

Holy Eucharist School

St Albans South

2021

Annual Report to the School Community



Registered School Number: 1715

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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 2021 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 Schools.

30/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

Holy Eucharist is a Catholic Primary School in the Western suburbs of the Archdiocese of Melbourne.

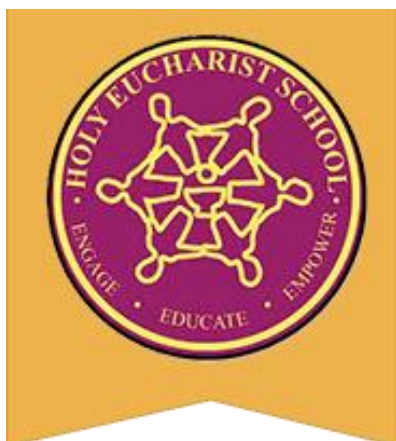
We are justly proud of our school as its community represents a snapshot of the wider picture of Australia: The multicultural picture.

In 2021, the community consisted of 518 children from Vietnam, Philippines, mainland China, Sudan, Ethiopia, Kenya, India, Sri Lanka, Pacific Islands, Southern and Central America and Europe.

Our School's Vision and Mission 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.

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 2021 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 2021 was 518 students. Approximately 19% of students were born overseas and overall 91% of the community were from English as an Additional Language background. During 2021 there are 74 staff members who are full/part-time who also come from diverse backgrounds.

In 2021 we encountered many challenges due to COVID-19. However, as a school, we continued working 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 2021, we had 2 Reading Recovery teacher with 20 children accessing the program as well as 3 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. In 2021, the students were able to make use of technology during remote learning as well as in the classroom. Classrooms have access to a number iPads, Mac Books, Chrome-books and desktop Windows/Mac computers to support student learning.

Principal's Report

Dear Families and Friends,

Welcome to Holy Eucharist Primary School. 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'. We encourage our students to take responsibility for their own learning by providing an enriching and stimulating curriculum.

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:

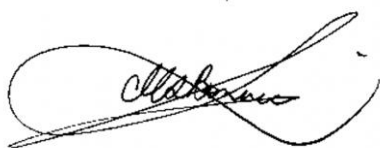
1. Engage students through contemporary approaches to learning
2. Educate students using a personalised approach
3. Empower students to think clearly, act appropriately and embrace their wider community.

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.

As the Principal of Holy Eucharist School (since January 2021), it has been a great honour and a privilege to lead and serve our community. I look forward to connecting with our families in order to 'engage, educate and empower' our students.

God Bless,



Mr Michael Bonnici

Principal

Parish Priest's Report



Dear Friends,

I would like to take this opportunity to say a huge thank you to each one of you for your good efforts in working together to make our school community a place where our students, staff and families feel a sense of belonging, despite all of the challenges surrounding COVID-19.

Unfortunately, the COVID-19 pandemic has affected our school community in one way or another. 2021 saw many restrictions and the students were unable to gather together in the church to celebrate the Eucharist.

During this time of isolation, I came across the words from Richard Rohr, an American Franciscan priest and writer...

"In these challenging, difficult times, we are discovering a wisdom that we needed all along, and that wisdom is that we are all connected. We are not separate. We used to think that we caught diseases as individuals: "I'm sick; you're not." But now we realize, no, we catch diseases as individuals who are part of families, and families who are part of cities, and cities that are part of states and nations. We realize now that our whole species can become infected, and that our whole globe can be changed because of our interconnectedness. . ." (Rohr, 2021).

Our faith in God can help us and in faith we are all connected. Our interconnectedness is opportunity to grow. Saint James reminds us, "For when your faith is tested, your endurance has a chance to grow. So let it grow, for when your endurance is fully developed, you will be strong in character and ready for anything" (James 1:2-4).

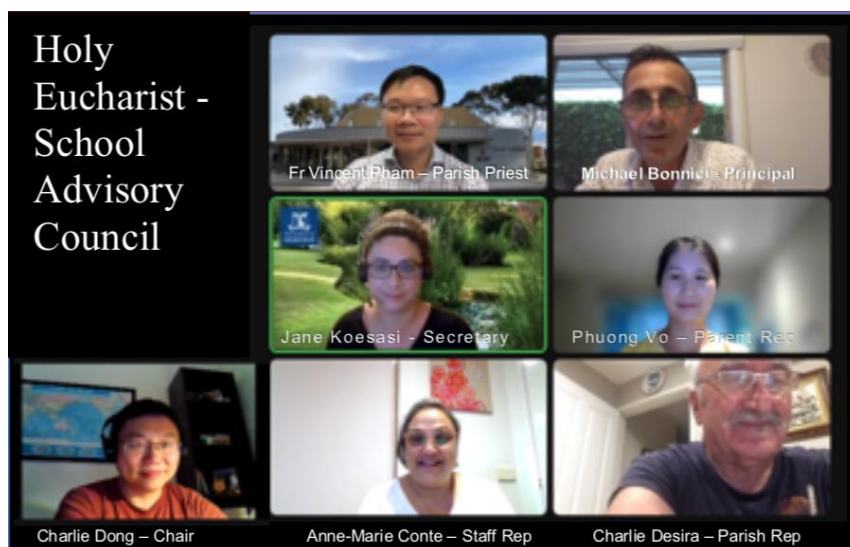
In all things, Psalm 107: 6, 20 tells us, "Lord, they cried in their distress, and He rescued them from their distress." and "...He sent His Word and healed them." Indeed, God's Word is truth, power, love, life and healing. For this reason, we give thanks to our God for all blessings, loving care and protection.

God bless us all.

Fr Vincent Long Pham CSsR

Parish Priest

School Advisory Council Report



The School Advisory Council plays an important role in supporting the work of the Principal by:

- Articulating and enacting the school's Vision and Mission
- Promoting the school's Catholic ethos and culture
- Promoting faith formation and development
- Implementing school policies as required
- Giving advice to the Principal on issues such as enrolments, school improvement plans and enrolment trends
- Engaging in discussion with the Principal about the annual school budget and other financial matters
- Giving advice to the Principal about the school Master Plan
- Capital resource planning and maintenance support to the Principal

The Holy Eucharist School Advisory Council was established on Tuesday 16th November 2021. During the meeting the Chair and the Secretary were elected. The School Advisory Council members are as follows:

- Charlie Dong (Chairperson)
- Jane Koesasi (Secretary)
- Yvette Markakis (Parent Representative)
- Phuong Vo (Parent Representative)
- Anne-Marie Conte (Staff Representative)
- Charlie Desira (Parish Representative)
- Fr Vincent Pham (Custodian of Mission)
- Michael Bonnici (Principal)

Education in Faith

Goals & Intended Outcomes



Pictured above: The Holy Eucharist Staff Commissioning Mass held on Sunday 7th February 2021 at the 10.30 am Holy Eucharist Parish Mass.

Goals:

- To strengthen the Catholic identity of our faith community with a particular focus on making the connection between scripture, the Catholic tradition and global perspectives whilst drawing on Catholic Social Teaching.
- The school aims to ensure that Holy Eucharist remains contemporary and responds to the signs of the times so that it continues to go from strength to strength.

Intended Outcomes:

- That students make real-life connections between faith, life and scripture within the context of Catholic Social Teaching.
- Teachers and students engage in dialogue to develop an understanding of Post-Critical Belief.

Achievements

The Gospel of Mark and Year of Saint Joseph

At the beginning of 2021, the school purchased copies of Patris Corde: 'With a Father's Heart' for each classroom. This book is Pope Francis' reflections on the fatherhood of Saint Joseph. The books were blessed by Father Vincent at a dedicated Mass in 2021, marking the Year of Saint Joseph.

Despite 2021 being another year disrupted by the pandemic involving many weeks of remote learning, Holy Eucharist School was successful in continuing to maintain its strong Catholic identity.

Students continued to be engaged in education in faith through the curriculum, weekly whole school liturgies reflecting the liturgical calendar, and classroom prayer. Weekly online liturgies were uplifting and connected the school community. This was particularly important given church attendance was limited during lockdowns; as were opportunities for whole school interactions.

Although sacraments were rescheduled, teachers delivered the sacramental programs in anticipation of their eventuality. This provided students with a sense of hope and also helped them to understand and reflect on the meaning and importance of the sacraments to their lives.

There were many acts of kindness shown by staff and families in the community during the pandemic, reflecting the Principles of Catholic Social Teaching at Holy Eucharist School.

VALUE ADDED

WHOLE SCHOOL MASS AND LITURGIES:

In 2021, the school's student leaders conducted the 'Stations of the Cross' in the form of a passion play on the School Oval.

For most of the year, School weekly liturgies took place online using Zoom. The focus of the liturgies was to pray for local and global needs and also to reflect on the Catholic liturgical calendar and traditions. During remote learning, students who attended on-campus led the liturgies through the readings and reflections, guided by the Religious Education Leader (REL) and supported by the Parish Priests, Father Vincent and Father Lovin as well as the Principal, Mr Michael Bonnici. Mr Damian O'Bree (Music teacher) played hymns when he was on-campus, otherwise, Mr Bonnici sourced music for the liturgical celebrations. Liturgies were accompanied by a slideshow designed on a weekly basis which reflected the theme and prayers. This was displayed with the live liturgy online and enabled attendees to respond to the prayers. All students attended online through class meeting links accessed by their classroom teacher. Liturgies were also very well attended by families using a weekly Zoom link sent to the community via Class Dojo by the School Principal.

Furthermore, during lockdowns, the School Principal reached out to the school community each week through the Class Dojo platform, providing links enabling families to access live-streamed Sunday Mass services.

The Year 6 Graduation Thanksgiving Mass took place at the Church on Tuesday 14th December, 2021. It included a touching tribute to their teacher and long-standing member of the Holy Eucharist staff and parish community, Mr Wally Antonowicz, using one of his favourite biblical songs, 'By the Rivers of Babylon'. The Year 6 cohort also performed their Graduation song, an adaptation of the music in Maroon 5s song, 'Memories' using their own lyrics. Music

during the Mass was conducted by Deputy Principal, Anne-Marie Conte and MACS RE Consultant, Nelson Graham.

STAFF FAITH FORMATION AND DEVELOPMENT:

An important part of the beginning of the Holy Eucharist School year was the opening staff Mass, which reunited the staff in the Catholic tradition. A staff Commissioning Mass took place on 7th February, 2021 at the Holy Eucharist Parish 10:30 am Sunday Mass. This Mass included the handover of leadership from the former Principal, Jeffrey Parker to the current Principal, Mr Michael Bonnici. Holy Eucharist teachers were supported by the REL for term planning and the provision of resources to assist with teaching and learning. The REL attended the four Religious Education Leader Network meetings with MACS and provided updates to the staff accordingly. Teachers undertook the following professional learning in 2021, with a Religious Education Learning Consultant from MACS (through Zoom):

- Term 1: 25th February - The Gospel of Mark (with Nelson Graham)
- Term 2: 16th June - Recontextualising Prayer: Pray with Creation (with Matthew Navaretti)
- Term 3: 25th August - Prayer and Action in the Season of Creation (with Matthew Navaretti)
- Term 4: 1st December - The Season of Advent (with Nelson Graham)

RELIGIOUS EDUCATION:

Students studied and were assessed on the content for their year level using the three strands incorporating the four curriculum content areas, both during on-campus and remote learning.

SACRAMENTS:

Preceding sacraments in 2021, several students were baptised with the Parish. An RE incursion for Years 3 to 6 was held in April 2021. This was a performance on the life of Mary MacKillop called, 'Young Mary'. It showed the importance of saints as models of the Catholic faith through the first Australian Saint. The Year 6 teachers and students visited the Mary MacKillop Heritage Centre in preparation for the sacrament of Confirmation. In 2021, this incorporated a spiritual walk highlighting the Gifts of the Holy Spirit, followed by Mass at St Patrick's Cathedral.

Family Faith and Information evenings were held for each sacrament (on Zoom for First Communion and Confirmation), facilitated by MACS RE Consultant, Nelson Graham.

The Sacraments of First Holy Communion and Confirmation were rescheduled several times throughout 2021 due to the pandemic. The sacraments proceeded as follows:

- **Reconciliation:** held in the Church where families attended. Year 4: Tuesday 16th March, 2021 (rescheduled from 2020) Year 3: Tuesday 23rd March, 2021
- **First Holy Communion:** held in the Church (live-streamed to families) Year 4: Wednesday 3rd November, 2021 Year 5: Thursday 4th November, 2021 (rescheduled from 2020)
- **Confirmation:** held in the Church (live-streamed to families) Year 6: Friday 5th November, 2021: Father Vincent was provided with a delegation to administer the Sacrament by the Bishop. The Year 6 teachers were proxy sponsors for the candidates.

SCHOOL CONNECTION WITH THE COMMUNITY:

The school made a consistent effort toward nurturing spiritual growth in the community. For example, the school newsletter guided families in prayer by incorporating the Catholic calendar, Sunday Gospels, social justice initiatives and liturgical events happening at the school. The Christmas Carol Concert led by Mr Damian O'Bree (Music teacher) was a wonderful way to conclude the year, where each class performed their selected Christmas song which was live-streamed to the community. Even during the pandemic, Holy Eucharist families continued to show their generosity in the 'Caritas Project Compassion Appeal' during Lent.

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

- Professional Focus Groups meeting led by Sphere and Curriculum Leaders, assisted staff in developing, evaluating, modifying the school's Scope and Sequence in line with the Victorian Curriculum.
- The Learning and Teaching/Literacy, Numeracy and Religious Education leaders met on a regular basis to discuss observations, needs and to plan and prepare for term planning.
- Curriculum leaders supported teachers through facilitated planning across all year levels on a fortnightly basis including during planning days each term.
- Teachers worked in Professional Learning Teams both remotely and onsite. For most of 2021, these meetings were held remotely.

- Teachers were released to complete formative, beginning of the year and summative, end of year, testing in accordance with Holy Eucharist's Assessment Schedule. Teachers continued to utilise the school's central database to record, track student growth in both Literacy and Numeracy.
- Teachers continued to use data throughout the year to inform their teaching and cater to students' needs.
- Eligible students in Year 3 and Year 5 completed the National Assessment Program - Literacy and Numeracy (NAPLAN).
- Teachers participated in professional learning opportunities offered throughout the year, many of which delivered online during the restrictions.
- Learning Intentions and Success Criteria were planned during facilitated planning sessions for Inquiry, Reading and Writing, Mathematics and Religion. Specialist Teachers also include these in their planners. Teachers either displayed or orally shared these with the students at the beginning of each lesson.
- During the COVID 19 lockdown periods teachers prepared 'paper packs' for all students, in addition to work shared via Google Classroom for students Years 4 - 6, of the learning planned for the students in order to support their learning from home. Weekly timetables were provided to families in order to outline the learning tasks for the week. Teachers provided regular ongoing feedback to students upon submission of tasks.
- Class Dojo, Google Classroom, Google Meet and Zoom were used as the platforms to support student learning during remote learning periods due to the COVID Pandemic lockdowns.
- The School's Newsletter was used to keep families informed about what students at each year level would be able to learn throughout each term. The Newsletter was also used throughout each term to share displays of student work around the school, and great examples of writing to celebrate learning.
- An English as an Additional Language/Dialect (EAL/D) /New Arrivals Teacher was employed to support newly arrived students from overseas, refugee students as well as students who are of an EAL/D background.
- Literacy Tutoring Funding was used to employ a teacher to work fulltime to support students impacted by COVID 19 lockdowns during 2020. Leveled Literacy Intervention (LLI) was implemented with students in Year 2 in small groups. Writing support was provided to students in Year 5. In addition, the funding supported the employment of teacher one day a week to work with students in Years 3 to 6, in small groups. Drama was used as the catalyst to support oral language development.
- Teachers worked in collaboration with Melbourne Archdiocese Catholic Schools English as an Additional Language (EAL) and Literacy Learning Consultants to assist with understanding the new EAL curriculum.
- English as an Additional Language Pathways Reporting Tools were used to report progression of students classified as learning English as an Additional Language.
- The Reading Recovery program was implemented to support Year 1 students experiencing reading difficulties. This continued during remote learning periods throughout the year due to COVID lockdowns.

- Literacy Intervention was provided for students in small groups to target the reading and comprehension needs of students in Years 3 to 6. Levelled Literacy Intervention (LLI) was implemented support students experiencing difficulty. This continued during remote period lockdowns.
- The LFIN (Learning Framework in Number) was used from Prep up to Year Four, and has contributed to improved learning outcomes and growth in Number and Algebra
- Students in Years 5-6 that required additional Number and Algebra support were also monitored using the LFIN
- Numeracy learning progression (on the Victorian Curriculum) was also monitored using Essential Assessment (all Grade 3-6 students)
- Students were given access to personalised Numeracy activities (on Essential Assessment) that could be accessed at school and from home
- Students in Grades 3-6 were given the opportunity to participate in the Australian Maths Competition (AMC), with 90 students taking part (onsite and remotely)
- The Number Intervention teacher supported students in grades 2, 3 and 4, in small groups and in one on one sessions
- Two additional teachers conducted Mathematics tutor learning support in grades Prep to Year 6
- These intervention and support programs continued during remote learning periods (conducted via Google Meet)
- The school's application for the Grade Prep team (2022) and Grade 1 team (2023) to participate in the Early Number and Algebra (ENA) program was accepted, the teams will be working in partnership with MACS to advance the professional learning of teachers and therefore the growth of students in the early years
- The Grade 1 and Grade 4 teams participated in the Developing Mathematical Understanding (DMU) professional development program facilitated by MACS
- Additional Numeracy resources were purchased with Grants from the DMU program
- Year Level teams created success criteria for the Numeracy Progression Points (Victorian Curriculum) to assist with the moderation of student progressions and to facilitate consistency during reporting periods
- A variety of resources, such as big books, magnetic letters including wooden boxes for ease of access, books to top up classroom libraries and take home readers, posters etc., were purchased across a range of curriculum areas to support teachers with teaching various concepts and skills.

STUDENT LEARNING OUTCOMES

At Holy Eucharist, students in Year 5 (2021) made gains in Reading, Writing and Numeracy since the completion of NAPLAN two years ago, when they were in Year 3. The improvement made by these students in comparison to students with similar backgrounds was greater in the three curriculum areas.

As there were no NAPLAN results to report on in 2020, a number of programs and strategies were in place to support and monitor our students. These are as follows:

- Progressive Achievement Test in Mathematics (PAT - M)
- Progressive Achievement Test in Reading (PAT - R)
- Fountas & Pinnell - Bench Mark Assessment System (BAS)
- Tutoring in Literacy and Numeracy
- Intervention in Literacy and Numeracy.

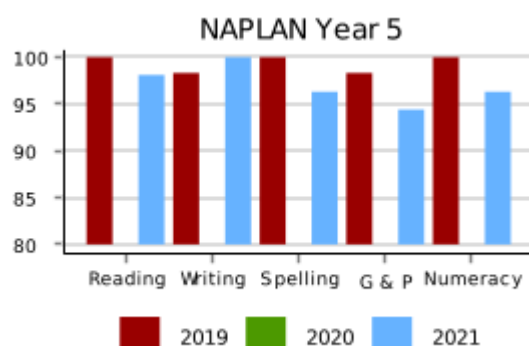
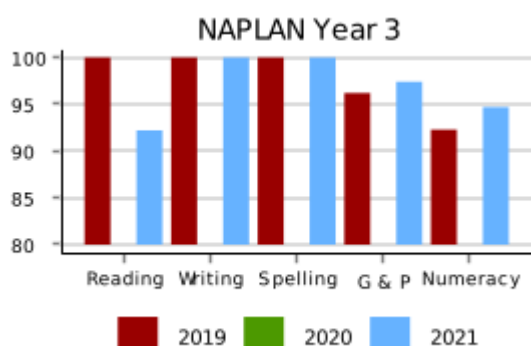
Whilst completing these programs, the teachers set goals for the students. Students were also monitored and assessed, inline with the school's Assessment Schedule.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	96.2	-	-	97.4	-
YR 03 Numeracy	92.3	-	-	94.7	-
YR 03 Reading	100.0	-	-	92.2	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	98.3	-	-	94.4	-
YR 05 Numeracy	100.0	-	-	96.3	-
YR 05 Reading	100.0	-	-	98.1	-
YR 05 Spelling	100.0	-	-	96.3	-
YR 05 Writing	98.3	-	-	100.0	-

* 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



At Holy Eucharist School we acknowledge and celebrate individual differences and are inclusive of all students. At our school we aim to provide a creative climate where all students can develop 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.

We believe that students who are happy, confident, and able to establish meaningful relationships with their peers, school, family, and community are better placed to achieve positive learning outcomes. We strive to create an optimal learning environment where every student feels safe and supported and where all students learn to be responsible for their actions.

eXcel affirms Catholic Education Melbourne's ongoing commitment to supporting 'rich, deep, and varied learning experiences' for our students, so that they may develop as optimistic, resilient young people of faith, ready to be effective members of community, contributing to and enriching the world around them.

Catholic Education Melbourne 2018, eXcel: Wellbeing for learning in Catholic school communities

Goals

- To implement a culture of Reflective Practice.
- To develop a school-wide approach based on eXcel: Wellbeing for learning in Catholic school communities through the four dimensions of **enable**, **connect**, **engage**, and **learn (eXcel)**

Intended Outcomes

- That staff pedagogical practices are in response to student needs.
- That student engagement in learning improves
- To embed the whole school approach to pedagogy and student wellbeing.

Achievements



ENABLE

- 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.
- 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, CPR and Anaphylaxis.
- Register set-up for children and families with Intervention Orders and Out of School Care.
- An annual Emergency Management plan undertaken by the whole staff.
- Skodel - an online platform that allowed Gr 5 and Gr 6 teachers to monitor and review students wellbeing throughout the school year
- The Leadership Team met regularly to work through Child Safety requirements and the mechanics of the school.
- Wet and Hot Day procedures were in place.



CONNECT

- Family engagement resources provided for parents during COVID-19 pandemic.
- Information about wellbeing published regularly in the newsletter & Class Dojo parent digital portal.
- National Disability Insurance Scheme (NDIS) - collaboration with consultants with external providers ; Speech Pathologists, Occupational Therapists and Psychologists collaborating goals and monitoring and reviewing remotely.
- Social and Emotional Growth: School Counsellor for 3 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 to support children with diverse needs.
- Monitoring and tracking remote home learning engagement weekly. "Check ins" with families weekly during remote learning.
- Continued professional partnerships in building staff's capacity and understanding, the positive impact on the education and well-being of young people of refugee backgrounds at Holy Eucharist. The Refugee Education Support Program (RESP) partnership, funded by the Department of Education and Training (DET), between the Department, the Centre for Multicultural Youth (CMY) and Foundation House, and delivered in collaboration with the Catholic Education Commission of Victoria and Independent Schools Victoria.
- Staff Online Professional Learning (OPL) with Foundation House designed to support students and/or families from refugee backgrounds.
- Staff Community iMovie in Term 3 connecting student, family and school partnerships during remote learning.



ENGAGE

- Learning Support Officers (LSO's) to assist students in their learning during remote and onsite learning.
- LSO Professional Development ongoing to have best evidence-based strategies to support students and families.
- 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 participated in school assemblies about Respectful Relationship, National Day of Action Against Bullying and Violence, Harmony Day and Cyberbullying in Term 1.
- 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 ROSAE - Melbourne Archdiocese of Catholic Schools (MACS). MACS Learning Consultants worked in partnership with Leadership and Staff to build capacity to support student and families wellbeing and academic, and social / emotional learning during remote and onsite learning.
- Children's identified needs were assessed, and Personalised Learning Programs (PLP's) were developed to meet the needs of each child. Program Support Meetings (PSGs) were conducted onsite and remotely (Term 3 and 4) or as required to report on the development of these children.

- SPS Speech Pathologist employed in Term 3 to assist in identifying needs and analysing data to provide additional Tier 1, Tier 2 and Tier 3 Response to Intervention (RTI) centered around oral language and Language therapy.
- Staff Professional development MACS eXcel- Wellbeing Framework in the community and Hope of Horizon conducted remotely - Wellbeing and Learning Diversity.
- 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.
- Camps and excursions were implemented following COVIDsafe protocols and procedures.



LEARN

- Social and Emotional Learning (SEL) implemented through mindfulness activities and meditation.
- SEL curriculum "Highway Heroes" BEST Program 4 Kids , to support Social and Emotional Learning.
- During remote learning "Wellbeing Wednesday" lessons focused on setbacks, resilience, and hope.
- Staff Professional development MACS eXcel- Wellbeing Framework in the community and Hope of Horizon conducted remotely - Wellbeing and Learning Diversity
- Six consistent rules/ expectations across the school community. The discipline policy is in line with these expectations and the restorative practices implemented are clearly documented for staff and students.
- Learning Intentions and success criteria were put in place and made visible
- ABC Monitoring Behaviour Charts, Behaviour Plans, Safety Plans to identify intervention support systems for behaviour and social and emotional identified needs.
- Transition programs for children with additional needs, as well as including students in Grade six and incoming Preps.
- The Learning Diversity Leader and Family & Community Engagement Leader attended the Pre-Prep program to inform parents about the services offered to children.
- USER B trained staff members (x2) professional learning to further analyse student data required to help determine and/or support a possible referral.

VALUE ADDED

VALUE ADDED

- Breakfast Program for students from 8:15 - 8:45 am 4 days a week in Term 1 and Term 4.
- 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
- 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.
- Personal staff occasions, such as birthdays and other significant life events are acknowledged and celebrated (as far as the individual desires)
- Staff Wellbeing Staff Meetings

STUDENT SATISFACTION

In 2021, the MACSSIS Survey was made available to school communities. Parents, students and staff were invited to complete the survey.

The data obtained from the surveys was presented schools in order "to learn about school community perceptions and strengthen the use of high-quality data-informed practices" (ORIMA, 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 '10 Student Survey Domains' reflected a positive student experience when compared to the MACS 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.

Student's Learning Disposition, Student Safety and Enabling Safety are three areas which were flagged in the past and still need to be monitored

Student's Learning Disposition

MACS AVERAGE = 74%.

HE in 2019 = 72%

HE in 2021 = 67% (decrease by 5%).

Student safety: MACS AVERAGE = 62%.

HE in 2019 = 47%

HE in 2021 = 55% (improved by 8%).

Enabling Safety: MACS AVERAGE = 56%

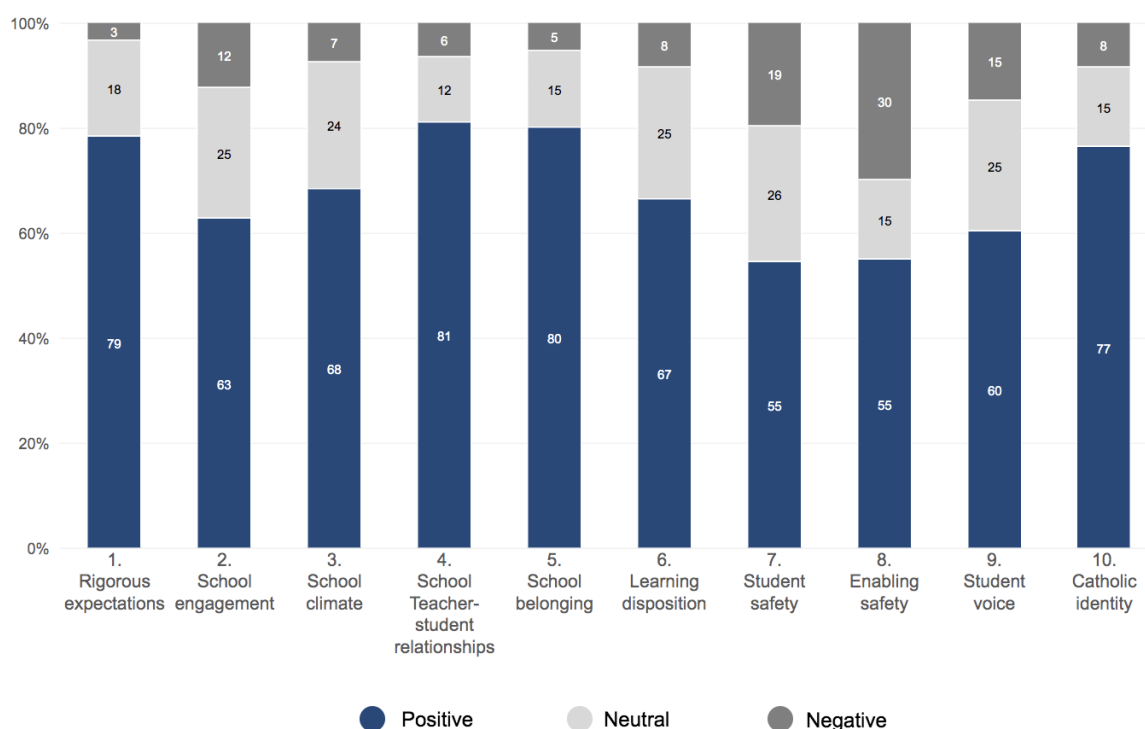
HE in 2019 = 53%

HE in 2021 = 55% (improved by 2%).

E1281 Holy Eucharist School Primary 2021 Student Responses Overview by Domain



2nd Level Comparison



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 in 2018 and these have been adhered to ever since.

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. [1] [SEP]
- In the event of extended absenteeism, without the school being notified, Holy Eucharist Primary School, (in line with Melbourne Archdiocese Catholic Schools Policy - MACS), 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. [1] [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	96.7%
Y02	96.0%
Y03	96.6%
Y04	97.1%
Y05	96.0%
Y06	96.6%
Overall average attendance	96.5%

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. [L] [SEP]
- To protect children and reduce any opportunity of abuse or harm to children. [L] [SEP]
- 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 [L] [SEP] situations.

Intended Outcomes

- That students in our care will feel safe and protected from harm. [L] [SEP]
- That students will be able to identify safe and unsafe situations. [L] [SEP]
- That students will feel free to express any concerns, threat or fear that they may be [L] [SEP] experiencing to any school personnel. [L] [SEP]
- That parents, caregivers and the community are aware that there are Child Safe Standards [L] [SEP] 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 [L] [SEP] regarding child safety at our school. [L] [SEP]

Achievements

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, Pre-service 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



Goals:

- 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 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 2021

Capital Grants Application Workshop 2021 Catholic Leadership Centre. Date: Thursday, 4th February 2021. Time: 09:00AM - 01:00PM (4 hours)

Finance Cluster Meeting Term One - Session 3 Online Session. Date: Wednesday, 17th February 2021. Time: 09:00AM - 04:00PM (7 hours)

New Principal's Finance Induction (Primary) - Session 1, Online Session. Date: Thursday, 20th May, Wednesday, 8th September, Wednesday 10th November 2021, Time: 09:00AM - 04:00PM (7 hours each)

New Arrivals Network - Session 1, Online Session (3x staff) Dates: Thursday, 11th March, 10th June, 2nd September, and 25th November 2021. Time: 09:30AM - 11:30AM (2 hours each).

NRO Learning Diversity Leaders' Connect LD L Connect - Sessions 1, 2, 3, 4. Online Sessions. Date: Tuesday, 2nd March, 4th May, 17th August, 9th November 2021, Time: 09:30AM - 11:00AM (1.5 hours each)

NCCD Introduction - New Learning Diversity Leaders (NRO) - Session 1, Online Session, Date: Thursday, 4th March 2021, Time: 12:00AM - 11:59PM (2 hours)

Record of Student Adjustment & Evaluation (ROSAE) Training Session 4 Online Session, Date: Monday, 22nd February 2021, Time: 02:00PM - 03:30PM (1.5 hours)

Hero HQ - Anaphylaxis / CPR / First Aid Training (On campus & online) Tuesday, 23rd March 2021

Northern Region: Religious Education Leaders' Network (Primary), Term 1 Online Session, Date: Thursday, 4th March 2021, Time: 12:00AM - 11:59PM (4 hours).

Northern Region: Religious Education Leaders' Network (Primary), Term 2, Treacy Centre, Date: Thursday, 20th May 2021, Time: 09:00AM - 04:00PM (5.5 hours).

Dynamiq Emergency Management Training Online Session Wednesday, 26th May 2021, Time: 3:30pm - 5:00pm

Northern Region: Religious Education Leaders' Network (Primary) - Term 2 Treacy Centre, Date: Thursday, 20th May 2021, Time: 09:00AM - 04:00PM (5.5 hours).

Northern Region: Religious Education Leaders' Network (Primary) - Term 3 Online Session, Date: Thursday, 18th November 2021, Time: 12:00AM - 11:59PM, (4 hours).

Student Wellbeing Leaders Primary Network - Northern Region, Term One Online Session, Date: Friday, 26th February 2021, Time: 09:15AM - 01:00PM (3 hours).

Gifted Action research Course -Day 4 Online Session, Date: Wednesday, 10th November 2021, Time: 10:00AM - 02:00PM (3 hours)

Developing Mathematical Understanding 3-6 Multiplicative Thinking (Northern Region) Plenary Online Session (x 3 staff) Date: Friday, 12th March 2021, Time: 09:00AM - 01:00PM (4 hours)

Developing Mathematical Understanding 3-6 Multiplicative Thinking (Northern Region) Northern Region Workshop Online Session (x 3 staff), Date: Tuesday, 30th March 2021, Time: 09:00AM - 01:00PM (4 hours)

Teaching in English in Multilingual Classrooms (TEMC -previously TESMC) -Session 1, Online Session (x 2 staff), Date: Thursday, 25th February 2021, Time: 02:00PM - 05:00PM (2.85 hours)

Teaching in English in Multilingual Classrooms (TEMC -previously TESMC) - Session 3, Online Session (x 2 staff), Date: Thursday, 11th March 2021, Time: 02:00PM - 05:00PM (2.85 hours).

Teaching in English in Multilingual Classrooms (TEMC -previously TESMC) - Session 4
Online Session (x 2 staff), Date: Thursday, 18th March 2021, Time: 02:00PM - 05:00PM (2.85 hours)

Teaching in English in Multilingual Classrooms (TEMC -previously TESMC) - Session 5,
Online Session (x 2 staff) Date: Thursday, 25th March 2021, Time: 02:00PM - 05:00PM (2.85 hours)

Teaching in English in Multilingual Classrooms (TEMC -previously TESMC) - Session 6,
Online Session (x 2 staff) Date: Thursday, 1st April 2021, Time: 02:00PM - 05:00PM (2.85 hours)

Teaching in English in Multilingual Classrooms (TEMC -previously TESMC) - Session 7
Online Session (x 2 staff) Date: Thursday, 22nd April 2021, Time: 02:00PM - 05:00PM (2.85 hours)

Teaching in English in Multilingual Classrooms (TEMC -previously TESMC) - Session 8
Online Session (x 2 staff) , Date: Thursday, 29th April 2021, Time: 02:00PM - 05:00PM (2.85 hours)

Teaching in English in Multilingual Classrooms (TEMC -previously TESMC) - Session 9
Online Session (x 2 staff) Date: Thursday, 6th May 2021, Time: 02:00PM - 05:00PM (2.85 hours)

Enhancing Catholic School Identity Enhancing Catholic School Identity St Clare's Catholic School, Truganina South. Date: Tuesday, 9th March 2021

Time: 03:30PM - 04:30PM (1 hour)

Working with the new F-10 English as an Additional Language (EAL) Curriculum Identifying EAL Learners Online Session, (x 36 staff) Date: Wednesday, 24th March 2021, Time: 03:45PM - 04:45PM (1 hour)

Working with the new F-10 English as an Additional Language (EAL) Curriculum Planning for language learning across the curriculum (Primary) Online Session (x 36 staff) Date: Tuesday, 27th April 2021, Time: 03:45PM - 04:45PM (1 hour)

Working with the new F-10 English as an Additional Language (EAL) Curriculum Plurilingualism in Primary Settings Online Session (x 36 Staff) Date: Wednesday, 5th May 2021, Time: 03:45PM - 04:45PM (1 hour)

Working with the new F-10 English as an Additional Language (EAL) Curriculum Plurilingualism in Secondary Settings Online Session

(x 36 Staff) Date: Wednesday, 19th May 2021, Time: 03:45PM - 04:45PM (1 hour)

Working with the new F-10 English as an Additional Language (EAL) Curriculum Assessment and Reporting on EAL learners Online Session (x 36 Staff) Date: Wednesday, 2nd June 2021, Time: 03:45PM - 04:45PM (1 hour)

Working with the new F-10 English as an Additional Language (EAL) Curriculum Reviewing your schools processes and practices to support EAL learners, setting goals for 2022 and beyond Online Session (x 36 Staff) Date: Wednesday, 28th July 2021, Time: 03:45PM - 04:45PM (1 hour)

Working with the new F-10 English as an Additional Language (EAL) Curriculum Supporting Transitions for EAL learners, Online Session (x 36 staff) Date: Wednesday, 1st September 2021, Time: 03:45PM - 04:45PM (1 hour)

Regional Deputy Principal's Network (Term 1) Online Session, Date: Friday, 12th March 2021, Time: 09:00AM - 03:00PM (6 hour)

Principal Induction (Workshop 2) Catholic Leadership Centre, Date: Wednesday, 21st April 2021, Time: 01:00PM - 04:30PM (3.5 hours)

Principal Induction (Critical Quarter 1B) Online Session, Date: Tuesday, 4th May 2021, Time: 09:00AM - 01:00PM (4 hours)

Principal Induction (Critical Quarter 1C) Online Session, Date: Tuesday, 8th June 2021, Time: 09:30AM - 01:00PM (3 hours)

Principal Induction (Workshop 3) Catholic Leadership Centre, Date: Thursday, 26th August 2021, Time: 01:00PM - 04:30PM (3.5 hours)

Principal Induction (Workshop 4) Catholic Leadership Centre, Date: Thursday, 25th November 2021, Time: 01:00PM - 04:30PM (3.5 hours)

Developing Mathematical Understanding F-2 Fractions (Northern Region) Plenary, Online Session, (x 6 staff), Date: Tuesday, 1st June 2021, Time: 09:00AM - 01:00PM (4 hours)

Developing Mathematical Understanding F-2 Fractions (Northern Region) Regional Workshop Catholic Leadership Centre (x 6 staff) Date: Tuesday, 15th June 2021, Time: 09:00AM - 04:00PM (7 hours)

Inducting The REL in Religious Leadership - Day 1 Catholic Leadership Centre, Date: Thursday, 29th April 2021, Time: 09:00AM - 04:00PM (6 hours)

Inducting The Religious Education Leader - Day 2 Online Session Date: Tuesday, 24th August 2021, Time: 12:00AM - 11:59PM (3 hours)

Student Wellbeing Leader Primary Network - Northern - Term One Moonee Valley Racing Club, Date: Wednesday, 5th May 2021, Time: 09:00AM - 03:30PM (5.5 hours)

Student Wellbeing Leaders Primary Network - Northern Region Term Two Moonee Valley Racing Club, Date: Wednesday, 5th May 2021, Time: 09:00AM - 03:30PM (5.5 hours)

New Literacy Leaders: Year Two - Session 2 Online Session, Date: Thursday, 6th May 2021, Time: 03:45PM - 05:00PM (1.25 hours)

New Literacy Leaders: Year Two - Session 3 Online Session, Date: Thursday, 29th July 2021, Time: 03:45PM - 05:00PM (1.25 hours)

New Literacy Leaders: Year Two - Session 4 Online Session, Date: Thursday, 21st October 2021, Time: 03:45PM - 05:00PM (1.25 hours)

Early Number and Algebra (Northern Region) Term 1 Northern Region Workshop Online Session (x 6 staff), Date: Thursday, 18th February 2021, Time: 09:00AM - 03:30PM (6.5 hours)

Early Number and Algebra (Northern Region) Term 2 Northern Region Online Session (x 6 staff) Date: Thursday, 22nd April 2021, Time: 09:15AM - 03:00PM (5.75 hours)

Early Number and Algebra (Northern Region) Term 2 Northern Region Workshop TBA - Venue To Be Advised (x 6 staff) Date: Tuesday, 11th May 2021, Time: 09:00AM - 03:30PM (6.5 hours)

Early Number and Algebra (Northern Region) Term 3 Northern Plenary Online Session (x 6 staff) Date: Thursday, 15th July 2021, Time: 09:15AM - 03:00PM (5.75 hours)

Early Number and Algebra (Northern Region) Term 3 Northern Region Workshop TBA - Venue To Be Advised (x 6 staff) Date: Thursday, 5th August 2021, Time: 09:00AM - 03:15PM (6.25 hours)

Early Number and Algebra (Northern Region) Term 4 Northern Plenary Online Session Date: Thursday, 7th October 2021, Time: 09:15AM - 03:00PM (5.75 hours)

Early Number and Algebra (Northern Region) Term 4 Northern Region Workshop TBA - Venue To Be Advised (x 6 staff) Date: Wednesday, 27th October 2021, Time: 09:00AM - 03:15PM (6.25 hours)

Supporting Graduates: Provisional to (Full) Registration Part 2 - Online Modules Online Session (x 4 staff) Date: Thursday, 13th May 2021,

Supporting Graduates: Provisional to (Full) Registration Part 1 - Introductory webinar Online Session (x 4 staff) Date: Thursday, 13th May 2021, Time: 03:45PM - 04:45PM (1 hour)

A leadership development series for recently appointed Student Wellbeing Leaders - Session 1 Online Session Date: Wednesday, 26th May 2021

Supporting Graduates: Furthering your VIT inquiry (Part 3): Furthering your inquiry Catholic Leadership Centre (x 4 staff) Date: Friday, 3rd September 2021, Time: 08:45AM - 04:30PM (7.75 hours)

User Level B Accreditation Cohort 3 User Level B Accreditation - Session 1 Online, Session (x 2 staff) Date: Wednesday, 28th July 2021, Time: 09:30AM - 01:00PM (3.5 hours)

User Level B Accreditation Cohort 3 User Level B Accreditation - Session 2 Online Session (x 2 staff) Date: Thursday, 29th July 2021, Time: 09:30AM - 01:00PM (3.5 hours)

User Level B Accreditation Cohort 3 User Level B Accreditation - Session 3 Pearson Australia (x 2 staff) Date: Thursday, 12th August 2021, Time: 09:00AM - 04:00PM (7 hours)

User Level B Accreditation Cohort 3 User Level B Accreditation - Session 4 Pearson Australia (x 2 staff) Date: Wednesday, 18th August 2021, Time: 09:00AM - 04:00PM (7 hours)

User Level B Accreditation Cohort 3 User Level B Accreditation - Session 5 Pearson Australia (x 2 staff) Date: Thursday, 19th August 2021, Time: 09:00AM - 04:00PM (7 hours)

(NRO) Understanding Significant Reading Difficulties and Dyslexia - Session 1, Online Session Date: Tuesday, 20th July 2021, Time: 02:00PM - 03:30PM (1.5 hours)

(NRO) Understanding Significant Reading Difficulties and Dyslexia - Session 2 Online Session, Date: Tuesday, 3rd August 2021, Time: 02:00PM - 03:30PM (1.5 hours)

(NRO) Understanding Significant Reading Difficulties and Dyslexia - Session 3 Online Session, Date: Tuesday, 17th August 2021, Time: 02:00PM - 03:30PM (1.5 hours)

Developing Mathematical Understanding 3-6 Geometry (Northern Region) Plenary Online Session (x 6 staff) Date: Thursday, 19th August 2021, Time: 09:00AM - 04:00PM (7 hours)

Developing Mathematical Understanding 3-6 Geometry (Northern Region)

(x 6 staff) Date: Thursday, 16th September 2021, Time: 09:00AM - 04:00PM (7 hours)

Tier 2 Assessments - York Assessment of Reading for Comprehension YARC Administration, Online Session, Date: Tuesday, 12th October 2021, Time: 09:30AM - 11:30AM (2 hours)

Tier 2 Assessments - York Assessment of Reading for Comprehension - Session 2, Online Session, Date: Tuesday, 23rd November 2021, Time: 09:15AM - 11:00AM (1.75 hours)

Formative Assessment - the bridge between teaching and learning - Online Modules/Online Session, Date: Thursday, 17th June 2021,

Spelling in Context Spelling in Context - Session 1 Online Session (x 6 staff) Date: Monday, 11th October 2021

Spelling in Context - Session 2 Online Session (x 6 staff) Date: Friday, 29th October 2021

Words in Context (Cohort 1) Leader Session: Online Session (x 2 staff) Date: Tuesday, 3rd August 2021, Time: 03:45PM - 05:00PM (1.25 hours)

Words in Context - Session 1 Online Session (x 2 staff) Date: Thursday, 9th September 2021, Time: 09:00AM - 02:00PM (4 hours)

Words in Context Cohort 1/ Session 2 Online Session (x 2 staff) Date: Monday, 13th September 2021, Time: 09:00AM - 02:00PM (4 hours)

Words in Context (Cohort 1) Words in Context - Session 3 Online Session (x 2 staff) Date: Wednesday, 3rd November 2021, Time: 09:00AM - 02:00PM (4 hours)

Words in Context (Cohort 1) Words in Context - Symposium Catholic Leadership Centre (x 2 staff) Date: Wednesday, 3rd November 2021, Time: 09:00AM - 02:00PM (4 hours)

Principal Forum - Session 2 Catholic Leadership Centre Date: Thursday, 28th October 2021, Time: 10:00AM - 01:00PM (3 hours) Online Session (x 2 staff) Date: Thursday, 21st October 2021, Time: 03:00PM - 04:30PM (1.5 hours)

Setting up the classroom for Successful Transition to Foundation - Part 2 Setting up the classroom for Successful Transition to Foundation, Part 2 - Session 1 Online Session (x 2 staff) Date: Thursday, 4th November 2021, Time: 03:00PM - 04:30PM (1.5 hours)

Shared Services ePortal Training - Payroll Shared services payroll portal - Session 5 Online Session Date: Monday, 11th October 2021, Time: 10:00AM - 11:00AM 1

Student Wellbeing Leaders Primary Network - Northern Region Term 4, Student Wellbeing Leader Primary Network - Northern - Term 4 Online Session Date: Wednesday, 20th October 2021, Time: 12:00AM - 11:59PM (3.5 hours)

English Online Interview: Workshop Series English Online Interview: Workshop Series - Session 1, Online Session, Date: Wednesday, 20th October 2021, Time: 03:45PM - 05:00PM (1.25 hours)

English Online Interview: Workshop Series English Online Interview: Workshop Series - Session 2, Online Session Date: Wednesday, 27th October 2021, Time: 03:45PM - 05:00PM (1.25 hours)

English Online Interview: Workshop Series English Online Interview: Workshop Series - Session 3, Online Session Date: Wednesday, 10th November 2021, Time: 03:45PM - 05:00PM (1.25 hours)

Advent with Dr Marg Carswell - Sessions 1, 2, 3, 4 (Zoom) N/A (No Venue Applicable)

(x 2 staff) Dates: Wednesday, 10th, 17th, 24th November 2021 and Wednesday, 1st December 2021, Time: 04:00PM - 05:00PM (1 hour)

Lent with Rev Dr Elio Capra SDB Lent with Rev Dr Elio Capra SDB - Sessions 1, 2, 3, 4, 5 (Zoom) Online Session Date: Thursday, 10th, 17th, 24th February 2022, 3rd, 10th March Time: 04:00PM - 05:00PM (1 hour)

The Catholic Contribution - Virtual Lecture Series by Professor John Haldane The Catholic Contribution Online Session Date: Thursday, 14th October 2021 (5 hours)

Deputy Principal Network Northern Region Term 4 2021- Session 1, Online Session, Date: Friday, 26th November 2021

Grammar in Context: using high challenge, high support pedagogies to improve writing - Session 1, Catholic Leadership Centre, Date: Thursday, 3rd March 2022, Time: 09:00AM - 04:00PM (6 hours)

Grammar in Context: using high challenge, high support pedagogies to improve writing - Session 2, Online Session, Date: Wednesday, 9th March 2022, Time: 03:45PM - 05:15PM, (1.5 hours)

Grammar in Context: using high challenge, high support pedagogies to improve writing - Session 3, Online Session, Date: Wednesday, 16th March 2022, Time: 03:45PM - 05:15PM (1.5 hours)

Grammar in Context: using high challenge, high support pedagogies to improve writing - Session 4, Online Session, Date: Wednesday, 23rd March 2022, Time: 03:45PM - 05:15PM (1.5 hours)

Grammar in Context: using high challenge, high support pedagogies to improve writing - Session 5, Catholic Leadership Centre Date: Thursday, 31st March 2022, Time: 09:00AM - 04:00PM (6 hours)

Grammar in Context: using high challenge, high support pedagogies to improve writing - Session 6, Online Session, Date: Wednesday, 20th July 2022, Time: 03:45PM - 05:15PM (1.5 hours)

Grammar in Context: using high challenge, high support pedagogies to improve writing - Session 7, Online Session, Date: Wednesday, 27th July 2022, Time: 03:45PM - 05:15PM (1.5 hours)

Grammar in Context: using high challenge, high support pedagogies to improve writing - Session 8, Online Session, Date: Wednesday, 3rd August 2022, Time: 03:45PM - 05:15PM (1.5 hours)

Grammar in Context: using high challenge, high support pedagogies to improve writing - Session 9, Catholic Leadership Centre, Date: Thursday, 10th November 2022, Time: 09:00AM - 04:00PM (6 hours)

Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency - Intensive 1 - Day 1 Catholic Leadership Centre, Date: Wednesday, 4th May 2022, Time: 09:00AM - 03:30PM (5.5 hours)

Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency - Intensive 1 - Day 2 Catholic Leadership Centre, Date: Thursday, 5th May 2022, Time: 09:00AM - 03:30PM (5.5 hours)

Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency - Intensive 2 - Day 1 Online Session Date: Wednesday, 8th June 2022, Time: 09:00AM - 03:30PM (5.5 hours)

Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency - Intensive 2 - Day 2 Online Session Date: Thursday, 9th June 2022, Time: 09:00AM - 03:30PM (5.5 hours)

Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency - Intensive 3 - Day 1 Online Session Date: Wednesday, 27th July 2022, Time: 09:00AM - 03:30PM (5.5 hours)

Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency - Intensive 3 - Day 2 Online Session Date: Thursday, 28th July 2022, Time: 09:00AM - 03:30PM (5.5 hours)

Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency - Symposium Catholic Leadership Centre Date: Tuesday, 15th November 2022, Time: 09:00AM - 03:30PM (5.5 hours)

New Arrival Network - Session 1, Catholic Leadership Centre, Date: Thursday, 3rd March 2022, Time: 09:00AM - 02:00PM (4 hours)

New Arrival Network - Session 2, Catholic Leadership Centre, Date: Thursday, 9th June 2022, Time: 09:00AM - 02:00PM (4 hours)

New Arrival Network - Session 3 Catholic Leadership Centre Date: Thursday, 8th September 2022, Time: 09:00AM - 02:00PM (4 hours)

New Arrival Network - Session 4 Catholic Leadership Centre Date: Thursday, 1st December 2022, Time: 09:00AM - 02:00PM (4 hours)

Number of teachers who participated in PL in 2021	68
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Average expenditure per teacher for PL	\$21298
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TEACHER SATISFACTION

All Catholic schools within the Archdiocese of Melbourne are learning organisations and MACSSIS "is a valued source of organisational information and perception data" (ORIMA, 2019).

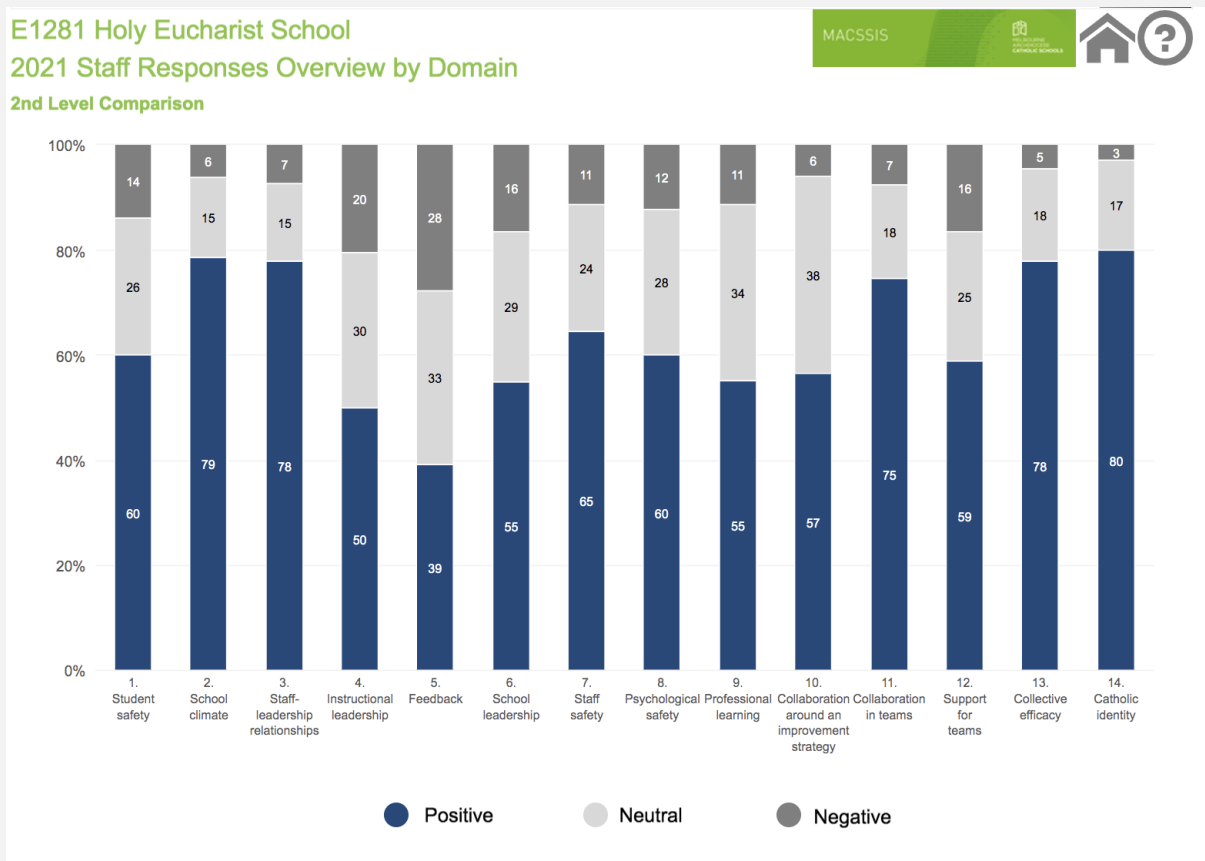
Schools have been provided with a number of resources to analyse this data, so that it can be used in the planning and documentation of the 'School Improvement Plan' and 'Annual Action Plan'.

The survey data collected from our staff provided valuable information for reflection. The data collected against the fourteen 'Survey Domains', revealed a positive teacher response in comparison to the MACS average score.

Teachers at Holy Eucharist responded positively in the areas of: School climate, Staff-Leadership Relationships, Staff Safety, Professional Learning, Collaboration Around an Improvement Strategy, Collaboration in Teams, Collective Efficacy and Catholic Identity.

The teacher's responses in regard to Student Safety, Instructional Leadership, Collaboration around an Improvement Strategy and Support for teams, are all areas which need to be addressed.

It was interesting to note that the scores around student safety were also highlighted in the student data.



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

91.4%

ALL STAFF RETENTION RATE

Staff Retention Rate

85.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.5%
Graduate	7.5%
Graduate Certificate	5.0%
Bachelor Degree	77.5%
Advanced Diploma	27.5%
No Qualifications Listed	15.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	54.0
Teaching Staff (FTE)	46.9
Non-Teaching Staff (Headcount)	27.0
Non-Teaching Staff (FTE)	23.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes



Goals:

- To empower and engage all students in contemporary learning.

Intended Outcomes:

- That parent's engagement with their child's learning improves.
- That opportunities for student engagement in their learning are enriched through a variety of experiences.

Achievements

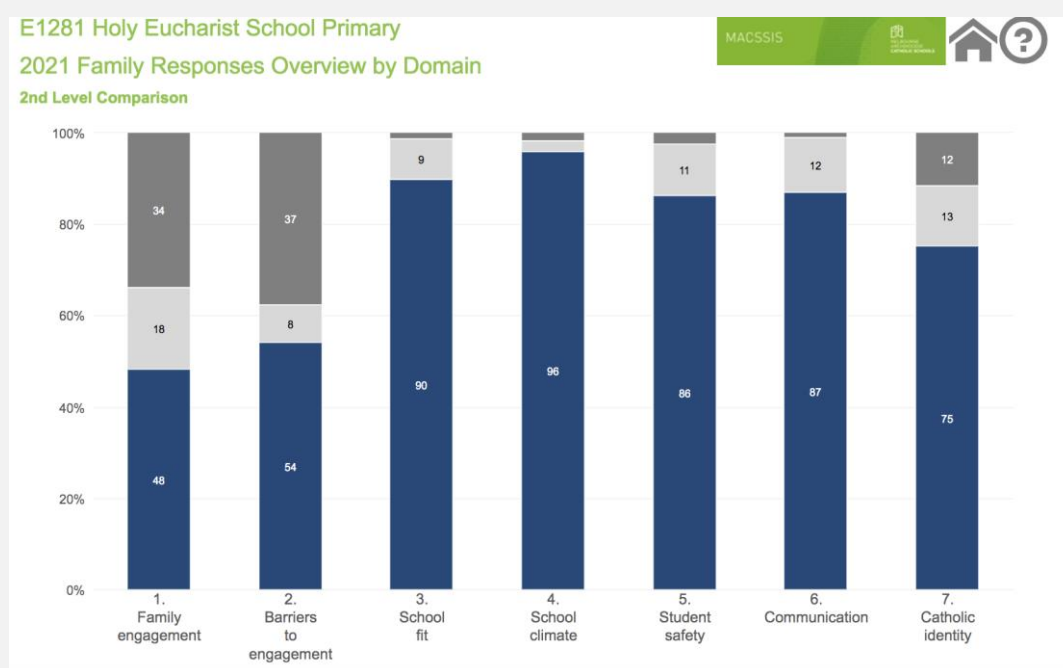
- Class Dojo continued to be utilised as our whole school digital communication platform to enable teachers and school leaders to communicate with families about their child's learning and distribute school notifications. These messages could also be translated into more than 35 languages.
- The school has a Community Hub and a Community Hub leader to forge stronger links between school, parish and local community.
- Parents were encouraged to connect with the school and the Community Hub.
- Parent/Teacher Chats were held onsite in mid Term 1 to complete the Sociolinguistic Profile for each student.
- The Community Hub organised a variety of different adult classes in collaboration with various service providers and other local hubs.

- 'Learning Together' - Parent and Child English Literacy Program had weekly classes which were attended both online and onsite according to the Covid restrictions.
- Craft & Conversation class had weekly classes onsite during Term 2.
- Zumba class ran every Wednesday throughout each term both online and onsite according to the Covid restrictions.
- Vietnamese/Burmese/Arabic Learning Support Officers were made available to families.
- School documents were translated into Vietnamese, Burmese and Arabic.
- The school newsletter was sent home fortnightly to families. It was also posted on Class Dojo to allow families to translate the content into their own language.
- Interpreters were arranged for parents when necessary.
- Assistance was given to Prep families to complete the Australian Early Development Census (AEDC) study questionnaire where required.
- Partnerships were formed with local kindergartens to advertise the 'Prep 2022 Information Sessions' to families. Hard copies of the flyers were handed out and kindergartens also posted a digital copy on their communication platform.
- The school hosted four 'Prep 2022 Information Sessions' during Term 1 run by the Family Partnerships Leader and the Community Hub Leader. This involved a presentation to parents in the Church foyer followed by a school tour.
- Assistance was given to Prep families to complete the School Nursing Program questionnaire where required.
- Harmony Day and National Day Against Bullying was celebrated at Holy Eucharist by the students completing a buddy task about what makes them unique and special. These were displayed on the windows out the front of the library for the school community to see.
- Our annual Mother's Day Stall ran over three days, which allowed the students to buy a gift for their mother, grandmother or a motherly figure within their life.
- Our annual Mother's Day Mass and Morning Tea was celebrated in the Holy Eucharist Church and foyer.
- 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 a Covid safe onsite meeting if their child was having trouble accessing the online learning content.
- Portfolios were sent home during Term 1, 2 & 4 with student assessment pieces for parents/carers to read, sign and comment on. These portfolios were not sent home in Term 3 due to remote learning/lockdown.
- Parent/Teacher Interviews were conducted onsite during Term 2 to provide parents with an opportunity to discuss their child's mid-year report and build a stronger family and teacher partnership.

- Assistance was given to families to complete the Enhancing Catholic School Identity (ECSI) Survey.
- Family enrolment conversations were conducted remotely prior to student enrolment.
- 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 and school leaders.
- Pre-prep sessions for future students were conducted over a period of five weeks in Term 4. Students attended sessions remotely and onsite once a week in line with Covid restrictions.
- Pre-prep information sessions were arranged for families both remotely and onsite in small groups in line with Covid restrictions.
- The school nurse provided information to prep families during the pre-prep sessions.
- The school has a Transition Program for Grade 4, 5 and 6 students in collaboration with local secondary schools. This involves advertising local secondary schools, information sessions for students, Taster Days, attending transition meetings, Orientation Days and being available for parents/carers who need assistance with transition documentation, questions or concerns.
- Families and the wider parish community attended the celebration of Mass at a smaller capacity (Junior or Middle/Senior) during Term 1 in line with the Covid restrictions.
- Families attended weekly whole school liturgy celebrations via Zoom due to COVID-19 restrictions for the remainder of the year.
- R U OK? Day was celebrated within the school community by reminding students, staff and families to check in on the mental health of those around them. This message was shared with the community via remote and onsite learning, as well as posted on Class Dojo to promote families conversations around this topic.
- Father's Day liturgy was celebrated via Zoom due to Covid restrictions.
- Footy Colours Day was celebrated at the end of Term 3. Students were asked to dress up in their footy colours both onsite and remotely. There was also a Footy Frenzy Competition for students and their families to participate in. Winners were announced via Class Dojo.
- The Christmas Carols took place during Term 4 in the school hall. Parents/carers were able to access live footage of the performances online via the Holy Eucharist Parish website.
- The school community took part in the annual Parish Carols by night on the oval.
- The School Advisory Council had regular meetings and 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 online via Zoom due to the Covid restrictions.
- 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, St Vincent de Paul's Non-Perishable Food Appeal for Easter and Christmas appeal.

- 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 in Term 3 and 4.
- The Grade 6 students, families, teachers and school leaders attended a Puberty Education Session run via Zoom in Term 4. This session was facilitated by Open Doors Education.
- Holy Eucharist School Sacraments were celebrated during Term 4 for some of the Grade 4, 5 & 6 students. Parents/carers were able to access live footage of the mass online via the Holy Eucharist Parish website.
- A group of Holy Eucharist School Leaders participated in the Refugee Education Support Program (RESP) with Foundation House to build our school's capacity to support refugee families within our school community.

PARENT SATISFACTION



Data from the MACSSIS Survey enables schools "to learn about school community perceptions" (MACSSIS, 2019). The survey data collected from our parents/families in 2021 provided valuable information to help us understand how well the school is operating and to help identify areas for improvement.

The 2021 data collected from our parents/families against the seven 'Family Survey Domains' was mainly positive when compared to MACS average scores. Parents/families at our school responded positively regarding School Fit, School Climate, Student Safety, Communication and Catholic Identity.

However, the 2021 MACSSIS data demonstrates that more needs to be done in the area of Family Engagement, particularly after the COVID-19 restrictions. The degree to which families feel that they are a "partner with their child's school" is relatively low (48%). However, in comparison, the MACS average score is 47%.

The COVID-19 pandemic disrupted daily life for all of us in our school and the parish community, and has posed many different challenges. This was evident in the data gathered in relation to 'Barriers to Engagement'. The average score dropped to 54% compared to 89% the previous year. It is evident that COVID-19 pandemic as well as other factors which has "hindered a family's interaction or involvement with their child's school" (MACSSIS, 2019).

Future Directions

OUR STRATEGIC INTENT:

(What Holy Eucharist School is looking to achieve over the next twelve months)

- 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.