



# Holy Eucharist School

## St Albans South

### 2022 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

19/03/2023

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

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - “Forming lives of faith, hope and love in the light of Jesus Christ” - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, “Every student is inspired and enabled to flourish and enrich the world”, and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne’s north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

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

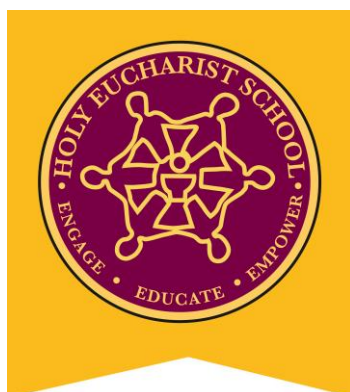
We are justly proud of our school as its community represents a snapshot of the wider picture of Australia: The multicultural picture.

In 2022, the community consisted of 527 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 School is situated in Oleander Drive, St Albans South, in the Western suburbs of the Archdiocese of Melbourne. The school was established in 1975 and was the first 'open plan', Catholic primary school in the area.

In 2022, 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.

In 2022, 527 students attended the school. Approximately 19% of students were born overseas and overall, 91% of the community were from English as an Additional Language background. During 2022, 73 staff members worked at the school (full/part-time) who also come from diverse backgrounds.

At Holy Eucharist School, the teaching of Religious Education, Literacy and Numeracy knowledge and skills is paramount. With this in mind, the school continued to provide purposeful teaching and learning in these fundamental areas of the curriculum. The school aims to achieve this by ensuring that learning outcomes target the specific needs of all students. The school also values building student capacity through collaborative learning and positive relationships, so that students can effectively engage in the world around them.

Holy Eucharist is a well-resourced school, in both materials and staff. In 2022, we employed:

- 2 Reading Recovery teachers (20 students accessing the program 1:1)
- 2 Literacy Intervention teachers working in the Middle and Senior school
- A Numeracy Intervention teacher (14 students from Grade 3 and Grade 4 accessing the program)
- 2 staff members supporting students in Literacy and Numeracy (Tutoring initiative)
- A Speech Pathologist onsite, 4 days a week
- A School Counsellor onsite, 3 days a week.

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 2022, the students were able to make regular use of technology in the classroom. Classrooms have access to iPads, MacBooks and Chrome-books to support student learning.

In September 2022, construction of a new Learning Centre commenced at the school. This development, at a cost of \$4.7M, will provide students and staff with the opportunity to grow and

thrive as learners and teachers in the 21st century. The project includes eight new classrooms, a staff planning room, a toilet block, sports equipment room and a breakout room.

Natalie Suleyman (St Albans Member of Parliament) visited the school on behalf of the Victorian Government, which has contributed \$2 million towards the project. Holy Eucharist school budgeted effectively to acquire the major portion of the remaining projected cost.

The school currently has 527 students with expectations to increase to 600 in coming years.



## Principal's Report

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

Holy Eucharist School provides a dynamic learning environment that focuses on thinking skills, co-operative learning, research and inquiry. The gospel values are an essential part of our teaching and Jesus is at the heart of everything we do. We are committed to establishing a strong bond with our families in order to provide the best educational outcomes for our students. Research demonstrates, that when families and schools work closely in partnership with one another, children's learning improves. Therefore, we want to continue developing stronger links between school and families.

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.

Teaching and learning at Holy Eucharist School is student centred. 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 tailor programs that focus on the individual needs of our students. We provide opportunities for growth for all of our students regardless of their need.

In 2022, Holy Eucharist School took part in an independent review, which identified our numerous strengths whilst also identifying areas for improvement. The external review provided the Leadership Team and staff with direction for the next four years. Our school improvement plan will guide the decision-making process and set out our priorities for the years to come.

All staff at Holy Eucharist School are committed to providing a learning environment that is safe, flexible, inclusive and fosters collaboration and creativity. Evidence demonstrates that students learn best when they experience success in learning and when their wellbeing is addressed. Our student wellbeing program is based upon mutual respect and responsibility where students develop a sense of belonging and connection to the school.

Thank you for choosing Holy Eucharist Primary School as a valued partner in your child's education. We trust it will be the beginning of a long and happy learning journey.



Mr Michael Bonnici

**Principal**



## Parish Priest's Report



Dear Friends,

I am so glad to see the students and staff coming back to the school and attending Thursday morning Mass. It is wonderful to witness the students taking turns to be involved in reading and responding actively during the Eucharist.

There is much in our world these days to put us down or make our minds and hearts heavy. No matter what happens, however, in the light of faith, we realise the presence of our merciful God who is always with us in all circumstances; so, let us give thanks to the Lord!

The author of the Psalm 118 says this: "Give thanks to the LORD, for He is good; his love endures forever."

Speaking of thanks, I would like to acknowledge all staff who assisted the students in preparing for the celebration of the Sacraments of Penance, Eucharist and Confirmation. As always, these celebrations were well planned and very prayerful because of your efforts.

The whole environment of our school which includes the religious, pastoral, social, and academic is exceptionally positive because of the total dedication of our teachers and support staff. They put their hearts and souls into everything they do.

I would also like to give thanks to the Lord for the parents who make many sacrifices to give their children a Catholic education where the students can explore and deepen their faith in Jesus Christ.

May the Lord bless and keep us always in his grace.

Fr. Vincent Long Pham CSsR

## 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's 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)
- Maria Tonsic (Parent Representative)
- Phuong Vo (Parent Representative)
- Anne-Marie Conte (Staff Representative)
- Charlie Desira (Parish Representative)
- Fr Vincent Pham (Custodian of Mission)
- Michael Bonnici (Principal)

## Catholic Identity and Mission

### Goals & Intended Outcomes



#### Goals

Our goal at Holy Eucharist Primary School is to continue to strengthen the Catholic identity of our faith community. We do this by making connections between scripture, the Catholic tradition and global perspectives, whilst drawing on Catholic Social Teaching, in all that we do.

In 2022, as part of the School Improvement Plan (SIP), Holy Eucharist underwent a Review and within that context, reflected on its practices involving Education in Faith. This supports the school's commitment to reflect and respond to the signs of the times, so that it can continue to go from strength to strength within a contemporary context.

#### Intended Outcomes

That Holy Eucharist School provides a variety of encounters with the intention of instilling discipleship so its members can continue Jesus' mission of creating a world of justice, peace, love and hope for all of humanity and God's creation.

### Achievements

#### Liturgical Year C/2 - The Year of Luke

The 2022 Review concluded that students, staff and families value the school's welcoming and inclusive culture and respect for diversity. They recognise and value the strong Catholic identity of the School and connection with the wider parish.

The commencement of 2022 saw the ease of restrictions relating to the pandemic. This enabled the school to return to consistent on-campus learning and enabled a stronger emphasis on developing Christian values and knowledge of Catholic traditions through our connections with the parish and religious education (RE) curriculum. It also provided the opportunity to conduct sacraments that were previously postponed due to the pandemic.

## VALUE ADDED

### **RELIGIOUS LEADERSHIP:**

#### **Leadership in Religious Education**

Holy Eucharist School's Leadership team included a Religious Education Leader (REL) for three days per week. The school involved staff members who made up the Religious Education Sphere Group, as well as all teachers and support staff, to assist with gathering evidence and assessing the school's progress towards achieving the capabilities within the School Review process. Parents from the school community also provided feedback within this framework.

#### **Staff Faith Formation and Development**

The School Review found that effective strategies have been implemented to support the faith formation of the students and staff. Teachers were guided and supported in their professional learning to meet the MACS RE accreditation policy requirements.

To assist teachers with their RE professional learning, the school provided a subscription to all teaching staff with FRG Ministry. The subscription provided a variety of engaging, self-paced 'Encounter Courses' to assist teachers in their faith formation and knowledge about the Catholic faith, in order to strengthen their teaching of Christ. Furthermore, the REL attended the MACS Northern Region REL Network meetings and provided staff with resources through staff meetings as well as facilitated planning meetings. It was pleasing that in 2022, a number of staff were successful in applying for sponsorship in order to undertake studies in Religious Education in 2023. The REL also completed the Master of Education and Theology degree in 2022.

### **PRAYING AND CELEBRATING:**

The School Review acknowledged Holy Eucharist as being exemplary in the core capability of 'Praying and Celebrating'. This means that the school community has taken active responsibility for celebrating the Catholic tradition, and for continuously enriching the life and Catholic identity of the school. The whole school community has been engaged in designing prayer and liturgies and actively engaged in opportunities to encounter the sacred and celebrate the mystery of Christ.

#### **Weekly Liturgy and Mass schedule and daily classroom prayer.**

Staff and students attended and participated in Liturgies and/or Mass on a weekly basis. The school also conducted Liturgical celebrations for special occasions including: Welcome (beginning of year) and Thanksgiving (end of each term) Masses; Harmony Week; Stations of the Cross passion play; Holy Eucharist Feast Day; Mission Month in October; weekly liturgies meditating the Luminous Mysteries for five weeks during Month of the Rosary (October); weekly Advent (candle) Liturgies from the beginning of Advent; and the Grade 6 Graduation. The school and parish communities came together for the important occasion of celebrating, '50 Years of Holy Eucharist Parish'.

All classrooms created a prayer mat at the beginning of the school year and maintained a classroom prayer table as a sacred place. They followed the Columban calendar daily and students from Grades 4 to 6 also used a personal 'Faith Diary'.

### **The Holy Sacraments**

Arrangements for the 2022 sacraments ensured past and present candidates caught up with the postponed sacraments. A Family Faith and Information evening was held prior to each sacrament, facilitated by MACS RE Consultant, Pauline Cicutto. In addition, candidates and their families attended a Presentation Mass at Holy Eucharist Parish, and candidates also attended Reconciliation, prior to the sacraments of First Holy Communion and Confirmation. In 2022, sacraments at Holy Eucharist were held as follows:

#### **Reconciliation:**

Grade 3: Thursday 10th March

Grade 4 (catch-up): Thursday 16th June

#### **First Holy Communion:**

Grade 6 (catch-up): Saturday 28th May

Grade 4 and some Grade 5 & 6 students: Sunday 19th June

Grade 4 (catch up): Thursday 25th August & Saturday 3rd September

#### **Confirmation:**

Grade 6 2020 (past students) and Grade 6 2022 students: Saturday 28th May

### **WITNESS FOR MISSION:**

Insights from the Review provided that staff and students actively articulate, model and live their understandings of being part of a Catholic community. Parents expressed that the visible Catholic identity of the school and the modelling of Christian values were important to them.

During Lent, Holy Eucharist families continued to show their tradition of giving generosity in the 'Caritas Project Compassion Appeal'. As part of Catholic Mission Month in October, the school raised money for Catholic Mission's appeal for Ethiopia as part of our Social Justice Program. Student Leaders worked with the REL to lead the whole school's 2022 Mission Mass where students wore casual clothes day for a gold coin donation. The school used Pope Francis' idea of 'Sport at the Service of Humanity' through a soccer shoot-out competition. Prizes for this initiative were purchased from a charity merchandiser and donated by the Physical Education Teacher, Mr Herrera. The School Leaders also sold icy-poles as part of this fundraiser.

Furthermore, the Deputy Principal asked staff at Holy Eucharist for donations of toys, gifts or money for youths within the local community as part of the 'Loaves and Fishes' Christmas appeal. These were presented to the parish at the final Staff Mass.

### **LEARNING:**

The Review revealed that members of the school community felt that Holy Eucharist provides a purposeful and supportive Catholic environment and education. The RE curriculum is taught through the 'Pedagogy of Encounter' in which the students' understanding of faith, scripture and the Catholic tradition is deepened and connected to real life. The school was recognised for allowing students to explore social issues within the context of the Catholic traditions for providing students with authentic faith-based learning experiences.



Students in Grades 3, 4 & 6 undertook sacramental preparation programs as part of their Religious Education. Grade 6 continued the tradition of attending the Mary MacKillop Heritage Centre, and also undertook a spiritual walk in the Fitzroy Gardens highlighting the Gifts of the Holy Spirit, and attended Mass at St Patrick's Cathedral. Bishop Martin Ashe also visited Grade 6 and engaged in dialogue with them about the importance of this sacrament in their lives.

Grades 3 through to 6 students attended an incursion in July which was a play on the life of Venerable Catherine McAuley, called 'Catherine McAuley's Mercy'. The Sisters of Mercy are an important part of the history of Holy Eucharist School.

### **SCHOOL CONNECTION WITH THE COMMUNITY:**

In March, the two School Captains were accompanied by staff to represent Holy Eucharist at the Mass of St Patrick for Schools to celebrate Catholic Education Week on the feast of St Patrick. After Mass, they attended the Creative Arts Exhibition at the Catholic Leadership Centre to view the various artworks from Victorian Catholic Schools, including submissions from Holy Eucharist.

In 2022, the school community connected to the Catholic faith in significant ways. Families received reflections on the Catholic faith through the school's fortnightly newsletters and resources provided through Class Dojo. Families were invited to participate in school online liturgies including the Rosary and Advent series. The Christmas Carol Concert was live-streamed for the community to enjoy which provided the perfect closure to what was a challenging, remarkable and enriching year for the Holy Eucharist faith community.



## Learning and 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 practices 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 Group meetings led by Sphere and Curriculum Leaders, assisted staff in developing, evaluating, modifying the school's Policies and Procedures in line with the Victorian Curriculum in preparation for the School Review.
- The 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 continued to use data throughout the year to inform their teaching and cater to students' needs.

- Students in Year 3 and Year 5 completed the National Assessment Program – Literacy and Numeracy (NAPLAN) online.
- 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.
- Teachers completed Literacy assessments both formative, beginning of the year and summative, end of year. Tests include:
  - Progressive Achievement Test in Reading (PAT - R)
  - Fountas & Pinnell - Bench Mark Assessment System (BAS)
- Teachers continued to utilise the school's central Literacy Database to record, track student growth and to inform their teaching and cater to students' needs.
- Teachers participated in several Literacy professional learning opportunities offered throughout the year, including regular Professional Learning Team meetings. The Year 2 Teachers participated in the professional development series 'Explicit Teaching in the Early Years' facilitated by Melbourne Archdiocese Schools (MACS) and Melbourne University. The Year 4 Teachers participated in the professional development series 'Grammar in Context' facilitated by Dr. Misty Adhinou in conjunction with MACS.
- The School's Newsletter was used to keep families informed about all things Literacy, including great examples of students writing.
- A New Arrivals Teacher continued to support newly arrived students from overseas, refugee students as well as other students who are of an English as an Additional Language background.
- Literacy Tutoring Funding was used to support students in Foundation to support their reading growth and Year 2 to support writing development.
- Literacy Intervention, Levelled Literacy Intervention (LLI), was implemented with students in Years 3, 4, 5 and 6, in small groups.
- Teachers worked in collaboration with Melbourne Archdiocese Catholic Schools English as an Additional Consultant (EAL) as to assist with understanding the pedagogy of the 'Teaching and Learning Cycle'.
- English as an Additional Language Pathways Reporting Tools were used to report progression of students identified as learning English as an Additional Language.
- The Reading Recovery program was implemented to support Year 1 students experiencing reading difficulties.
- A Scholastic Book Fair was held for students to purchase books with great success and books were purchased to supplement the school library.
- 2022 Book Week was acknowledged during August with students reading and responding to the shortlisted books in many and varied ways to build their comprehension and interest and love for reading.
- A variety of resources, such as big books, dictionaries, 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.

- The Year Prep team (2022), Numeracy Leader and Number Intervention teacher participated in the Early Number and Algebra (ENA) program facilitated by MACS learning consultants, engaging in professional learning throughout the year, regarding the use of an ENA assessment and targeted teaching strategies.
- The LFIN (Learning Framework in Number) continued to be used from Year 1 up to Year 4; contributing 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 Year 3-6 students)
- Students were given continued access to personalised Numeracy activities (on Essential Assessment) that could be accessed at school and from home.
- Students in Years 3-6 were given the opportunity to participate in the Australian Maths Competition (AMC), with approximately 90 students taking part in 2022.
- The Number Intervention teacher supported students in Years 2, 3 and 4, in small groups and in one on one sessions.
- An additional teacher conducted Numeracy Support programs in Prep to Year 6.
- One teacher from each Grade 3-6 year level team participated in the Developing Mathematical Understanding (DMU) professional development program facilitated by MACS; reinvigorating their student-centred approaches to teaching Measurement.
- Additional Numeracy resources were purchased with Grants from the DMU program.

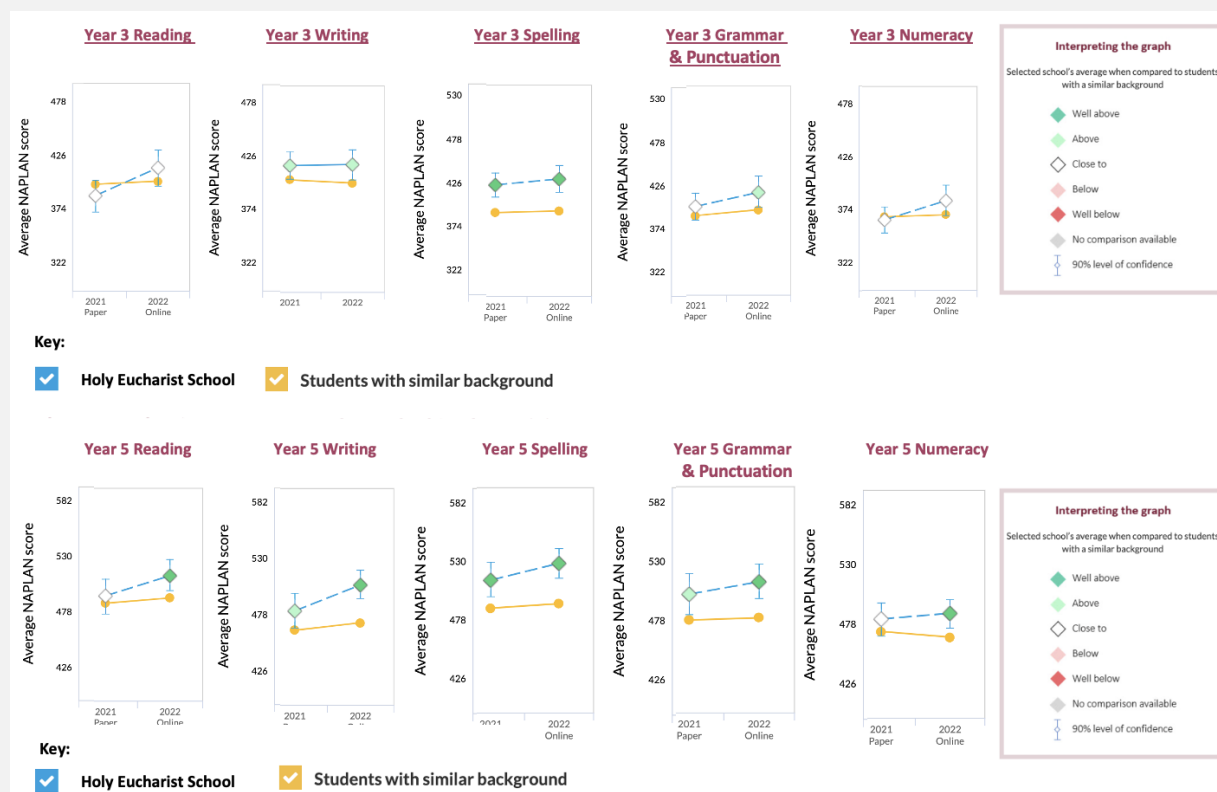


## STUDENT LEARNING OUTCOMES

In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic. Therefore, there is no data to show student growth from 2018-2020 and 2020-2022.

However, we are able to compare our 2022 NAPLAN data to other schools.

At Holy Eucharist, students in Year 3 and Year 5 (2022) made gains in Reading, Writing and Numeracy. Our students made more growth in Reading, Writing and Numeracy in comparison to students at other schools with the same/similar starting score and similar background.



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 - benchmark 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, in line with the school's Assessment Schedule.

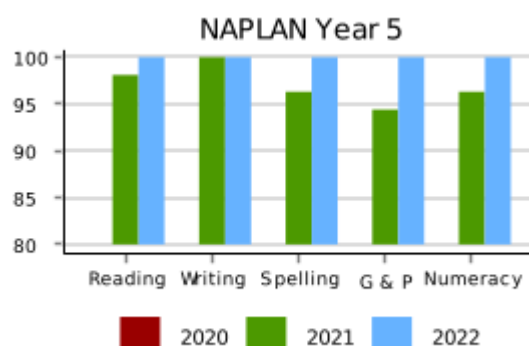
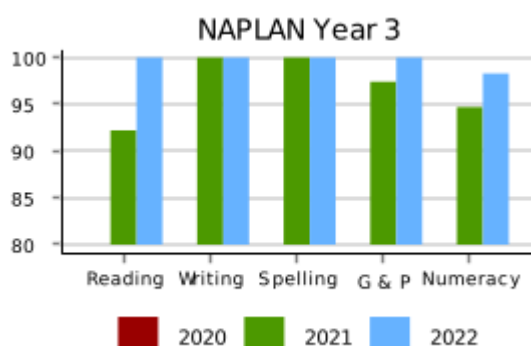


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 03 Grammar & Punctuation	-	97.4	-	100.0	2.6
YR 03 Numeracy	-	94.7	-	98.3	3.6
YR 03 Reading	-	92.2	-	100.0	7.8
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	94.4	-	100.0	5.6
YR 05 Numeracy	-	96.3	-	100.0	3.7
YR 05 Reading	-	98.1	-	100.0	1.9
YR 05 Spelling	-	96.3	-	100.0	3.7
YR 05 Writing	-	100.0	-	100.0	0.0

\* 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.

The 'eXcel' framework (presented as four intersecting dimensions of enable, connect, engage and learn), 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



- Implementation of Ministerial Order No. 1359 –11 Child Safe Standards.
- 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 received training in First Aid, CPR and Anaphylaxis.
- A register has been set up for children and families with Intervention Orders and Out of Home Care.

- Emergency Management training is held annually for staff. Our Emergency Management plan is also updated and circulated annually amongst staff. Regular lockdown and evacuation drills are carried out each term at the school.
- The Leadership Team met regularly to work through Child Safety requirements in order to implement the 11 New Child Safe Standards at the school.
- The school has Wet and Hot Day procedures in place.
- Resources are available for student wellbeing, staff wellbeing, child safety at school and child safety when accessing online learning.
- Supporting students' with tools to help self-regulate and manage concerns through weekly wellbeing workshops in all grade levels.
- Empowering the voice of student leadership in the decision-making process.



- Family engagement resources provided for parents.
- Information about Wellbeing published regularly in the newsletter and on Class Dojo (parent digital portal).
- National Disability Insurance Scheme (NDIS) - collaboration with consultants and external providers ; Speech Pathologists, Occupational Therapists and Psychologists collaborating goals and monitoring and reviewing regularly with families.
- Social and Emotional Growth: School Counsellor is employed by the school for 3 days a week providing a Tier 1, Tier 2 and Tier 3 support networks for teachers, families, and children.
- Professional Development offered to staff and parents to further their knowledge of disability and programs available to support children with diverse needs.
- 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 school took part in the Refugee Education Support Program (RESP). It was funded by the Department of Education and Training (DET), the Centre for Multicultural Youth (CMY) and Foundation House. It was delivered in collaboration with the Catholic Education Commission of Victoria and Independent Schools Victoria.
- Professional Learning with Foundation House designed to support students and/or families from refugee backgrounds.



- Learning Support Officers (LSOs) are employed by the school to assist students in their learning.
- LSOs received ongoing Professional Development to provide them with evidence-based strategies to support students and families.
- Student of the week awards are given to students at fortnightly assemblies (via Zoom in term 1) - to recognise 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.
- 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.
- 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.
- SPS Speech Pathologist was employed by the school 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 by MACS on Horizons of Hope and the eXcel Wellbeing Framework (an explicit, practical guide to inform pedagogical practice, curriculum design and policies to strengthen children and young people's wellbeing and learning outcomes).
- 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.



- Social and Emotional Learning (SEL) implemented through mindfulness activities and meditation.
- SEL curriculum "Highway Heroes" BEST Program 4 Kids and Respectful Relationships to support Social and Emotional Learning.

- Staff Professional development by MACS on Horizons of Hope and the eXcel Wellbeing Framework (an explicit, practical guide to inform pedagogical practice, curriculum design and policies to strengthen children and young people's wellbeing and learning outcomes).
- Six consistent rules/ expectations across the school community. The school's Discipline/Behaviour Policy is in line with these expectations and the restorative practices implemented are clearly documented for staff and students.
- Learning Intentions are visible in the classroom.
- ABC Monitoring Behaviour Charts, Behaviour Plans, Safety Plans are used as part of our intervention process support behaviour and social and emotional needs.
- Transition programs are in place for students with additional needs.
- A Pre-Prep program is in place to support students transitioning from kindergarten to Prep as well as a transition program for students in Year 6 transitioning to Year 7.

#### VALUE ADDED

- Breakfast Program for students from 8:30 - 8:45 am 5 days a week.
- Australian Dental Van provided students dental treatment beyond the Medicare eligibility criteria.
- Prep to Year 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 are in place (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.
- Occupational Health & Safety procedures will ensure that staff working conditions comply with the safety policies.
- Staff 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
- Staff participated in a 2-day retreat focusing on Wellbeing and Child Safety.
- Students participated in Inter-school Sports and Athletics Carnivals.



## STUDENT SATISFACTION



In 2022, 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 (82%), School Climate (69%), Teacher-Student Relationships (83%), Learning Disposition (70%), Enabling Safety (60%) and Catholic Identity (76%).

Student's Learning Disposition (70%), Student Engagement (57%), Student Safety (53%), Enabling Safety (60%) and Student Voice (59%) are areas which we are monitoring.

### **Student's Learning Disposition:**

- MACS AVERAGE = 73%.
- HE in 2019 = 72%
- HE in 2021 = 67% (decreased by 5%)
- HE in 2022 = 70% (improved by 3%)

### **School Engagement:**

- MACS AVERAGE = 53%.
- HE in 2019 = 65%
- HE in 2021 = 63% (decreased by 2%).
- HE in 2022 = 57% (decreased by 6%).

### Student safety:

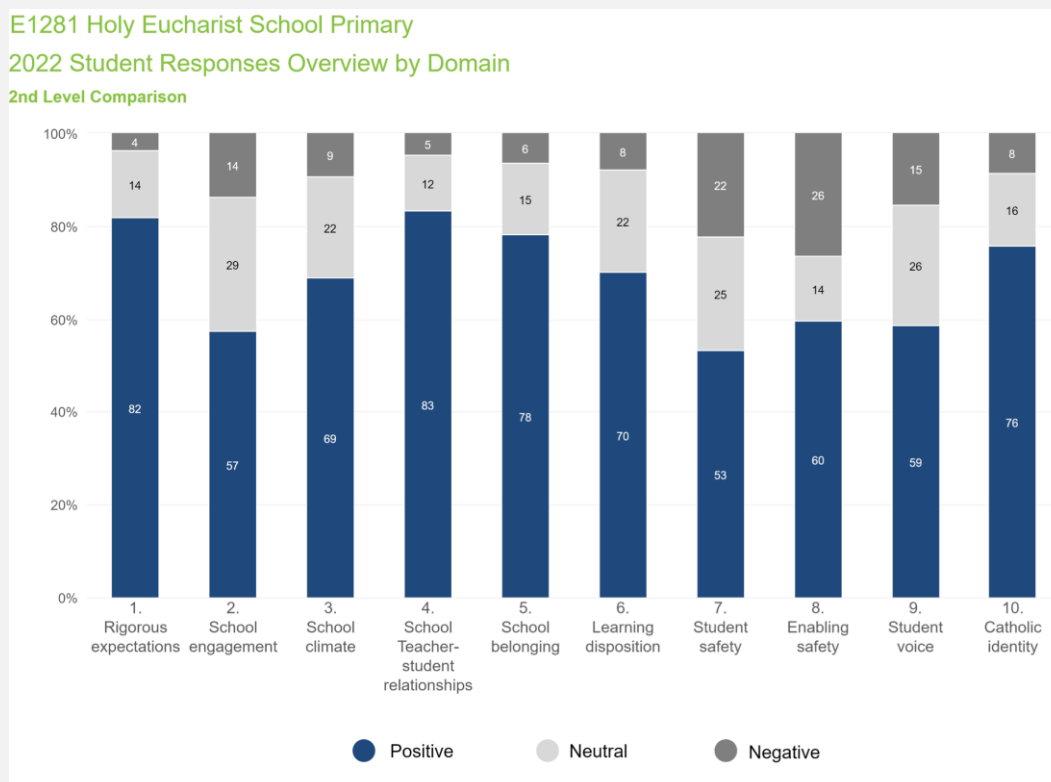
- MACS AVERAGE = 58%.
- HE in 2019 = 47%
- HE in 2021 = 55% (improved by 8%).
- HE in 2022 = 53% (decreased by 2%)

### Enabling Safety:

- MACS AVERAGE = 57%
- HE in 2019 = 53%
- HE in 2021 = 55% (improved by 2%).
- HE in 2022 = 60% (improved by 5%).

### Student Voice:

- MACS AVERAGE = 57%
- HE in 2019 = 62%
- HE in 2021 = 60% (decreased by 2%)
- HE in 2022 = 59% (decreased by 1%)



## 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.
- 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.

#### **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.

#### **COVID-19**

In 2022 parents/carers were reminded to keep students at home if they were unwell or if they had been exposed to COVID-19.

- If students contracted the COVID-19, parents/carers were required to notify the school immediately. They were also required to let the school know when their child contracted the virus and when they were last at school.
- The child's absence was recorded on Syn-Web as well as the reason given to the school by the parent/carer. The school's principal was also required to record the COVID case on the Catholic Education Commission Victoria Network (CEVN) portal.

#### **AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	88.9%
Y02	88.6%
Y03	89.1%
Y04	90.9%
Y05	91.6%
Y06	91.4%
Overall average attendance	90.1%

## Child Safe Standards

### Goals & Intended Outcomes

#### The 11 New Child Safe Standards

Victoria's Child Safe Standards are a mandatory framework to protect children and young people from harm and abuse.

The Child Safe Standards were updated in 2022 from 7 to 11 Standards and include new requirements such as:

- Involving families and communities in organisations' efforts to keep children and young people safe
- A greater focus on safety for Aboriginal children and young people
- Managing the risk of child abuse in online environments.

The new Child Safe Standards outlined in Ministerial Order 1359, came into effect on 1 July 2022 in all Victorian schools. Schools had to transition from the seven Standards to the new 11 Standards, and Ministerial Order 870 became obsolete.



### Goals

- To have strategies, procedures, policies and systems in place to enable staff to transition and comply with the 11 Child Safe Standards in accordance with Ministerial Order 1359.
- 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. [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.
- That students will feel free to express any concerns, threat or fear that they may be experiencing to any school personnel. [L] [SEP]



- That parents, caregivers and the community are aware that there are Child Safe Standards <sup>[11]</sup> 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 <sup>[11]</sup> regarding child safety at our school.

## Achievements

- Staff and the school community were provided with information about the new 11 Child Safety Standards and that they were coming into effect on 1st July 2022.
- Staff participated in a workshop regarding the 11 new standards during the staff retreat.
- Staff ensured that policies complied with the 11 new standards that underpin the Ministerial Order.
- Staff ensured that all school policies contained a summary of the School's Commitment Statement to Child Safety. These 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 policies were updated to reflect the 11 new Child Safe Standards and are 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.
- All parents/carers are required to sign the Commitment to Child Safety annually. This is placed on the front page of the students' Assessment Portfolio.
- 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.
- The community received regular updates regarding Child Safety and the new standards 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.



Holy Eucharist School commits to providing a **safe, nurturing and empowering culture** for all children and young people in Victorian Catholic schools through:

Upholding the primacy of the safety and wellbeing of children and young people

At all times, the ongoing safety and wellbeing of children and young people will be the primary focus of care and decision-making. In addition to the universal focus on safety and wellbeing, schools need to pay attention and attend to the needs of their students who are most in jeopardy.

To create and maintain a safe and nurturing culture, our school will actively and continually develop and review all policies, processes and practices, informed by their governing authority, emerging thinking and evidence.

Empowering families, children, young people and staff to have a voice and raise concerns

Holy Eucharist School, in partnership with families, will ensure children and young people are informed of the rights, and are engaged and active participants in decision-making processes, particularly those that have an impact on their safety.

This means that the views of children, young people and families are taken seriously, and their concerns are addressed in a just and timely manner. Children and young people are also taught to raise concerns, gaining the necessary skills and knowledge to understand and maintain their personal safety and wellbeing, and the safety and wellbeing of their peers, through educational approaches and programs.

### Implementing rigorous risk management and employment practices

Holy Eucharist School will systematically and continually identify and assess risks to child safety, and will eliminate (where possible) or reduce all potential sources of harm in both physical and online environments. Effective risk management is embedded in school life through effective, transparent and well-understood policies, procedures and practices.

Holy Eucharist School will employ highly competent and professional staff who are formed and challenged to maintain the safety of all students. The high quality of staff appointments will be upheld through rigorous employment and review processes and practices, which include a demonstrated knowledge of child safety.

Holy Eucharist School together with Catholic education will stay abreast of legislation, and will meet the legislative duties to protect the safety and wellbeing of children and young people in its care, including meeting the minimum requirements for compliance with the 11 Child Safe Standards for schools and school boarding premises as set out in Ministerial Order No. 1359. This is in addition to ongoing work to support child safety, including mandatory reporting, reportable conduct, information sharing and complaints management.

**Source:**  
Catholic Education Commission of Victoria Ltd (CECV)

**References:**  
Congregation for Catholic Education 2012, The identity of the Catholic School for a Culture of Dialogue, the Holy See, accessed 30 May 2012, [https://www.vatican.va/roman\\_curia/congregations/cced/documents/cons\\_doc\\_2012/02\\_2012\\_02\\_16\\_istruzione-identita\\_scuola\\_cattolica\\_en.html](https://www.vatican.va/roman_curia/congregations/cced/documents/cons_doc_2012/02_2012_02_16_istruzione-identita_scuola_cattolica_en.html)  
Pontifical Council for Promotion New Evangelization 2013, Director for Catholic Education, 50 Years of Publications, New South Wales.

Date of Ratification by the Holy Eucharist School Leadership Team: July 2022

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

 MELBOURNE  
ARCHDIOCESE  
CATHOLIC SCHOOLS

 cecwa  
CATHOLIC EDUCATION  
COUNCIL OF WEST AUSTRALIA

## Leadership

### 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

- In 2022, Holy Eucharist School took part in an extensive Review. The School Review consisted of three dimensions: Child Safe Standards, School Improvement (School Improvement Framework [SIF]) and Compliance (Victorian Registration and Qualifications Authority [VRQA]).
- Staff worked collaboratively in preparation for the School Review on the School Improvement Framework rubric to identify where the school is at.
- Staff participated in a 2-day retreat in preparation for the School Review. The focus of the retreat was on 'Wellbeing' and the '11 New Child Safe Standards'.
- All staff were presented with the Review Report which identified our numerous strengths whilst also identifying areas for improvement.
- The external review provided the Leadership Team and staff with direction for the next four years.
- The Leadership Team and MACS consultants used multiple sources of evidence (*such as, the Review Report, MACSSIS Data, ECSI Data, NAPLAN Data Student Data*), to work on the School Improvement Plan (SIP) and Annual Action Plan (AAP)
- 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. 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 focused on a shared vision, staff and student wellbeing as well as the overall running of the school (particularly during the COVID-19 restrictions).
- 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) with the Principal. The main purpose of the ARM is to: affirm achievements and suggest avenues for Professional Learning to help improve student learning outcomes.
- Leadership and Management recognised that staff, student and family voice is welcomed, valued and recognised. Each stakeholder plays a crucial role in the development of each child and this was recognised through whole school events inclusive of school, parish and the wider community.
- Occupational Health and Safety was discussed during our weekly debrief 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 2022

- **Catholic Identity and Religious Education - Lent with Rev Dr Elio Capra SDB.** Sessions 1, 2, 3, 4, 5 (Zoom). Dates: 10/02/2022, 17/02/2022, 24/02/2022, 03/03/2022, 10/03/2022, (1x staff)
- **Catholic Identity and Religious Education - Making Space for Prayer (Northern Region)** Session 1. Dates 04/11/2022 (4x staff)
- **Catholic Identity and Religious Education - Mission Formation Workshops - Northern Regional Office.** Session 3. Dates 31/08/2022 (4x Staff)
- **Catholic Identity and Religious Education - Northern Region Religious Education Leaders' Network** (Primary) - Term 1,2, 4 Sessions 1,2,3. Dates 20/05/2022, 17/11/2022, 04/03/2022
- **Catholic Identity and Religious Education - Fanning The Flames Workshop.** Session 1 - Fanning The Flames Workshop. Dates 02/11/2022 (2x staff)
- **Deputy Principals Network - Northern Region.** Sessions 1, 2, 3, 4. Dates: 11/03/2022, 03/06/2022, 19/08/2022, 25/11/2022. (1x staff)
- **Emergency Management Training - Dynamiq.** 1 Session - Combination of online and face to face. Date 25/05/2022 (75 staff)
- **English as an Additional Language (EAL) - Supporting Language Learning Across the Curriculum.** Session 1- Reporting NEW additional progression scale for EAL. Dates 22/03/2022 (1x staff)
- **English as an Additional Language (EAL)** - **Supporting Language Learning Across the Curriculum.** Session 2 - Language across the Curriculum. Dates: 10/05/2022 (1x staff)
- **English as an Additional Language (EAL)** - **Supporting Language Learning Across the Curriculum.** Session 3 - Language across the Curriculum. Dates:31/05/2022 (1x staff)
- **English as an Additional Language (EAL) - Supporting Language Learning Across the Curriculum.** Session 4 - Language across the Curriculum. Dates 26/07/2022 (1x staff)
- **English as an Additional Language (EAL) - Supporting Language Learning Across the Curriculum.** Session 5 - Language across the Curriculum. Date: 16/08/2022 (1x staff)
- **English as an Additional Language (EAL) - Supporting Language Learning Across the Curriculum.** Session 6 - EAL and Leadership. Date: 18/10/2022 (1x staff)
- **First Aid, CPR, Anaphylaxis and Asthma Training - Hero HQ.** Combination of online and face to face 2 hours online and 3 hours onsite. Date: 16/03/2022 (75 staff)



- **Inclusive Education - NRO Learning Diversity Leader (LDL).** Session 1 and 2 Online. Session 3 & 4 face to face. Dates: 5/02/2022, 22/03/2022, 07/06/2022, 19/07/2022 (1x staff).
- **Inclusive Education - Supporting Student Wellbeing and Mental Health Online Training.** Session 1, 2, 3 & 4. Dates: 22/03/2022, 03/05/2022, 24/05/2022, 14/06/2022 (3x staff)
- **Inclusive Education - Learning Diversity Network.** Sessions 1, 2, 3, 4, 5, 6. Dates: 07/02/2022, 15/02/2022, 22/02/2022, 07/06/2022, 19/07/2022, 16/08/2022, 18/10/2022 (1x staff)
- **Leadership - Outer North-Western Deputy Principal Network Meeting.** Session 1. Date: 25/11/2022 (1x staff)
- **Leadership - Pathway to Principalship (*Deputy Principal*).** Phase 1 – Launch, Phase 2 - Reflection on leadership, Phase 3 & 4 - Shaping and understanding our identity, Phase 5 - Peer Learning Syndicates, Phase 6 - Placing the student at the centre, Phase 7 - Leadership Learning project, Phase 8 - Persuading and influencing others, Phase 9 - Celebration of Learning. Dates: 06/04/2022, 02/05/2022, 03/05/2022, 04/05/2022, 02/06/2022, 13/07/2022, 14/07/2022, 06/09/2022, 08/11/2022 (1x staff)
- **Leadership - Applying the Australian Principal Standard to the Catholic Context.** Session 1. Date: 10/08/2022 (Deputy & Principal)
- **Leadership - School Improvement Plan Workshop - Northern Office.** Session 1 on 30/11/22 at 9am-4pm. Session 2 on 02/12/22 at 9am - 4pm.
- **Legal - School Community Safety Order Scheme Principal Briefing Session –** Webex. Session 1 & 2 Dates: 02/08/2022, 09/08/2022 (Principal)
- **Literacy - Western Region: Supporting Oral Language in the Classroom (REPEAT)** Session 1. Date: 01/03/2022 (16x staff)
- **Literacy - Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency.** Intensive 1 - Day 1. Date: 04/05/2022 (6x staff)
- **Literacy - Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency.** Intensive 1 - Day 2. Date: 05/05/2022 (4x staff)
- **Literacy - Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency.** Intensive 2 - Day 1. Date: 08/06/2022 (6x staff)
- **Literacy - Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency.** Intensive 2 - Day 2. Date: 09/06/2022 (6x staff)
- **Literacy - Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency.** Intensive 3 - Day 1. Date: 27/07/2022 (6x staff)
- **Literacy - Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency.** Intensive 3 - Day 2. Date: 28/07/2022 (5x staff)
- **Literacy - Explicit Teaching in the Early Years: Building teacher knowledge, capacity and agency.** Symposium. Date: 15/11/2022 (5x staff)

- **Literacy - Grammar in Context: using high challenge, high support pedagogies to improve writing.** Session 1. Dates: 03/03/2022 (2x staff)
- **Literacy - Grammar in Context: using high challenge, high support pedagogies to improve writing.** Session 2. Dates: 09/03/2022 (2x staff)
- **Literacy - Grammar in Context: using high challenge, high support pedagogies to improve writing.** Session 3. Date: 16/03/2022 (2x staff)
- **Literacy - Grammar in Context: using high challenge, high support pedagogies to improve writing.** Session 4. Dates: 23/03/2022 (2x staff)
- **Literacy - Grammar in Context: using high challenge, high support pedagogies to improve writing.** Session 5. Date: 31/03/2022 (2x staff)
- **Literacy - Grammar in Context: using high challenge, high support pedagogies to improve writing.** Session 6. Date: 20/07/2022 (2x staff)
- **Literacy - Grammar in Context: using high challenge, high support pedagogies to improve writing.** Session 7. Date: 27/07/2022 (2x staff)
- **Literacy - Grammar in Context: using high challenge, high support pedagogies to improve writing.** Session 8. Date: 03/08/2022 (2x staff)
- **Literacy - Grammar in Context: using high challenge, high support pedagogies to improve writing.** Session 9. Date: 10/11/2022 (2x staff)
- **Literacy - Supporting Oral Language Development in the Early Years.** Session 2. Date: 21/07/2022 (1x staff)
- **New Arrivals.** Session 1, 3, 4. Dates: 03/03/2022, 08/09/2022, 01/12/2022 (1x staff)
- **Numeracy - Early Number and Algebra (Northern Region).** Term 1, Northern Region Workshop date: 03/03/2022 (6x staff)
- **Numeracy - Early Number and Algebra (Northern Region).** Term 1 Leaders Workshop date: 31/03/2022 (2x staff)
- **Numeracy - Early Number and Algebra (Northern Region).** Term 2 Northern Region Workshop date: 20/05/2022 (6x staff). Numeracy - Early Number and Algebra (Northern Region). Term 3 Northern Region Workshop date: 09/08/2022 (6x staff)
- **Numeracy - Early Number and Algebra (Northern Region).** Term 3 Leaders Workshop date: 09/09/2022 (2x staff)
- **Numeracy - Early Number and Algebra (Northern Region).** Term 4 Northern Region Workshop date: 26/10/2022 (6x staff)
- **Numeracy - Early Number and Algebra (Northern Region).** Term 2 Leaders Workshop date: 16/06/2022 (1x staff)
- **Numeracy - Early Number and Algebra (Northern Region).** Term 3 Northern Plenary. Date: 13/07/2022 (5x staff)
- **Numeracy - Early Number and Algebra (Northern Region).** Term 4 Northern Plenary. Dates: 06/10/2022 (5x staff)
- **Numeracy - Early Number and Algebra (Northern Region).** Term 4 Leaders Workshop dates: 18/11/2022 (1x staff)

- **Numeracy - Early Number and Algebra (Northern Region).** Term 2 Northern Plenary. Date: 28/04/2022 (4x staff)
- **Numeracy - Developing Mathematical Understanding 3-6 Measurement (Northern Region).** Plenary. Date: 27/07/2022 (3x staff)
- **Numeracy - Developing Mathematical Understanding 3-6 Measurement (Northern Region)** Regional Workshop date: 17/08/2022 (4x staff)
- **Principalship - Principal Forum.** Session 1 and Session 2. Dates: 30/03/2022, 06/10/2022 (principal)
- **Principalship - Principals Network.** Dates: 18/02/2022, 18/03/2022, 29/04/2022, 10/06/2022, 12/08/2022, 09/09/2022, 28/10/2022, 18/11/2022, 09/12/2022 (principal)
- **Religious Education - Leaders Network.** Dates: 04/03/2022, 20/05/2022, 05/08/2022, 17/11/2022 (1x staff)
- **Religious Education & Wellbeing: Courage and Renewal (Review Preparation).** 2-day Staff retreat in Creswick. Dates: 21/07/2022, 22/07/2022 (65 staff)
- **Student Wellbeing Leaders - Primary Network - Northern Region.** Date: 09/03/2022 (2x staff)
- **Student Wellbeing Leaders - Primary & Secondary Combined Networks - Northern Region.** Date: 18/08/2022 (1x staff)
- **Student Wellbeing Leaders - Primary & Secondary Combined Networks - Northern Region.** Date: 16/11/2022 (2x staff).

Number of teachers who participated in PL in 2022

65

Average expenditure per teacher for PL

\$382

## TEACHER SATISFACTION



In 2022, the MACSSIS Survey was made available to school communities. Parents, students and staff were invited to complete the survey.

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 (85%), School Leadership (58%), Staff Safety (72%), Professional Learning (61%), Collaboration Around an Improvement Strategy (73%), Collective Efficacy (83%) and Catholic Identity (80%).

The teacher's responses in regard to Student Safety (72%), Instructional Leadership (48%), and Support for Teams (62%) are areas which need to be addressed.

### **Student Safety:**

- MACS AVERAGE 70%
- HE in 2019 = 70%
- HE in 2021 = 60% (decrease by 10%)
- HE in 2022 = 72% (increase by 12%)

### **Feedback:**

- MACS AVERAGE = 39%.
- HE in 2019 = 42%
- HE in 2021 = 39% (decrease by 3%)
- HE in 2022 = 40% (improved by 1%)

### Professional Learning:

- MACS AVERAGE 60%
- HE in 2019 = 65%
- HE in 2022 = 55% (decrease by 10%)
- HE in 2022 = 61% (increase by 6%)

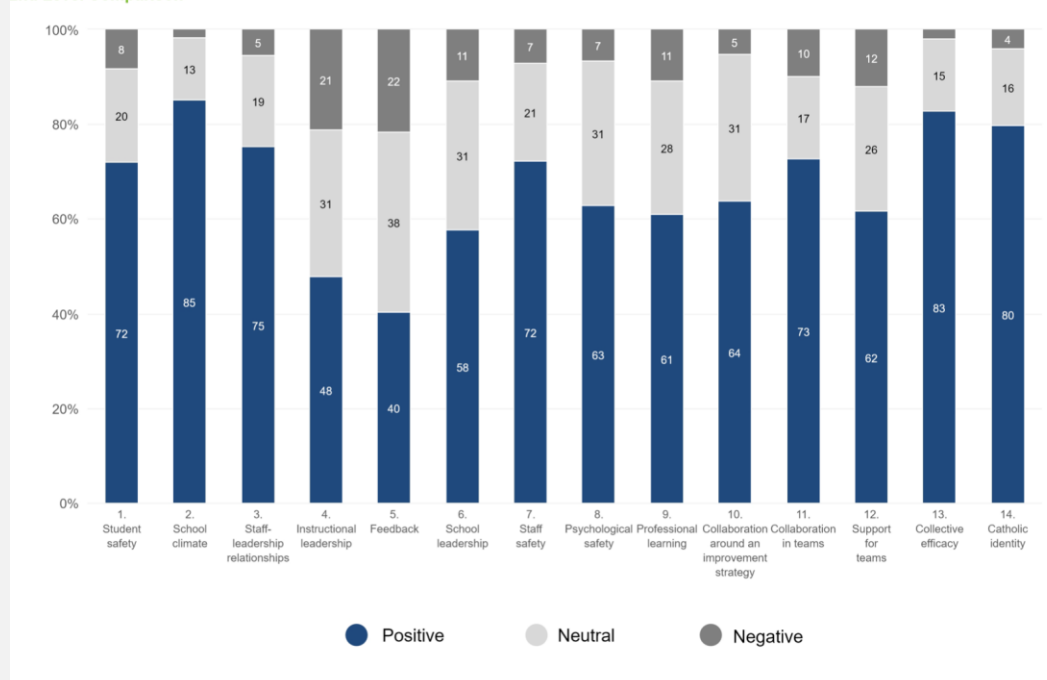
### Collaboration in Teams:

- MACS AVERAGE 71%
- HE in 2019 = 83%
- HE in 2021 = 75% (decrease by 8%)
- HE in 2022 = 73% (decrease by 2%)

### Support for teams:

- MACS AVERAGE = 65%
- HE in 2019 = 70%
- HE in 2021 = 59% (decrease by 11%)
- HE in 2022 = 62% (increase by 3%)

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### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.0%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	87.0%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	26.3%
Graduate	13.2%
Graduate Certificate	5.3%
Bachelor Degree	76.3%
Advanced Diploma	26.3%
No Qualifications Listed	13.2%

### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	56.0
Teaching Staff (FTE)	48.2
Non-Teaching Staff (Headcount)	29.0
Non-Teaching Staff (FTE)	24.5
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes



#### Goals

- To empower and engage all students in contemporary learning.

#### Intended Outcomes

- That student engagement is enhanced with the support of Family School Partnerships.
- That there is a connection to learning at home and learning at school.

#### 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 Interviews were held onsite in Term 1 to complete the Sociolinguistic Profile for each student and onsite in early Term 3 to discuss student reports and portfolios.
- 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 during Term 1 - 4.

- Craft & Conversation class had weekly classes onsite during Term 1 - 4.
- Zumba class ran every Wednesday throughout Term 1 - 4 onsite in the hall.
- 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 2023 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 'Prep 2023 Information Sessions' 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 Morning Tea was celebrated in the Holy Eucharist Church and foyer.
- Portfolios were sent home during Term 1, 2, 3 & 4 with student assessment pieces for parents/carers to read, sign and comment on.
- Assistance was given to families to complete the Enhancing Catholic School Identity (ECSI) Survey.
- Family enrolment conversations were conducted prior to student enrolment.
- Pre-prep sessions for future students were conducted over a period of two weeks in Term 4. Students attended sessions onsite once a week.
- Pre-prep information sessions were arranged for parents with interpreters available upon request in Term 4.
- 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 regularly (Junior or Middle/Senior) during 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. Students wore orange and discussed the importance of mental health in classrooms.
- Father's Day liturgy and breakfast was celebrated
- Footy Colours Day was celebrated at the end of Term 3. Students were asked to dress up in their footy colours.
- The school celebrated Mission Week by participating in the Socktober Soccer Challenge where each class created a soccer ball out of recycled materials and had a soccer shootout. Students wore casual clothes and brought in a gold coin donation with all proceeds raised being donated to Catholic Mission to help people in need in Ethiopia.
- 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 due to building works and limited parking onsite.
- 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 as well as families attended school assemblies onsite in Term 3 and Term 4.
- 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 Mission Week, St Vincent de Paul's Non-Perishable Food Appeal for Christmas appeal.
- 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.
- 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.
- Foundation House facilitated 7 information sessions for Refugee and Migrant Families.

## PARENT SATISFACTION



The 2022 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 (81%), School Climate (87%), Student Safety (76%), Communication (80%) and Catholic Identity (70%).

However, the 2021 and 2022 MACSSIS data demonstrates that since COVID-19, more needs to be done in the areas of Family Engagement (47%) and Barriers to Engagement (49%).

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 score dropped from 89% in 2019 to 49% in 2022. It is evident that the COVID-19 pandemic as well as other factors have "hindered... (the) family's interaction or involvement with their child's school" (MACSSIS, 2019).

### **Overall School Positive Endorsement:**

- MACS AVERAGE 69%
- HE in 2019 = 79%
- HE in 2021 = 75% (decreased by 4%)
- HE in 2022 = 69% (decreased by 6%)

### **Family Engagement:**

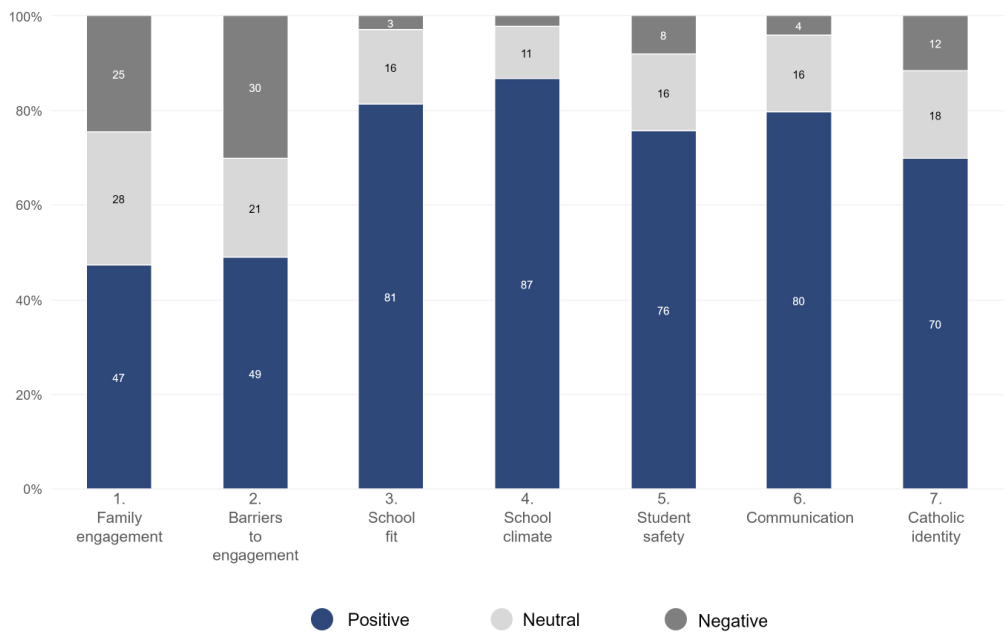
- MACS AVERAGE 46%
- HE in 2019 = 47%
- HE in 2021 = 48% (increased by 1%)
- HE in 2022 = 47% (decreased by 1%)

### **Barriers to Engagement:**

- MACS AVERAGE 66%
- HE in 2019 = 89%
- HE in 2021 = 54% (decreased by 35%)
- HE in 2022 = 49% (decreased by 5%)



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## 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 adhere to the clear procedures in place to identify and monitor students at risk.
- That staff adhere to policies and procedures.

