



Melbourne Archdiocese
Catholic Schools

2024

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 13 May 2025



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 reflects the multicultural diversity of Australia.

In 2024, our community comprised 566 children from diverse backgrounds, including Vietnam, the Philippines, mainland China, Myanmar, Sudan, Ethiopia, Kenya, India, Sri Lanka, Syria, the Pacific Islands, South and Central America, and Europe.

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

"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 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 2024, the community comprised approximately 347 families and 27 different language backgrounds, the most prominent being from Vietnam, the Philippines, mainland China, Myanmar, Sudan, Ethiopia, Kenya, India, Sri Lanka, Syria, Samoa, South and Central America, and Europe.

In 2024, 566 students attended the school. Approximately 19% of students were born overseas, and overall, 90% of the community came from an English as an Additional Language (EAL) background. During the same year, 72 staff members (full-time and part-time) worked at the school, representing a diverse range of backgrounds.

At Holy Eucharist School, the teaching of Religious Education, Literacy, and Numeracy is paramount. With this in mind, the school continues 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. Additionally, Holy Eucharist values building student capacity through collaborative learning and positive relationships, enabling students to effectively engage with the world around them.

The 'Vision for Instruction' was designed as part of the Melbourne Archdiocese Catholic Schools (MACS) Flourishing initiative (published in 2024). Holy Eucharist School began implementing the Vision for Instruction, which includes an overarching model for explicit instruction (based on research and evidence-based practices) and seven key principles. At this stage, models of instruction have been designed for mathematics, reading, and writing.

Holy Eucharist is a well-resourced school in both materials and staff. In 2024, we employed:

- 39 teaching staff (This includes: Classroom Teachers, Specialist Teachers, Teachers in Leadership Positions on a full/part time basis)
- 1 Reading Recovery teacher, supporting 20 students in 1:1 sessions
- 1 Literacy Intervention teacher, working in the Middle School
- 1 Numeracy Intervention teacher, supporting 14 students from Grades 3 and 4
- 1 New Arrivals/Refugee Support/English as an Additional Language (EAL) Teacher
- 1 Speech Pathologist, who is onsite one day per week
- 1 School Counsellor, who is onsite three days per week
- 22 Learning Support Officers (3 of which are supporting Literacy)
- 4 Administration Staff

At Holy Eucharist School, we recognise the importance of technology in the 21st century. Technology is integrated into the curriculum to actively engage students in their learning. In 2023, students made regular use of technology in the classroom. Classrooms are equipped with iPads, MacBooks, and Chromebooks to support student learning.

The new Catherine McAuley Learning Centre was officially blessed and opened on 30 May 2024. This \$4.7 million development provides students and staff with enhanced opportunities to grow and thrive as learners and educators in the 21st century. The government contributed \$2 million towards the project.

The Catherine McAuley Learning Centre includes:

- Eight new classrooms
- A staff planning room
- A toilet block
- A sports equipment room
- A breakout room



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

principal@hestalbanssth.catholic.edu.au



Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

- To strengthen relationships between the Catholic tradition and life.

Intended Outcome:

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

Achievements

- Leadership in the Religious Dimension of the school continued to be prioritised throughout 2024. The Leadership Team met regularly in 2024, with the Religious Education curriculum development and Faith Formation of the school featuring frequently on the meeting agendas. Effective strategies have continued to be implemented throughout the year to support the faith formation of the students and staff.
- Through a variety of professional learning opportunities, teachers were supported to obtain and maintain the required accreditation to teach in a Catholic school or to teach Religious Education in a Catholic school.
- The Holy Eucharist school community continued to take active responsibility for celebrating the Catholic Tradition and strengthening the Catholic identity of the school. Classroom Liturgy and Mass were celebrated on a fortnightly basis, with Mass being led by a designated year level. The inclusion of prayer at Assemblies, Staff Meetings and daily classroom prayer continued to be expected in 2024.
- Class teachers in Grade 3, 4 & 6, with the support and guidance of the Religious Education Leader (REL), ensured candidates were prepared and engaged in the 2024 sacraments.
- Social Justice initiatives, supportive of Catholic tradition and reflective of community needs, were investigated by staff and students and undertaken by all year levels.
- Holy Eucharist School continues to provide learning opportunities that are purposeful and prioritise Catholic tradition to develop Catholic identity.

Value Added

Leadership in Religious Education:

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

- The Leadership Team continued to engage in professional learning opportunities guided by the MACS School Improvement Team throughout 2024. They worked to create the Annual Action Plan (AAP) for 2024 based on the School Improvement Plan for 2023 - 2026. The needs of the Religious Dimension of the school were deeply discussed and explored throughout the meetings and the first priority of the AAP was devoted to its development.

Staff Faith Formation and Professional Development:

- 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 Butterfly Music.
- On Monday 2 September 2024 we had a school Closure Day for all staff, including Administration staff and Learning Support Officers, to participate in the 'Fanning the Flames' Workshop at Moonee Valley Racecourse. Every participant experienced four, 50-minute formation sessions conducted by Rev. Dr Elio Capra SDB, Lecturer at Catholic Theological College, Eloise Meyer & Loredana Guinane, Learning Consultants, RE (Primary), MACS and Professor Clare Johnson, Director, ACU Centre for Liturgy.
- 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.
- Our principal, Mr Michael Bonnici, embarked on a study tour with his Principal Network Team where he participated in a Pilgrimage following the Footsteps of St Paul through Greece, Turkey and Malta.
- Our Deputy Principal, Ms Anne-Marie Conte, successfully applied to participate in the Inspired to Lead Program where she joined a group of over 50 staff from across all areas of MACS. They travelled to Italy to engage deeply in a Pilgrimage to Rome, Siena and Assisi exploring the lives and legacies of many important saints.
- Staff were invited by the REL to join her in attending the Helder Camara lecture series and the Catholic Imagination series.
- A staff meeting was conducted by Eloise Meyer, Learning Consultant, RE (Primary) around curriculum development.
- In Term 4 staff registered for and attended a webinar meeting with a focus on the Glory Be Prayer.
- A Professional Learning Team meeting was also presented by the REL about the Sisters of Mercy following the naming of our new school building – The Catherine McAuley Learning Centre.

Prayer and Celebration:

- The whole school community has engaged in designing prayer and liturgies and were actively engaged in opportunities to encounter the sacred and celebrate the mystery of Christ.
- All classes created a prayer mat at the beginning of the school year and maintained a classroom prayer table as a sacred place. They followed the Columban calendar daily and students from Grades 4 to 6 also used a personal 'Faith Diary'.
- Staff and students attended and participated in Liturgies and/or Mass on a fortnightly basis. The school also conducted Liturgical celebrations for special occasions including Ash Wednesday Mass at the beginning of Lent and Thanksgiving Masses at the end of each term.
- During Lent, in Performing Arts classes, the students worked on dramatisations of the Stations of the Cross. At the end of Term 1 the students participated in a Lenten celebration where the whole school gathered to view the dramatisations.
- This year our school Feast Day, The Feast of the Body and Blood of Christ, coincided with the opening of our new school building, we held Mass to celebrate this auspicious event. Rev Bishop Martin Ashe presided over the Mass. Many important guests were invited, including past parish priests, sisters of Mercy and sisters of the Sacred Heart. In
- the month of October weekly online liturgies meditating the Luminous Mysteries were held for five weeks to commemorate the Month of the Rosary. Advent themed online Liturgies and the Grade 6 Graduation were also planned and delivered. Mother figures
- from within the school community were invited to join us for a Mother's Day Mother's Day focussed Assembly and Morning Tea.
- Fatherly figures from within the school community were invited to join us for a Father's Day themed morning song and BBQ breakfast.

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 2024, sacraments at Holy Eucharist were held as follows:
 - Confirmation: Grade 6 students: Friday 16th May
 - Reconciliation: Grade 3 students: Tuesday 5th August
 - First Holy Communion: Grade 4 students: Sunday 31st June

Witness for Mission:

- During Lent, Holy Eucharist families continued to show their tradition of giving generosity in the 'Caritas Project Compassion Appeal'. As part of Catholic Mission Month in October, the school collected school supplies to send to Samoa as part of our Social Justice Program.
- In 2024, the Holy Eucharist students and staff from Grades 5 & 6 volunteered to support the Holy Eucharist Parish, "Loaves and Fishes", foodbank. They packed donated food into packages for the needy in the community to collect. They responded to the needs of others and learned important lessons about Catholic Social Teachings, including the importance of honouring the Dignity of the Human Person.
- Once again, the Deputy Principal asked staff at Holy Eucharist for donations of toys, gifts or money for youths within the local community as part of the 'Loaves and Fishes' Christmas appeal. These were presented to the parish at the final Staff Mass.

Learning:

The school enables students to explore social issues within the context of Catholic traditions, providing them with authentic faith-based learning experiences.

- In March, the school student leaders were accompanied by staff to represent Holy Eucharist at the Mass of St Patrick for Schools to celebrate Catholic Education Week on the feast of St Patrick. 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 2024, the school community connected to the Catholic faith in significant ways. Families received reflections on the Catholic faith through the school's fortnightly newsletters and resources provided through Class Dojo. Families were invited to participate in school online liturgies including the Rosary series. The Christmas Carol Concert was once again a vibrant celebration for the community to enjoy which rounded out another, remarkable, and enriching year for the Holy Eucharist faith community.



Learning and Teaching

Goals & Intended Outcomes

Goals:

- To 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 track and respond to learner needs.
- The teachers will know and use a consistent whole school pedagogical approach to the teaching of English and Mathematics, supported by research and evidence.

Achievements

- Curriculum leaders supported teachers through facilitated planning across all year levels on a fortnightly basis.
- All teaching staff developed their understanding of the Science of Learning and unpacked the components of the MACS Vision for Instruction through a whole school closure day, staff meeting and PLTS.
- 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.
- Teachers completed Literacy formative assessments during the year and completed summative assessments in middle and end of year. Prep and grade 1 teachers completed the English Online Interview at the beginning of the year.
- Tests for Literacy included: Progressive Achievement Test in Reading (PAT - R) and 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.
- The Literacy Leader, together with Literacy Leaders throughout MACS schools, participated in a Masterclass run by Teach Well which consisted of 5 days throughout the year.
- The Literacy Leader, together with three Learning Support Officers, attended a two day professional development on implementing and running MacqLit, a years 3 - 6 reading and spelling intervention.
- During Term 3, our MacqLit intervention program started with small groups of students in years 3 to 6.

- The Literacy Leader and Junior Intervention teacher attended a two day professional development on implementing and running MiniLit Sage, a years 1 and 2 reading and spelling intervention program.
- Three classroom teachers, together with the Literacy Leader, attended a two day professional development on implementing and running InitiaLit, a whole class program that covers early literacy skills in Prep - Grade 2.
- Literacy intervention was used in Year 2 to support phonological and phonemic awareness learning with a number of students.
- The Reading Recovery program supported Year 1 students experiencing reading difficulties.
Oral language development was supported for a number of prep students led by the school's Speech Therapist together with the prep Learning Support Officers.
- A New Arrivals Teacher continued to support newly arrived students from overseas, refugee students as well as other students who are of an English as an Additional Language background.
- English as an Additional Language Pathways Reporting Tools were used to report progression of students identified as learning English as an Additional Language. Our EAL consultant from MACS ran a staff meeting titled: The significance of vocabulary for EAL/D students when learning to read.
- Teachers in Grade 5 participated in a pilot project from MACS/Ochre regarding the explicit teaching of reading and writing linked to a book study.
- In Staff meetings, PLT Meetings and during classroom practice, teachers developed their use of explicit teaching strategies for mathematics, with support from lesson resources developed by MACS and OCHRE.
- Teachers completed Numeracy assessments both formative, beginning of the year and summative, middle and end of year.
- Assessments for Numeracy included: Progressive Achievement Test in Mathematics (PAT - M) Adaptive (mid year) and Summative (end of year), Mathematics Online Interview (Prep-3) and Learning Framework in Number (LFIN) (4-6).
- The Year Prep to 3 teachers developed their ability to collect data using the Mathematics Online Interview (MOI), and to interpret data, using this to set goals and monitor progress.
- The LFIN continued to be used in Year 4, contributing to improved learning outcomes and growth in Number and Algebra.
- Students in Years 5-6 that required additional Number and Algebra support were also monitored using the LFIN.
- Numeracy learning progression (on the Victorian Curriculum) was also monitored using Essential Assessment (all Year 3-6 students).
- Students were given continued access to personalised Numeracy activities (on Essential Assessment) that could be accessed at school and from home.
- Students in Years 3-6 were given the opportunity to participate in the Australian Maths Competition (AMC), with approximately 1110 students taking part in 2024.

- The Number Intervention teacher supported “At risk” students in Years 3 and 4, in small groups and in one-on-one sessions.

Student Learning Outcomes

The 2024 Holy Eucharist School, NAPLAN data shows that on average (according to Mean Scale scores) our Year 3 students at the time of testing were working above “like schools” (schools with similar demographic) in Writing, Spelling and Grammar; on average Reading and Numeracy data was close to similar schools. The Year 5 (2024) students were working above “like schools” in Spelling; on average students scores were close to “like schools” in Numeracy, Reading, Writing and Grammar.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	410	50%
	Year 5	475	56%
Numeracy	Year 3	387	56%
	Year 5	461	58%
Reading	Year 3	386	63%
	Year 5	469	59%
Spelling	Year 3	404	65%
	Year 5	491	66%
Writing	Year 3	428	93%
	Year 5	479	70%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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

- 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 are 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 (DFFH) 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.
- 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. 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-. Student Representatives Council (SRC) involving a SRC member from each Grade 3 - Grade 5 class.
- Student School Leadership Team and SRC participated in school assemblies 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 student and families wellbeing and academic, and social / emotional learning.
- Children's identified needs were assessed, and Personalised Learning Programs (PLP's) were developed to meet the needs of each child. Program Support Meetings (PSGs) were conducted.
- SPS Speech Pathologist 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.
- 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.

- 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.
- Australian Dental Van provided students dental treatment beyond the Medicare eligibility criteria.
- Whole school events - Interschool Sports, Athletic Carnivals, Fun Day, Family Picnic , Camps, Big Day in , Big Day Out , excursions and incursions.
- Provided a clear understanding of expectations and positive choices regarding the use of technology at school and home.
- Before school / After school Vacation Care is available- Camp Australia.
- Cultural Interpreters were available to support the school community.
- Staff achievements and successes are acknowledged publicly and with appreciation. Their contribution to the school is noted and supported.
- Occupational Health & Safety procedures will ensure that staff working conditions comply with the safety policies. Workplace accidents and incidents will be reported and recorded as well as investigated and acted upon to prevent possible re-occurrence.
- Personal staff occasions, such as birthdays and other significant life events are acknowledged and celebrated (as far as the individual desires).

Student Satisfaction

In 2024, 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 insights to help us understand how well our school is operating.

Overall, the data collected from our students across the '10 Student Survey Domains' reflected a positive student experience compared to the MACS average. Students at our school responded positively in the following areas: Rigorous Expectations (82%), School Climate (64%), Student Safety (54%), Enabling Safety (61%), and Catholic Identity (77%).

School Engagement (55%), School Belonging (69%), and Student Voice (54%) are areas we are continuing to monitor.

Rigorous Expectations:

MACS AVERAGE (2024) = 77%

HE in 2019 = 80% (3% improvement)

HE in 2020 = NA

HE in 2021 = 79% (1% decrease)

HE in 2022 = 82% (3% improvement)

HE in 2023 = 80% (2% decrease)

HE in 2024 = 82% (2% improvement)



School Engagement:

MACS AVERAGE (2024) = 51%

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)

HE in 2024 = 55% (2% decrease)



School Climate:

MACS AVERAGE (2024) = 51%

HE in 2019 = 70%

HE in 2020 = NA

HE in 2021 = 68% (2% decrease)

HE in 2022 = 69% (1% improvement)

HE in 2023 = 58% (11% decrease)

HE in 2024 = 64% (6% improvement)



Teacher Student Relationships:

MACS AVERAGE (2024) = 71%

HE in 2019 = 76%

HE in 2020 = NA

HE in 2021 = 81% (5% increase)

HE in 2022 = 83% (2% decrease)

HE in 2023 = 78% (5% decrease)

HE in 2024 = 77% (1% decrease)



Student's Learning Disposition:

MACS AVERAGE (2024) = 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)

HE in 2024 = 73% (1% decrease)



Student Safety:

MACS AVERAGE (2024) = 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)

HE in 2024 = 54% (7% improvement)



Enabling Safety:

MACS AVERAGE (2024) = 57%

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)

HE in 2024 = 61% (same)



Student Voice:

MACS AVERAGE (2024) = 56%

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)

HE in 2024 = 54% (6% decrease)



Catholic Identity:

MACS AVERAGE (2024) = 65%

HE in 2019 = 76%

HE in 2020 = NA

HE in 2021 = 77% (1% improvement)

HE in 2022 = 76% (1% decrease)

HE in 2023 = 76% (same)

HE in 2024 = 77% (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	92.1
Y02	91.0
Y03	92.8
Y04	92.6
Y05	93.5
Y06	92.9
Overall average attendance	92.5

Leadership

Goals & Intended Outcomes

Goal:

- To build leadership capability.

Intended Outcome:

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

Achievements

- The Leadership Team attended Professional Learning which focused on Melbourne Archdiocese Catholic School's (MACS) Vision for Instruction. They learnt about the Science of Learning and how to best support students through evidence-based pedagogy. The team was guided by Dr. Simon Breakspear and MACS leaders to identify areas of success and those requiring improvement, helping refine our school improvement foci for 2025.
- The Leadership Team utilised impact and thinking canvases (Agile Tools), developed by Dr. Simon Breakspear, to enhance school, teaching, and student outcomes.
- Curriculum Leaders led Professional Learning for the entire staff during a School Closure Day. The session focused on MACS' Vision for Instruction, the Science of Learning, and unpacked strategies for full participation and checking for understanding.
- The Leadership Team (Leadership and Management, Learning and Teaching, Education in Faith, Wellbeing, and Family-School Partnership) led staff meetings to share their learnings. These sessions enabled self-reflection and supported informed decision-making.
- Towards the end of 2023 and into early 2024, the Leadership Team collaborated closely with MACS personnel offsite to develop the Annual Action Plan for the following year.
- Regular Leadership Meetings were scheduled with clear agendas and documented minutes.
- The Leadership Team continued to strengthen the Catholic Identity across the school curriculum.
- The Religious Education Leader/Deputy participated in the 'Inspired to Lead' program in Rome, Siena, and Assisi, joining 51 pilgrims from across MACS in deep reflection on the Word of God and the lives of inspirational saints.
- The Principal joined a pilgrimage with principals from the Northern Zone, retracing the footsteps of Saint Paul in Greece and Turkey. This spiritually enriching experience

brought the scriptures to life, especially in the historic cities where St. Paul preached and established early Christian communities.

- All staff engaged in Professional Learning in Education and Faith. Edwin Bakker, Faith Formation Manager – Catholic Mission and Identity (MACS), highlighted the importance of all school staff, including Learning Support Officers and Administration personnel, participating in faith development. Staff engaged in workshops focused on bringing Christ's teachings and Catholic traditions to life within the school.
- The Learning and Teaching Leader met fortnightly with Literacy and Numeracy Curriculum Team Leaders to discuss pedagogy, deepening their knowledge and skills in monitoring and reviewing evidence-based strategies and school data.
- Staff engaged in various Professional Learning activities aligned with their individual needs and the school's Annual Action Plan (AAP), based on the goals of the School Improvement Plan (SIP).
- Professional Learning Teams (PLTs) enabled staff to engage in professional dialogue and share knowledge across curriculum areas.
- Staff were encouraged to engage in rigorous conversations during planning sessions to make informed decisions about individual student learning.
- The Literacy Leader revisited Reading, Writing, Speaking, and Listening strategies with all teachers during PLT sessions.
- Leadership and Management fostered a safe and inclusive environment where wellbeing is recognised as essential to lifelong learning.
- The 11 Child Safe Standards were addressed during staff meetings, ensuring staff are well-prepared to safeguard children and young people from abuse.
- The Principal led staff meetings to present the updated MACS Code of Conduct, which outlines expected behaviours and responsibilities. It reinforces the importance of ethical conduct and modelling Catholic values for students and the broader school community.
- All staff annually completed the Protecting Children: Mandatory Reporting course for non-government schools. Certificates of completion were submitted to the Principal, and completion dates were recorded.
- At the start of the school year, all staff received a Staff Handbook outlining current policies, procedures, and the 11 Child Safe Standards.
- All staff participated in an Annual Review Meeting (ARM) with the Principal. These meetings aimed to:
 - Affirm achievements
 - Provide feedback
 - Suggest avenues for professional learning to enhance student outcomes
 - Discuss future roles and leadership opportunities within the school

- Leadership and Management recognised the value of student, staff, and family voice.
Each stakeholder plays a vital role in every child's development, which was celebrated through whole-school events inclusive of the parish and wider community.
- Occupational Health and Safety was addressed during weekly debrief meetings.



Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<ul style="list-style-type: none"> •First Aid, CPR, Anaphylaxis and Asthma Training (Combination of online and face to face): 28/02/2024 (75 x Staff Members). •Catholic Identity and Religious Education - "Teach Us to Pray" Series - Hail Mary & The Rosary - Term 3 – Session 3. 05/08/2024 (x1). •Catholic Identity and Religious Education - "Teach Us to Pray" Series - Our Father - Term 2b - Session 2 (x 1) •Briefing session: Master of Educational Leadership. 11/09/2024 (x1). •Catholic Imagination - Heart speaks to heart: Responding to the 2024 Patrick Oration. 14/05/2024 (x2). •Catholic Imagination - It begins with prayer, with Cardinal Giorgio Marengo, I.M.C., Apostolic Prefect of Ulaanbaatar, Mongolia. 27/06/2024 (x1). •Catholic Imagination - When the saints go marching in, Reflections on All Saints Day. 22/10/2024 (x1). •Dr Lorraine Hammond AM presents the introduction to the Science of Learning -Session 1. 11/06/2024 (x4). •Graduate to Proficient Program - Central Network Learning Day (first and second year graduates) Day 3. 23/08/2024 (x2). •Graduate to Proficient Program - Regional Network Learning - Western and Northern – Day 2. 13/05/2024 (x3) •ICON eHR - Shared Service refresher digital onboarding forms (9.30 - 11.30am) 09/05/2024.(x1). •Literacy Leader Briefing - Term 3 Literacy Briefing. 12/09/2024 (x1). •Literacy Leader Briefing - Term 4 Literacy Briefing. 21/11/2024 (x1). •Leading School Transformation - Day 1. 23.10.2024 (x3). •Leading School Transformation - Day 2. 24.10.2024 (x3). •MACS Northern Region Mathematics Network - Term 2, Day 1. 10/05/2024 (x1). •MACS Northern Region Mathematics Network - Term 3, Day 2. 06/09/2024 (x1). •MACS Northern Region Mathematics Network - Term 4, Day 3. 15/11/2024 (x1). •MACS Primary Literacy Leader Network 2024 - Cohort A Northern and Western Regions. 18/06/2024. Day 1 (x1). •MACS Primary Literacy Leader Network 2024 - Cohort A Northern and Western Regions. 07/08/2024. Day 2 (x 1). •MACS Primary Literacy Leader Network 2024 - Cohort A Northern and Western Regions. 17/09/2024. Day 3 (x1). •MACS Primary Literacy Leader Network 2024 - Cohort A Northern and Western Regions. 11/11/2024. Day 4 (x1). •MACS Primary Literacy Leader Network 2024 - Cohort A Northern and Western Regions. 12/11/2024. Day 5 (x1). •MACS NCCD - Quality Assurance. 06.06.2024, 12.30- 2.30 pm (x1).

Expenditure And Teacher Participation in Professional Learning
<ul style="list-style-type: none"> •Northern Region Deputy Principal Network - Navigating Change with Resilience - Session 1. 16/08/2024 (x1). •Northern Region Deputy Principal Network - Reset to Resilience – Session 1. 01/03/2024 (x2). •Northern Region School Improvement Network 2024 – Session 1. 07/03/2024 (x8). •Northern Region School Improvement Network 2024 – Session 2. 23/05/2024 (x4). •Northern Region School Improvement Network 2024 – Session 3. 22/08/2024 (x4). •Northern Region School Improvement Network 2024 – Session 4. 16/10/2024 (x4). •Northern Region: Religious Education Leaders Network – Session 1. 29/02/2024 (x1). •Northern Region: Religious Education Leaders Network – Session 2. 17/05/2024 (x1). •Northern Region: Religious Education Leaders Network – Session 3. 23/08/2024 (x1). •Northern Region: Religious Education Leaders Network – Session 4. 25/10/2024 (x1). •Principal Forum: Session 1. 08/05/2024 (x1) •Principal Forum: Session 2. 23/10/2024 (x1) •Principal's Network – Outer North Western Zone, 09-03-2024 to 10.03.2024 (x1). •Principal's Network – Outer North Western Zone (Dr Rosemary Canavan - 'Footsteps of St Paul') 06-06-2024 to 07.06.2024 (x1). •Principal's Network – Outer North Western Zone (Dr Rosemary Canavan - 'Footsteps of St Paul') 08-08-2024 to 09.08.2024 (x1). •Principal's Network– Outer North Western Zone (Sponsor's Day followed by Network Meeting) 24.10.2024 (x3). •Principal's Network– Outer North Western Zone (AGM) 14.11.2024 – 15.11.2024 (x1). •Pilgrimage: Footsteps of St Paul (Greece & Turkey). 08.09.2024 – 20.08.2024 (x1). •Pilgrimage: Aspire to Lead (Rome) 20.09.2024 to 04.10.2024 (x1). • School Closure Day – Wellbeing: Resilience Rights & Respectful Relationships. 26.04.2024 (75 x Staff Members). •School Closure Day – The Science of Learning/Science of Reading. 02.08.2024 (75 x Staff Members). •School Closure Day - Religious Education: Fanning the Flames 02.09.2024 (75 x Staff Members).

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> •Teachers as Co-Learners (TCL) - Programs for Specialist Language Primary Teachers (Italian). Session 1 - 24/04/2024 (x2). •Three Expressions of Prayer: Christ on the Mount of Olives. 06/06/2024 (x1) 	
Number of teachers who participated in PL in 2024	72
Average expenditure per teacher for PL	\$561.80

Teacher Satisfaction

In 2024, the MACSSIS Survey was made available to school communities, inviting parents, students, and staff to complete it. Schools were provided with a range of resources to analyse the data collected from the surveys, which is used to support future planning and to inform the School Improvement Plan and Annual Action Plan. The data collected from our staff offered valuable insights for reflection. Results across the fourteen Survey Domains indicated a positive teacher response compared to the MACS average score.

Teachers at Holy Eucharist responded positively in the following areas: Student Safety (64%), School Climate (78%), Instructional Leadership (51%), School Leadership (56%), Psychological Safety (61%), Collaboration Around an Improvement Strategy (69%), and Catholic Identity (79%).

However, teachers' responses in the areas of Feedback (37%) and Support for Teams (59%) highlight areas in need of improvement.

Student Safety:

MACS AVERAGE (2024) = 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)

HE in 2024 = 64% (9% increase)



Feedback:

MACS AVERAGE (2024) = 41%

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)

HE in 2024 = 37% (3% improvement)

Professional Learning:

MACS AVERAGE (2024) = 63%

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)

HE in 2024 = 60% (3% decrease)



Instructional Leadership

MACS AVERAGE (2024) = 57%

HE in 2019 = 64%

HE in 2020 = NA

HE in 2021 = 50% (14% decrease)

HE in 2022 = 48% (2% decrease)

HE in 2023 = 41% (7% decrease)

HE in 2024 = 51% (10% improvement)

Collaboration Around an Improvement Strategy

MACS AVERAGE (2024) = 67%

HE in 2019 = 65%

HE in 2020 = NA

HE in 2021 = 57% (8% decrease)

HE in 2022 = 64% (7% improvement)

HE in 2023 = 54% (10% decrease)

HE in 2024 = 69% (15% improvement)

Collaboration in Teams:

MACS AVERAGE (2024) = 70%

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)

HE in 2024 = 75% (2% decrease)



Support for Teams:

MACS AVERAGE (2024) = 68%

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)

HE in 2024 = 59% (10% decrease)

Collective Efficacy:

MACS AVERAGE (2024) = 75%

HE in 2019 = 78%

HE in 2020 = NA

HE in 2021 = 78%

HE in 2022 = 83% (5% improvement)

HE in 2023 = 85% (2% improvement)

HE in 2024 = 82% (3% decrease)

Teacher Qualifications	
Doctorate	0
Masters	10
Graduate	5
Graduate Certificate	2
Bachelor Degree	29
Advanced Diploma	9
No Qualifications Listed	12

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	54
Teaching Staff (FTE)	46.42
Non-Teaching Staff (Headcount)	30
Non-Teaching Staff (FTE)	18.44
Indigenous Teaching Staff (Headcount)	0



Community Engagement

Goals & Intended Outcomes

Goals

- To empower and engage all students in contemporary learning.

Intended Outcomes

- That student engagement is enhanced with the support of Family School Partnerships.
- That there is a 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 had a Community Hub and a Community Hub leader in order to forge stronger links between 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 for wider community.
- Community Hub timetable shared with families via hard copy sent home with eldest student and also on ClassDojo.
- Prep Morning Tea hosted in the staff room for new families on Prep's first day of school.
- Parent/Teacher Interviews were held onsite in Term 1 to complete the Sociolinguistic Profile for each student and onsite in early Term 3 to discuss student reports and portfolios.
- Prep parents were invited to attend one of two Prep Parent Information Sessions run on the same day between 9am - 10am or 5pm - 6pm in early Term 2. The focus was on how to best support your child to learn including sleeping habits, packing healthy lunches and choosing family orientated activities at home such as going for nature walks, helping the grocery shopping or playing board games. A focus on how to support the learning of literacy and numeracy at home was discussed to create cohesion between families and the school.
- 'Eat Up' Australia delivered cheese sandwiches to our school to support our breakfast club and provide an option for students who don't have lunch from Term 2 onwards.
- 'One Box' was initiated to deliver 15 boxes of food (fruit, vegetables and bread) each week to school which were given to families in need at Holy Eucharist.

- The Community Hub organised a variety of different adult classes in collaboration with various service providers and other local hubs.
- ‘Learning Together’ - Parent and Child English Literacy Program had weekly classes which were attended during Term 1 - 4. A childminder was provided for parents who had preschool age children.
- Certificate III in Early Childhood Education course held weekly in Term 1 - Term 4.
- Certificate III in Individual Support course held weekly offsite in Term 3.
- Craft & Conversation class held biweekly onsite during Term 1-4.
- Zumba class ran every Wednesday throughout each term onsite in the hall.
- An additional Zumba class was held on Mondays in the school hall as a school parent volunteered to run it in Term 1.
- Cooking Class held biweekly onsite in the kitchen facilities in Performing Arts room during Term 1 - 2.
- Ballroom Dancing class held weekly onsite in Term 3.
- Playgroup held weekly in Term 1 - Term 4.
- Homework Club held weekly after school Term 1 - Term 4.
- AFL Footy Friday's was introduced as an after school activity run by the Sunshine North Football Club through our Community Hub for students to attend free of charge. This encouraged physical activity and mingling of families. Term 1 - Term 4
- International Women's Day was celebrated in the Community Hub in Term 1. All members were invited to attend and share a meal together.
- 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 2025 Information Sessions’ to families. Hard copies of the flyers were handed out and kindergartens also posted a digital copy on their communication platform.
- Prep 2025 School Tours were run by the Family Partnerships Leader. This involved a tour of the school and answering any questions parents and carers had.
- Prep 2025 Enrolment flyers were distributed online and in person to local kindergartens.
- The Holy Eucharist School Family Picnic was held in Term 1 to encourage families to mingle and meet the teachers and other parents at school. Local Kindergartens were invited to attend and build relationships with new families.
- Learning Support Officers were available to help interpret the online School Nurse questionnaire for Prep families when they came into school for their child's Prep testing time in Term 1.
- The School Nurse program ran over 3 days when students who returned their form with permission were assessed by a local school nurse onsite through the Victorian Government School Nursing program.

- Harmony Day was celebrated at Holy Eucharist by the students completing a buddy task and attending a whole school Assembly focusing on multiculturalism and acceptance led by school leaders.
- Our annual Mother's Day Stall ran over two days, which allowed the students to buy a gift for their mother, grandmother or a motherly figure within their life.
- We hosted a Mother's Day Assembly in the hall with the whole school in attendance.
Mums and motherly figures were invited to see a variety of student work samples from across a range of year levels including songs, speeches and an AUSLAN performance. A Mother's Day Morning Tea was also celebrated in the Holy Eucharist staffroom.
- Portfolios were sent home during Term 1, 2, 3 & 4 with student assessment pieces for parents/carers to read, sign and comment on.
- The Grade 6 students, families, teachers and school leaders attended a Puberty Education Session onsite in Term 3. This session was facilitated by CatholicCare Victoria - Open Doors Education.
- Family enrolment conversations were conducted prior to student enrolment.
- Pre-prep sessions for future students were conducted over a period of two weeks in Term 4. Students attended sessions onsite once a week.
- Pre-prep information sessions were arranged for parents with interpreters available upon request in Term 4.
- The school nurse provided information to prep families during the pre-prep sessions. Camp Australia provided information to prep families during the pre-prep sessions as well.
- The school has a Transition Program for Grade 4, 5 and 6 students in collaboration with local secondary schools. This involves advertising local secondary schools, information sessions for students and families, Taster Days, attending transition meetings, Orientation Days and being available for parents/carers who need assistance with transition documentation, questions or concerns.
- Families and the wider parish community attended the celebration of Mass for special occasions such as Ash Wednesday and Holy Week during the year.
The school ran a Winter Appeal to collect warm clothes, non perishable food and supplies for families in need at the end of Term 2.
- R U OK? Day was celebrated within the school community by reminding students, staff and families to check in on the mental health of those around them.
- MACSSIS survey support was held onsite with interpreters for families to attend and complete the survey at school in Term 3. Assistance was provided for families without access to technology, or in need of interpreters.
- Father's Day BBQ breakfast was celebrated with the entire school community on a morning before school started.
- Footy Colours Day was celebrated at the end of Term 3. Students were asked to dress up in their footy colours.
- The Christmas Carols took place during Term 4 on the oval. Parents/carers were invited to attend the whole school event.

- The School 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 on a bi-weekly basis in Terms 1 - 4.
- Camp Australia offers 'Before and After School Care', as well as a 'Holiday Program' on the school's premises.

Parent Satisfaction

The 2024 data collected from our parents/families across the seven Family Survey Domains was mainly positive when compared to the MACS average scores. Parents and families at our school responded positively in the areas of Overall School Positive Endorsement (73%), Family Engagement (54%), School Fit (89%), School Climate (92%), Communication (89%), and Catholic Identity (81%).

However, the MACSSIS data indicates that, since COVID-19, more needs to be done in the areas of Family Engagement (54%) and Barriers to Engagement (45%).

Overall School Positive Endorsement:

MACS AVERAGE (2024) = 69%

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)

HE in 2024 = 73% (2% improvement)



Family Engagement:

MACS AVERAGE (2024) = 48%

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)

HE in 2024 = 54% (11% improvement)

Barriers to Engagement:

MACS AVERAGE (2024) = 64%

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)

HE 2024 = 45% (10% decrease)

School Fit:

MACS AVERAGE (2024) = 76%

HE in 2019 = 82%

HE in 2020 = NA

HE in 2021 = 90% (8% increase)

HE in 2022 = 81% (9% decrease)

HE in 2023 = 83% (2% improvement)

HE in 2024 = 89% (6% improvement)



School Climate:

MACS AVERAGE (2024) = 84%

HE in 2019 = 92%

HE in 2020 = NA

HE in 2021 = 96% (4% improvement)

HE in 2022 = 87% (9% decrease)

HE in 2023 = 90% (3% improvement)

HE in 2024 = 92% (2% improvement)



Student Safety:

MACS AVERAGE (2024) = 70%

HE in 2019 = 79%

HE in 2020 = NA

HE in 2021 = 86% (7% decrease)

HE in 2022 = 76% (10% decrease)

HE in 2023 = 72% (4% decrease)

HE in 2024 = 72% (same)



Communication:

MACS AVERAGE (2024) = 73%

HE in 2019 = 76%

HE in 2020 = NA

HE in 2021 = 87% (11% increase)

HE in 2022 = 80% (7% decrease)

HE in 2023 = 85% (5% improvement)

HE in 2024 = 89% (4% improvement)



Catholic Identity:

MACS AVERAGE (2024) = 66%

HE in 2019 = 74%

HE in 2020 = NA

HE in 2021 = 75% (1% improvement)

HE in 2022 = 70% (5% decrease)

HE in 2023 = 71% (1% improvement)

HE in 2024 = 81% (10% 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