



# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

**HOLY NAME PRIMARY SCHOOL  
RESERVOIR**

2017

REGISTERED SCHOOL NUMBER: 1438



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## Contact Details

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## Minimum Standards Attestation

I, Nick Marinelli, attest that Holy Name Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

24<sup>th</sup> May, 2018

## Our School Vision

We are ... faith centered  
We are ... life-long learners  
We are ... a supportive community  
We are ... happy  
We are ... Holy Name.



## School Overview

Holy Name School was originally staffed by the Sisters of the Good Samaritan. Currently the school experiences the enrichment of over 25 nationalities incorporating a multicultural flavour into our school community.

Holy Name is a Catholic co-educational school that currently has an enrolment of 280 children from Prep to Year Six. Holy Name employs a staff of thirty six.

The class structure is two classes of each single year level resulting in fourteen classrooms. The school also has dedicated classrooms for the Performing Arts, Visual Art and Interactive Learning Centre (Library). The school also uses the parish hall for various school uses such as Assembly and P. E lessons.

The school employs specialist teachers for Physical Education, Italian, Performing Arts and Visual Arts.

The school has an SES score of 99.

Holy Name School is multicultural, has varied family structures, and has families from low socioeconomic to middle class professional backgrounds.

The school has many children involved in outside school activities, enjoys active parental involvement and encourages parental decision making and responsibility.

Holy Name School offers progressive, individually focused and challenging education programs based on the Archdiocesan Religious Education texts and the domains of the Victorian Curriculum, forming the basis of an integrated curriculum approach

A pleasing aspect of the year relates to positive school climate. The staff continues to be pleased that many people – be they visitors, excursion guides, camp coordinators etc. comment about our students' display of exemplary manners and respect. Such comments reflect credit on all concerned – the staff, the parents and the students. There is no doubt that the school maintains a culture of cooperation and respect that permits consistent and explicit teaching.

The school community is to be congratulated on a most successful year of fundraising activities which raised funds for the benefit of our school and ultimately our students. The school is appreciative of the involvement of the parent community as they continue to work in partnership with Holy Name to improve our students' outcomes across all key learning areas. We will continue to work collaboratively to develop our students as successful learners who are confident, creative and resilient and have a strong faith, ready to embrace the opportunities and the challenges of the future.

## Principal's Report

As the Acting Principal in 2018 at Holy Name Primary School, Reservoir, I have been very appreciative of the warm welcome I have received by the school and parish community.

This Report has been compiled in relation to the 2017 school year, in line with the Australian Government accountability requirement. Given the extraordinary change and transition of the previous School Leadership Team, and the retirement of the Parish Priest, Fr Peter O'Rourke, this year's Annual Report is modified.

I would like to take this opportunity to acknowledge the work undertaken by the previous Principal, Mr David Delaney, in leading Holy Name over the past nine years.

In regard to the retiring Parish Priest, Father Peter O'Rourke which I only got to know over a very short time, I was touched by his warmth and passion for the Parish of Holy Name. The constant message from the community about Father Peter was always about his constant pastoral care, as well as his exemplary administration of the parish.



Father Peter has made countless number of fine contributions during his 18 years as Parish Priest. Over this time he worked relentlessly to build up the parish and school community. He supported many families in the parish and established many close friends. He will be greatly missed by the community, and on behalf of the school, I extend my thanks to Father Peter for being a wonderful Parish Priest who led the community spiritually, and one whose ministry will continue through the lives he touched while serving here.

The main focus of 2017 was the preparation for the Catholic Education Melbourne School Review as well as ensuring all documentation was complete to meet the Standards for School Registration and other State and Federal Requirements.

Holy Name School has worked in a strategic manner to strengthen their Catholic identity and performance in the Student Wellbeing, Leadership and Management and Learning and Teaching spheres. Through reviewing its School Improvement Plan, the self-reflection process and development of the School Review Report last year, the school addressed each target and intended outcome set at the last review. This review process was thorough and allowed the school to reflect on its progress and future challenges.

The strategic intent in the next cycle of School Improvement is:

*Ensuring that our Catholic identity is proudly and confidently proclaimed and wellbeing is characterised by consistency, student ownership of their learning and accountability.*

*Embedding a high performance and team culture characterised by strategic leadership, evidence based learning, strengthened collegiality and empowerment of our community to achieve high learning growth*

*Developing partnerships and enhanced relationships with wider community*

Holy Name has an excellent reputation in the community as a welcoming school that provides a high standard of learning and teaching in all aspects of the curriculum and in particular the students' faith development.

This solid of performance is apparent in the achievements of the 2017 school year. Students are the focus of all we do at Holy Name as we work in partnership with parents to further improve student engagement in learning that is meaningful and authentic for our students.

The staff is committed to maximising educational opportunities for all students, to achieve the school's goals and strives for continuous improvement. Classroom programs are enhanced and supported by specialist teachers in Visual Art, Languages (Italian), Performing Arts, Physical Education, Reading Recovery and Additional Needs.

We will continue to work collaboratively to develop our students as successful learners who are confident, creative and resilient and have a strong faith, ready to embrace the opportunities and



## Learning & Teaching

### Goals & Intended Outcomes

To further develop an engaging, differentiated learning environment in which students achieve ongoing improvement and success

#### Intended Outcomes

- That student achievement in Reading will improve.
- That student achievement in Numeracy will improve.
- That students will be more engaged and take more ownership of their own learning

### Achievements

Holy Name School made leadership and process changes that have brought the school some way along the track toward achieving an engaging and differentiated learning environment.

Planning is now facilitated around a range of data and information on student progress, and new processes including the use of Google docs is providing more consistency and clearer communication between teachers.

The school also promoted the use of learning strategies including Learning Intentions and Success Criteria through which children get immediate feedback on performance. We also introduced topic specific pre and post testing regimes

The focus on data analysis is moving the school towards ensuring continuous improvement, and students are beginning to understand what it means to be successful in their learning.

A highlight of the year was the Holy Name bi-annual showcase The Performance/Showcase represented the culmination of student engagement with the curriculum, specifically it focuses on the children's response to this term's integrated unit of study through the Performing Arts.

In preparation for the Showcase, the children embarked on exciting, rewarding and challenging theatrical journey that will equip them with a range of performance, production and personal skills. Through the Drama element of Performing Arts, the children have used their classes to explore their world through enactment, music and movement which also involves the creative interaction of individuals using a range of artistic skills.

Drama is an important means of understanding, communicating and appreciating social and cultural values. There is no doubt that a feature of this area allows children to discover new talents and take pride in their efforts. It also helps to develop enthusiasm, confidence, self-esteem, communication and social skills all of which were all wonderfully presented.

**STUDENT LEARNING OUTCOMES**

**MEETING MINIMUM STANDARDS BETWEEN 2015 - 2017**

We have been very pleased that **ALL** our Year 3 students (100%) achieved at or above the minimum standard across ALL NAPLAN areas in 2016. This was an upward trend from slightly weaker results in Reading, Grammar and Punctuation and Numeracy in the previous year.

sustain results of 100% of our students meeting the minimum standards in **Year 3** over the targeted period for NAPLAN Tests.

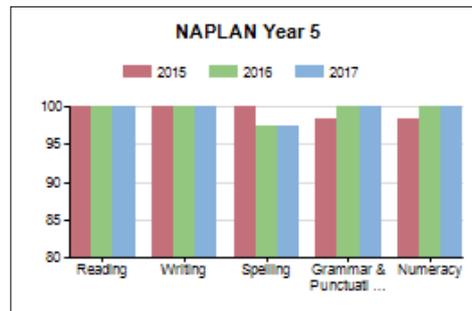
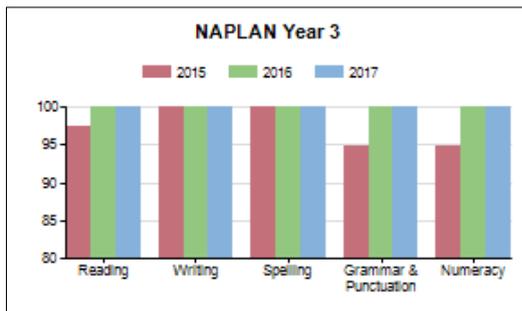
**In Year 5** we have also maintained a 100% of our students meeting minimum standards in NAPLAN Tests except spelling. Although there was a slight improvement in this area in 2017 over the 2016 result, we are still slightly under the 100%.

The upward trend in Year 5 Grammar & Punctuation over the past 3 years to reach a 100% was a very satisfying result for our school. This upward trend in Numeracy to reach 100% was also very pleasing.

This reflects the work the school has done to improve pedagogy and student learning in the area of mathematics.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	94.9	100.0	5.1	100.0	0.0
YR 03 Numeracy	94.9	100.0	5.1	100.0	0.0
YR 03 Reading	97.4	100.0	2.6	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0

YR 05 Grammar & Punctuation	98.4	100.0	1.6	100.0	0.0
YR 05 Numeracy	98.4	100.0	1.6	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	97.4	-2.6	97.5	0.1
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



## Student Wellbeing

### Goals

To further develop a positive school climate, which empowers students to be confident, independent and resilient individuals.

### Intended Outcomes

That improved student behaviour and increased resilience will ensure a positive learning environment for every student.

### Achievements

The school has provided quality professional learning for staff by utilising CEM and other agencies, and included learning how to support children with specific needs. The school has taken a whole school approach to improvement in this sphere which includes teacher understanding of Restorative Practices, Autism Spectrum Disorder and engagement in the Berry Street Education Model. These approaches aim to enhance the scaffolding and language used.

The school believes that undertaking such approaches as Christian Meditation and Circle Time, student leadership opportunities, involvement in E-Smart and ICT school initiatives are strengthening students' academic and social skills.

The implementation of learning through an inquiry approach is developing a stimulating learning environment and increasing student motivation.

A range of policy related to safety and wellbeing was reviewed, and the engagement in the mandatory Child Safe processes has strengthened ownership of policy and practices by the staff.



### Attendance Requirements Holy Name

All class teachers are required to maintain the electronic roll.  
 Rolls are completed twice daily.  
 Office staff contact parents of any children with an 'unknown' absence  
 Parents are requested to notify the school of any absence prior to 9am  
 A record is kept in the office of families who have phoned, written or emailed  
 Parents/carers must sign their child in, if they arrive after 9am  
 Parents/carers must sign their child out if leaving the school before 3.30pm  
 If there is unsatisfactory attendance, the parents are contacted to discuss ways of assisting and supporting in order to improve the situation.

### VALUE ADDED

- Parent partnerships in learning developed through parent information sessions, learning expos, open afternoons and Grandparents/Senior Friends Day
- Student voice developed through Inquiry Based Learning, Student Leadership program i.e. School Captains, House Captains and SRC
- School faith based values highlighted through: Big Buddies program and key events, ANZAC/ Remembrance Day Commemorations,
- Child safety promoted through participation in eSmart program, cyber safety lessons and the consolidation of Child Safety Policy
- Students with additional needs catered for through: Student Services Leader and Staff, Reading Recovery Program, Personalised Learning Plans, Gateways extension programs
- Extra Curricular lunchtime activities and student clubs i.e. School Choir, Mini-Vinnies, Craft

### STUDENT SATISFACTION

In the Insight SRC data surrounding **Engagement in Learning** there are Three indicators that reflect the extent to which students have the confidence and motivation to learn, in a context where they have positive relationships with other students. A strength here is the student connectedness with their peers rating close to the top 25% of Australian schools.



## Child Safe Standards

### Goals and Intended Outcomes

To be compliant and embed the requirements of Ministerial Order No 870 – Child Safe Standards which came into effect on 1 August 2016.

Engaging further with parents, students and staff on Child Safe protocols in order to provide another avenue to build clarity and understanding of how wellbeing and learning processes are supported through the provision of a safe and challenging learning environment.

### Achievements

- Implement and further consolidate the Seven Child Safety Standards
- Creation of a child safe environment
- Embedding and consolidation of 'Child Safety Code of Conduct' and 'Child Safety Policy'
- Continue to update all relevant Policies and Code of Conduct and Child Safety Policy
- Discussed with the School Advisory Board the Child Safe Standards and the relevant policies
- Implement changes such as visitor sign in procedure, Display of Child Safe posters
- Continue to brief staff and consolidate understandings of the seven child safety standards
- Continued to focus on the 'Guidelines for Volunteers' document

## Leadership & Management

### Goals

To further develop and sustain a healthy team culture characterised by a shared vision, positive morale, active staff engagement and a focus on continuous improvement.

### Intended Outcomes

That staff are more empowered through the collaborative decision making processes of the school. That improved feedback processes will lead to professional growth of all staff.

### Achievements

Holy Name School worked towards strengthening school culture, professional practice and data analysis for improved student and whole school outcomes. There has been an improvement to the School Climate Index which appears to indicate that the school is on the right track for future improvement.

The school is committed to ongoing improvement, and to engage in collaborative and team based practices which we recognise is imperative for 21st century learning and teaching.

The school is clearly committed to developing strong collaborative processes.

The school has been committed to allow for Leadership facilitation of planning and PLT's and provides generous planning time with teachers released in teams to ensure effective collaboration around student data and curriculum planning.



Shared planners have been developed, are stored digitally and accessible to all. The lift in use of technology has improved levels of communication within and beyond the school.

Our school improvement focus has been to improve student learning outcomes, therefore staff have been involved in Professional Learning with this goal in mind. 2017 saw a great deal of

work focused on elements of John Hattie’s Visible Learning with a commitment from Holy Name School to join a CEM endorsed collective ‘Evidence Based Learning’ which will be fully operating in 2018.

The work surrounding the participation in the collective gave the leadership team an opportunity to look at the schools current data and to make some plans to gather some further baseline data to be reviewed annually.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2017

Staff Meetings & PLTS  
 Network Meetings and Briefings RE, Literacy, ICT, Wellbeing  
 Visible Learning  
 PE  
 Berry Street  
 Administrative Tools Training – Flexibuzz,  
 Introduction to Class Dojo and CareMonkey  
 Mandatory Reporting  
 A large number of CEOM activities  
 Learning Intentions/Success Criteria

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

30

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$900

### TEACHER SATISFACTION

#### Organisational Climate Index

There has been a steady trend upwards over the past two years from 65.6 (2016) to 71.4.

#### Teaching Climate Index

Again, a small increase in this index (2016): 80.4 (2017) 82.2

## School Community

### Goals

To strengthen community partnerships, both local and global, to support authentic teaching and student learning.

### Intended Outcomes

That parent and community connections are strengthened to improve student learning

### Achievements

We have continued to update our communication protocols.

Continued embedding of Classroom Parent Representatives each class. Parent Representatives delivered and distributed information to parents regarding sports days, class mass times, casual clothes events and other special occasions.

The school newsletter is uploaded via our school website as well as being accessible through the school Flexibuzz app.

Year Level Overviews are published in the Newsletter on a termly basis

The two parent bodies, School Advisory Board and Parents and Friends Association, continued to be vehicles for communication throughout the community.

The P&F were involved in a number of activities including the Mother's Day Stall, Father's Day breakfast, Icy Pole sales in Term 1 & 4, Car Show.

Year 5 & Year 6 involved with Year 7 transition programmes, i.e. St Monica's and Parade College

Grandparents Special Friends Day

Year 5/6 family social night (Basket Supper)

External music lessons

Nude Food days

The Sunglasses campaign continued with each child being given a pair of sunglasses by the Parents and Friends Association

The School Choir performed at local festival.

The school Parent and Friends Association very successful fundraising nights and activities.

**PARENT SATISFACTION**

**Community Engagement Aggregate Index (CEAI)**

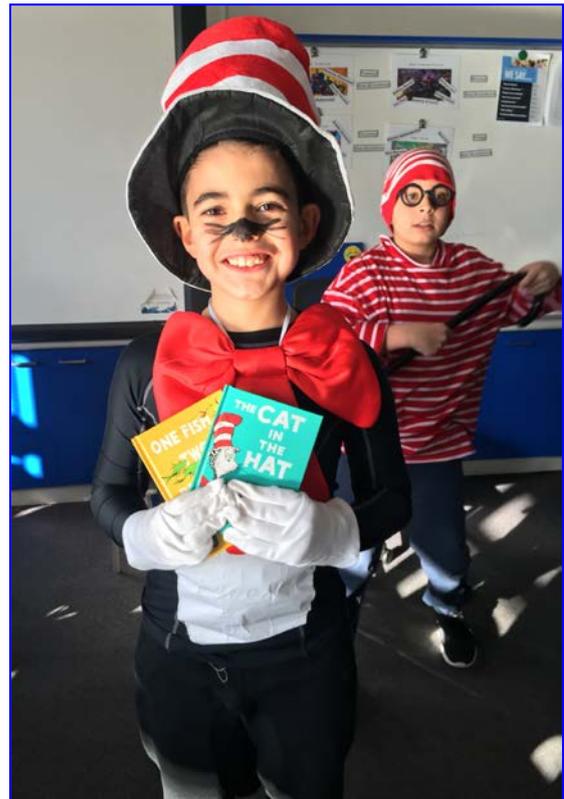
The data reflects an upward growth over the past two years

2015 – 63.6

2016 – 71.8

2017- 74.0

Insight SRC data shows parents value the many opportunities to be involved at Holy Name with a consistent performance over the last two years in all areas. There was growth in *Approachability* and *Parent Input*.



## School Data

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	94.26
Y2	91.88
Y3	93.78
Y4	94.19
Y5	92.80
Y6	93.69
Overall average attendance	93.43

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.74%

STAFF RETENTION RATE	
Staff Retention Rate	82.76%

TEACHER QUALIFICATIONS	
Doctorate	0.00%

Masters	19.05%
Graduate	42.86%
Certificate Graduate	0.00%
Degree Bachelor	85.71%
Diploma Advanced	52.38%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	30
FTE Teaching Staff	22.280
Non-Teaching Staff (Head Count)	10
FTE Non-Teaching Staff	8.354
Indigenous Teaching Staff	0

**NOTE:**

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