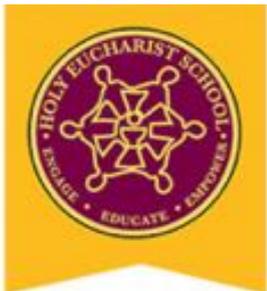




Melbourne Archdiocese
Catholic Schools

2023

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 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 10 May 2024

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

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

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

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

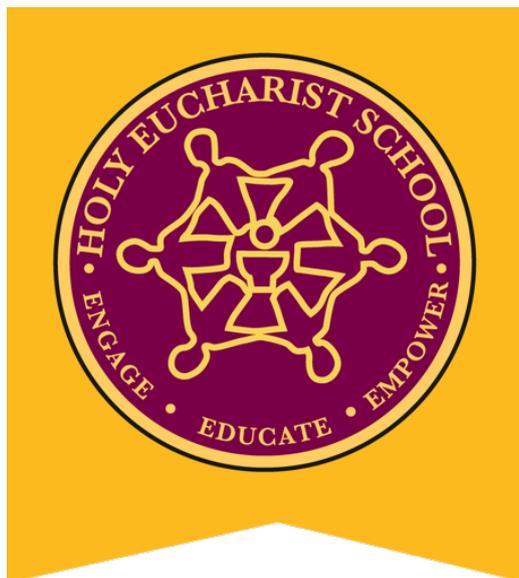
In 2023, the community consisted of 553 students from Vietnam, Philippines, mainland China, Sudan, Ethiopia, Kenya, India, Sri Lanka, Pacific Islands, Southern and Central America and Europe.

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

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.



School Overview

Holy Eucharist Catholic Primary School is situated in Oleander Drive, St Albans South, in the Western suburbs of the Archdiocese of Melbourne. The school was established in 1975 and was the first 'open plan', Catholic primary school in the area.

In 2023, the community was made up of approximately 347 families and 27 different language backgrounds, the most prominent being from Vietnam, Philippines, mainland China, Sudan, Syria, Pacific Islands, Kenya, India, Sri Lanka, Myanmar, Samoa, Southern and Central America and Europe.

In 2023, 556 students attended the school. Approximately 19% of students were born overseas and overall, 91% of the community were from English as an Additional Language background. During 2023, 73 staff members worked at the school (full/part-time) who also come from diverse backgrounds.

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

Holy Eucharist is a well-resourced school, in both materials and staff. In 2023, we employed:

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

At Holy Eucharist School, we recognise the importance of technology in the 21st century. Technology is used to support the curriculum and to actively engage our students. In 2023, the students were able to make regular use of technology in the classroom. Classrooms have access to iPads, MacBooks and Chrome-books to support student learning.

In September 2022, construction of a new Learning Centre commenced at the school. This development, at a cost of \$4.7M, will provide students and staff with the opportunity to grow and thrive as learners and teachers in the 21st century. The project includes eight new

classrooms, a staff planning room, a toilet block, sports equipment room and a breakout room.

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

The new school building is due for completion in early 2024.



Principal's Report

Welcome to Holy Eucharist Primary School. In an ever-changing world, your child's primary school years are of utmost importance in setting them up for 'Success in Learning and Life'. We encourage our students to take responsibility for their own learning by providing an enriching and stimulating curriculum.

At Holy Eucharist, the gospel values are an essential part of our teaching and Jesus is at the heart of everything we do. We are committed to establishing a strong bond with our families and parish, in order to help our children develop academically, socially and spiritually. We value the ongoing guidance and support of our Parish Priest, Father Vincent Pham who has supported the school, since the beginning of 2020.

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

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.*

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

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

As the Principal of Holy Eucharist School, it is a great honour and a privilege to lead and serve our community. I look forward to connecting with all our families in order 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 it will be the beginning of a long and happy learning journey.

Mr. Michael Bonnici

Principal

Holy Eucharist School, St Albans South



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 was prioritised.
- The Leadership Team met regularly in 2023 to explore the recommendations that emerged from the 2022 School Review. The Religious Dimension of the school featured strongly on the agendas for all meetings.
- Effective strategies have been implemented to support the faith formation of the students and staff.
- Staff were supported to obtain and maintain the required accreditation to teach in a Catholic school and to teach Religious Education (RE)
- The Holy Eucharist school community continued to take active responsibility for celebrating the Catholic tradition and strengthening the Catholic identity of the school.
- The weekly Liturgy and Mass schedule and daily classroom prayer continued to be prioritised in 2023.
- Class teachers, with the support and guidance of the Religious Education Leader (REL), ensured candidates were prepared and engaged in the 2023 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 undertook Professional Learning guided by the MACS School Improvement Team throughout 2023. They worked to create the Annual Action Plan (AAP) for 2023 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. It was decided that Priority 1 would focus on the relationships between Catholic tradition and life.

Staff Faith Formation and Professional Development:

- Teachers were guided and supported in their professional learning to meet the MACS RE accreditation policy requirements.
- To assist teachers with their RE professional learning, the school provided a subscription to all teaching staff with FRG Ministry. The subscription provided a variety of engaging, self-paced 'Encounter Courses' to assist teachers in their faith formation and knowledge about the Catholic faith, in order to strengthen their teaching of Christ. The school provided a subscription to all teaching staff with Butterfly Music.
- On Friday, 21st July 2023 we had a school Closure Day for Holy Eucharist Staff to engage in Professional Learning (PL) in RE. The PL day was facilitated by MACS RE consultants with a focus on Interfaith Dialogue.
- 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 number of staff continued/completed their MACS sponsored study courses to satisfy their requirements for Accreditation to teach Religious Education in a Catholic school.

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 weekly basis. The school also conducted Liturgical celebrations for special occasions including: Welcome (beginning of year) and Thanksgiving (end of each term) Masses; Harmony Week, Stations of the Cross passion play, Holy Eucharist Feast Day, Mission Month in October, weekly online liturgies meditating the Luminous Mysteries for five weeks during Month of the Rosary (October), weekly Advent themed online Liturgies and the Grade 6 Graduation.
- Mother figures from within the school community were invited to join their children in their classrooms for a Mother's Day focussed celebration. Mother figures went into the classrooms to participate in an online Prayer Services/Blessing.

Sacramental Preparation:

- A Family Faith and Information evening was held prior to each sacrament, facilitated by MACS RE Consultant, Eloise Meyers. 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 2023, sacraments at Holy Eucharist were held as follows:
 - Reconciliation: Grade 3 students: Tuesday 29th August
 - First Holy Communion: Grade 4 students: Sunday 11th June
 - Confirmation: Grade 6 students: Friday 26th May

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 raised money for Catholic Mission's appeal as part of our Social Justice Program.
- In 2023, 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 RE curriculum is taught through the 'Pedagogy of Encounter' in which the students' understanding of faith, Scripture and the Catholic tradition is deepened and connected to real life. The school enables students to explore social issues within the context of the Catholic traditions for 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. After Mass, they attended the Creative Arts Exhibition at the Catholic Leadership Centre to view the various artworks from Victorian Catholic Schools, including submissions from Holy Eucharist.
- Students in Grades 3, 4 & 6 undertook sacramental preparation programs as part of their Religious Education. Grade 6 continued the tradition of attending the Mary MacKillop Heritage Centre. They also experienced a spiritual walk in the Fitzroy Gardens, highlighting the Gifts of the Holy Spirit and attended Mass at St Patrick's Cathedral. Bishop Martin Ashe also visited the Grade 6 students prior to their Confirmation and engaged in dialogue with them about the importance of this sacrament in their lives.
- In 2023, the school community connected to the Catholic faith in significant ways. Families received reflections on the Catholic faith through the school's fortnightly newsletters and resources provided through Class Dojo. Families were invited to

participate in school online liturgies including the Rosary and Advent series. The Christmas Carol Concert was 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 build teacher capability to expand their pedagogical practices.
- To embed whole-school policies and procedures in relation to planning and assessment.

Intended Outcomes

- That teachers capably respond to learner needs.
- The teachers have a consistent approach to the teaching of English and mathematics that is supported by research and evidence.

Achievements

- The Literacy, Numeracy and Religious Education leaders met to discuss observations, needs and to plan and prepare for term planning.
- Curriculum leaders supported teachers through facilitated planning across all year levels on a fortnightly basis including during planning days each term.
- Teachers continued to use data throughout the year to inform their teaching and cater to students' needs.
- Students in Year 3 and Year 5 completed the National Assessment Program – Literacy and Numeracy (NAPLAN) online.
- Learning Intentions and Success Criteria were planned during facilitated planning sessions for Inquiry, Reading and Writing, Mathematics and Religion. Specialist Teachers also include these in their planners. Teachers either displayed or orally shared these with the students at the beginning of each lesson.
- Teachers completed Literacy assessments both formative, beginning of the year and summative, end of year. Tests include:
 - Progressive Achievement Test in Reading (PAT - R)
 - Fountas & Pinnell - Benchmark Assessment System (BAS)
- Teachers continued to use the school's central Literacy Database to record, track student growth and to inform their teaching and cater to students' needs.
- Teachers participated in several Literacy professional learning opportunities offered throughout the year, including regular Professional Learning Team meetings.
- Teachers participated in the professional development series 'Explicit Teaching in the Early Years' facilitated by Melbourne Archdiocese Schools (MACS) and Melbourne

University. The Year 4 Teachers participated in professional development 'Teaching Young Children English in Multilingual Contexts' facilitated by MACS

- The School's Newsletter was used to keep families informed about all things Literacy, including great examples of students writing.
- A New Arrivals Teacher continued to support newly arrived students from overseas, refugee students as well as other students who are of an English as an Additional Language background.
- Literacy Tutoring Funding was used to support students in Foundation to support their reading growth and Year 2 to support writing development.
- Teachers worked in collaboration with Melbourne Archdiocese Catholic Schools English as an Additional Consultant (EAL) to assist with understanding the pedagogy of the 'Teaching and Learning Cycle'.
- English as an Additional Language Pathways Reporting Tools were used to report progression of students identified as learning English as an Additional Language.
- The Reading Recovery program was implemented to support Year 1 students experiencing reading difficulties.
- A Scholastic Book Fair was held for students to purchase books with great success and books were purchased to supplement the school library.
- 2023 Book Week was acknowledged during August with students reading and responding to the shortlisted books in many and varied ways to build their comprehension and interest and love for reading.
- A variety of resources, such as big books, dictionaries, books to top up classroom libraries and take-home readers, posters etc., were purchased across a range of curriculum areas to support teachers with teaching various concepts and skills.
- The Year 1 & 2 (2023) teachers, Numeracy Leader and Number Intervention teacher participated in the Early Number and Algebra (ENA) program facilitated by MACS learning consultants, engaging in professional learning throughout the year, regarding the use of the Mathematics Online Interview (MOI) assessment and targeted teaching strategies.
- The LFIN (Learning Framework in Number) continued to be used in Years 3 and 4, contributing to improved learning outcomes and growth in Number and Algebra.
- Students in Years 5-6 that required additional Number and Algebra support were also monitored using the LFIN.
- Numeracy learning progression (on the Victorian Curriculum) was also monitored using Essential Assessment (all Year 3-6 students)
- Students were given continued access to personalised Numeracy activities (on Essential Assessment) that could be accessed at school and from home.
- Students in Years 3-6 were given the opportunity to participate in the Australian Maths Competition (AMC), with approximately 124 students taking part in 2023.
- The Number Intervention teacher supported students in Years 2, 3 and 4, in small groups and in one-on-one sessions.
- An additional teacher conducted Numeracy Support programs in Grades 1 to 6.

Student Learning Outcomes

Education ministers agreed to change the way NAPLAN results are reported from 2023, following the move of NAPLAN from May to March and the full transition to online assessment. The measurement scales and reporting time series have been reset, and proficiency standards with 4 levels of achievement for each assessment area at each year level replace the previous numerical NAPLAN bands and national minimum standards.

The 2023 Holy Eucharist School, NAPLAN data shows that on average (according to Mean Scale scores) our Year 3 students were working above or well above “like schools” (schools with similar demographic) in Reading, Writing, Spelling and Grammar; average Numeracy data is “close to” similar schools. The Year 5 (2023) students were working above or well above “like schools” in Writing, Spelling and Numeracy, with Reading and Grammar close to like schools.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	427	62%
	Year 5	477	51%
Numeracy	Year 3	397	66%
	Year 5	474	62%
Reading	Year 3	403	71%
	Year 5	477	67%
Spelling	Year 3	425	78%
	Year 5	491	78%
Writing	Year 3	443	84%
	Year 5	496	76%

*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

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

ENABLE: *Safe, inclusive and respectful environments*

- Implementation of Ministerial Order No. 1359 and continued monitoring, reviewing and tracking the school's obligations towards –11 Child Safe Standards. Whole school community was trained in First Aid , CPR ,Asthma, Anaphylaxis and conducted professional learning in their annual Mandatory Reporting and Emergency Management Plans.
- Children with urgent medical needs have their emergency information displayed in the First Aid room. Teachers on the yard also carry photo IDs in-case of a medical emergency and aware of the policies and procedures necessary to ensure Child Safe Standards requirements are met.
- Register setup for children and families with Intervention Orders and Out of School Care. The Wellbeing / Learning Diversity Leader works closely with the Department of Families Fairness and Housing (DFFS) and Orange Door to support families.
- The Leadership Team met regularly to work through Child Safety requirements and the mechanics of the school.
- Wet and Hot Day procedures were in place.
- Resources available for student wellbeing, staff wellbeing, child safety and staff online learning environments.
- Supporting students with tools to help self-regulate and manage concerns through weekly wellbeing workshops in all grade levels.

Connect: *Nurturing collaborative and authentic relationships*

- Mental Health in Primary School (MHiPS) Leader allocated. Social and Emotional Growth: School Counsellor for 3 days a week providing a Tier 1, Tier 2 and Tier 3 support networks for teachers, families, and children.
- Family engagement resources provided for parents. Information about Wellbeing published regularly in the newsletter & Class Dojo parent digital portal.
- National Disability Insurance Scheme (NDIS) - collaboration with consultants and external providers; Speech Pathologists, Occupational Therapists and Psychologists collaborating goals and monitoring and reviewing regularly with teachers and families.
- Professional Development offered to staff and parents to further their knowledge of disability and programs available to support children with diverse and additional needs.
- Continued professional partnerships in building staff's capacity and understanding, the positive impact on the education and well-being of young people of refugee backgrounds at Holy Eucharist. The Refugee Education Support Program (RESP) partnership, funded by the Department of Education and Training (DET), between the Department, the Centre for Multicultural Youth (CMY) and Foundation House, and delivered in collaboration with the Catholic Education Commission of Victoria and Independent Schools Victoria.

Engaged: *Motivated, empowered and adaptable learners*

- 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.
- Student of the week awards at fortnightly assemblies - recognised the varied talents and positive values displayed by students.
- Student School Leadership Team, consisting of 2 School Captains, 2 Vice- Captains and 8 House Captains. Student Representative Council (SRC) involving a SRC member from each Grade 3 - Grade 5 class.
- Student School Leadership Team and SRC participated in school assemblies about Respectful Relationship, National Day of Action Against Bullying and Violence, Harmony Day and Cyberbullying.
- Visiting Teacher Service supported students who have a hearing or health impairment, 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 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 students and families wellbeing and academic, and social / emotional learning.

- Children's identified needs were assessed, and Personalised Learning Programs (PLP's) were developed to meet the needs of each child. Program Support Meetings (PSGs) were conducted.
- SPS Speech Pathologist 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.
- 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.

Learn: *Explicit, purposeful and innovative teaching*

- School Leadership Team participated in Student Voice Agency and Participation PL workshops facilitate by MACS - Northern Region Consultants.
- 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 each term.
- 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.
- Staff Professional development in mental health - Resilience First Aid.
- Six consistent rules/ expectations across the school community. The discipline policy is in line with these expectations and the restorative practices implemented are clearly documented for staff and students.
- Learning Intentions for students.
- 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.

Value Added

- Breakfast Program for students from 8:15 - 8:45 am 5 days a week.
- Prep to Grade 6 Buddy Program.
- Whole school events - Interschool Sports, Athletic Carnivals, Fun Day, Family Picnic, Camps, Big Day in, Big Day Out, excursions.
- Provided a clear understanding of expectations and positive choices regarding the use of technology at school and home- Kids Helpline workshops.

- Before school / After school Vacation Care is available- 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 2023, the MACSSIS Survey was made available to school communities, inviting parents, students, and staff to complete it. The data obtained from the surveys was presented to schools in order "to learn about school community perceptions and strengthen the use of high-quality data-informed practices" (ORIMA, 2019). The survey data collected from our students provided valuable information to assist us in understanding how well our school is operating.

Overall, the data collected from our students against the '10 Student Survey Domains' reflected a positive student experience when compared to the MACS average. Students at our school responded positively in the areas of: Rigorous Expectations (80%), Learning Disposition (74%), Enabling Safety (61%), Catholic Identity (76%), Student's Learning Disposition (71%), Enabling Safety (61%) and Student Voice (60%) School Climate (58%), Teacher-Student Relationships (78%), Student Engagement (57%), Student Safety (47%), are areas which we are monitoring.

Student's Learning Disposition:

MACS AVERAGE (2023) = 73%

HE in 2019 = 72%

HE in 2020 = NA

HE in 2021 = 67% (5% decrease)

HE in 2022 = 70% (3% improvement)

HE in 2023 = 74% (4% improvement)

School Engagement:

MACS AVERAGE (2023) = 52%

HE in 2019 = 65%



HE in 2020 = NA

HE in 2021 = 63% (2% decrease)

HE in 2022 = 57% (6% decrease)

HE in 2023 = 57% (same)

Student safety:

MACS AVERAGE (2023) = 57%

HE in 2019 = 47%

HE in 2020 = NA

HE in 2021 = 55% (8% improvement)

HE in 2022 = 53% (2% decrease)

HE in 2023 = 47% (6% decrease)

Enabling Safety:

MACS AVERAGE (2023) = 58%

HE in 2019 = 53%

HE in 2020 = NA

HE in 2021 = 55% (2% improvement)

HE in 2022 = 60% (5% decrease)

HE in 2023 = 61% (1% improvement)

Student Voice:

MACS AVERAGE (2023) = 57%

HE in 2019 = 62%

HE in 2020 = NA

HE in 2021 = 60% (2% decrease)

HE in 2022 = 59% (1% decrease)

HE in 2023 = 60% (1% improvement)



Student Attendance

Unexplained Absences: Notifying Parents

A review of the 'Attendance Guidelines for Schools' was undertaken by the Victorian Minister for Education in Term 4, 2017. As a result, the Attendance Guidelines now stipulate that:

'Schools must advise parents/guardians of unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students'.

These Attendance/Notification changes have helped ensure the safety of school-aged children during school hours and have supported schools in fulfilling their duty-of-care obligations.

The changes in the Attendance Guidelines were introduced in schools at the beginning of Term 1, 2018, and schools were required to have these guidelines implemented by the end of Term 2, 2018. Holy Eucharist School has implemented these guidelines since 2018.

Absenteeism:

- If a child is absent the parent or caregiver must phone the school office explaining why their child is absent from school.
- If the parent/caregiver has not contacted the school to provide an explanation on the day of their child's absence, the school must attempt to contact the parent of the student. The school must record the absence and reason for the child's absence.
- In the event of extended absenteeism, without the school being notified, Holy Eucharist Primary School, (in line with Melbourne Archdiocese Catholic Schools Policy - MACS), will contact the appropriate authorities.
- The school's 'Late Policy' together with the 'Attendance Policy' has resulted in Holy Eucharist maintaining a good record of attendance throughout the year.

Attendance Roll:

- The Attendance Roll is a legal requirement. Teachers are required to complete the attendance roll on Syn-Web by 9:00am.
- If the child is not at school by 9:00am, the classroom teacher is to mark the student absent.
- If the child arrives after 9:00am the child is to be escorted by the parent to the Administration Office where the student will be recorded as being late for school. The student will be issued an orange card.
- The orange card is given to the teacher, which indicates that the student's name has been recorded as 'late for school' by the administration officer.

Average Student Attendance Rate by Year Level	
Y01	90.0%
Y02	91.7%
Y03	91.3%
Y04	92.8%
Y05	92.4%
Y06	91.2%
Overall average attendance	91.6%



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 recognised the need to revisit our School Vision and Mission Statement.
- The staff worked collaboratively with MACS personnel to develop a new, shared vision and mission for our school.
- The Leadership Team took part in professional learning in the area of student voice and agency, in order to improve student learning outcomes and to support students, safety and wellbeing.
- The Leadership Team took part in professional learning in the area of school improvement led by Dr Simon Breakspear.
- The Leadership Team presented their learning what we have achieved as a school during a session with Dr Simon Breakspear.
- The Leadership Team are working with staff to develop a common understanding of student voice and agency.
- The leadership team have utilised the impact, thinking, canvases (Agile Tools) developed by Dr Simon Breakspear in order to improve school, teaching and student outcomes.
- The Leadership Team (Leadership and Management, Learning and Teaching, Education in Faith, Wellbeing and Family School Partnership) led staff meetings to share their learning with staff which enable self-reflection and assisted with decision-making.
- Towards the end of 2023 the Leadership Team worked closely with MACs personnel offsite, to develop the Annual Action Plan for the following year.
- The Leadership Team have scheduled regular Leadership Meetings which have a clear agenda and minutes documented.
- The Leadership Team continued to enhance the challenge of Catholic Identity throughout the school curriculum.

- The Learning and Teaching Leader met with Curriculum Team Leaders (Literacy and Numeracy) fortnightly. Discussions were centred around pedagogy in order to further develop knowledge and skills required for ongoing monitoring and reviewing of school evidenced based strategies and data.
- The staff participated in various Professional Learning. The PL activities were relevant to the staff's own personal learning needs and aligned with the school's Annual Action Plan (AAP) [based on the goals of the School Improvement Plan (SIP)].
- Professional Learning Teams (PLT) had given staff the opportunity to engage in professional dialogue and to share knowledge across the different curriculum areas.
- Staff were encouraged to participate in rigorous conversations at planning sessions to make informed choices about individual student learning.
- Reading, Writing Speaking and Listening teaching strategies were revisited by the Literacy Leader with all teachers during PLTs.
- Leadership and Management has fostered a safe, inclusive environment where wellbeing is recognised as a crucial element for learners to flourish into lifelong learners.
- The 11 Child Safe Standards are addressed during staff meetings to ensure that staff are well prepared to keep children and young people safe and protect them from abuse.
- All staff working at Holy Eucharist School annually complete the Protecting Children Mandatory Reporting course for staff of non-government schools. Certificates of completion are given to the principal and the date of completion is recorded.
- At the commencement of the school year all staff were provided with a Staff Handbook outlining current policies and procedures as well as the 11 Child Safe Standards.
- All staff were required to take part in an Annual Review Meeting (ARM) with the Principal. The main purpose of the ARM is to:
 - Affirm achievements,
 - Provide feedback
 - Suggest avenues for Professional Learning to help improve student learning outcomes
 - Discuss future roles/leadership opportunities within the school.
- Leadership and Management recognised that staff, student and family voice is welcomed, valued and recognised. Each stakeholder plays a crucial role in the development of each child, and this was recognised through whole school events inclusive of school, parish and the wider community.
- Occupational Health and Safety was discussed during our weekly debrief meetings.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

- **Catholic Education Victoria Principal Standard (CEVPS) - Final draft consultation.** (Zoom session - 9/6/2023). 1 x School Leader (Deputy).
- **Community Hub Network:** 15/03/2023 at 2pm (Community Hub and Family School Partnerships Leader and Principal).
- **Community Hub Network – Government House:** 15/05/2023 at 10am (3x Staff).
- **EAL Moderation and Reporting:** 18/5/2023 (1 x School Leader - Literacy).
- **Early Number and Algebra - Northern Region (9 Days):** 01/01/2023, 03/02/2023, 17/02/2023, 27/04/2023, 27/03/2023, 18/05/2023, 13/07/2023, 28/07/2023 and 27/10/2023 (12 x Teaching Staff).
- **Early Number and Algebra (Northern Region) Term 4 2023 Leaders Network (offsite):** 17/11/2023 (1 x School Leader - Numeracy).
- **Enterprise Bargaining - Webex (CECV):** 07/02/2023, 03/04/2023, 08/06/2023 (2x School Leaders - Principal and Deputy)
- **Explicit Teaching in the Early Years: Building Teacher Knowledge, Capacity and Agency (Intensive 1 - 2 Days):** 03/05/2023 and 04/05/2023 (4 x Teaching Staff).
- **Explicit Teaching in the Early Years: Building Teacher Knowledge, Capacity and Agency (Intensive 2 - 2 Days):** 07/06/2023 and 08/06/2023 (4 x Teaching Staff).
- **Explicit Teaching in the Early Years: Building Teacher Knowledge, Capacity and Agency (Intensive 3 - 2 Days):** 16/08/2023 and 17/08/2023 (4 x Teaching Staff).
- **Explicit Teaching in the Early Years: Building Teacher Knowledge, Capacity and Agency (Symposium):** 14/11/2023 (4 x Teaching Staff).
- **Fanning the Flames Workshops 2023 – Primary:** 17/5/2023 (1 x Teaching Staff).
- **Fanning the Flames Workshops 2023 P-12:** 6/9/2023 (1 x Teaching Staff).
- **First Aid, CPR, Anaphylaxis and Asthma Training (Combination of online and face to face):** 16/3/2022 (75 x Staff Members).
- **Fixed Term Employment - Changes in Accordance with the Fair Work Legislation Amendment (Secure Jobs, Better Pay) Act 2022 - Session 1:** 17/10/2023 (1 x Administration Staff).
- **How to Calculate Half Pay Parental Leave - Session 1:** 24/5/2023 (1 x Administration Staff).
- **ICON eHR (HR Maintenance & Payroll) Training (Shared Services Schools - New Admin):** 8/6/2023 (1 x Administration Staff).
- **ICON eSIS - Receipting CSEF Fees and Receipting DET Monies (9:30-11:30am):** 31/5/2023 (1 x Administration Staff).
- **ICON eSIS - Beginning of the year Common Problems (1:30-3:30pm):** 7/2/2023 (1 x Administration Staff).

Expenditure And Teacher Participation in Professional Learning

- **ICON eSIS - Theoretical Reports/ How to Bill and early leaver and a late arrival. (1:30-3:30pm):** 14/6/2023 (1 x Administration Staff).
- **ICON eSIS Day 1 and Day 2 -New Administrator Training - 2 Days:** 24/5/2023 and 25/05/2023 (1 x Administration Staff).
- **Know your Agreement - CEMEA 2022 for School Leaders (Session 1):** 10/10/2023 (1 x Administration Staff).
- **Know your new Agreement - CEMEA 2022 for School Administrative staff (Session 1):** 11/10/2023 (2 x Administration Staff).
- **Know your new Agreement - CEMEA 2022 for School Leaders (Session 1):** 24/10/2023 (1 x Administration Staff).
- **Leadership Development Program - Northern Office:** 03/04/2023 (2x School Leaders)
- **Learning Diversity Leader - NRO (LDL) Connect Online Term 3 (Session 3 - Term 3):** 25/7/2023 (1 x School Leader - LD).
- **Mental Health in Schools MHiPS (Melbourne University - Online):** 08/02/2023 9:30am – 11am (School Leaders: Principal and School Counsellor).
- **Mental Health in Schools MHiPS (Melbourne University - Online):** 23/02/2023 and 09/03/2023 at 9:30am – 2pm (School Leaders: Principal and School Counsellor)
- **Minecraft: Education - Activating and using it in your school:** 19/10/2023 (2 x School Leaders – ICT).
- **New Arrival Teacher Network (Session 1):** 23/03/2023, 02/06/2023, 07/09/2023 and 23/11/2023 (1 x School Leader - Literacy).
- **PAT Reading Workshop - Generating, Navigating and Interpreting Reports (Workshop 1):** 25/05/2023 (1 x School Leader - Literacy).
- **Pathway to Principalship Program 2022 (Cohort 2) - Introduction to Principal Standard (Workshop):** 02/05/2023 and 13/07/2023: (1 x School Leader - Deputy).
- **Principal Forum (Session 1):** 18/05/2023 and 04/10/2023: (1 x School Leader - Principal).
- **Principals' Network – James Gould House/ CLC:** 23/03/2023, 11/04/2023, 10/08/2023, 08/09/2023, 17/11/2023 at 9am (1 x School Leader - Principal).
- **Principals' Network – St Brendan's Flemington:** 26/10/2023 (1 x School Leader - Principal).
- **Principal/Deputy Principal Network - Our Lady of the Way – Wallan:** 09/06/2023 (3 x School Leaders – Principal/DP/LD).
- **Pro-rata School Holiday Pay:** 06/09/2023 (1 x Administration Staff).
- **Religious Education Curriculum Report:** 16/11/2023 (1 x School Leader - RE).
- **Religious Education Leaders' Network - Northern Region – Primary (4 Days):** 26/05/2023, 20/07/2023, 25/08/2023 and 10/11/2023: (1 x School Leader - RE).
- **Resilience in our Communities:** 13/10/2023 (2 x School Leaders - DP & LD).
- **Sacraments and Sacramentality - Penance (Northern Region Sacraments Formation Sessions - Session 1):** 7/9/2023 (1 x Teaching Staff).

Expenditure And Teacher Participation in Professional Learning

- **Sacraments of Initiation - Northern Region Sacraments Formation Sessions (Session 2):** 16/11/2023 (1 x Teaching Staff).
- **School Closure Day – Autism Solutions Psychology (1 Day):** 24/4/2023 (75 x Staff Members).
- **School Closure Day - Faith Formation Day: Professional Learning designed to support learning and teaching as a Catholic School in a multi-faith, multicultural community. (1 Day):** 21/7/2023 (75 x Staff Members).
- **School Closure Day - Australians Together- First Nations Education (1 Day):** 8/9/2023) 75 x Staff Members.
- **School Improvement – Simon Breakspear (CLC):** 21/06/2023 (7x School Leaders)
- **School Improvement Workshop – Annual Action Plan at Hume Global – Sunbury:** 16/11/2023 (7x School Leaders).
- **Student Voice and Agency Workshops - Northern Region Terms 2, 3 and 4 (3 Days):** 01/06/2023, 27/07/2023 and 12/10/2023 (6 x School Leaders).
- **Student Wellbeing Leaders Primary Network - Northern Region (Term Four):** 15/11/2023 (2 x School Leaders - DP & LD).
- **Student Wellbeing Leaders Primary Network - Northern Region (Term Two):** 24/5/2023 (1x Teaching Staff).
- **Teaching young children in English in multilingual contexts. Northern Region - Module 1 and 2:** 20/07/2023, 03/08/2023, 17/08/2023, 31/08/2023,14/09/2023 (4x Teaching Staff).
- **Time in Lieu FAQ's and Time in Lieu Tracker (Session 1):** 9/5/2023 (1 x Administration Staff).
- **Time in Lieu in accordance with CEMEA 23 - for Primary schools (4 Sessions):** 21/02/2023, 03/05/2023, 02/05/2023, 16/05/2023 (2 x School Leaders - P & DP).
- **Vision and Mission Statement - MACS Personnel (3x 1hour Sessions):** 16/08/2023, 09/08/2023, 23/08/2023 (75x Staff).
- **Wellbeing - Resilience in our Communities - NRO Deputy/Principal Network – Hume Global Craigieburn (Maria Roberta)** 13/10/2023 (2x School Leaders Principal and DP)
- **Women in Leadership Program (Webinar 1, 2, 3, 4, 5, 6, 7, 8, 9):** 09/03/2023, 11/05/2023/ 01/06/2023/ 15/06/2023, 13/07/2023, 27/07/2023, 24/08/2023, 14/09/2023, 12/10/2023, 26/10/2023 (1 x School Leader - Deputy).

Number of teachers who participated in PL in 2023	75
Average expenditure per teacher for PL	\$431.00

Teacher Satisfaction

In 2023, the MACSSIS Survey was made available to school communities, inviting parents, students, and staff to complete it. Schools have been provided with a number of resources to analyse the data collected from the surveys, which is used to assist with future planning and documenting the 'School Improvement Plan' and 'Annual Action Plan'.

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

The teachers at Holy Eucharist School responded positively in the areas of:

- Staff Leadership Relationship 76%,
- Staff Safety (71%),
- Professional Learning (63%),
- Collaboration Around an Improvement Strategy (77%),
- Collaboration in Teams (77%),
- Support for Teams (69%),
- Collective Efficacy (85%),
- Catholic Identity (79%).

The teacher's responses in regard to Student Safety (55%), Instructional Leadership (41%), and Psychological Safety (53%) are areas which need to be addressed.

Student Safety:

MACS AVERAGE (2023)= 67%

HE in 2019 = 70%

HE in 2020 = NA

HE in 2021 = 70% (same)

HE in 2022 = 72% (2% improvement)

HE in 2023 = 55% (17% decrease)

Feedback:

MACS AVERAGE (2023)= 29%

HE in 2019 = 42%

HE in 2020 = NA

HE in 2021 = 39% (3% decrease)

HE in 2022 = 40% (1% improvement)

HE in 2023 = 34% (6% decrease)

Professional Learning:

MACS AVERAGE (2023)= 62%

HE in 2019 = 65%

HE in 2020 = NA

HE in 2021 = 55% (10% decrease)

HE in 2022 = 61% (6% improvement)

HE in 2023 = 63% (2% improvement)

Collaboration in Teams:

MACS AVERAGE (2023) = 69%

HE in 2019 = 83%

HE in 2020 = NA

HE in 2021 = 75% (8% decrease)

HE in 2022 = 73% (2% decrease)

HE in 2023 = 77% (4% improvement)



Support for teams:

MACS AVERAGE (2023) = 67%

HE in 2019 = 70%

HE in 2020 = NA

HE in 2021 = 59% (11% decrease)

HE in 2022 = 62% (3% improvement)

HE in 2023 = 69% (7% improvement)

Teacher Qualifications	
Doctorate	0.0%
Masters	13.8%
Graduate	6.9%
Graduate Certificate	3.4%
Bachelor Degree	51.7%
Advanced Diploma	17.2%
No Qualifications Listed	6.9%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	49
Teaching Staff (FTE)	42.9
Non-Teaching Staff (Headcount)	33
Non-Teaching Staff (FTE)	27.2
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 connection to learning at home and learning at school.

Achievements

- Class Dojo continued to be utilised as our whole school digital communication platform to enable teachers and school leaders to communicate with families about their child's learning and distribute school notifications. These messages could also be translated into more than 35 languages.
- The school has a Community Hub and a Community Hub leader to forge stronger links between the school, parish and local community.
- Parents were encouraged to connect with the school and the Community Hub. Community Hub timetable and intention posted on school website, Class Dojo and on the parish noticeboard and newsletter for the wider community.
- Parent/Teacher Interviews were held onsite in Term 1 to complete the Sociolinguistic Profile for each student and onsite in early Term 3 to discuss student reports and portfolios.
- The Community Hub organised a variety of different adult classes in collaboration with various service providers and other local hubs.
- 'Learning Together' - Parent and Child English Literacy Program ran weekly classes which were attended during Term 1 - 4. A childminder was provided for parents who had preschool age children.
- Craft & Conversation class had weekly classes onsite during Term 1 - 4. Zumba class ran every Wednesday throughout each term onsite in the hall.
- Bunnings Craft classes were held monthly at Bunnings Sunshine. Cooking Class held weekly onsite in the kitchen facilities in the Performing Arts room during Term 2 - 4.
- Certificate III in Early Childhood Education course held weekly in Term 4.
- 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.
- Partnerships were formed with local kindergartens to advertise the 'Prep 2024 Information Sessions' to families. Hard copies of the flyers were handed out and kindergartens also posted a digital copy on their communication platform.
- The school hosted 'Prep 2024 Information Sessions' run by the Family Partnerships Leader and the Community Hub Leader. This involved a presentation to parents in the Church foyer followed by a school tour.
- 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.
- Assistance was given to Prep families to complete the School Nursing Program questionnaire where required.
- National Day Against Bullying was celebrated at Holy Eucharist by the students and staff. Everyone was invited to wear orange and a whole school assembly shared students' learning and understanding of the initiative.
- Our annual Mother's Day Stall ran over three days, which allowed the students to buy a gift for their mother, grandmother or a motherly figure within their life.
- Our annual Mother's Day Liturgy was celebrated in the students' classroom via Zoom with mums and motherly figures invited to participate in a craft activity afterwards with their child. A Mother's Day Morning Tea was also celebrated in the Holy Eucharist staffroom.
- An 'Open Day' event occurred to invite new families to tour the school and meet the principal. Year 6 School Leaders hosted the event, supported by the Principal and Family and School Partnerships Leader. A morning tea was hosted in the Church foyer afterwards for an opportunity to answer any questions.
- A Learning Showcase invite was sent home to families which provided an opportunity for parents to come into the classroom for an hour at the end of the day to see what their child had been working on and learning that Term.
- Portfolios were sent home during Term 1, 2, 3 & 4 with student assessment pieces for parents/carers to read, sign and comment on.
- Assistance was given to families to complete the Enhancing Catholic School Identity (ECSI) Survey.
- The Grade 6 students, families, teachers and school leaders attended a Puberty Education Session onsite in Term 3. This session was facilitated by 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.

- The school has a Transition Program for Grade 4, 5 and 6 students in collaboration with local secondary schools. This involves advertising local secondary schools, information sessions for students, Taster Days, attending transition meetings, Orientation Days and being available for parents/carers who need assistance with transition documentation, questions or concerns.
- Families and the wider parish community attended the celebration of Mass regularly (Junior or Middle/Senior) during the year on a fortnightly basis.
- RUOK? 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 liturgy and breakfast was celebrated before school began in September. 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. Families were invited to attend and bring a picnic blanket to share a meal with other families during the evening.
- 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.
- The school's Social Justice Committee (led by the Student Leaders) supported worthy causes in the local and wider community such as Mission Week, and volunteering with the local Foodbank initiative located next to our school parish.

Parent Satisfaction

The 2023 data collected from our parents/families against the seven 'Family Survey Domains' was mainly positive when compared to MACS average scores. Parents/families at our school responded positively regarding School Fit (71%), School Climate (90%), Student Safety (72%), Communication (85%), and Catholic Identity (71%).

However, the 2022 and 2023 MACSSIS data demonstrates that since COVID-19, more needs to be done in the areas of Family Engagement (43%) and Barriers to Engagement (55%).

Overall, School Positive Endorsement:

MACS AVERAGE (2023) = 68%

HE in 2019 = 79%

HE in 2020 = NA

HE in 2021 = 75% (4% decrease)

HE in 2022 = 69% (6% decrease)

HE in 2023 = 71% (2% improvement)

Family Engagement:

MACS AVERAGE (2023) = 46%

HE in 2019 =47%

HE in 2020 = NA

HE in 2021 = 48% (1% improvement)

HE in 2022 = 47% (1% decrease)

HE in 2023 = 43% (4% decrease)

Barriers to Engagement:

MACS AVERAGE (2023) = 66%

HE in 2019 = 89%

HE in 2020 = NA

HE in 2021 = 54% (35% decrease)

HE in 2022 = 49% (5% decrease)

HE in 2023 = 55% (6% improvement)



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