on Tuesday, 30th March 2021 at 9:00AM - 01:00PM
- **1x Staff (Leader):** NRO Learning Diversity Workshops - Treacy Centre on Thursday, 26th March 2020 at 9:00AM - 04:00PM
- **1x Staff (Leader):** Student Wellbeing Leaders Primary Network - Northern at Moonee Valley Racing Club. Wednesday, 12th August 2020 at 8:45AM - 04:00PM
- **1x Staff (Leader):** Student Wellbeing Leaders Primary Network - Northern (Online Session) on Wednesday, 12th August 2020 at 8:45AM - 4:00PM
- **1x Staff (Leader):** Student Wellbeing Leaders Primary Network - Northern (Online Session) on Wednesday, 18th November 2020 at 8:45AM - 04:00PM
- **1x Staff (Leader):** Student Wellbeing Leaders Primary Network - Northern (Moonee Valley Racing Club) on Wednesday, 4th March 2020 at 8:45AM - 04:00PM
- **1x Staff (Leader):** Student Wellbeing Leaders Primary Network - Northern (Moonee Valley Racing Club) on Wednesday, 12th August 2020 at 8:45AM - 04:00PM

- **1x Staff (Leader):** Student Wellbeing Leaders Primary Network - Northern (Online Session) on Wednesday, 18th November 2020 at 8:45AM - 4:00PM
- **1x Staff (Leader):** Western Region Primary Religious Education Leaders Network (Day 2 - Catholic Education Melbourne Western Office) on 10th June 2020 at 9:00AM - 03:30PM
- **1x Staff (Leader):** Western Region Primary Religious Education Leaders Network (Day 3 Online Session) on Wednesday, 19th August 2020 at 9:00AM - 11:00AM
- **1x Staff (Leader):** Regional Deputy Principals Northern Network (Hume Global Learning Centre) on Friday, 13th March 2020 at 8:00AM - 04:00PM
- **1x Staff (Leader):** Northern Region: Religious Education Leaders' Network - Primary (Hume Global Learning Centre) on Friday, 6th March 2020 on 9:00AM - 03:30PM
- **1x Staff (Leader):** Northern Region: Religious Education Leaders' Network - Primary (Online Session) Friday, 22nd May 2020 at 9:00AM - 03:30PM
- **1x Staff (Leader):** Northern Region: Religious Education Leaders' Network - Primary (Online Session) on Friday, 7th August 2020 at 9:00AM - 03:30PM
- **1x Staff (Leader):** Northern Region: Religious Education Leaders' Network - Primary (Online Session) on Friday, 13th November 2020 at 9:00AM - 03:30PM
- **1x Staff (Leader):** 2020 NCCD Moderation -Primary - Western/Northern (Online Session) on Tuesday, 12th May 2020 at 9:30AM - 10:30AM
- **1x Staff (Leader):** 2020 NCCD Moderation - Primary - Western/Northern (Online Session) on Tuesday, 12th May 2020 at 9:30AM - 10:30AM
- **1x Staff (Leader):** Regional Deputy Principals Northern Network - Term 3 (Online Session) on Friday, 28th August 2020 at 10:00AM-12:00PM
- **1x Staff (Class Teacher):** Supporting Oral Language in the Classroom. Part 1 of 2: What is Oral Language? (Online Session) on Tuesday, 28th July 2020 at 3:45PM - 4:45PM
- **1x Staff (Class Teacher):** Supporting Oral Language in the Classroom. Part 2 of 2: Classroom Adjustments (Online Session) on Monday, 3rd August 2020 at 3:45PM - 4:45PM
- **1x Staff (Leader):** A Day with the Psychologists - Western Regional Office on Tuesday, 13th October 2020 at 9:15AM - 3:15PM
- **1x Staff (Admin):** Finance Cluster Meeting - Semester Two - ICON Schools (Online Session) on Tuesday, 11th August 2020 at 9:00AM - 4:00PM
- **1x Staff (Leader):** EAL VS DLD? DEVELOPING A DYNAMIC ASSESSMENT PROCESS [DAP] (Online Session) on Wednesday, 19th August 2020 at 3:45PM - 4:45PM
- **1x Staff (Leader):** EAL VS DLD? DEVELOPING A DYNAMIC ASSESSMENT PROCESS [DAP] (Online Session) on Tuesday, 1st September 2020 at 3:45PM - 4:45PM
- **1x Staff (Leader):** EAL VS DLD? DEVELOPING A DYNAMIC ASSESSMENT PROCESS [DAP] (Online Session) on Monday, 9th November 2020 at 3:45PM - 4:45PM
- **1x Staff (Leader):** Phonological Awareness - An Introduction (Online Session) on Thursday, 27th August 2020 at 3:45PM - 4:45PM
- **1x Staff (Leader):** Strengthening Student and Staff Success during Remote Teaching & Learning, and Upon Returning to Campus (Online Session) on Friday, 21st August 2020

- **1x Staff (Leader):** Strengthening Student and Staff Success during Remote Teaching & Learning, and Upon Returning to Campus (Online Session) on Friday, 28th August 2020
- **1x Staff (Class Teacher):** Phonological Awareness - An Introduction (Online Session) on Thursday, 27th August 2020 at 3:45PM - 4:45PM
- **1x Staff (Class Teacher):** Phonological Awareness - An Introduction (Online Session) on Thursday, 27th August 2020 at 3:45PM - 4:45PM
- **1x Staff (Class Teacher):** EAL VS DLD? DEVELOPING A DYNAMIC ASSESSMENT PROCESS [DAP] (Online Session) on Wednesday, 19th August 2020 at 3:45PM - 4:45PM
- **1x Staff (Class Teacher):** EAL VS DLD? DEVELOPING A DYNAMIC ASSESSMENT PROCESS [DAP] (Online Session) on Tuesday, 1st September 2020 at 3:45PM - 4:45PM
- **1x Staff (Class Teacher):** EAL VS DLD? DEVELOPING A DYNAMIC ASSESSMENT PROCESS [DAP] (Online Session) on Monday, 9th November 2020 at 3:45PM - 4:45PM
- **1x Staff (Class Teacher):** Spelling in Context: how words work and how to teach them (Online Session) on Monday, 12th October 2020 at 3:50PM - 5:00PM
- **1x Staff (Class Teacher):** Spelling in Context: how words work and how to teach them (Online Session) on Monday, 19th October 2020 at Time: 03:50PM - 05:00PM
- **1x Staff (Class Teacher):** Spelling in Context: how words work and how to teach them (Online Session) on Monday, 26th October 2020 at 03:50PM - 05:00PM
- **1x Staff (Class Teacher):** Spelling in Context: how words work and how to teach them (Online Session) on Monday, 9th November 2020 at 03:50PM - 05:00PM
- **1x Staff (Class Teacher):** Spelling in Context: how words work and how to teach them (Online Session) on Monday, 16th November 2020 at 3:50PM - 5:00PM
- **1x Staff (Class Teacher):** Phonics in Context (Online Session) on Wednesday, 7th October 2020 3:45PM - 5:00PM
- **1x Staff (Class Teacher):** Phonics in Context (Online Session) on Wednesday, 21st October 2020 at 3:45PM - 5:00PM
- **1x Staff (Class Teacher):** Phonics in Context (Online Session) on Wednesday, 4th November 2020 at 3:45PM - 5:00PM
- **1x Staff (Class Teacher):** Phonics in Context (Online Session) on Wednesday, 18th November 2020 at 3:45PM - 5:00PM
- **1x Staff (Leader):** Phonics in Context (Online Session) on Wednesday, 7th October 2020 at 3:45PM - 5:00PM
- **1x Staff (Leader):** Phonics in Context (Online Session) on Wednesday, 21st October 2020 at 3:45PM - 5:00PM
- **1x Staff (Leader):** Phonics in Context (Online Session) on Wednesday, 4th November 2020 at 3:45PM - 5:00PM
- **1x Staff (Leader):** Phonics in Context (Online Session) on Wednesday, 18th November 2020 at 3:45PM - 5:00PM
- **1x Staff (Leader):** Spelling in Context: how words work and how to teach them (Online Session) on Monday, 12th October 2020 at 3:50PM - 5:00PM

- **1x Staff (Leader):** Spelling in Context: how words work and how to teach them (Online Session) on Monday, 19th October 2020 at 3:50PM - 5:00PM
- **1x Staff (Leader):** Spelling in Context: how words work and how to teach them (Online Session) on Monday, 26th October 2020 at 3:50PM - 5:00PM
- **1x Staff (Leader):** Spelling in Context: how words work and how to teach them (Online Session) on Monday, 9th November 2020 at 3:50PM - 5:00PM
- **1x Staff (Leader):** Spelling in Context: how words work and how to teach them (Online Session) on Monday, 16th November 2020 at 3:50PM - 5:00PM
- **1x Staff (Class Teacher):** Phonics in Context (Online Session) on Wednesday, 7th October 2020 at 3:45PM - 5:00PM
- **1x Staff (Class Teacher):** Phonics in Context (Online Session) on Wednesday, 21st October 2020 at 3:45PM - 5:00PM
- **1x Staff (Class Teacher):** Phonics in Context (Online Session) on Wednesday, 4th November 2020 at 3:45PM - 05:00PM
- **1x Staff (Class Teacher):** Phonics in Context (Online Session) on Wednesday, 18th November 2020 at 3:45PM - 05:00PM
- **1x Staff (Leader):** Record of Student Adjustment & Evaluation (ROSAE) Training Sessions (Online Session) on Wednesday, 4th November 2020 10:00AM-11:30AM
- **1x Staff (Leader):** Record of Student Adjustment & Evaluation (ROSAE) Training Sessions (Online Session) on Wednesday, 4th November 2020 at 10:00AM-11:30AM
- **1x Staff (Leader):** Reportable Conduct Scheme - Leadership Refresher (Online Session) on Tuesday, 1st December 2020 at 11:00AM-12:00PM
- **1x Staff (Leader):** Reportable Conduct Scheme - Leadership Refresher (Online Session) on Wednesday, 25th November 2020 at 11:00AM-12:00PM
- **1x Staff (Leader):** Reportable Conduct Scheme - Leadership Refresher (Online Session) on Friday, 20th November 2020 at 11:00AM-12:00PM
- **1x Staff (Leader):** Reportable Conduct Scheme - Leadership Refresher (Online Session) on Tuesday, 1st December 2020 at 11:00AM-12:00PM
- **1x Staff (Leader):** Reportable Conduct Scheme - Leadership Refresher (Online Session) on Wednesday, 25th November 2020 at 11:00AM-12:00PM
- **1x Staff (Leader):** Reportable Conduct Scheme - Leadership Refresher (Online Session) on Friday, 20th November 2020 at 11:00AM-12:00PM
- **1x Staff (Admin):** ICON eSIS 2020 End of Year Workshop (Online Session) on Wednesday, 25th November 2020 at 12:00PM-03:00PM
- **1x Staff (Leader):** Outer North Western Deputy Principal Network - Term 4 - Taylors Lakes on Friday, 4th December 2020 at 9:00AM - 3:00PM
- **1x Staff (Leader):** Developing Mathematical Understanding 3-6 Geometry - Western Region (Online Session) Tuesday, 25th August 2020 at 3:00PM - 4:00PM
- **1x Staff (Leader):** Developing Mathematical Understanding 3-6 Geometry - Western Region (Online Session) on Monday, 5th October 2020

- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Geometry - Western Region (Online Session) on Monday, 5th October 2020
- **1x Staff (Leader):** Developing Mathematical Understanding 3-6 Geometry - Western Region (Online Session) on Monday, 5th October 2020
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Geometry - Western Region (Online Session) on Monday, 5th October 2020
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Geometry - Western Region (Online Session) on Monday, 5th October 2020
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Geometry - Western Region (Online Session) on Monday, 5th October 2020
- **1x Staff (Class Teacher):** Developing Mathematical Understanding 3-6 Geometry - Western Region (Online Session) on Monday, 5th October 2020
- **All Staff:** Hero HQ - Anaphylaxis / CPR / First Aid Training (On campus & online) on Tuesday, 10th March 2020
- **All Staff:** Dynamiq - Emergency Management Training (Online Session). On Wednesday, 20th May at 3:30pm - 5:00pm
- **All Staff:** Planning in Religious Education (Online - Nelson Graham) - CEM Northern Region. On Wednesday, 19th August 2020 at 3:30pm - 4:30pm
- **All Staff** Intervention Framework - Module 7 (Online) on Wednesday, 26th August 2020 at 3:30pm - 5:00pm.

Number of teachers who participated in PL in 2020	65
Average expenditure per teacher for PL	\$244

TEACHER SATISFACTION

In 2020, the school was unable to administer the CEMSIS survey due to the COVID-19 pandemic. In the past, the data obtained from our staff through the CEMSIS surveys was "a valued source of organisational information and perception data" (CEMSIS, 2019). Schools were provided with a number of resources to analyse the data collected so that it can be used in the planning and documentation of school's 'School Improvement Plan' and 'Annual Action Plan'.

Even though we were unable to survey the staff in 2020, the data collected from our teachers in 2019 provided valuable information for reflection against the fourteen 'Teacher Survey Domains'. The data in 2019 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 staff's responses in regard 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 2019 student data.

During the pandemic in 2020, the wellbeing, and particularly the mental health, of every student and member of staff was the highest priority.

Great emphasis was placed in encouraging and sustaining motivation for learning, re-engaging students and families where needed, and supporting the social and emotional learning of children and young people alongside curriculum-based learning.

It is also important to note that during the 2020 pandemic, the school endeavoured in making sure that all staff were provided with appropriate support particularly when they were required to sustain their efforts through multiple transitions in modes of teaching and learning delivery.

During remote learning in 2020, the teachers did an amazing job to provide suitable material, both on-line and through homework packs, so that students were able to continue learning. The Leadership Team, Administration staff and our Learning Support Officers worked extremely hard behind the scenes to ensure that the school continued to function.

Whilst this has been a challenging and difficult time, it had also provided us with the opportunity to discover new ways of working together with our students, our families, our colleagues and our communities. One of the exciting tasks ahead is to continue working together to ensure what we have learnt, is captured, refined and shared.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	89.6%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	18.8%
Graduate	6.3%
Graduate Certificate	6.3%
Bachelor Degree	87.5%
Advanced Diploma	31.3%
No Qualifications Listed	6.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	51.0
Teaching Staff (FTE)	39.9
Non-Teaching Staff (Headcount)	24.0
Non-Teaching Staff (FTE)	23.0
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal:

- To empower and engage all students in contemporary learning.

Intended Outcomes:

- That parent's engagement with their child's learning improves.
- That student's capacity to use digital literacies is improved through stronger family school partnerships.

Achievements

- Class Dojo was implemented as our whole school digital communication platform to enable teachers and school leaders to communicate with families about their child's learning and distribute school notifications. These messages could also be translated into more than 35 languages.
- The school has a Community Hub and a Community Hub leader to forge stronger links with the community.
- Parents were encouraged to connect with the school and the Community Hub.
- The Community Hub organised a variety of different adult classes including English language, Craft and Zumba classes.
- Vietnamese/Burmese/Arabic Learning Support Aides were made available.
- The school newsletter/school documents were translated into Vietnamese and Burmese.
- Interpreters were arranged for parents when necessary.
- The school hosted a Family Picnic Night during Term 1 that was attended by parents, staff, students and school community members.
- The school hosted a 'Meet and Greet' for new and current families in the Community Hub.
- Local kindergartens were invited to our school to create stronger links.
- The school hosted an Open Day during Term 1 whereby local kindergartens were invited to participate.
- Family enrolment conversations were conducted remotely prior to student enrolment.
- Meetings were organised between prep and kindergarten teachers to assist with prep transition and to share information.
- Pre-prep information sessions were arranged for families both remotely and onsite in small groups.
- The school nurse provided information to prep families during the pre-prep sessions.

- The school hosted a 'Drive-thru Meet and Greet' day during Term 4 for pre-prep students and their families to meet the Grade Prep teachers.
- During remote learning, weekly 'Home Learning packs' for Grade Prep-Six were made available to parents and carers to pick up directly from the school or found on the school website.
- Parents and carers were able to loan a school device for their child to use during remote learning if required.
- Parents and carers were supported by the school via phone or COVID safe onsite meeting if their child was having trouble accessing the online learning content.
- Parent/Teacher Interviews were conducted via phone or Zoom during Term 3, to provide parents with an opportunity to discuss their child's mid-year report and build a stronger family and teacher partnership during remote learning.
- The school has a Grade 6 Transition Program in collaboration with local secondary schools.
- Families and the wider parish community attended the celebration of Mass each week prior to COVID-19 restrictions in Term 1.
- Families attended weekly whole school liturgy celebrations via Zoom due to COVID-19 restrictions for the remainder of the year.
- The school community took part in the annual Parish Carols by night on the oval.
- The Parish Leadership Team and Education Board worked collaboratively together.
- The Principal and Deputy Principal were part of the Parish Leadership team.
- The Parish Priest supported and encouraged building relationships between school and parish.
- School assemblies were attended by families onsite prior to COVID-19 restrictions in Term 1 and then accessed remotely via Zoom for the remainder of the year.
- 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), 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.
- The Family School Partnership and Community Hub leaders hosted a number of 'Virtual afternoon tea' Zoom sessions for parents and school community members to connect during COVID-19 lockdown restrictions.

PARENT SATISFACTION

Due to the pandemic in 2020, the school was unable to conduct the CEMSIS Survey. In the past, the data collected from the CEMSIS Survey assisted the school "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 in 2019 provided valuable information for all staff to understand how well the school is operating as well as areas for improvement.

The 2019 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 regarding School Fit, School Climate, Student Safety, Communication and Catholic Identity.

In the past, the SRC data recorded improvements in all areas of Community Engagement. However, the 2019 CEMSIS data demonstrated 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 regard 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).

The COVID-19 pandemic disrupted daily life for all of us in our school and the parish community and has posed many different challenges. However, this has also provided us with the opportunity to discover new ways of working with our students, our families, our colleagues and our communities. One of the exciting tasks ahead is to continue working together to ensure what we have learnt, is captured, refined and shared.

COVID-19 has enabled us as a school to focus on improving the area of Family Engagement. We introduced ClassDojo at the school and supported our families with its implementation. In 2020, most of our parents/guardians had downloaded the ClassDojo app and were able to view information sent out by the school directly onto their phone. This application also enabled classroom teachers, staff, students and families to remain connected during lockdown. Classroom teachers and specialist teachers (particularly in the junior school) used ClassDojo during Remote Learning to record lessons and families were able to access photos and videos to assist with remote learning. Parents and Carers were also able to receive messages which could be translated into more than 35 languages. Since returning from lockdown, teachers have been able to use this app to provide parents/guardians with evidence of learning taking place in the classroom. The administration staff have also been able to send messages, latest updates and newsletters to parents/guardians.

During lockdown, we realised as a school that it was important for all of us (students, parents, staff and community) to remain optimistic and to stay connected with each other. Therefore, we invited our families as well as our priests to take part in our weekly Liturgy of the Word which was held online via Zoom. Our School Assembly then followed this. Families received the weekly invites and Zoom links via ClassDojo and on average 250 - 350 students and families would attend online, all at the same time.

Future Directions

OUR STRATEGIC INTENT:

(What Holy Eucharist 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 will strive to create an environment where positive, respectful relationships of equity, trust and success prevail amongst all stakeholders. We will 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 Outcomes:

- 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 Outcomes:

- 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 improves.
- 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 Outcomes:

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.