



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Holy Child School

227 Blair Street, DALLAS 3047

Principal: Alan Smith

Web: www.hcdallas.catholic.edu.au

Registration: 1653, E Number: E1249

Principal's Attestation

I, Alan Smith, attest that Holy Child 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 2023 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 15 Mar 2024

About this report

Holy Child 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

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

As people of God, the community of Holy Child continually seeks wisdom, knowledge and grace. Our learners are empowered to create a just and caring world. We never see a need without doing something about it.

Mission Statement

Holy Child's Mission is to strive for a challenging and safe learning environment where teachers, students and their families work together as active members of the community; fostering respect, equity and empathy for all.

To achieve this we endeavour to create a learning environment that embeds the values of persistence, problem solving, respect, fellowship and positive relationships with our students and families. We value the importance of a connected learning environment; respectful of all learners, relevant to our contemporary world and in partnership with our wider community.

Supported by School Leadership, our Teachers provide an inclusive, differentiated curriculum empowering all members of the community to be curious, self-motivated learners and critical thinkers in an ever changing world. Teachers educate in a relational culture that embraces all aspects of respect and are trusted in their knowledge and expertise.

Holy Child's families are valued as an integral part of a diverse community whereby communication is always open, purposeful and respectful. Inspired by the life and service of Blessed Mary MacKillop and the values of The Josephites, Holy Child provides an environment where our students are accepted unconditionally and have respect for themselves and others.

Holy Child provides a challenging and safe environment where Teachers, students and their families, work together as active members of the community; fostering respect, equity and empathy for all.

School Overview

The Josephite sisters established Holy Child Primary School, Dallas, in 1965 (Parish Reg) close to the corner of Blair St, Corinella Cres and Barry Rd in Dallas. The sister's ethos of pastoral care and community involvement are the foundation values of the Holy Child community. After Fifty Five years of service Holy Child School is part of the Dallas parish, which serves the suburbs of Coolaroo, Meadow Heights, Dallas, Upfield, Campbellfield and parts of Broadmeadows.

In 2023, we began the implementation phase of our school improvement plan, which helps to drive the direction of our school into the future. Currently our students Enrolment 224

Foundation Year 35

Direct Measure of Income (DMI) 78

Index of Community Socio-Educational Advantage (ICSEA) 883

Number of Teaching FTE 28.8

Post preparation from our review we as a school worked in close collaboration with our Leadership Consultant Joe Scerri from the Northern Region Office to continue a sharp focus on using Evidence Based Learning (EBL) and dispositional thinking to further evolve our practice at school.

Our work in the area of EBL allows us to make more data informed evidence based decisions to enhance learning and outcomes for our students.

We have a clear focus on Literacy and Numeracy encouraging students to extend their comprehension and English Language skills. This language focus then allows for application into other areas across the curriculum. Students have also been challenged to engage and use these skills during Inquiry Learning where other disciplines are linked together including Humanities, Sciences and especially Religious Education.

Religious Education here is paramount to us as a catholic school, we use the pedagogy of encounter seeking real life connections to our faith tradition to build on the students' knowledge and understanding of their faith.

Our 2023 Classroom structures were developed with support from our staff and the School Advisory Council.

Class Structures

2 x Prep

2 x Year 1

2 x Year 2

3 x Years 3/4

3 x Years 5/6

Specialists Programs

Physical Education, Languages Other Than English (Italian) and Visual Arts.

Learning Support Officers provide support for students and teachers in curriculum, administration health and wellbeing. These duties are under the supervision and in consultation with the teaching staff. They help the students in areas of literacy and numeracy intervention RAAN, GREAD, ERIK and counting collections, sequencing and provide extra group practice throughout the year. They also support Oral language programs, Speech Pathology and behaviour support.

There are currently 143 students who have been identified and funded by National Consistent Collection of Data funding (NCCD):

- 6 Extensive
- 36 Substantial
- 50 Supplementary
- 51 QDTP students.

Teaching and Learning Leader, Learning Diversity team and leader, Classroom Teachers Education Support Officers (ESOs), and other providers support these students on their individual learning journeys through adjusted learning, record keeping and data analysis.

Principal's Report

This year's Annual Report to the Community is full of hope and is a reflection of what we as a community have achieved during this year. 2023 was the first year of Prep children who had completed 4 year old Kindergarten at Holy Child and transitioned into the school. Many children from this cohort will over the year reach or exceed the reading and mathematics level growth targets.

We continued with our sharp focus on Evidence Based Learning, Student Agency as well as Student Engagement (SIP). The use of evidence was further embedded into our practices as teachers explored the use of anecdotal notes as a working document used to plan and analyse the learning from the previous week .

To achieve this, teachers used the Timperley Cycle of Learning and three focussed questions: 1) Where am I going? 2) How am I going? 3) Where to next? Including the use of Learning Intentions and Success Criteria tool to evaluate student learning progress during teacher's learning focus groups. These questions and the teachers sharing the student's data with them empowered our students to expand their thinking and decision making and explore their writing by creating and managing personal writing goals. These goals encouraged the students to seek out feedback from the teachers, leadership team, other staff members and peers to improve their writing. Further encouraging students to increase their opportunities and engagement in writing.

Digital portfolios were explored partitioning some of the children's work for display and feedback from parents. Towards the end of the year this culminated in the children from three to six seeking to create website based storage areas that could be continuing records of learning evidence. Writing magazines were again published demonstrating the quality of writing our children are producing. The teachers from year 2 - six continued in an intensive partnership supported by Literacy Learning Consultant Chris Moritz to develop Reading Comprehension. Linda Kelly, our Learning and Teaching Leader, developed a professional learning program that has continued to advance our planning and comprehensive focus on the Zone of Actual Development (ZAD). Linda's implementation plan continues to draw on expertise and accountability from Chris and the Northern Region. Our progress seems very positive. This would also allow us to identify the adjustments to practice (NCCD) needed by some individual students, so they would be able to access the Victorian Curriculum at their level of understanding and capability.

School Advisory Council

The School Advisory Council met regularly over the 2023 school year and minutes were kept and distributed to council members. The Council discussed child safety, mandatory reporting, behaviour management (bullying), building programs, building grant application, wellbeing

and social justice programs as well as curriculum development and implementation. We also discussed School Bank Accounts cash flow and budgets. During the year we recruited a new Council member and had a further resignation due to the moving of the family to a new suburb. We planned for a recruitment drive in 2024.

Parish Priest Report

In 2023, Holy Child Parish Community welcomed Fr. Joe Danh Truong as the new Parish Priest, succeeding Fr. Vincent Nguyen. Fr. Joe, ordained in September 2009, has a background in Parochial and Hospital Ministry across the Archdiocese of Melbourne. Before joining Holy Child Catholic Parish, he served as the Catholic Priest Chaplain for the Parkville Hospital Precinct for three years. Fr. Joe's mission and vision for his ministry at Holy Child Catholic Parish are to strengthen the unity of the Parish, a mission that he believes can only be achieved with the active participation and support of the community. His vision also includes fostering strong relationships with the School Community, a vision that fills us with hope and inspiration for the future.

As we embark on a new chapter with Fr. Joe, we also take a moment to express our heartfelt gratitude to Fr. Vincent for his dedicated leadership at the Parish and School over the past six years

Catholic Identity and Mission

Goals & Intended Outcomes

Catholic Identity Goal Priority 1

To build an authentic Catholic Learning Community driven by its vision, mission and Catholic teaching by bringing faith, life and culture into a coherent synthesis

Intended Outcomes

That the capacity of the staff to design, implement an authentic, rigorous RE curriculum will be improved through a pedagogy of encounter (Teacher Background Knowledge and PCK)

That students are engaged and animated learners in RE empowered to fully participate in the religious life of the school.

That the prayer and liturgical life of the school community is strengthened.

Achievements

Evidence of Pedagogy of Encounter and the RE Achievement Standards evidenced from planning documentation

Holy Child's theme in 2023 was "Listening with the Ear of the Heart" which comes from the message that Pope Francis is directing not only to Christians but, as he usually does, to all women and men of good will. The Holy Father emphasises that for healing the wounds of the soul, the greatest need people have is to be listened to. He therefore concludes that the duty to listen is the responsibility of many persons: including parents and teachers.

Our school's teaching staff were challenged this year to 'take action' upon the words which underpin Holy Child's Vision and Mission Statements. In particular Holy Child provides a challenging and safe environment where teachers, students and their families work together as active members of the community; fostering respect, equity and empathy for all.

Through whole staff Professional Learning Days for staff and regular Professional Learning Team Meetings (PLTs), staff were encouraged to identify the relevance of the school's Mission Statement and how they saw the evidence of the words in the statement, lived out through the actions of the students and teachers. Holy Child's 'Vision Statement' reads 'As people of God, the community of Holy Child continually seeks wisdom, knowledge and grace. Our learners are empowered to create a just and caring world. We never see a need without

doing something about it.' Again, staff were challenged to think about how they enact the school's 'Vision' through upholding the school's motto of Wisdom, Knowledge and Grace in their many interactions with students and parents on a daily basis. When staff see a need, what do they do about it?

Using our MACSSIS data as a measure of school growth and performance, eighty percent of students scored highly on the Catholic Identity section of the survey which was below our school's target of eighty five percent. Staff were below by two percent lower in 2023 in Catholic identity compared with 2022. Eighty five percent of our families identified with the target and this target of eighty five percent was met. Overall this is great data in all three areas and shows that staff are having an impact by how they are teaching Religious Education and modelling Catholic values.

Our target as we head towards 2025 is to increase the personal prayer life of our staff, students, and parents. Staff, students and parents are encouraged to study scripture and understand scripture in the context in which they find themselves. By doing so an individual is moving beyond the literal meaning of scripture and applying the context of the Bible to an individual's own setting and own life. This is where the meaning of scripture is made and connected with.

Our school goal was for staff, students and parents to engage in and contribute towards strengthening a re-contextualising Catholic school identity. A partnership between Mrs Pauline Cicutto from MACs (Melbourne Archdiocese Catholic Schools) and Mr Guy Toomey (Holy Child's Religious Education Leader) was further strengthened, to further lead staff in the understanding of 'Pedagogy of Encounter' and its importance in teaching Religious Education in our current times. Staff are encouraged and have been led through professional learning in the planning of the teaching of Religion through their Inquiry units, rather than 'stand-alone' topic based Religious Education units of work.

School staff were strongly encouraged and offered opportunities throughout the school year to further develop and enhance their own Catholic understanding and faith. Holy Child School strongly believes that by staff increasing their own spirituality and understanding of the Gospel; our students and parents benefit.

Our Parish and School sacramental program also provides added value to our students' and their identity as Catholics in understanding of their own faith. Two sacraments were celebrated this year. The sacrament of Reconciliation and First Eucharist. Students also shared their faith with their parents and the wider community in a family faith evening. Students demonstrated ways they pray and learn about Jesus at school, giving witness to their faith through an understanding of both of these sacraments.

Students were involved in many liturgical liturgies and celebrations throughout the 2023 school year including:

- ANZAC Day

- Stations of the Cross (Student led)
- Easter Reflections
- Saint's Feast Days (in particular Mother Mary and Saint Mary MacKillop).

LT leader continued to lead "Golden Ticket" engaging dialogical practices and provocation Inclusion of the Wellbeing leader to ensure that all learning is in context. Re Leader also present to build faith in context connection Concept planning (Golden Ticket Days) allocated 2.5 hours termly over and above planning time, however RE and Inquiry planning blocks allocated separately to ensure the explicit teaching of RE Integration of the cross curriculum priorities into the 2024-2025 A & B RE/Inquiry Overviews Unpacking of each of the capabilities

Value Added

- Embedding our planning for Religious Education through the Inquiry process.
- Continuing to plan and to include faith dimension in inquiry units of work.
- High parent and student participation evident during Family Faith Nights, especially Reconciliation and First Eucharist.
- The incorporation of social justice activities through our commitment to Project Compassion and through our sacramental programs
- Linking Religious Education and faith learning to our inquiry units.
- Celebrating the Sacraments of Reconciliation and First Eucharist as a school and Parish community.
- Demonstration of the living faith of our students and community through our Liturgical celebrations, Parish Sacramental celebrations, Feast Day, and important National memorials such as Sorry Day, ANZAC Day and Remembrance Day.
- Reaching out to local charities and organisations to support and gain knowledge about the importance of these organisations such as a visit from 'Mini-Vinnies' (St Vincent de Paul) to our Year 3/4 students and teachers.
- Connections with Holy Child's new school priest, Fr Joe to help build school and Parish connections
- Appropriate Professional Learning that addresses the needs of teachers
- Student voice in liturgies and prayers (e.g. Mary Mackillop group writing the prayers)
- Leaders, Teachers and all staff to look for multiple opportunities during the school day for prayer and to give thanks - especially the Our Father, Hail Mary

Learning and Teaching

Goals & Intended Outcomes

Capacity Building Goal Priority 2

To build staff and student capacity that results in pedagogical content knowledge alignment

Intended Outcomes

That all staff and students are actively engaged in evidence-based dialogue and practices.

That staff has a shared understanding of student voice and agency.

That an evidence-based approach to the improvement of all key learning areas will be embedded.

That professional learning will be specifically linked to professional learning goals and Annual Action Plan priorities.

Student Agency Goal Priority 3

To deepen the scope and opportunities for student agency and voice

Intended Outcomes

That students will actively demonstrate voice and responsibility in all areas of their learning.

That students will be co-designers of their learning.

That student goals (learning and dispositional) will be created through the feedback processes.

Achievements

That all staff and students are actively engaged in evidence-based dialogue and practices.

Introduction of Amy Berry - Disrupting to Driving : A Continuum of student engagement - intent of creating a shared language to describe observable behaviours of engagement and to assist with setting student goals and planning of teacher intervention Continued focused on EBL practices of 'do, say, make & write' , conferencing for learning (goals and feedback)

Continued building of Learning Intentions and Success Criteria differentiated to data analysis
Anecdotal collection

Maintenance of the implementation of the internal assessment spreadsheet to monitor individual student progress, creating a shared responsibility for all learners

Continuation of moderation processes

That staff has a shared understanding of student voice and agency.

Introduction of student voice and agency strategies - literature circles - students select text, facilitate own book discussion

Engaging teachers in professional learning, reflective practice and pedagogy by formalising professional learning goals, peer observations and coaching and mentoring cycles

Coaching for literacy team goals - facilitated through the IP days and planning sessions

Termly use of Agile tools Simon Breakespeare - CANVAS & RAPID for personal goal setting

Leadership coaching cycles

VIT portfolios - peer observation and feedback

Leadership geocaching opportunities with the Northern Region Leadership Consultant

That leadership lead and implement the Helen Timperley cycle of learning

Continuation of 'Child in Focus' - positioning of all PLT into the cycle etc

Planning cycle implemented in English Planning

Stronger connection between Tier 1 & Tier 2 for student goals

Internal referral processes supported by the LT & Div Team Meetings

AAP based on the model

That Intensive partnership (MACS) focussed on reading comprehension

Enter the graphs for impact *****

Updating of Picture story books for improved engagement for senior student readers

Student Surveys to measure student growth in reading engagement

Capacity building in the teaching of reading comprehension

Leading of 4x PL days per team

Preparation of PL design - use of our own data to determine the focus for the PL

Consistent model for the Literacy Block across the school

Shared responsibility and PCK accountability built across the school

That students will actively demonstrate voice and responsibility in all areas of their learning.

Goals set in literacy

Where to next? further engage students in their learning for Inquiry

Students contributing to the school report with written reflections

2024 students will engage with google sites as a platform to celebrate their learning and to build voice and agency in their decision making

That students will be co-designers of their learning.

Not evident outside of student goal setting

2024 will see google sites used as a platform to further expand and build upon student learning

That student goals (learning and dispositional) will be created through the feedback processes.

Improved use of feedback as the change agent for growth

Learning Pit / Learning Dispositions / Growth Mindset - revisited for learning

Record keeping of student goals for personalised digital portfolios

That school community have engaged in feedback opportunities.

Introduction of welcome afternoon tea - maintained 2x Celebration of learning - 2X written reports and 2X student led learning conferences.

Students are encouraged to share their writing with staff to receive feedback

Student Learning Outcomes

Year 3 NAPLAN Reading mean score at Holy Child (2023) indicate that the school significantly “value adds” for the literacy education of its students. The data suggests that Holy Child students are about 1 term ahead (10 points) of students at similar schools around Australia.

Intensive Partnership (I.P. MACS) was a response to develop our understanding and skills to further develop our Reading and Writing repository. We also sought to improve our literacy skill (comprehension, phonics and) skill with a focus on explicit teaching at Zone of Actual Development (ZAD)- Literacy PL

Full day release model for all staff in Years 1 -6

Plotting against the Dreyfuss model for team capacity skill in assessment practices

Termly team goals set. Goals measured for impact against student growth termly

Nano Moocs from Melb Uni undertaken in informal assessment (transferable skill capacity building)Explicit focus on the use of ZAD - Zone of actual development and ZPD - Zone of proximal development for the purpose of differentiated targeted teaching and opportunities for repeated practice

Analysis of data - formal and informal data sets - identifying - error strand trend and skills not achieved

Survey of students to measure their engagement in reading and review the impact of the teacher strategies embedded

Updating of picture story texts for older students

Use of Agile Leadership Tools Simon Breakespeare to drive the planning of the IP

Mark up the growth target achievement.

2023 Year 5/6 PATR Data Trends

Student goal setting in reading and writing - dispositional learning goals are also being implemented at point of need

Increased opportunities for students to learn as collaborators through the introduction of the gradual release reading strategies and in the conferencing component of writing

Collaboration online via google classrooms - repeated practice opportunities for homework etc.

Student digital portfolios

Student led learning conferences re-established and also the introduction of an open classroom early in Term 1 for families to meet and greet each other

Year 3 - Year 5 Growth Trend Analysis in NAPLAN - Reading

<https://drive.google.com/file/d/1wz2UcwmAG98q6QPOMDGxrWEQnpRa-B1y/view?usp=sharing>

Year 3 - Year 5 Growth Trend Analysis in NAPLAN - Numeracy

https://drive.google.com/file/d/15BqM-Qsaz_Ba-bTin8rSALRWcp7SGY-z/view?usp=sharing

HOLY CHILD DALLAS MACSSIS Trend: DATA – 2021~2023 -

<https://drive.google.com/file/d/1J98e32tsHaNCF0Dlu4Dz4C0eSSkn-VLG/view?usp=sharing>

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	380	34%
	Year 5	465	48%
Numeracy	Year 3	367	38%
	Year 5	458	44%
Reading	Year 3	364	50%
	Year 5	465	70%
Spelling	Year 3	394	56%
	Year 5	489	81%
Writing	Year 3	387	63%
	Year 5	502	93%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 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

Student Agency Goal Priority 2

To deepen the scope and opportunities for student agency and voice

Intended Outcomes

That students will actively demonstrate voice and responsibility in all areas of their learning.

That students will be co-designers of their learning.

That student goals (learning and dispositional) will be created through the feedback processes.

Achievements

Well-being encompasses many different elements. This includes positive emotions, such as happiness, joy, contentment, excitement, wonder, and calmness. It also includes good physical health and positive, meaningful social relationships and connections.

At Holy Child we pride ourselves on our abilities to promote positive relationships and use restorative practices to maintain and repair relationships. We value members of our school community feeling welcome and connected, safe and importantly, listened to!

Our school mantra of being 'Safe, Happy and Ready to Learn' reinforces the idea that we -
work and play safely at all times look out each other and treat each other with respect
Are responsible and care for all property and equipment.

It has been a wonderful experience during the year for our student leaders who have been involved in a wide range of activities and presentations. From representing Holy Child at events outside and within the school, to leading sporting activities and making suggestions for fun days and presenting regularly at School Assemblies, the student leaders have done themselves proud as elected representatives and gained much confidence in sharing ideas, information and public speaking!

Value Added

Wellbeing plays a pivotal role in a student's education. A focus of our school improvement plan moving forward is to enhance student voice and agency and for all of our students to feel safe and have positive relationships with teachers and one another. With our consistent approaches to learning and respectful relationships we are in a strong position to espouse our motto of - Wisdom, Knowledge and Grace in our everyday lives.

Over the year our students completed three Social Emotional and Wellbeing surveys (our Prep students completed 2 of these). The results of these demonstrated a high level of positiveness in students enjoying new things at school, seeing themselves as being happy and wanting to do their best in their school work.

This reflects that students have a sense of belonging and understanding that they have a responsibility for their own learning.

Student Satisfaction

Our school student data from the MACSSIS survey indicates an overall positive environment experienced by students at Holy Child.

There is little differentiation between the 2022 data and the 2023 data to indicate that student over all perceptions have changed dramatically during the year. Most indicate there is only 2-3 percentage points between the years and across the three year trends. The areas for further investigation would be in staff student relationships as two school indicators show a variation of over 5 percentage points.

<https://drive.google.com/file/d/17aZmGiB5OgJzkWnxKt-HgJJT116egfLs/view?usp=sharing>

Student Attendance

The overall data suggests that only 7.4 of our students are not attending during the 2023 school year. The absences can be accounted for due to illness especially COVID 19 still circulating within our community. Absence due to family circumstances and student who were travelling with their families visiting family and friends in Australia as well as overseas.

Attendance Percentage

Non Indigenous Yr Prep - 88.8

Non Indigenous Yr 1 - 89.3

Non Indigenous Yr 2 - 94

Non Indigenous Yr 3 - 95.3

Non Indigenous Yr 4 - 95.9

Non Indigenous Yr 5 - 92.7

Non Indigenous Yr 6 - 92.2

Primary 92.6

Secondary N/A

Overall 92.6

Average Student Attendance Rate by Year Level	
Y01	88.6%
Y02	92.3%
Y03	93.4%
Y04	94.0%
Y05	91.7%
Y06	91.5%
Overall average attendance	91.9%

Leadership

Goals & Intended Outcomes

Capacity Building Goal Priority 2

To build staff and student capacity that results in pedagogical content knowledge alignment

Intended Outcomes

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That an evidence-based approach to the improvement of all key learning areas will be embedded.

That professional learning will be specifically linked to professional learning goals and Annual Action Plan priorities.

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Intended Outcomes

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That students will be co-designers of their learning.

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Achievements

Future Focus

Further development of hybrid GROWTH coaching model. Further practice by the leaders to team up and receive feedback from one another in questioning, responding and acknowledging responses to coach. Planning to implement further by extended modelling to staff level teams in 2024.

Reintroduction of the Leadership and Staff decision making process this process outlines the consideration and evidence used to support any changes which effect a staff member's work load, timetabling, planning, programs, physical spaces or previous decisions.

Child Safety

Supported development of internal referral process for student with extra needs. This process required the development of a form developed by the leadership team where data could be correlated and used to track supports offered to students as well as teaching opportunities in collaboration with the teaching level teams and leaders (Child in Focus)

Continued development of Child Safety Protocols/Training: Mandatory Reporting, Child Safety Code of Conduct,

Continue to develop staff awareness of the Four Critical Actions for Schools and the responsibility of staff for the maintenance of their knowledge and training.

Professional Training in Anaphylaxis Prevention and Protocols for EPI pen, Ana Pen usage, Occupational Health and Safety Asthma Prevention and Protocols

Policy Development and Management

Maintenance planning, implementation and supervision of introduced policies from MACS. These were in light of existing policies and procedures currently in place

Preparation of the Holy Child Primary School Master Plan

Grant Application and documentation process completed though documents failed to meet standard due to miscommunication from the document suppliers.

Leading staff in aspects of change management targeting the development of comprehension skills, understandings and the reciprocity of reading and writing

Policies were actively reviewed, new policies were implemented and further resourced as needed and distributed to staff for them to engage with through our spreadsheet hyperlinks and the Staff Procedures Handbook

Curriculum

Consultation with staff and leaders in curriculum development this was added to with introduction in term 3 of the New Victorian Mathematics Curriculum 2.0 Planning for the how and when we would implement and then report to the curriculum began early to ensure successful understanding of expectations.

Continued implementation of I P

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Pedagogy of Encounter

Our school goal was for staff, students and parents to engage in and contribute towards strengthening a re-contextualising Catholic school identity. A partnership between Mrs Pauline Cicutto from MACs (Melbourne Archdiocese Catholic Schools) and Mr Guy Toomey (Holy Child's Religious Education Leader) was further strengthened, to further lead staff in the understanding of 'Pedagogy of Encounter' and its importance in teaching Religious Education in our current times. Staff are encouraged and have been led through professional learning in the planning of the teaching of Religion through their Inquiry units, rather than 'stand alone' topic based Religious Education units of work.

School staff were strongly encouraged and offered opportunities throughout the school year to further develop and enhance their own Catholic understanding and faith. Holy Child School strongly believes that by staff increasing their own spirituality and understanding of the Gospel; our students and parents benefit.

Intensive Partnerships

That Intensive partnership (MACS) focussed on reading comprehension

Enter the graphs for impact *****

Updating of Picture story books for improved engagement for senior student readers

Student Surveys to measure student growth in reading engagement

Capacity building in the teaching of reading comprehension

Leading of 4x Professional Learning (PL) days per team

Preparation of PL design - use of our own data to determine the focus for the PL

Consistent model for the Literacy Block across the school

Shared responsibility and Professional Content Knowledge (PCK) accountability built across the school

That students will actively demonstrate voice and responsibility in all areas of their learning.

Goals set in literacy

Where to next? further engage students in their learning for Inquiry

Students contributing to the school report with written reflections

2024 students will engage with google sites as a platform to celebrate their learning and to build voice and agency in their decision making

That students will be co-designers of their learning.

Expenditure And Teacher Participation in Professional Learning	
<p>Trauma Informed Practice</p> <p>Guest speaker from Banksia Gardens Community Services provided for staff training in the Berry Street Model Trauma Informed Practices. They offered insights into the classroom structures, routines and practices that reduce the effects for students from a trauma background.</p> <p>Mathematics</p> <p>Student Wellbeing</p> <p>Anti Bullying focus utilising the data from a number of sources to help inform staff about the</p> <p>Cyber Safety</p>	
Number of teachers who participated in PL in 2023	46
Average expenditure per teacher for PL	\$1200.00

Teacher Satisfaction

2023 Staff MACSSIS Survey data

<https://drive.google.com/file/d/11WfUMhIEND3dWxdzWwvV8nfDTJYCjRnR/view?usp=sharing>

Our 2023 Staff survey data would indicate that a greater amount of staff participated in the survey allowing more opportunity for us to identify the themes emerging from this data collection.

In most indicators have shown improvement from the 2022 data with the exemption of perceptions of school climate, improvement and staff feedback. However this is contrasted by gains in indicators of collective efficacy, collaboration and school safety. Other indicators demonstrated minor percentage increases or decreases.

Teacher Qualifications	
Doctorate	2.6%
Masters	13.2%
Graduate	18.4%
Graduate Certificate	7.9%
Bachelor Degree	36.8%
Advanced Diploma	13.2%
No Qualifications Listed	7.9%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	26.8
Non-Teaching Staff (Headcount)	21
Non-Teaching Staff (FTE)	18.1
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Priority 4 Community

Goal: To encourage and build capacity of our families to confidently engage as parents as partners.

Intended Outcomes

That families have high levels of relational trust with our school.

That formalised practices and opportunities have been established, shared and are accessible to all community members.

That school community has engaged in feedback opportunities.

Achievements

Holy Child Primary School is a thriving Learning Community

The Holy Child Early Years Centre began the year with a 50% increase in enrolments, with 33, 3- and 4-year-old children attending 15 hours a week.

The Early Years Centre operates from a brand-new facility that comprises classrooms, outdoor learning spaces, administration offices, staff facilities as well as a dedicated clinical space for visiting Maternal and Child Health nurses and other allied health services.

The school has close working partnerships with many services and agencies in the community and adopts the key tenets of the Outward Facing model promoted by MACS (formerly CEOM). Key partners include Northern Schools Early Years Cluster (NSEYC), the appointed service provider for the EYC, as well as Banksia Gardens Community Services, Hume City Council, RMIT, Community Hubs Australia, together with an array of other agencies and services.

The Holy Child Community Hub provided multiple weekly playgroups for families with children 0-5 years old, as well as a full roster of adult learning classes and 'drop-in' sessions.

The playgroups are facilitated by trained staff from Hume CC and Anglicare, and the adult classes included basic and advanced English classes, citizenship classes, cooking, sewing and arts and crafts. A key partner, Jesuit Community College, offered 4 barista training courses throughout the year to community members. All classes and activities in the Hub are

provided at no cost, and with some continuing additional funding by CHA, the Hub saw an increase in staffing to 1.2FTE coordinators.

Holy Child is a highly transitional learning community with many families spending only part of their children's primary school education with us. With the Australian borders being re-opened and the issuing of many more humanitarian visas, enrolments increased over the 2022 school year.

Transition into school and onto further school settings occurs regularly throughout the year at Holy Child and is sustained by strong partnerships with numerous early years' settings and many secondary schools in all of the Catholic, government and independent sectors.

The preparation and training of new professionals has continued to be a focus of Holy Child School. Pre-service teacher placements with our partner universities – ACU, RMIT and Swinburne continued. RMIT University also placed Social Work and Psychology students in the school for 70-day placements. The students contributed significantly across a variety of networking and event opportunities for the community during their placement. Partnerships with TAFE and local education providers also saw the placement of 8 students studying certificate courses as Education Support Officers.

Parent Satisfaction

Family trend data from our parent community indicated we had more participant in 2023 than we did in 2022 an increase from 8 to 14

Many of the indicator remained stable in their percentage points with the exception of 'Barriers to Engagement' this indicator has increase by 20 percentage points between the years.

<https://drive.google.com/file/d/1zAuCMVVv2x8cXrGNtgCqyITP8yUEVSQG/view?usp=sharing>

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.hcdallas.catholic.edu.au