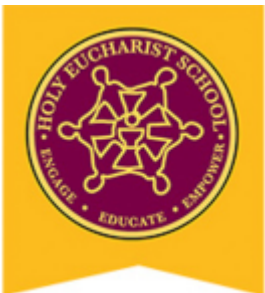




Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Holy Eucharist School

1A Oleander Drive, ST ALBANS SOUTH 3021

Principal: Michael Bonnici

Web: www.hestalbanssth.catholic.edu.au

Registration: 1715, E Number: E1281

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 30 Apr 2026



About this report

Holy Eucharist School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).



Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Holy Eucharist is a Catholic primary school located in the western suburbs of the Archdiocese of Melbourne. We are justly proud of our school, as our community reflects the rich multicultural diversity of Australia.

In 2025, our community comprised 546 children from diverse backgrounds, including Vietnam, the Philippines, mainland China, Myanmar, Sudan, Ethiopia, Kenya, India, Sri Lanka, Syria, the Pacific Islands, South and Central America, and Europe.

Our school emblem reflects our motto: Engage, Educate, and Empower. Our school's vision and mission state:

“Holy Eucharist Catholic Primary School is a welcoming and diverse Christ-centred community. We inspire and challenge all to learn, grow, and contribute to a safe and just world.

Illuminated by the teachings of Christ, our mission is to:

- Engage in active and purposeful learning
- Educate in service of a hope-filled future
- Empower all to flourish in relationship with others and the world.”



Melbourne Archdiocese
Catholic Schools



Holy Eucharist Primary School
St Albans South



Engaging, Educating and Empowering our diverse Christ-centred community

School Overview

Holy Eucharist School is situated in St Albans South, in the western suburbs of the Archdiocese of Melbourne. Established in 1975, it was the first open-plan Catholic primary school in the area.

In 2025, the community comprised approximately 370 families, representing 28 different language backgrounds. The most prominent backgrounds include Vietnam, the Philippines, mainland China, Myanmar, Sudan, Ethiopia, Kenya, India, Sri Lanka, Syria, Samoa, South and Central America, and Europe.

In the same year, 546 students attended the school. Approximately 19% of students were born overseas, and overall, 90% of the community came from an English as an Additional Language (EAL) background. During 2025, the school employed 73 staff members (full-time and part-time), representing a diverse range of backgrounds.

At Holy Eucharist School, the teaching of Religious Education, Literacy, and Numeracy is paramount. The school is committed to providing purposeful teaching and learning in these fundamental areas by ensuring that learning outcomes address the specific needs of all students. Additionally, Holy Eucharist values building student capacity through collaborative learning and positive relationships, enabling students to engage effectively with the world around them.

Melbourne Archdiocese Catholic Schools' (MACS) Vision for Instruction (2024) and Vision for Engagement (2025) were developed as part of the Flourishing Learners initiative. These frameworks have been implemented at the school and provide an evidence-based and consistent approach to teaching and student engagement. The Vision for Instruction focuses on explicit, knowledge-rich, and cognitively informed teaching, while the Vision for Engagement promotes calm, safe, and nurturing environments that support active participation. Holy Eucharist is a well-resourced school in both staffing and materials. In 2025, the school employed:

- 39 teaching staff (including classroom teachers, specialist teachers, and teachers in leadership positions, working full-time and part-time)
- 1 Literacy Intervention teacher, (full time) supporting students in the junior school
- 1 Literacy Intervention teacher, working in the middle school
- 1 Numeracy Intervention teacher, supporting 14 students in Years 3 and 4
- 1 New Arrivals/Refugee Support/EAL teacher
- 1 Speech Pathologist (onsite two days per week)
- 1 School Counsellor (onsite three days per week)
- 22 Learning Support Officers (including 3 supporting literacy)
- 4 Administration staff

Holy Eucharist School recognises the importance of technology in the 21st century. Technology is integrated into the curriculum to actively engage students in their learning. In 2025, students regularly used technology in the classroom, with access to iPads, MacBooks, and Chromebooks to support their learning.

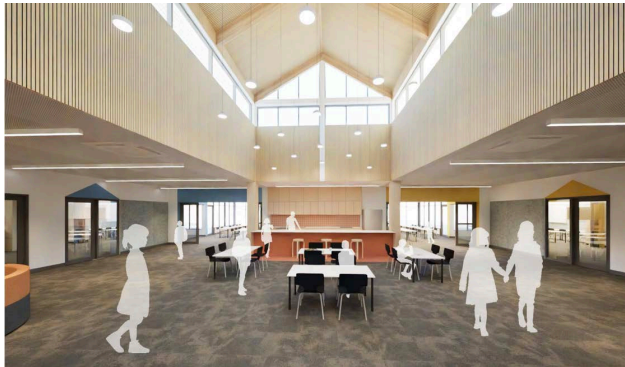
Back in July 2024, the school had the honour of welcoming Deputy Premier Ben Carroll and St Albans MP Hon. Natalie Suleyman, who announced that Holy Eucharist would receive a \$1.4 million grant. Combined with the school's contribution, this funding will support the \$5.1 million refurbishment of the 50-year-old Leonie Glennen Building. This important project will ensure the continued provision of high-quality learning and teaching facilities for students and staff.

The upgrade will include:

- A new roof, doors, and windows
- The transformation of the courtyard into a multi-purpose area
- The creation of three new breakout spaces and a meeting room

This is a fitting investment in the school's future—honouring its past while preparing for the decades ahead.

At the end of 2025, the Prep and Year 1 classes as well as the Literacy and Learning and Teaching offices were relocated to other areas of the school to allow refurbishment works to commence in February 2026. The project is scheduled for completion at the end of 2026.



Principal's Report

Dear Families and Friends,

Welcome to Holy Eucharist Catholic 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, Gospel values are central to our teaching, with Jesus at the heart of everything we do. We are committed to building strong partnerships with our families and the parish community to support the academic, social, and spiritual development of our children. We value the ongoing guidance and support of the priests in our parish, who not only celebrate the sacraments with our students but also lead our Thursday morning Mass.

Our school emblem features our motto: Engage, Educate and Empower. Our school's vision and mission state that:

Holy Eucharist School is a welcoming and diverse Christ-centred community. We inspire and challenge all to learn, grow, and contribute to a safe and just world.

Illuminated by the teachings of Christ, our mission is to:

- *Engage in active and purposeful learning*
- *Educate in service of a hope-filled future*
- *Empower all to flourish in relationship with others and the world*

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

We believe that strong partnerships between families and the school make a significant difference in a child's education. Research suggests that when families and schools work closely and know one another, children's learning improves. Therefore, we are committed to continuing to strengthen links between staff and families. As partners, we share responsibility for our children's success and will do our very best to fulfil our role.

As Principal of Holy Eucharist Primary School, it is both an honour and a privilege to lead and serve our community. I look forward to connecting with all our families as we work together to engage, educate, and empower our students.

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

Mr Michael Bonnici
Principal
principal@hestalbanssth.catholic.edu.au



Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

- To strengthen relationships between the Catholic tradition and life.

Intended Outcome:

- That the school community is actively engaged in authentic dialogue.



Achievements

- Leadership in the Religious Dimension of the school continued to be prioritised throughout 2025. The Leadership Team met regularly in 2025, with the Religious Education curriculum development and Faith Formation of the school featuring frequently on the meeting agendas. Effective strategies have continued to be implemented throughout the year to support the faith formation of the students and staff.
- Through a variety of professional learning opportunities, teachers were supported to obtain and maintain the required accreditation to teach in a Catholic school or to teach Religious Education in a Catholic school.
- The Holy Eucharist school community continued to take active responsibility for celebrating the Catholic Tradition and strengthening the Catholic identity of the school. Classroom Liturgy and Mass were celebrated on a fortnightly basis, with Mass being led by a designated year level. The inclusion of prayer at Assemblies, Staff Meetings and daily classroom prayer continued to be expected in 2025.
- Class teachers in Grade 3, 4 & 6, with the support and guidance of the Religious Education Leader (REL) and parish clergy, ensured candidates were prepared and engaged in the 2025 sacraments.
- Social Justice initiatives, supportive of Catholic tradition and reflective of community needs, were investigated by staff and students and undertaken by all year levels.
- Holy Eucharist School continues to provide learning opportunities that are purposeful and prioritise Catholic tradition to develop Catholic identity.

Value Added

Leadership in Religious Education:

- Holy Eucharist School's Leadership team included an REL for three days per week.

- The Leadership Team continued to engage in professional learning opportunities guided by the MACS School Improvement Team throughout 2025. They worked to create the Annual Action Plan (AAP) for 2025 based on the School Improvement Plan for 2023 - 2026. The needs of the Religious Dimension of the school were deeply discussed and explored throughout the meetings and the first priority of the AAP was devoted to its development.

Staff Faith Formation and Professional Development:

- To assist teachers with their RE professional learning, the school provided a subscription to all teaching staff with Butterfly Music.
- Teachers were guided and supported in their professional learning to meet the MACS RE accreditation policy requirements.
- 3/3/25 - RE Professional Learning Webinar- Pilgrims of Hope in the Year of Jubilee,,: Engaging with and exploring how Luke's gospel supports us to engage more fully with the Year of Jubilee and the theme "Pilgrims of Hope".
- 26/05/2025 - RE Professional Learning Webinar- Pilgrims of Hope in the Year of Jubilee, Online Webinar Series, Session 2: Engaging with and exploring how Luke's gospel supports us to engage more fully with the Year of Jubilee and the theme "Pilgrims of Hope".
- 25/08/2025 - RE Professional Learning Webinar- Pilgrims of Hope in the Year of Jubilee, Online Webinar Series, Session 3: Engaging with and exploring how Luke's gospel supports us to engage more fully with the Year of Jubilee and the theme "Pilgrims of Hope".
- 10/11/2025 - RE Professional Learning Webinar- Pilgrims of Hope in the Year of Jubilee, Online Webinar Series, Session 4: Engaging with and exploring how Luke's gospel supports us to engage more fully with the Year of Jubilee and the theme "Pilgrims of Hope".
- Over the past 2 years MACS has invited Principals, senior or aspiring leaders, Religious Education Leaders, or RE teachers to attend The Catholic Imagination Formation Series. This series of presentations by international and local people of the Catholic Church has been developed as an innovative and practical approach to faith formation, professional learning, and community building, and is open to all educators seeking to deepen their understanding and engagement with Catholic identity and mission.
- Registered participants accrue accreditation hours in the following areas:
 - The aims and objectives of the Catholic school
 - Catholic identity, culture, tradition and theology (including prayer, liturgy, scripture and Catholic social teaching)
- In addition, these sessions actively promote a 'plus-one' accompaniment model, encouraging sponsorship and shared learning.

- In 2025, the REL and principal attended the following sessions with other interested staff:
- 14/05/2025 - Catholic Imagination - Hope Does Not Disappoint: At this stage of our pilgrimage together in the Jubilee Year we take time to reflect with Most Reverend Rene Ramirez DD RCJ on the journey so far: "You cannot direct the wind, but you can adjust your sails." How has the Jubilee impacted on our spiritual life: both personal and communal?
- 30/07/2025 - Catholic Imagination Formation Series- Reach for the Stars with the Pope's Astronomer: Brother Guy Consolmagno SJ, is the Director of the Vatican Observatory, and President of the Vatican Observatory Foundation. Brother Guy is at this intersection of science and theology and reflects on the larger meaning of our common experience as scientists and people of faith.
- On Monday 21 July 2025, we attended a school Closure Day planned and delivered by the MACS CMI Team for all staff, including Administration staff and Learning Support Officers, from every school across the Northern Region. The title of the professional learning day was, Accreditation Closure Day Event: Pilgrims of Hope. The day featured:
 - Keynote presentations by Dr Joel Hodge:
 - Pilgrims of Hope in Catholic Education Illuminating the theme of Pilgrims of Hope in Catholic Education - Catholic education in the evangelising mission of the church; working together in mission with the church.
 - Religious Education's Role in Forming Missionary Disciples - explores evangelizing mission in MACS schools with focus on the contribution of RE and where we are in our RE journey.
 - RE workshops or 'Journey Stations' focussed on Classroom Evangelisation Strategies:
 - Tell me a Story – Storytelling as a teaching strategy
 - Ask me a question – Crafting great questions
 - 'By hook or by crook!' - teaching strategies to encourage interest and engagement
 - Panel session where questions could be directed to panel members about their experiences of impact on the community through Socktober, Mini Vinnies and Caritas Earthcare.
 - The day closed with an Instructional liturgy and a Commissioning as pilgrims of hope led by Fr Mark Reynolds.
- The REL attended the MACS Northern Region REL Network meetings and provided staff with resources through staff meetings as well as facilitated planning meetings.
- A staff meeting was conducted by Eloise Meyer, Learning Consultant, RE (Primary) around curriculum development.

Prayer and Celebration:

- The whole school community has engaged in designing prayer and liturgies and were actively engaged in opportunities to encounter the sacred and celebrate the mystery of Christ.
- All classes 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'.
- Staff and students attended and participated in Liturgies and/or Mass on a fortnightly basis. The school also conducted Liturgical celebrations for special occasions including Ash Wednesday Mass at the beginning of Lent and Thanksgiving Masses at the end of each term.
- During Lent, the students worked on artistic representations of the Stations of the Cross with a partner class. At the end of Term 1 the students participated in a Lenten Pilgrimage where the teachers led their class through the route set out throughout the school, stopping at each station created by the class pairs to reflect and pray.
- This year our school Feast Day, The Feast of the Body and Blood of Christ, was particularly significant and well celebrated as we marked the 50th anniversary of our school. Mass was held to celebrate this auspicious event. Most Rev. Auxiliary Bishop Rene Ramirez RCJ presided over the Mass. Many important guests were invited, including past parish priests and staff members, sisters of Mercy and Missionary Sisters of the Sacred Heart.
- Students were treated to 2 incursions and a sausage sizzle on the day. All staff and students were presented with a commemorative cross which was blessed by Most Rev. Auxiliary Bishop Rene Ramirez RCJ. Every student and staff member also received a bag of lollies to mark our school's birthday celebration.
- The invited guests were invited to share in morning tea with an opportunity to share memories and regale over old photos and articles marking the school's history.
- In the month of October weekly online liturgies meditating the Luminous Mysteries were held for five weeks to commemorate the Month of the Rosary. Advent themed online Liturgies and the Grade 6 Graduation were also planned and delivered.
- Mother figures from within the school community were invited to join us for a Mother's Day Mother's Day focussed Assembly and Morning Tea.

Sacramental Preparation:

- A Family Faith and Information evening was held prior to each sacrament, facilitated by MACS RE Consultant, Pauline Cicuto. 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 2025, sacraments at Holy Eucharist were held as follows:
 - Confirmation: Grade 6 students: Friday 16th May
 - Reconciliation: Grade 3 students: Tuesday 5th August

- First Holy Communion: Grade 4 students: Sunday 31st August

Witness for Mission:

- 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 collected school supplies to send to Samoa as part of our Social Justice Program.
- In 2025, the Holy Eucharist students and staff from Grades 5 & 6 volunteered to support the Holy Eucharist Parish, "Loaves and Fishes", foodbank. They packed donated food into packages for the needy in the community to collect. They responded to the needs of others and learned important lessons about Catholic Social Teachings, including the importance of honouring the Dignity of the Human Person.
- Once again, 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 school enables students to explore social issues within the context of Catholic traditions, providing them with authentic faith-based learning experiences.
- In March, the school student leaders 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.
- Students in Grades 3, 4 & 6 undertook sacramental preparation programs as part of their Religious Education. Bishop Martin Ashe also visited the Grade 6 students prior to their Confirmation and engaged in dialogue with them about the importance of this sacrament in their lives.
- In 2025, 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 series. The Christmas Carol Concert was once again a vibrant celebration for the community to enjoy which rounded out another, remarkable, and enriching year for the Holy Eucharist faith community.



Learning and Teaching

Goals & Intended Outcomes

Goals:

- To improve student achievement in Mathematics particularly in the four number operations in grades 3 & 4.
- To improve student achievement in Reading particularly in phonics and phonemic awareness in Prep.
- To improve student participation and engagement in all areas of the curriculum.

Intended Outcomes:

- That student learning in Mathematics is strengthened in each year level, particularly in grade 3 & 4 number and algebra.
- That students in the junior years develop strong phonic and phonemic awareness skills to assist them in their reading.
- That all students actively participate and are engaged in their learning.

Achievements

- Curriculum leaders supported teachers through facilitated planning across all year levels on a fortnightly basis.
- 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.
- Dibels (Dynamic Indicators of Basic Early Literacy Skills) testing was introduced and conducted in Terms 1, 2 and 4.
- Progressive Achievement Test in Reading (PAT - R) was conducted in years 2 - 6 in terms 2 and 4.
- Initialit, an evidence-based whole-class literacy program, was introduced in Prep this year supporting our goal of improving student achievement in Reading particularly in phonics and phonemic awareness.
- UFLI (a comprehensive phonics program developed by the University of Florida Literacy Institute) was introduced in years 1 and 2 for 30 minutes everyday.
- SPA platform was used to house literacy and mathematical data collected throughout the year.
- A whole school Data Analysis closure day took place in Term 2; staff participated in professional learning related to data analysis on the SPA Platform, analysed Literacy & Numeracy data and moderated Progression Points for Semester 1 reporting

- Two leaders together with two classroom teachers participated in a Masterclass run by Teach Well which consisted of 4 days throughout the year.
 - The MacqLit reading intervention program for students in years 3 to 6 ran throughout the year.
 - MIniLit Sage, our reading intervention program for students in years 1 and 2 ran throughout the year.
 - Two classroom teachers attended a two day professional development on implementing and running InitialLit, in preparation for them teaching it the following year.
 - Oral language development was supported for a number of prep students led by the school's Speech Therapist together with the prep Learning Support Officers.
 - 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.
 - English as an Additional Language Pathways Reporting Tools were used to report progression of students identified as learning English as an Additional Language.
 - Ochre education book studies, a resource provided by MACS, were introduced in years 3 - 6 with at least one book study being completed each term.
 - Ochre education book studies were introduced in term 3 for years Prep to 2, with 4 picture book studies being completed each term.
 - In Staff meetings, Professional Learning Team (PLT) Meetings, teachers developed their use of full participation tactics and explicit instruction strategies for Mathematics and Literacy, with support from lesson resources developed by MACS and OCHRE.
 - 2 x Professional Learning sessions related to Explicit Instruction Principles and classroom implications were conducted by Professor Nathaniel Swain, further developing staff understanding of how explicit instruction applies across the curriculum.
-
- Classroom teachers used full participation tactics in their classrooms, such as, non-volunteer strategies when choosing students to contribute, whole class choral responses and recorded responses on mini-whiteboards, to support full participation and engagement from their students.
 - The leadership team conducted "Learning Walks" in grade prep and 1 to observe the use of full participation tactics in classrooms, reflected on these observations as a team and provided feedback as needed.
 - On average, each year level dedicated 5 hours to mathematics each week, including 4 x Explicit Instruction lessons and 1 x Reteach lesson.
 - Each maths lesson included a Daily Review, focusing on continued practice of previously learnt skills.
 - Long, medium and short-cycle assessments for Mathematics were conducted throughout the year, according to a whole school assessment schedule; assessments included, the Progressive Achievement Test in Mathematics (PAT - M) Adaptive (mid year) and Summative (end of year) and the Mathematics Online Interview (Prep-3)

- The Learning Framework in Number (LFIN) and Mathematics Online Interview (MOI) assessments were also used to monitor at Risk Students (4-6).
- OCHRE end of unit assessments were introduced and used across the year as medium cycle assessments at the end of explicit instruction units.
- The suggested OCHRE/MACS Scope & Sequence was used as a guide to create a whole school yearly overview of mathematics, this was adapted and adjusted throughout the year, with teams successfully conducting lessons for each component of the Victorian Mathematics Curriculum 2.0.
- The year prep to 3 teachers continued to develop their ability to collect and interpret MOI data, and used this data to set goals and monitor progress.
- The Number Intervention teacher supported “At risk” students from Years 3-6, in small groups and in one-on-one sessions, monitoring their progress using the LFIN and MOI.
- Numeracy learning progression (on the Victorian Curriculum) was also monitored using the Essential Assessment platform (all Year 3-6 students).
- Students from 3-6 were given continued access to personalised Numeracy activities (on Essential Assessment) that could be accessed at school and from home.

Student Learning Outcomes

The 2025 Holy Eucharist School NAPLAN data shows that, on average (based on mean scale scores), Year 3 students at the time of testing were performing “close to” like schools (schools with similar demographic profiles) in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy.

However, the overall NAPLAN results indicate that students at Holy Eucharist are performing above both “like schools” and “all Australian schools” in Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy, demonstrating strong academic achievement across key learning areas.

The Year 5 cohort at Holy Eucharist School, achieved an outstanding mean score of 500 in the 2025 NAPLAN Numeracy assessment. According to the Australian Curriculum, Assessment and Reporting Authority (ACARA), this result is 27 points higher than schools with similar levels of socio-educational advantage nationally, equating to approximately two to three terms of additional learning growth beyond expected levels.

This is a significant achievement and reflects the impact of effective teaching practice, targeted intervention, and a strong focus on student learning growth, particularly within a school community that experiences higher levels of socio-educational disadvantage.

NAPLAN - Proportion of students meeting the proficient standards					
Domain	2025 (current year)			2-Year Average	
	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	397	43%	404	47%
	Year 5	518	75%	497	66%
Numeracy	Year 3	392	53%	390	55%
	Year 5	500	76%	481	67%
Reading	Year 3	383	58%	385	61%
	Year 5	496	73%	483	66%
Spelling	Year 3	403	61%	404	63%
	Year 5	514	85%	503	76%
Writing	Year 3	412	82%	420	88%
	Year 5	500	86%	490	78%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.



Student Wellbeing

Goals & Intended Outcomes

Goals:

- To elevate student voice, agency and participation
- To build teacher capability to expand their pedagogical practices

Intended Outcomes:

- That students are engaged and empowered in their learning
- That teachers capably respond to learner needs

Achievements

- Mental Health in Primary Schools (MHiPS) Leader / Counsellor employed to help teachers recognise mental health issues and give strategies to support students in the classroom.
- Regular timetabled Wellbeing Team meetings (Wellbeing/ Learning Diversity Leader, Family School Partnership Leader and MHiPS Leader / Counsellor) occurred to identify, monitor and track wellbeing issues within the school.
- Professional Development offered to staff and parents to further their knowledge of disability and programs available to support children with diverse and additional needs.
- Facilitated Professional Learning in the areas of MACS Vision for Instruction and MACS Vision for Engagement to support differentiated instruction for students with additional needs (academic and social and emotional needs) .
- 11 Child Safe Standards for Holy Eucharist School ongoing review with Leadership Team. e.g. Mandatory Reporting, Evacuation Procedures, MACS e-Learn
- 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 continue supporting imputed or diagnosed children along with providing collaborative conversations with their families.
- Learning Support Officers (LSO's) to assist students in their learning. LSO Professional Development ongoing to have best evidence-based strategies to support students and families. eg. Sue Larkey workshops
- Student School Leadership Team, consisting of 2 School Captains, 2 Vice-. Student Representatives Council (SRC) involving a SRC member from each Grade 3 - Grade 5 class.

- Student School Leadership Team and SRC participated in school assemblies and school initiatives centered 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, MACS consultants.
- Primary School Nurse - Prep School Nursing Program | Health Wellbeing & Specialist Services Department of Education.
- Students with diverse or additional needs were monitored and reviewed through the process of Intervention Framework and if required 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 family's wellbeing and academic, and social / emotional learning.
- 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 teachers and families.
- Student'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 employed 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.
- Wellbeing / Learning Diversity Leader - conducted Staff Meetings, Professional Learning Team (PLT's) to build teacher capacity and strengthen teacher's pedagogical knowledge. Wellbeing/ Learning Diversity Leader attended MACS PL networks.
- Social and Emotional Learning (SEL) implemented through mindfulness activities, circle time meditation and evidence -based strategies, wellbeing workshops to support resilience and social and emotional learning. SEL curriculum -Resilience Right and Respectful Relationships (RRRR).
- 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. Strengthening consistent classroom behaviour processes for staff and students using Behaviour Re-Think sheets to inform all stakeholders and reflect on supportive strategies to monitor and track student behaviour.
- ABC Monitoring Behaviour Charts, Behaviour Plans, Safety Plans, Risk Managements 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.

- MACS documentation for medical management for students with additional medical needs were implemented, monitored and tracked to ensure inclusive and safe participation across the curriculum.

Value Added

- Breakfast Program for students from 8:15 - 8:45 am 5 days a week.
- Student of the week awards at fortnightly assemblies - recognised the varied talents and positive values displayed by students.
- Prep to Grade 6 Buddy Program.
- Australian Dental Van provided students dental treatment beyond the Medicare eligibility criteria.
- Whole school events - Interschool Sports, Athletic Carnivals, Fun Day, Family Picnic, Camps, Big Day in, Big Day Out, excursions and incursions.
- Provided a clear understanding of expectations and positive choices regarding the use of technology at school and home.
- Before school / After school Vacation Care is available- 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.
- Occupational Health & Safety procedures will ensure that staff working conditions comply with the safety policies. 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).

Student Satisfaction

In 2025, the MACSSIS Survey was made available to school communities, inviting parents, students, and staff to participate. The data gathered was provided to schools 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 offered valuable insights into their experiences and perceptions of school life. Overall, results across the ten Student Survey Domains reflected a positive student experience when compared to the MACS average.

Students at our school responded particularly positively in the areas of Rigorous Expectations (79%), School Belonging (69%), Teacher–Student Relationships (71%), Learning Dispositions (73%), and Catholic Identity (73%). These results indicate that students feel supported in their learning, experience positive relationships with their teachers, and have a strong sense of connection to the school’s faith identity.

However, the data also highlighted several areas that require ongoing attention. These include School Engagement (52%), Student Safety (52%), Enabling Safety (54%), School Climate (56%), and Student Voice (57%). While these results are still broadly positive, they suggest opportunities to further strengthen student engagement, enhance perceptions of safety, and provide more meaningful opportunities for student voice and participation in school decision-making.

These insights will inform future planning, ensuring targeted strategies are implemented to further enhance student wellbeing, engagement, and overall school experience.

Rigorous Expectations:

MACS Average in 2025 = 76%

- Holy Eucharist School in 2019 = 80% (3% improvement)
- Holy Eucharist School in 2020 = NA
- Holy Eucharist School in 2021 = 79% (1% decrease)
- Holy Eucharist School in 2022 = 82% (3% improvement)
- Holy Eucharist School in 2023 = 80% (2% decrease)
- Holy Eucharist School in 2024 = 82% (2% improvement)
- Holy Eucharist School in 2025 = 79% (3% decrease)**



School Engagement:

MACS Average in 2025 = 50%

- Holy Eucharist School in 2019 = 65%
- Holy Eucharist School in 2020 = NA
- Holy Eucharist School in 2021 = 63% (2% decrease)
- Holy Eucharist School in 2022 = 57% (6% decrease)
- Holy Eucharist School in 2023 = 57% (same)
- Holy Eucharist School in 2024 = 55% (2% decrease)
- Holy Eucharist School in 2025 = 52 % (3% decrease)**



School Climate:

MACS Average in 2025 = 59%

Holy Eucharist School in 2019 = 70%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 68% (2% decrease)

Holy Eucharist School in 2022 = 69% (1% improvement)

Holy Eucharist School in 2023 = 58% (11% decrease)

Holy Eucharist School in 2024 = 64% (6% improvement)

Holy Eucharist School in 2025 = 56% (8% decrease)



Teacher Student Relationships:

MACS Average in 2025 = 71%

Holy Eucharist School in 2019 = 76%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 81% (5% increase)

Holy Eucharist School in 2022 = 83% (2% decrease)

Holy Eucharist School in 2023 = 78% (5% decrease)

Holy Eucharist School in 2024 = 77% (1% decrease)

Holy Eucharist School in 2025 = 71% (6% decrease)



School Belonging:

MACS Average in 2025 = 69%

Holy Eucharist School in 2019 =

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 =
 Holy Eucharist School in 2022 =
 Holy Eucharist School in 2023 = 74%
 Holy Eucharist School in 2024 = 69% (5% decrease)
 Holy Eucharist School in 2025 = 69% (same)
Holy Eucharist School in 2025 = 69% (same)



Student's Learning Disposition:

MACS Average in 2025 = 73%

Holy Eucharist School in 2019 = 72%
 Holy Eucharist School in 2020 = NA
 Holy Eucharist School in 2021 = 67% (5% decrease)
 Holy Eucharist School in 2022 = 70% (3% improvement)
 Holy Eucharist School in 2023 = 74% (4% improvement)
 Holy Eucharist School in 2024 = 73% (1% decrease)
Holy Eucharist School in 2025 = (same)

Student Safety:

MACS Average in 2025 = 57%

Holy Eucharist School in 2019 = 47%
 Holy Eucharist School in 2020 = NA
 Holy Eucharist School in 2021 = 55% (8% improvement)
 Holy Eucharist School in 2022 = 53% (2% decrease)
 Holy Eucharist School in 2023 = 47% (6% decrease)
 Holy Eucharist School in 2024 = 54% (7% improvement)



Holy Eucharist School in 2025 = 52% (2% decrease)

Enabling Safety:

MACS Average in 2025 = 57%

Holy Eucharist School in 2019 = 53%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 55% (2% improvement)

Holy Eucharist School in 2022 = 60% (5% decrease)

Holy Eucharist School in 2023 = 61% (1% improvement)

Holy Eucharist School in 2024 = 61% (same)

Holy Eucharist School in 2025 = 54% (7% decrease)



Student Voice:

MACS Average in 2025 = 57%

Holy Eucharist School in 2019 = 62%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 60% (2% decrease)

Holy Eucharist School in 2022 = 59% (1% decrease)

Holy Eucharist School in 2023 = 60% (1% improvement)

Holy Eucharist School in 2024 = 54% (6% decrease)

Holy Eucharist School in 2025 = 57% (3% increase)



Catholic Identity:

MACS Average in 2025 = 65%

Holy Eucharist School in 2019 = 76%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 77% (1% improvement)

Holy Eucharist School in 2022 = 76% (1% decrease)

Holy Eucharist School in 2023 = 76% (same)

Holy Eucharist School in 2024 = 77% (1% improvement)

Holy Eucharist School in 2025 = 73% (4% decrease)

Student Attendance

Unexplained Absences: Notifying Parents

Following a review of the Attendance Guidelines for Schools by the Victorian Minister for Education in Term 4, 2017, schools are required to notify parents/guardians of any unexplained student absences on the same day, as soon as practicable. This requirement applies to all students, including those of post-compulsory school age.

These changes were introduced to strengthen child safety during school hours and to support schools in meeting their duty-of-care obligations. The updated guidelines were implemented from Term 1, 2018, with all schools required to comply by the end of Term 2, 2018. Holy Eucharist School has been compliant with these requirements since Term 2, 2018.

Absenteeism

- If a child is absent, parents or caregivers are required to notify the school office and provide a reason for the absence.
- If no explanation is received on the day of absence, the school will make reasonable attempts to contact the parent or caregiver. All absences and reasons provided are recorded by the school.
- In cases of extended or unexplained absenteeism, Holy Eucharist School, in accordance with Melbourne Archdiocese Catholic Schools (MACS) policy, will escalate the matter and may contact the appropriate authorities.
- The school's Attendance Policy and Late Policy support consistent attendance practices and have contributed to maintaining strong attendance rates across the school.

Attendance Roll

- Maintaining an accurate attendance roll is a legal requirement.



- Teachers are required to mark the attendance roll on SynWeb by 9:00am each day. Any student not present at this time is marked absent.
- Students arriving after 9:00am must be accompanied by a parent or caregiver to the Administration Office, where they will be signed in as late. The student will be issued an orange card, which must be presented to the classroom teacher as confirmation that their late arrival has been recorded.

Average Student Attendance Rate by Year Level	
Y01	92.08
Y02	90.98
Y03	92.75
Y04	92.62
Y05	93.51
Y06	92.93
Overall average attendance	92.48



Leadership

Goals & Intended Outcomes

Goal:

- To build leadership capability.

Intended Outcome:

- That instructional leadership capability is improved.
- That there is shared responsibility for school improvement.

Achievements

- The Leadership Team attended Professional Learning which focused on Melbourne Archdiocese Catholic School's (MACS) Vision for Instruction. They learnt about the Science of Learning and how to best support students through evidence-based pedagogy. The team was guided by Dr. Simon Breakspear and MACS leaders to identify areas of success and those requiring improvement, helping refine our school improvement foci for 2025.
- The Leadership Team utilised impact and thinking canvases (Agile Tools), developed by Dr. Simon Breakspear, to enhance school, teaching, and student outcomes.
- Curriculum Leaders led Professional Learning for the entire staff during a School Closure Day. The session focused on MACS' Vision for Instruction, the Science of Learning, and unpacked strategies for full participation and checking for understanding.
- The Leadership Team (Leadership and Management, Learning and Teaching, Education in Faith, Wellbeing, and Family-School Partnership) led staff meetings to share their learnings. These sessions enabled self-reflection and supported informed decision-making.
- Towards the end of 2024 and into early 2025, the Leadership Team collaborated closely with MACS personnel offsite to develop the Annual Action Plan for the following year.
- Regular Leadership Meetings were scheduled with clear agendas and documented minutes.
- The Leadership Team continued to strengthen the Catholic Identity across the school curriculum.
- All staff engaged in Professional Learning in Education and Faith. (Accreditation Closure Day - Pilot) with schools in the Outer Northwest Zone. Staff engaged in workshops focused on bringing Christ's teachings and Catholic traditions to life within the school.

- The Learning and Teaching Leader met fortnightly with Literacy and Numeracy Curriculum Team Leaders to discuss pedagogy, deepening their knowledge and skills in monitoring and reviewing evidence-based strategies and school data.
- Staff engaged in various Professional Learning activities aligned with their individual needs and the school's Annual Action Plan (AAP), based on the goals of the School Improvement Plan (SIP).
- Professional Learning Teams (PLTs) enabled staff to engage in professional dialogue and share knowledge across curriculum areas.
- Staff were encouraged to engage in rigorous conversations during planning sessions to make informed decisions about individual student learning.
- The Literacy Leader revisited Reading, Writing, Speaking, and Listening strategies with all teachers during PLT sessions.
- Leadership and Management fostered a safe and inclusive environment where wellbeing is recognised as essential to lifelong learning.
- The 11 Child Safe Standards were addressed during staff meetings, ensuring staff are well-prepared to safeguard children and young people from abuse.
- The Principal led staff meetings to present the updated MACS Code of Conduct, which outlines expected behaviours and responsibilities. It reinforces the importance of ethical conduct and modelling Catholic values for students and the broader school community.
- The principal led staff meetings with both teaching staff and Learning Support Officers (LSOs) to build awareness and understanding of the Reportable Conduct Scheme.

The Reportable Conduct Scheme is an Australian regulatory framework that requires organisations, including schools, childcare services, and religious bodies, to report allegations of child abuse or misconduct by employees or volunteers to an independent oversight body. It ensures that investigations are independently monitored and aims to strengthen child safety and organisational responses to serious allegations.

These sessions supported staff to clearly understand their obligations, including identifying reportable conduct, responding appropriately to disclosures, and following correct reporting procedures. The training also reinforced the importance of maintaining professional boundaries and acting in accordance with legal and ethical responsibilities.

The Scheme works in conjunction with the Child Safe Standards, further strengthening the school's capacity to create and maintain a safe environment for all students. As a result, staff are better equipped to respond confidently, consistently, and appropriately to any concerns relating to child safety, contributing to a culture of vigilance, accountability, and care across the school.

- All staff annually completed the Protecting Children: Mandatory Reporting course for non-government schools. Certificates of completion were submitted to the Principal, and completion dates were recorded.
- At the start of the school year, all staff received a Staff Handbook outlining current policies, procedures, and the 11 Child Safe Standards.
- All staff participated in an Annual Review Meeting (ARM) with the Principal. These meetings aimed to:
 - Affirm achievements
 - Provide feedback
 - Suggest avenues for professional learning to enhance student outcomes
 - Discuss future roles and leadership opportunities within the school
- Leadership and Management recognised the value of student, staff, and family voice. Each stakeholder plays a vital role in every child's development, which was celebrated through whole-school events inclusive of the parish and wider community.
- Occupational Health and Safety was addressed during weekly debrief meetings.



Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

- **Australian Catholic Education Conference – Cairns** (3 days)
2 Staff Members, 20/08/2025 - 22/08/2025
- **Catholic Imagination - Hope Does Not Disappoint** (2 hours)
5 Staff Members, 14/05/2025 06:30PM - 14/05/2025 08:30PM
- **Catholic Imagination - Cultivating Faith Leaders in Catholic Schools** (2 hours)
1 Staff Member, 27/08/2025 06:30PM - 27/08/2025 08:30PM
- **Catholic Imagination Formation Series - Reach for the Stars** (2 hours)
1 Staff Member, 30/07/2025 06:30PM - 30/07/2025 08:30PM
- **Coaching for Leadership Program** (7 hours)
1 Staff Member, 26/02/2025 09:00AM - 26/02/2025 04:00PM
- **Coaching for Leadership Program** (7 hours)
1 Staff Member, 27/02/2025 09:00AM - 27/02/2025 04:00PM
- **Coaching for Leadership Program** (7 hours)
1 Staff Member, 27/05/2025 09:00AM - 27/05/2025 04:00PM
- **Coaching for Leadership Program** (7 hours)
1 Staff Member, 28/05/2025 09:00AM - 28/05/2025 04:00PM
- **Exploring Explicit Instruction in Mathematics** (Cohort B) (7 hours)
2 Staff Members, 06/11/2025 08:45AM - 06/11/2025 03:45PM
- **Exploring Explicit Instruction in Mathematics** (Cohort B) (7 hours)
2 Staff Members, 17/06/2025 08:45AM - 17/06/2025 03:45PM
- **First Aid, CPR, Anaphylaxis and Asthma Training** (Online and face to face)
75 Staff Members, 28/02/2024
- **Flourishing Learners School Improvement Network - Dr Simon Breakspear** (6 hours)
4 Staff Members, 16/05/2025 08:30AM - 16/05/2025 03:30PM
- **Graduate to Proficient Program 2025** (5.5 hours)
3 Staff Members, 14/03/2025 10:00AM - 14/03/2025 03:30PM
- **Introduction to the Sacrament of Confirmation**
1 Staff Member, 06/03/2025 03:45PM - 06/03/2025 04:45PM
- **Literacy Leaders Term 4 Network - All regions** (4.75 hours)
2 Staff Member, 07/11/2025 08:45AM - 07/11/2025 01:30PM
- **Literacy Leaders Term 4 Network - All regions** (4.75 hours)
1 Staff Member, 07/11/2025 08:45AM - 07/11/2025 01:30PM
- **Literacy Network (Primary) Term 2 - Northern Region** (6.75 hours)
1 Staff Member, 05/06/2025 08:45AM - 05/06/2025 04:30PM
- **MACS eSafety Summit: Empowering Educators for Digital Citizenship & Safe Online Behaviours** (6.25 hrs)
2 Staff Members, 6/10/2025 08:30AM - 16/10/2025 03:45PM

Expenditure And Teacher Participation in Professional Learning

- **MACS NCCD - Quality Assurance**
1 Staff Member, 06.06.2025 12:30PM – 2:30PM
- **Master of Educational Leadership Professional Learning Community (0.75 hours)** 1 Staff Member, 08/05/2025 03:45PM - 08/05/2025 04:30PM
- **Master of Educational Leadership Professional Learning Community (2 hours)**
1 Staff Member, 12/02/2025 01:00PM - 12/02/2025 03:00PM
- **Master of Educational Leadership Professional Learning Community**
1 Staff Member, 22/10/2025 03:45PM - 22/10/2025 04:30PM
- **Master of Educational Leadership Professional Learning Community**
1 Staff Member, 24/07/2025 03:45PM - 24/07/2025 04:30PM
- **Masterclass Series in High-impact Instruction for Primary Schools - Northern Region (7 hours)** 4 Staff Members, 10/02/2025 08:45AM - 10/02/2025 03:45PM
- **Masterclass Series in High-impact Instruction for Primary Schools - Western Region (7 hours)** 4 Staff Members, 05/08/2025 08:45AM - 05/08/2025 03:45PM
- **Masterclass Series in High-impact Instruction for Primary Schools - Western Region (2 hours)** 4 Staff Members, 11/11/2025 01:15PM - 11/11/2025 03:15PM
- **Masterclass Series in High-impact Instruction for Primary Schools - Western Region (7 hours)** 4 Staff Members, 12/02/2025 08:45AM - 12/02/2025 03:45PM
- **Masterclass Series in High-impact Instruction for Primary Schools - Western Region** 4 Staff Members, 14/10/2025 08:45AM - 14/10/2025 03:45PM
- **Masterclass Series in High-impact Instruction for Primary Schools - Western Region** 3 Staff Members, 30/04/2025 08:45AM - 30/04/2025 03:45PM
- **Mathematics Webinar Series - Worded Problems Years 2 – 6 (0.75 hours)**
1 Staff Member, 28/10/2025 03:45PM - 28/10/2025 04:30PM
- **Mathematics Webinar Series â Mathematics Modelling Years 3 - 6. (0.75 hours)**
1 Staff Member, 30/07/2025 03:45PM - 30/07/2025 04:30PM
- **Northern Region Deputy Principal Network (6 hours)**
1 Staff Member, 28/02/2025 08:30AM - 28/02/2025 03:30PM
- **Northern Region Deputy Principal Network - Balancing Transformation & Wellbeing in Educational Leadership (6 hours),** 1 Staff Member, 14/08/2025 08:30AM - 14/08/2025 03:30PM
- **Northern Region REL Network Term 1 2025 (5 hours)**
1 Staff Member, 07/03/2025 09:00AM - 07/03/2025 03:30PM
- **Northern Region REL Network Term 3 2025 (5 hours)**
1 Staff Member, 29/08/2025 09:00AM - 29/08/2025 03:30PM
- **Northern Region REL Network Term 4 2025 (5 hours)**
1 Staff Member, 24/10/2025 09:00AM - 24/10/2025 03:30PM
- **Northern Region School Improvement Network 2025 (5.75 hours)**
4 Staff Members, 26/02/2025 08:45AM - 26/02/2025 03:30PM
- **ONWZ Principal Network - James Gold House**
1 Staff Member, 10/05/2025

Expenditure And Teacher Participation in Professional Learning

- **ONWZ Principal Network - St Dominics Melton**
1 Staff Member, 13/06/2025
- **ONWZ Principal Network - James Goold House**
1 Staff Member, 08/08/2205
- **ONWZ Principal Network - James Goold House**
1 Staff Member, 13/11/2025
- **Pilgrims of Hope in the Year of Jubilee, Online Webinar Series, Session 1** (1 hour) 33 Staff Members, 03/03/2025 03:45PM - 03/03/2025 04:45PM
- **Pilgrims of Hope in the Year of Jubilee, Online Webinar Series, Session 2** (1 hour) 33 Staff Members, 26/05/2025 03:45PM - 26/05/2025 04:45PM

- **Pilgrims of Hope in the Year of Jubilee, Online Webinar Series, Session 3** (1 hour) 33 Staff Members, /2025 03:45PM - 26/05/2025 04:45PM
- **Pilgrims of Hope in the Year of Jubilee, Online Webinar Series, Session 4** (1 hour) 33 Staff Members, 10/11/2025 03:45PM - 10/11/2025 04:45PM
- **Primary Language Specialist Teachers: Adapting Teachers as Co-Learners**
1 Staff Member, 12/11/2025 09:00AM - 12/11/2025 03:30PM
- **Principal Forum: Session 1**
1 Staff Member, 08/05/2025
- **Principal Forum: Session 2**
1 Staff Member, 15/10/2025
- **Religious Education - Accreditation Closure Day (Pilot) with schools in the Outer Northwest Zone** (6 hours) 73 Staff Members, 21/07/2025 8:30AM - 21/07/2025 3:00PM
- **Return to Work Coordinator Course - 2 Day Course**
1 Staff Member, 5/10/2025 09:00AM - 15/10/2025 04:00PM
- **Return to Work Coordinator Course - 2 Day Course**
1 Staff Member, 16/10/2025 09:00AM - 16/10/2025 04:00PM
- **School Closure Day: Professional Learning: Literacy and Numeracy Analysis - Student Performance Analyser** (Emma Macnamara) 53 Staff, 06/06/2025
- **School Closure Day: Professional Learning: Respectful Relationships** (6 hours) 73 Staff, 12.09.2025
- **School Closure Day: Professional Learning: Data Analysis/Reporting**
53 Staff, 03/11/2025
- **Student Engagement in Action - Professional learning for School Leaders**
2 Staff Members, 27/10/2025 03:45PM - 27/10/2025 04:45PM
- **Western Region AAP Workshop** (6 hours)
6 Staff Members, 25/11/2025 08:30AM - 25/11/2025 03:30PM

- **Western Region Combined Primary Mathematics and Literacy Network - Term 1** (6.25 hours) 2 Staff Members, 25/03/2025 08:45AM - 25/03/2025 03:00PM

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Western Region Primary Mathematics Network - Term 2 (6.25 hours) 1 Staff Member, 27/05/2025 08:45AM - 27/05/2025 03:00PM • Western Region Primary Mathematics Network - Term 4 (6.25 hours) 1 Staff Member, 24/10/2025 08:45AM - 24/10/2025 03:00PM • Western Region School Improvement Network with Dr Simon Breakspear (6 hours) 4 Staff Members, 07/08/2025 08:30AM - 07/08/2025 03:30PM • Western Region School Improvement Network with Dr Simon Breakspear (6 hours) 4 Staff Members, 20/11/2025 08:30AM - 20/11/2025 03:30PM 	
Number of teachers who participated in PL in 2025	70
Average expenditure per teacher for PL	\$644.73

Teacher Satisfaction

In 2025, the MACSSIS Survey was made available to our school community, inviting feedback from parents, students, and staff. Schools were supported with a range of resources to analyse the data, which has been used to inform future planning, including the School Improvement Plan and Annual Action Plan.

The data collected from staff provided valuable insights for reflection. Across the fourteen survey domains, results indicated an overall positive teacher response compared to the MACS average.

Teachers at Holy Eucharist reported particularly positive outcomes in the areas of Student Safety (65%), School Climate (76%), Psychological Safety (51%), Support for Teams (55%), Professional Learning (60%), Collaboration Around an Improvement Strategy (63%), and Catholic Identity (68%).

However, the survey also highlighted areas for improvement. Lower responses were recorded in Instructional Leadership (40%), School Leadership (47%), and Feedback (28%).

These insights will guide targeted actions to enhance leadership capacity and communication, ultimately supporting improved teaching practice and student outcomes.



Student Safety:

MACS Average in 2025 = 69%

Holy Eucharist School in 2019 = 70%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 70% (same)

Holy Eucharist School in 2022 = 72% (2% improvement)

Holy Eucharist School in 2023 = 55% (17% decrease)

Holy Eucharist School in 2024 = 64% (9% increase)

Holy Eucharist School in 2025 = 65% (1% increase)



Feedback:

MACS Average in 2025 = 43%

Holy Eucharist School in 2019 = 42%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 39% (3% decrease)

Holy Eucharist School in 2022 = 40% (1% improvement)

Holy Eucharist School in 2023 = 34% (6% decrease)

Holy Eucharist School in 2024 = 37% (3% improvement)

Holy Eucharist School in 2025 = 28% (9% decrease)



Professional Learning:

MACS Average in 2025 = 64%

Holy Eucharist School in 2019 = 65%

Holy Eucharist School in 2020 = NA

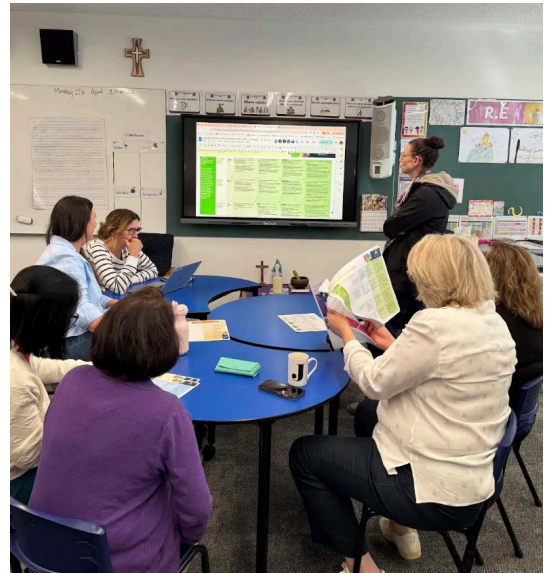
Holy Eucharist School in 2021 = 55% (10% decrease)

Holy Eucharist School in 2022 = 61% (6% improvement)

Holy Eucharist School in 2023 = 63% (2% improvement)

Holy Eucharist School in 2024 = 60% (3% decrease)

Holy Eucharist School in 2025 = 60% (same)



Instructional Leadership

MACS Average in 2025 = 59%

Holy Eucharist School in 2019 = 64%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 50% (14% decrease)

Holy Eucharist School in 2022 = 48% (2% decrease)

Holy Eucharist School in 2023 = 41% (7% decrease)

Holy Eucharist School in 2024 = 51% (10% improvement)

Holy Eucharist School in 2025 = 40% (11% decrease)

Collaboration Around an Improvement Strategy

MACS Average in 2025 = 71%

Holy Eucharist School in 2019 = 65%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 57% (8% decrease)

Holy Eucharist School in 2022 = 64% (7% improvement)

Holy Eucharist School in 2023 = 54% (10% decrease)

Holy Eucharist School in 2024 = 69% (15% improvement)

Holy Eucharist School in 2025 = 63% (6% decrease)



Collaboration in Teams:

MACS Average in 2025 = 73%

Holy Eucharist School in 2019 = 83%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 75% (8% decrease)

Holy Eucharist School in 2022 = 73% (2% decrease)

Holy Eucharist School in 2023 = 77% (4% improvement)

Holy Eucharist School in 2024 = 75% (2% decrease)

Holy Eucharist School in 2025 = 65% (10% decrease)



Support for Teams:

MACS Average in 2025 = 70%

Holy Eucharist School in 2019 = 70%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 59% (11% decrease)

Holy Eucharist School in 2022 = 62% (3% improvement)

Holy Eucharist School in 2023 = 69% (7% improvement)

Holy Eucharist School in 2024 = 59% (10% decrease)

Holy Eucharist School in 2025 = 55% (4% decrease)



Collective Efficacy:

MACS Average in 2025 = 77%

Holy Eucharist School in 2019 = 78%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 78%

Holy Eucharist School in 2022 = 83% (5% improvement)

Holy Eucharist School in 2023 = 85% (2% improvement)

Holy Eucharist School in 2024 = 82% (3% decrease)

Holy Eucharist School in 2025 = 70% (12% decrease)



Teacher Qualifications	
Doctorate	0
Masters	10
Graduate	5
Graduate Certificate	2
Bachelor Degree	26
Advanced Diploma	7
No Qualifications Listed	13

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	54
Teaching Staff (FTE)	46.15
Non-Teaching Staff (Headcount)	38
Non-Teaching Staff (FTE)	24.44
Indigenous Teaching Staff (Headcount)	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 valuable 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.
- Prep Morning Tea hosted in the staff room for new families on Prep's first day of school
- 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.
- Prep parents were invited to attend one of two Prep Parent Information Sessions run on the same day between 9am - 10am or 5pm - 6pm in early Term 1. The focus was on how to best support your child to learn including sleeping habits, packing healthy lunches and choosing family orientated activities at home such as going for nature walks, helping the grocery shopping or playing board games. A focus on how to support the learning of literacy and numeracy at home was discussed to create cohesion between families and the school.
- 'Eat Up' Australia delivered cheese sandwiches to our school to support our breakfast club and provide an option for students who don't have lunch from Term 1 - 4
- 'One Box' delivered 15 boxes of food (fruit, vegetables and bread) each week which were given to families in need at Holy Eucharist.
- AFL Footy Friday's ran as an after school activity by the Sunshine North Football Club in Term 1 for students to attend free of charge. This encouraged physical activity and mingling of families.
- Vietnamese/Burmese/Arabic Learning Support Officers were made available to families for translating purposes.
- 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.
- The 'Prep 2026 Information Sessions' to families. Hard copies of the flyers were handed out and kindergartens also posted a digital copy on their communication platform.
- Prep 2026 School Tours were run by the Family Partnerships Leader. This involved a tour of the school and answering any questions parents and carers had.
- Partnerships were formed with local kindergartens to advertise Prep 2026. Enrolment flyers were distributed online and in person to local kindergartens
- The Holy Eucharist School Family Picnic was held in Term 1 to encourage families to mingle and meet the teachers and other parents at school. Local Kindergartens were invited to attend and build relationships with new families.
- Learning Support Officers were available to help interpret the online School Nurse questionnaire for Prep families when they came into school for their child's Prep testing time in Term 1.
- The School Nurse program ran over 3 days when students who returned their form with permission were assessed by a local school nurse onsite through the Victorian Government School Nursing program.
- Harmony Day was celebrated at Holy Eucharist by a whole school dress up event, buddy activities and a whole school assembly to commemorate the day.
- Our annual Mother's Day Stall ran over two days, which allowed the students to buy a gift for their mother, grandmother or a motherly figure within their life.
- We hosted a Mother's Day Assembly in the hall with the whole school in attendance. Mums and motherly figures were invited to see a variety of student work samples from across a range of year levels including songs, speeches and sharing of work. A Mother's Day Morning Tea was also celebrated in the Holy Eucharist staffroom.
- Two parent seminars were facilitated by Drummond Street Services with a focus on internet safety and cyberbullying in Term 2; one in-person at school during school hours and one after school online in an effort to reach a large percentage of our school community.
- Portfolios were sent home during Term 1, 2, 3 & 4 with student assessment pieces for parents/carers to read, sign and comment on.
- The Grade 6 students, families, teachers and school leaders attended a Puberty Education Session onsite in Term 3. This session was facilitated by CatholicCare Victoria - Open Doors Education.
- 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.
- Camp Australia provided information to prep families during the pre-prep sessions as well.

- 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 and families, 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 for special occasions such as Ash Wednesday and Holy Week during the year.
- The school ran a Stationary drive in Term 2 to collect new or barely used coloured pencils, textas, notebooks and school supplies to send overseas to students in developing countries.
- 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.
- MACSSIS survey support was held onsite with interpreters for families to attend and complete the survey at school in Term 3.
- Father's Day BBQ breakfast was celebrated before school with the school community. Footy Colours Day was celebrated at the end of Term 3. Students were asked to dress up in their footy colours.
- The Christmas Carols took place during Term 4 on the oval. Parents/carers were invited to attend the whole school event.
- The School Captains and SRC members held a Toy Sale with donated new toys being sold during our Christmas Carols event and all the proceeds donated to the St Vinnies Christmas Appeal.
- 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 onsite throughout the year in Term 1 -4. Camp Australia offers 'Before and After School Care', as well as a 'Holiday Program' on the school's premises.

Parent Satisfaction

The 2025 data collected from parents and families across the seven Family Survey Domains was largely positive when compared to MACS average scores, highlighting strong levels of satisfaction within the school community.

Parents and families at our school responded particularly positively in the areas of Overall School Positive Endorsement (72%), School Fit (89%), School Climate (90%), Communication (87%), and Catholic Identity (81%). These results reflect a strong sense of trust in the school, positive relationships, and a high level of alignment between family expectations and the school's values and environment.

Family Engagement (47%) also showed a moderate level of positive response; however, when considered alongside Barriers to Engagement (44%), it indicates an area for further growth. The data suggests that, since COVID-19, there is a need to strengthen opportunities for meaningful family involvement and to better understand and address the challenges that may be preventing some families from engaging more fully in school life.

These insights will inform future planning, with a focus on enhancing inclusive engagement strategies, improving accessibility of school events and communication, and fostering stronger partnerships between school and home to support student learning and wellbeing.

Overall School Positive Endorsement:

MACS Average in 2025 = 69%

Holy Eucharist School in 2019 = 79%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 75% (4% decrease)

Holy Eucharist School in 2022 = 69% (6% decrease)

Holy Eucharist School in 2023 = 71% (2% improvement)

Holy Eucharist School in 2024 = 73% (2% improvement)

Holy Eucharist School in 2025 = 72% (1% decrease)



Family Engagement:

MACS Average in 2025 = 47%

Holy Eucharist School in 2019 = 47%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 48% (1% improvement)

Holy Eucharist School in 2022 = 47% (1% decrease)

Holy Eucharist School in 2023 = 43% (4% decrease)

Holy Eucharist School in 2024 = 54% (11% improvement)

Holy Eucharist School in 2025 = 47% (7% decrease)



Barriers to Engagement:

MACS Average in 2025 = 64%

Holy Eucharist School in 2019 = 89%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 54% (35% decrease)

Holy Eucharist School in 2022 = 49% (5% decrease)

Holy Eucharist School in 2023 = 55% (6% improvement)

Holy Eucharist School 2024 = 45% (10% decrease)

Holy Eucharist School in 2025 = 44% (1% decrease)



School Fit:

MACS Average in 2025 = 76%

Holy Eucharist School in 2019 = 82%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 90% (8% increase)

Holy Eucharist School in 2022 = 81% (9% decrease)

Holy Eucharist School in 2023 = 83% (2% improvement)

Holy Eucharist School in 2024 = 89% (6% improvement)

Holy Eucharist School in 2025 = 89% (same)



School Climate:

MACS Average in 2025 = 84%

Holy Eucharist School in 2019 = 92%

Holy Eucharist School in 2020 = NA



Holy Eucharist School in 2021 = 96% (4% improvement)
 Holy Eucharist School in 2022 = 87% (9% decrease)
 Holy Eucharist School in 2023 = 90% (3% improvement)
 Holy Eucharist School in 2024 = 92% (2% improvement)
Holy Eucharist School in 2025 = 90% (2% decrease)

Student Safety:

MACS Average in 2025 = 70%

Holy Eucharist School in 2019 = 79%
 Holy Eucharist School in 2020 = NA
 Holy Eucharist School in 2021 = 86% (7% decrease)
 Holy Eucharist School in 2022 = 76% (10% decrease)
 Holy Eucharist School in 2023 = 72% (4% decrease)
 Holy Eucharist School in 2024 = 72% (same)

Holy Eucharist School in 2025 = 76% (4% improvement)

Communication:

MACS Average in 2025 = 73%

Holy Eucharist School in 2019 = 76%
 Holy Eucharist School in 2020 = NA
 Holy Eucharist School in 2021 = 87% (11% increase)
 Holy Eucharist School in 2022 = 80% (7% decrease)
 Holy Eucharist School in 2023 = 85% (5% improvement)
 Holy Eucharist School in 2024 = 89% (4% improvement)

Holy Eucharist School in 2025 = 87% (2% decrease)



Catholic Identity:

MACS Average in 2025 = 66%

Holy Eucharist School in 2019 = 74%

Holy Eucharist School in 2020 = NA

Holy Eucharist School in 2021 = 75% (1% improvement)

Holy Eucharist School in 2022 = 70% (5% decrease)

Holy Eucharist School in 2023 = 71% (1% improvement)

Holy Eucharist School in 2024 = 81% (10% improvement)

Holy Eucharist School in 2025 = 81% (same)



Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.hestalbanssth.catholic.edu.au

