



# Sacred Heart School

## St Albans

### 2021

## Annual Report to the School Community



Registered School Number: 1521

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## Contact Details

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## Minimum Standards Attestation

I, Dianne Blake, attest that Sacred Heart 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 2017 (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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

29/03/2022

**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)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely,

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our School Vision

Our Motto:

Jesus, I Trust In You

Our Vision:

As The Catholic Community of Sacred Heart we pray, work and share together, to develop the whole child for a life following Jesus.

Our Mission:

We are called to be spirit filled servants, following Jesus, who was the compassion of God.

Our Values:

Jesus is our inspiration.

- Respect - We respect each person, as we believe all are created in the image of God.
- Compassion - We seek to understand each family's journey.
- Excellence - We strive for excellence in teaching and learning.
- Relationships - We believe that through all our relationships, we reflect Jesus, our role model.
- Community - We work in partnership with our whole community, to foster a sense of welcome and belonging.
- Resilience - We strive to develop confidence, resilience and forgiveness.
- Trust - We strive to develop the potential of each child, because we treasure who we have been entrusted with.

## School Overview

Sacred Heart Catholic Parish Primary School, St Albans, is located in the north-west of Melbourne, and belongs to the Sacred Heart/Emmaus Parish, which includes two Churches and three Primary Schools. The spirituality of St Mary of the Cross is a part of our school culture, and is reflected in all our relationships.

In 2021, Sacred Heart School was 67 years old, having been established in 1954 by the Sisters of St Joseph with an enrolment of 195 pupils. In 2021 the school had an enrolment of 293 pupils throughout 14 grades. The grade structures included: two Prep classes, two Grade 1 classes, two Grade 2 classes, two Grade 3 classes, two Grade 4 classes, two Grade 5 classes, and two Grade 6 classes.

Parents are usually invited to be involved in our Parish through joining a Ministry, however, COVID restrictions prevented active support.

St Albans is a very multicultural suburb, and this diversity is valued and celebrated through our relationships each day in our school.

At Sacred Heart:

- 65% of families are eligible for Camps, Sports and Excursions Fund.
- Families come from more than 12 different cultural backgrounds.
- 50% of the children at Sacred Heart were born overseas, with most of these children coming from Iraq (40%), Vietnam (2%), the Philippines (2%), Sri Lanka (1%), Egypt (1%) and other children were born in Jordan, Syria, Myanmar, India, New Zealand and Croatia.
- 41% of students at Sacred Heart are refugees, of which 39% are refugees from Iraq; the other 3% are refugees from Syria, Jordan, India, Myanmar and Egypt.

Developing positive relationships and creating a safe and calm environment is a priority in our school. Religious Education is taught daily and permeates all that we do. Developing students' Literacy and Numeracy skills is also a key priority.

Curriculum features of our school include:

- A Religious Education Program based on the Religious Education Curriculum Framework
- A Reading Recovery Teacher
- A Number Intervention Teacher
- The LOTE taught is Mandarin Chinese
- New Arrivals-Refugee Support Teachers
- Learning Support Officers
- Psychologist to conduct Assessments
- Speech Pathologist
- Occupational Therapist
- Personalised Learning Plans
- Inquiry Based Learning
- Physical Education, Music, Visual and Performing Arts

- Written and oral reporting to parents each semester with interpreters
- Positive Behaviour Management
- After-School Child Care
- Information and Technology supported by Beyond The Box
- A Maintenance Coordinator

## Principal's Report

We began this year with excitement, thinking that Remote Learning was at an end! Within the first couple of weeks of the year, a five-day 'Circuit Breaker' including Stage 4 Restrictions and Remote Learning was surprisingly introduced.

Following this, our school operated online as per Government Guidelines for a total of 14 weeks! This was not what we hoped for in 2021! All Remote Learning Procedures learnt from 2020 were reintroduced, including Google Classroom.

To support this extended period of learning parents collected resources including:

- Text books for Reading, Handwriting, The Resilience Project and Mathematics
- Rosary Beads
- Maths - playing cards, clocks, counters and dice
- Play dough tubs
- Visual Art Book and paints
- Mini White Boards with an erasable pen and duster
- Musical Instruments including ukuleles and drums
- Physical Education equipment including: balls, bats, skipping ropes

Students permitted to learn on-site with Government Restrictions, included students whose parents were essential workers and vulnerable children. Three additional teachers were employed to support the teaching of these students onsite. This enabled classroom teachers to focus on teaching students online.

Student reports showed that despite extended periods of learning from home, working closely with our families, ensured that students continued to show growth in their learning. This is an amazing achievement and a credit to both our staff and our parents who were all determined to ensure that students connected with the school each day and completed learning activities.

Over the year, our parents, students and staff showed great flexibility and resilience, as they were determined to make each day as successful as possible.

We thank our parents for working so positively with our school.

As Government Restrictions were introduced and changed throughout the year, the school community changed to implement restrictions. School face masks with the Sacred Heart emblem were manufactured in St Albans, and worn by students to add an extra layer of protection against COVID-19. Air purifiers were also installed in all classrooms.

A new wide angle camera and two projectors and screens were installed in the hall to support the connection from home at school events, as parents were not permitted onsite.

Some Sacraments were able to proceed, after being rescheduled including:

Grade 6 students received the Sacrament of Confirmation

Grade 5 students celebrated their First Communion

Grade 4 students celebrated their First Reconciliation

Grade 3 students celebrated their First Reconciliation

Grade 4 First Communion was postponed and celebrated in 2022

Parent meetings were held both on-site when permitted and online as required given COVID restrictions.

A Cybersafety Parent Meeting was held onsite on 22nd March with Susan McLean: Cyber Safety Solutions.

Student online Cybersafety sessions were held on 30th August for Grades three, four, five and six. Keeping our students safe online has never been more important.

A Resilience Project webinar was held on 23rd March with Hugh Van Cuylenburg via Zoom

A focus on STEM throughout the year continued as the newly appointed STEM Teacher set up a new STEM Club to encourage students to use Science, Technology, Engineering and Maths to solve real life problems.

In Inquiry learning, Sacred Heart staff continued to plan STEM Units of work to explicitly teach students to: Define a Problem, Generate Ideas, Ask Questions about Information and Possibilities, Design Solutions, Build Prototypes, Test and Improve Designs.

Whole school celebrations continued either online or on-site including:

Harmony day was celebrated on-site, and students presented their learning in music including: ukuleles, xylophones, drumming and singing. This was facilitated with the support of our Music teacher from The Song Room.

All students participated onsite in the national Simultaneous Storytime "Give me some space", as an astronaut read this book from a space station!

Grade six students were able to attend camp for three days at Camp Manyung.

Sacred Heart Feast Day was celebrated onsite with Mass and a band.

Students celebrated Book Week with an online performance of the book "Your Birthday was the Best" and children dressed up at home and uploaded photos from home to Google Classroom of their costumes.

Parent teacher interviews were held on-site in Term 1 and then online or via a phone call in Term Two, Three and Four. These meetings provided an essential opportunity to connect with parents and receive feedback about student learning. Students also gave teachers regular feedback about how they were feeling about their learning.

A summary of students' Learning Intentions for the term was written and sent home, to inform parents about what teachers would be teaching, and what students would be learning. During Remote Learning, parents also taught students, and it was important that they were aware of the Learning Intentions and Success Criteria for the term.

Fun Fridays were introduced during lockdowns including: a magician, a band, an exercise coach and plays.

Lockdowns, whilst challenging for teaching and learning, provided time for staff to be vaccinated, prior to working back on-site with students in Term Four.

Once again, we thank our wonderful community for all their support in 2021.

What a year!

Dianne Blake

## Education in Faith

### Goals & Intended Outcomes

#### Goal 2: Living the Gospel

**Intended Outcome:** That our School Community connects Gospel Values with life in today's world.

### Achievements

- All children participated in daily prayer both when on-site and when learning from home via Google Meet
- Students were taught about the Sacraments of Reconciliation. First Communion and Confirmation both on-site and online via Google Meet when learning from home
- The Sacrament of Confirmation was celebrated in the church, with COVID-19 restrictions in place
- Grade Four students celebrated the Sacrament of Reconciliation in the church with COVID-19 restrictions in place. This had been postponed in 2020 due to COVID
- The Religious Education Coordinator continued to plan with teachers both onsite and online when students were learning from home or COVID-19 restrictions were in place at the school site
- Teachers reported against the Religious Education Framework: Knowledge and Understanding, Reasoning and Responding and Personal and Communal Engagement in both Semester One and Semester Two
- Students' achievement of success criteria was uploaded to Google Classroom when students were learning from home
- Catholic perspectives permeated all learning including Inquiry Units of work
- The end of year Mass was celebrated onsite with all Grade 6 children and streamed to the whole school and parents at home
- Sacred Heart Feast Day Mass was streamed to classrooms via Google Meet
- The weekly whole school Mass was cancelled due to COVID-19 restrictions

### VALUE ADDED

- The Sacrament of Confirmation was celebrated for Grade 6
- Grade 5 Eucharist was celebrated
- Grade 3 and 4 First Reconciliation was celebrated in the church with COVID restrictions in place
- Maria Forde or Alyssa and Daniel Agius provided liturgical music for each Sacrament
- Year 4 First Communion was postponed to 2022 due to COVID

## Learning & Teaching

### Goals & Intended Outcomes

#### Goal 5: Data and Student Growth

**Intended Outcome:** That student data including academic, attendance, behaviour and wellbeing is systematically and centrally collected, to personalise teaching and learning, identify next steps, monitor and improve growth.

#### Goal 6: Teaching Tool bag

**Intended Outcome:** That our school teachers have high levels of pedagogical practice including expert knowledge of teaching strategies to improve student learning.

#### Goal 7: Curiosity, Creativity and STEM

**Intended Outcome:** That students have access to their full entitlement of the Victorian Curriculum, with opportunities for multiple means of representation, engagement and expression of learning.

#### Goal 8: Visible Learners / Students as Teachers

**Intended Outcome:** That all learning is "Visible", enabling students to become their own teachers.

### Achievements

#### Goal 6: Teaching Tool bag

**Intended Outcome:** That our school teachers have high levels of pedagogical practice including expert knowledge of teaching strategies to improve student learning.

- On 19th April and 12th July 2021 - Staff Professional Development days were held to develop Term Planners using the Victorian Curriculum. These were then transferred to Victorian Curriculum Information for Parents outlines
- Student termly outlines sent out to parents, included weekly Learning Intention and Success Criteria
- Google Classroom was used by all students during Remote Learning. All students 'met' with their teacher at 9am each day. Teachers then differentiated learning by teaching groups of students 'live' for Literacy and Numeracy each day
- Individual timetables for student learning were distributed
- Students in a teacher group once each day at a minimum
- Students were also taught 'live' for all subjects including Physical Education, Art, Music and Chinese
- Student work was uploaded by the teacher by 8am each day
- Students uploaded completed work or a photo or video of their completed work using Google Classroom. Students then received feedback on their work from the teacher considering the success criteria of the activity
- Families collected take-home learning packs including: Timetables, Maths resources and games, play dough, paints, sports equipment and musical instruments e.g. ukulele
- Daily monitoring of student attendance and follow-up phone calls for student absences online

- Student 'WOW' work was celebrated when learning online. This was also shared with parents in the weekly newsletter
- Fun Friday experiences for students online included: A Magician, A Band, A Physical Education coach
- Teachers provided a daily Google Slides presentation each day to explain the expectations of online learning
- Intervention and other support programs were also put in place as Maths Intervention and Reading Recovery continued online Learning Support Officers supported students 1:1 both online and on-site
- Three additional teachers were employed to support students who were eligible to work on-site during remote learning. This included students of parents who held a worker permit and vulnerable children
- Each student had their own individual timetable and was clear about times that they were expected to join a whole class meeting or a small group meeting with their teacher
- Students provided with writing plans, differentiated success criteria worked examples of different genres
- Students had access to text books in literacy and numeracy to provide opportunities for students to work away from the computer: The Resilience Project, Targeting Maths, Handwriting and a Reading text book and novel
- Online educational programs used by students include: PM E Collection, Mathletics, Reading Eggs, Redi Writer, Spelling, STEM Scope, Essential Assessments, Study Ladder and Sunshine Online
- Students reflected weekly on their learning to give teachers feedback
- MACS Early Number and Algebra Project
- MACS Research Lead Pilot Program from 2020-2021
- The National Art Gallery of Victoria provided lessons for students

#### Goal 7: Curiosity, Creativity and STEM

Intended Outcome: That students have access to their full entitlement of the Victorian Curriculum, with opportunities for multiple means of representation, engagement and expression of learning.

- A STEM Coordinator was appointed
- On 4th May students and Specialist teachers visited The Australian Centre for Contemporary Art and received professional development with a STEM focus
- On 4th July, Shelly Waldon, a MACS STEM, provided professional development for all staff on Assessment and Reporting in STEM
- STEM tools used include: Microbits, Makey Makey, Edison Robots, Bee Bots, Electric Circuits
- Sacred Heart staff plan STEM Inquiry Units of work to explicitly teach students to: Define a Problem, Generate Ideas, Ask Questions About Information and Possibilities, Design Solutions, Build Prototypes, Test and Improve Designs

#### Prep

Term 1: Design and Technologies: Where do I belong?

Term 2: Health: How does the community help us to be safe?

Term 3: Science: Can living things survive in different environments?

Term 4: History: Who am I? Who is my family?

#### Grade 1

Term 1: Health and Design & Technologies: How can I use learning powers to solve problems?

Term 2: Geography: How do people from around the world celebrate together?

Term 3: Unit 1: Science: How can we take care of our environment? Unit 2: Science: How do forces impact the way objects move?

Term 4: History: How has family changed or remained the same over time?

#### Grade 2

Term 1: Health and Design & Technologies: How do I keep healthy?

Term 2: Geography: How can we create a town with natural, managed and constructed features?

Term 3: Geography and History: Where do people come from, and how are they united by the Olympic Games?

Term 4: History: What is the importance of Country to the First Nations Peoples of Australia?

#### Grade 3

Term 1: Science and Design & Technologies: How can we design a suitable environment for different animals?

Term 2: Geography: How do we design a new and improved town for the community?

Term 3: Health: How can we promote health and well-being at Sacred Heart?

Term 4: History: How can we share and care for the land of Australia?

#### Grade 4

Term 1: Science and Design & Technologies: How do forces impact our daily life?

Term 2: History: Who lived here first, and how do we know?

Term 3: Geography and Design & Technologies: A better world

Term 4: Geography: What is South of the Equator?

#### Grade 5

Term 1: Civics and Citizenship: How are laws enforced to protect our human rights?

Term 2: Science and Geography: How do we plan for natural disasters?

Term 3: Science: Matter matters!

Term 4: History: Who shaped the Australia we live in today?

## Grade 6

Term 1: Health: How do we enhance our health, safety and well-being?

Term 2: Civics and Citizenship and Geography: Citizens of the world, who are they?

Term 3: Science: What contributions can you make to society as a scientist or designer of the future?

Term 4: Economics and Business: Who wants to be an entrepreneur?

## Goal 8: Visible Learners / Students as Teachers

Intended Outcome: That all learning is "Visible", enabling students to become their own teachers.

- Learning Intentions and Success Criteria were used across all learning areas
- Teachers provided feedback to students based on success criteria
- Students were shown models of writing genres as examples of the 'finished product'
- The Victorian Curriculum and Assessment Authority writing samples were used to guide the moderation of students writing
- Data was used to differentiate students learning at planning each week
- Students completed feedback forms for teachers
- Sacred Heart Learning Powers were celebrated: Brave, Creative, Persistent, Optimistic, Self-Motivated, Reflective, Questioning
- Social stories were frequently used to teach required behaviour
- E-portfolios were used to collect samples of student work to show achievement of success criteria in Years Five and Six
- Portfolios were used to gather evidence of student achievement from Foundation to Year Four
- Future goals discussed at Parent-Teacher Interviews

## STUDENT LEARNING OUTCOMES

### Goal 5: Data and Student Growth

Intended Outcome: That student data including academic, attendance, behaviour and well-being is systematically and centrally collected, to personalise teaching and learning, identify next steps, monitor and improve growth.

- In Reading, termly Fountas and Pinnell comprehension assessments were conducted, and recorded on students individual tables which are kept throughout their time in Primary School.
- In Reading, PAT is conducted annually in Term four and student growth for a year is recorded.

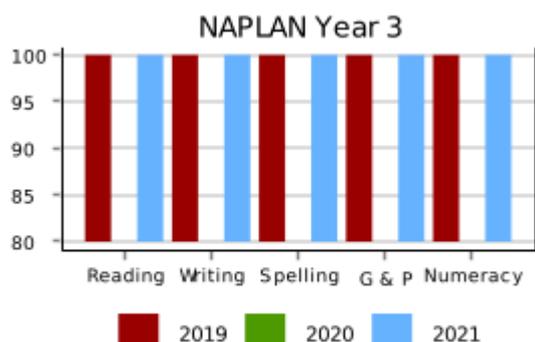
- In Maths, PAT is conducted annually in Term four and student growth for a year is recorded.
- Other assessments in Maths include: Essential Assessments tests after units of work to track student growth.
- Learning Framework in Number Assessments were also conducted to gain information about students' knowledge in Number.
- Marie Clay testing conducted from Years F-Two
- The Record of Oral Language conducted in Foundation and Year One and with some Year Two students
- Triangulation of data was used for moderation
- EAL students pathway monitored using progression and achievement table

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	86.1	-	-	97.4	-
YR 05 Numeracy	100.0	-	-	94.7	-
YR 05 Reading	97.2	-	-	94.7	-
YR 05 Spelling	100.0	-	-	92.1	-
YR 05 Writing	100.0	-	-	100.0	-

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

#### Goal 9: Enhancing Student Wellbeing

**Intended Outcome:** That our school collects Wellbeing Data, to provide a comprehensive view of each child's development across the years of school, to monitor and enhance student wellbeing.

#### Goal 10: Positive Relationships

**Intended Outcome:** That our school has a coordinated and consistent Positive Behaviour Teaching and Learning Approach.

### Achievements

#### Goal 9: Enhancing Student Wellbeing

Intended Outcome: That our school collects Wellbeing Data, to provide a comprehensive view of each child's development across the years of school, to monitor and enhance student wellbeing.

- Completed Resilience Project survey to pinpoint areas of need in cohorts of students
- Students participated in "The Resilience Project" lessons from the workbook
- Year 6 students attended a three-day camp at Camp Manyung in Mt Eliza
- Staff work programs demonstrated adjustments for students on Nationally Consistent Collection of Data for Students With a Disability (NCCD)
- A Speech Therapist worked with students onsite and via telehealth two days a week
- A Psychologist conducted assessments and facilitated parent feedback meetings
- In Term 4 an Occupational Therapist began working with students one day a week
- A Foundation House worker supported students and families when restrictions allowed this
- Personalised Learning Plans were updated each term
- Program Support Group meetings were held either onsite or over the phone each term
- Students participated in Mindful Meditation from 2.05-2.10 each day when onsite
- Staff read a picture story book after Break One when onsite each day
- Fortnightly surveys were conducted with students to provide regular feedback to teachers
- Susan McLean; Cyber Safety Solutions conducted an online cybersafety lesson for students from Grade 3-6 on Monday 30th August
- Parent Surveys regarding online learning were conducted to gather feedback about online learning
- Parent Meetings were held in Term 1 (Onsite), Term 2 (Phone call), Term 3 (Phone call) and Term 4 (Online) to discuss students achievements and goals
- Fun Fridays were planned during lockdown and included:
  - Book week plays 26th August & 3rd September (Your Birthday was the Best)
  - A Magician 8th October

- A Fitness instructor 10th September
- A band 'Unlimited' on both 14th October and 26th August
- National Gallery of Victoria Workshops conducted with students on: 13th, 14th, 15th September

#### Goal 10: Positive Relationships

Intended Outcome: That our school has a coordinated and consistent Positive Behaviour Teaching and Learning Approach.

- 29th January Dan Petro Positive Behaviour Management for all staff
- Weekly meetings with Prep Teachers and Dan Petro
- Term 2, 2021 Functional Behavioural analysis with Year 3 and 4 teachers - Dan Petro
- 24th February 2021 The Resilience Project: Teacher Wellbeing professional development - Belinda Galloway
- 18th August Leadership team participated in 'Ripple' Staff Training to trial a new system to collect student well-being data
- A Speech Therapist worked with students onsite and via telehealth two days a week
- A Psychologist conducted assessments and facilitated parent feedback meetings
- In Term 4 an Occupational Therapist began working with students one day a week

#### VALUE ADDED

Year 6 students participated in Inter-School Sports in Term 1

Year 6 Camp in March

Sacred Heart Feast Day Celebration onsite

Year 5 students had a 90-Minute Circuit Board Electronics Workshop

Online Music Classes with The Song Room

All students watched a Meerkat Book Week Production

Year Six students joined an online Dare to Dream Education Program run by Project Gen Z

Whole School Music Concert was held in the School Hall

#### STUDENT SATISFACTION

Remote Learning Surveys were conducted to gather feedback from parents and students.

### STUDENT ATTENDANCE

- All students are required to be at school each day unless reasonable and valid grounds exist for them to be absent
- Parents contact the school via a phone call, email or by using the school App to explain why an absence has occurred
- Student absences are recorded in the morning and afternoon, and aggregated data on the nForma website is communicated to Melbourne Archdiocese Catholic Schools (MACS)
- Parents are contacted each day if a child has an unexplained absence
- Meetings are held twice a year and the importance of student attendance is discussed, if required
- A written statement is included on individual reports when attendance is unacceptable indicating the number of days absent, and a statement that it is a requirement that students attend school each day
- " It is important that \_\_\_ is at school every day and arrives at school before 8:45am. This will ensure that \_\_\_ does not miss out on any learning"
- Aggregated student attendance data is reported on each year as a part of the Annual Report To The School Community

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	95.7%
Y02	97.0%
Y03	97.7%
Y04	96.8%
Y05	97.8%
Y06	96.9%
Overall average attendance	97.0%

## Child Safe Standards

### Goals & Intended Outcomes

- To ensure the Safety of all students at Sacred Heart Catholic Parish Primary School
- To work closely with teachers, learning support officers, administration staff, and maintenance coordinator, to ensure that the all Child Safe Policies including our Code of Conduct are followed
- To ensure all families know and follow our Child Safe Policies including our Code of Conduct
- To ensure all external visitors to the school know and follow our Code of Conduct

### Achievements

- Attendance at Family Violence Information Sharing Scheme Webinar
- Staff completed the Mandatory Child Safe Module
- Student Safety scheduled as an agenda item at all Staff Meetings
- School communication to parents highlights student safety
- Families have access to the Child Safety Policy
- Child Safety is on the front page of the schools website
- All parents are expected to have a Working with Children Check if volunteering to help in the school
- All parents are encouraged to apply for a Working with Children Check
- Referees are contacted for all staff working in the school
- The Child Safe Policy is distributed to all School Helpers and workers
- The Child Safe: Acceptable and Unacceptable Behaviour Statement is signed by all staff, workers and School Helpers
- Student voice is encouraged in each room and safety concerns are raised
- Feedback forms are completed regularly in classrooms so that teachers are given feedback about how students are feeling and any bullying can be reported
- Protect, Identifying and Responding to all forms of Abuse in Victorian Schools is implemented
- Child Safety is an important aspect of Victorian Institute of Teaching (VIT) registration and accreditation to teach
- A risk assessment is conducted prior to incursions and excursions

## Leadership & Management

### Goals & Intended Outcomes

#### Goal 3: Teachers as Learners

**Intended Outcome:** That our school has a team of highly effective teachers with a strong self-reflective culture, focused on continuous professional improvement of pedagogy, based on research.

#### Goal 4: Connecting with Community

**Intended Outcome:** That student outcomes are enhanced through community partnerships

### Achievements

#### Goal 3: Teachers as Learners

**Intended Outcome:** That our school has a team of highly effective teachers with a strong self-reflective culture, focused on continuous professional improvement of pedagogy, based on research.

- Middle Level Leaders continued to lead staff
- Effect size data calculated to inform teaching and show student growth
- Planning meetings continued weekly online and on-site when permitted
- STEM PD with MACS Shelly Waldon on assessment and Reporting in STEM
- Staff used data to plan for students point of need
- Application for Vic Gov Building Grant not successful
- Level 2 First Aid: Anaphylaxis, Asthma, CPR, Defibrillator 17th December 2021
- EMQ - Emergency Management Online Warden Training 17th December 2021
- COVID-19 Safe Training E-Learning module (Fuse education)
- Term 1 2021 AITSL Assessment Tool
- 27th and 28th January 2021 Planning Day to write Curriculum Term Planners
- 27th January 2021 Specialists planning day with ACHPER
- 28th January Specialists Planning day with The Song Room
- 29th January Dan Petro: Behavioural Analyst worked with all staff
- Term 1 Mandatory Reporting Online Module completed by all staff
- Term 1 NCCD Module: Disability Standards for Education completed by all staff
- 22nd March: Cybersafety: Susan McLean: Cyber Safety Solutions
- Weekly Proactive Coaching: Physical Education
- National Art Gallery of Victoria - supporting students and specialists
- Debbie Sukarna Spelling Professional Development 15th & 16th December

#### Goal 4: Connecting with Community

Intended Outcome: That student outcomes are enhanced through community partnerships

- Ongoing Feedback from parents to ensure engaging online learning is engaging
- National Gallery of Victoria & Centre for the Contemporary Arts
- Online student teaching from The National Art Gallery of Victoria
- Police Partnerships
- Investigated the funding of an Early Learning Centre
- Aligned Maths Homework with LFIN student goals
- The Songroom teaching artist worked with staff and students
- Wakakirri Performance initiated
- ACPHER Professional Development for Specialist teachers
- Pro Coaching PD for specialist staff and students, for example: Athletics
- First Aid - Stitches
- ALIA Simultaneous Storytime 19th May
- DHS visit 22nd February
- NCCD ROSEA Online Training
- Employment of Full-Time Administration Assistant

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

- Level II First Aid Course for All Staff
- Emergency Evacuation Management
- Supporting Students with a Disability Online Professional Development
- The Resilience Project
- Positive Behaviour Management with Dan Petro: Behavioural Analyst
- Cybersafety Education with Susan McLean: Cyber Safety Solutions
- Teaching Artist Program by the National Art Gallery
- Achper Physical Education Professional Development
- The Song Room Professional Development
- Governance Online Professional Development
- Nationally Consistent Collection of Data on School Students with Disability: NCCD
- NForma Professional Development
- Debbie Sukarna two day Spelling Professional Development
- MACS Early Number and Algebra Project in 2021

- MACS Research Lead Pilot Program from 2020-2021

Number of teachers who participated in PL in 2021	33
Average expenditure per teacher for PL	\$2098

### TEACHER SATISFACTION

The MACSIS Survey data was completed in 2021. This staff data shows positive responses to questions in relation to each of the following survey domains: Student Safety - School Climate - Staff-Leadership Relationships - Feedback - School Leadership - Staff Safety - Psychological Safety - Instructional Leadership - Professional Learning - Collaboration Around an Improvement Strategy - Collaboration in Teams - Support for Teams - Collective Efficacy.

In almost all areas, Sacred Heart responses are above other MACS primary school data.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	76.9%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	91.4%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	15.0%
Graduate	10.0%
Graduate Certificate	5.0%
Bachelor Degree	85.0%
Advanced Diploma	15.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	34.0
Teaching Staff (FTE)	27.5
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	8.0
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

#### Goal 1: School Improvement 2019-2020

Intended Outcome: That our school community has a shared understanding of, and is committed to the Strategic Improvement Plan

### Achievements

- Parent Meetings were held in Term 1 (Onsite), Term 2 (Phone call), Term 3 (Phone call), Term 4 (Online or phone call) to discuss student' achievement and goals
- Student portfolios were shared with parents each term
- Parent Curriculum Outlines sent home each term summarising what students will be learning
- Online learning was shared and celebrated in the weekly newsletter
- Parents completed surveys regarding online learning to provide feedback to the school
- 30th March celebration of Harmony Day
- 30th August Susan McLean: Cyber Safety Solutions facilitated a Cybersafety meeting for students in years 3-6
- 22nd March Susan McLean: Cyber Safety Solutions facilitated a Cybersafety meeting for staff and parents
- Year 7 Transition Meetings held online
- Inter-school Sport was played with the with local Primary schools
- Fun Fridays during lockdown included:
  - Book week plays 26th August & 3rd September (Your Birthday was the Best)
  - 8th October Magician
  - 10th September Fitness
  - 26th August and 14th October Alyssa and Daniel Agius: Unlimited Concert
  - 13th, 14th, 15th September NGV Workshops

### PARENT SATISFACTION

Data was collected through:

- Parent Teacher Interviews held 4 times during 2021 either on-site, via Google Meet or a phone call with interpreters
- Parents completed a survey after receiving their child's school report
- Parents completed surveys to give the school feedback about their Remote Learning experience

- Students completed either weekly or fortnightly surveys for their teacher to let the teacher know how they were feeling about their learning

## Future Directions

### School Community

Goal 1: School Improvement 2021

Intended Outcome: That our school community has a shared understanding of, and is committed to the Strategic Improvement Plan

### Religious Education

Goal 2: Living the Gospel

Intended Outcome: That our School Community connects Gospel Values with life in today's world.

Leadership

Goal 3: Teachers as Learners

Intended Outcome: That our school has a team of highly effective teachers with a strong self-reflective culture, focused on continuous professional improvement of pedagogy, based on research.

Goal 4: Connecting with Community

Intended Outcome: That student outcomes are enhanced through community partnerships

### Teaching and Learning

Goal 5: Data and Student Growth

Intended Outcome: That student data including academic, attendance, behaviour and wellbeing is systematically and centrally collected, to personalise teaching and learning, identify next steps, monitor and improve growth.

Goal 6: Teaching Tool bag

Intended Outcome: That our school teachers have high levels of pedagogical practice including expert knowledge of teaching strategies to improve student learning.

Goal 7: Curiosity, Creativity and STEM

Intended Outcome: That students have access to their full entitlement of the Victorian Curriculum, with opportunities for multiple means of representation, engagement and expression of learning.

Goal 8: Visible Learners / Students as Teachers

Intended Outcome: That all learning is "Visible", enabling students to become their own teachers.

### Wellbeing

Goal 9: Enhancing Student Wellbeing

Intended Outcome: That our school collects Wellbeing Data, to provide a comprehensive view of each child's development across the years of school, to monitor and enhance student wellbeing.

Goal 10: Positive Relationships

Intended Outcome: That our school has a coordinated and consistent Positive Behaviour Teaching and Learning Approach.