



Sacred Heart School St Albans

2022 Annual Report to the School Community



Registered School Number: 1521

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

27/04/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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,

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 2022, Sacred Heart School was 68 years old, having been established in 1954 by the Sisters of St Joseph with an enrolment of 195 pupils. In 2022 the school had an enrolment of 305 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.

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:

- 91% of students speak another language at home.
- 44% of families are eligible for Camps, Sports and Excursions Fund.
- Families come from more than 17 different cultural backgrounds.
- 48% of the children at Sacred Heart were born overseas, with most of these children coming from Iraq (37%), Vietnam (2%), the Philippines (2%), Sri Lanka (2%), Egypt (1%), Myanmar (1%) and other children were born in Jordan, Syria, New Zealand, Congo, South Sudan, Kuwait, Lebanon, Malaysia, Turkey, Columbia and Croatia.
- 41% of students at Sacred Heart are refugees, of which 88% are refugees from Iraq; the other are refugees from Syria, Jordan, Myanmar, Lebanon, Turkey, Malaysia, Congo 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 STEM/ Inquiry Leader and 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

In 2022, Sacred Heart participated in the cyclical School Improvement Review, for both Victorian Registration Qualifications Authority (VRQA) and Melbourne Archdiocese Catholic Schools (MACS). All school policies were updated to ensure that they reflected new MACS policies. Our reviewer confirmed that all standards for the VRQA and the eleven Child Safety Standards have been met.

There was much to celebrate throughout our review including the following quotes from the reviewer's report:

"Sacred Heart School continued to place a strong emphasis on the well-being of students and to demonstrate commitment to enacting its values of compassion, respect, excellence, relationships, community, resilience, and trust. The school focused on the development of curriculum and pedagogy, leadership support and a deepening understanding of the use of data to target student growth. This was achieved through weekly professional learning sessions and pupil free days. A highly valued sense of community, and a focus on Religious Education (RE) have been maintained".

"School leaders are respected as instructional leaders and valued for their support. Staff spoke positively of their work ethic and desire to be effective in building relationships conducive to learning with both their students, families, and their colleagues".

"Student well-being has a high priority at Sacred Heart and the school has an excellent reputation in the wider community for the quality of its safety, care and focus on the individual. Students recognise their role in ensuring that Sacred Heart is a place where all students feel safe, valued, and respected".

The MACS Self-Reflection and Assessment Tool included the following outcomes:

In **Religious Education** Sacred Heart was placed mostly in the highest or second-highest category for:

Capability 1 Religious Leadership

Capability 2 Praying and Celebrating

Capability 3 Witness for Mission

Capability 4 Learning

In **Learning and Teaching** Sacred Heart was placed mostly in the highest category for:

Capability 1 Learning and Teaching

Capability 2 Powerful Teaching

Capability 3 Assessment and Monitoring of Progress

In **Leadership and Management** Sacred Heart was placed mostly in the highest category for:

Capability 1 Formation of Self and Others

Capability 2 Leading Learning, Innovation and Improvement

Capability 3 Strategic Planning, Leadership and Management

In **Student Well-being** Sacred Heart was placed mostly in the highest or second-highest category for:

Capability 1 Safe, Positive and Enabling Learning Environments

Capability 2 Resilience, Identity and Growth

Capability 3 Student Agency and Empowerment

In **School Community** Sacred Heart was placed mostly in the highest or second-highest category for:

Capability 1 Belonging, Welcome and Positive Relationships

Capability 2 Catholic Mission

Capability 3 Parents as Partners

Capability 4 Community Partnerships

Summary Strengths of our review from our reviewer:

- Strong supportive leadership and a sense of purpose and direction
- The school's pedagogical model and the consistency of delivery by staff
- Collection and analysis of data to differentiate student learning
- The continued emphasis on student well-being that includes structures to support the students. A school-wide approach to well-being with a focus on increasing student resilience
- The school's EAL program supporting newly arrived students to Australia
- The school designed and implemented behaviour management approach
- Development of school community partnerships.

Our reviewer had difficulty finding goals for us to work on for our next review!

Once again, we thank our wonderful community for all their support in 2022.

“Let love guide you in all your life” - Mary MacKillop (1837)

Yours Sincerely,

Dianne Blake

PRINCIPAL

Catholic Identity and Mission

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 at the beginning and the end of the day and before meals
- Students were taught about the Sacraments of Reconciliation, First Communion and Confirmation
- Grade Six children celebrated the Sacrament of Confirmation with Bishop Martin Ashe
- Grade Four students celebrated the Sacrament of First Holy Communion
- Grade Five children celebrated the Sacrament of First Communion, which was cancelled in 2021 due to COVID
- Grade Three children celebrated the Sacrament of Reconciliation
- Maria Forde or Alyssa and Daniel Agius provided liturgical music for each Sacrament
- Ash Wednesday was celebrated with all students
- The Religious Education Coordinator continued to plan with teachers each week
- 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 learning intentions in Religious Education was moderated against the Religious Education Framework
- Catholic perspectives permeated all learning including Inquiry Units of work
- The end of year Mass was celebrated with all Grade 6 children and the whole school community
- Sacred Heart Feast Day Mass was held with parents welcome
- Fr Maurie facilitated fortnightly Class Liturgies in the library
- Fr Maurie provided professional development for teachers on how to prepare Liturgies for children
- Catholic Social Teaching principles were highlighted

VALUE ADDED

Reviewer Insights:

Artwork and iconography throughout the school are a clear reminder of the Catholic identity of the school. Students eagerly participate in regular liturgical experiences, daily prayer, and meditation sessions. Students are provided with opportunities to live out the vision and values of the school and to express their faith. This was evident in the language used and the examples given by students. Students are empowered to take greater leadership in this sphere by, for example, co-constructing and leading prayer in liturgical celebrations and assemblies.

The school has a diverse Catholic community. The school supports families by ensuring all communications are in a variety of languages, that interpreters are readily available and by promoting and supporting important holy days.

The school links RE lessons to Inquiry where appropriate. It continues to conduct a structured RE program at other times. Classroom observations and a review of staff planners indicated that the structured RE lessons were usually designed to address the curriculum of the particular year level.

Learning and 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.

- Staff Professional Development days were held to develop Term Planners using the Victorian Curriculum. These were then transferred to Parent Curriculum Outlines
- Parent Curriculum Outlines included weekly Learning Intentions and Success Criteria
- Intervention and other support programs such as Maths Intervention and Reading Recovery were implemented
- Learning Support Officers supported individual student goals where required
- Students were provided with writing plans, differentiated success criteria and worked examples of different genres
- Students reflected weekly on their learning to give teachers feedback
- MACS Early Number and Algebra Project
- 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 led Inquiry Planning

- STEM tools purchased included: 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: Science and Design & Technologies: How are living things used to create inventions?

Term 2: Science and Design & Technologies: How do animals survive in different environments?

Term 3: Civics and Citizenship and History: How does the community help us to be safe?

Term 4: History and Geography: How do people around the world celebrate together? How has technology changed over time?

Grade 1

Term 1: Science and Design & Technologies: How do we solve problems with ideas from nature using our imagination and creativity?

Term 2: Health and Design and Technology: How do I keep healthy?

Term 3: Geography and History: Who are the Aboriginal people of Wurundjeri land?

Term 4: Science: How do forces impact the way objects move? How can we take care of our environment?

Grade 2

Term 1: Science and Design & Technologies: How do we solve problems with ideas from nature using our imagination and creativity?

Term 2: Health and Design and Technology: How do I keep healthy?

Term 3: Geography and History: How do the First Nations people connect to Country/Place?

Term 4: History: How has technology change over time? How has technology changed the world? How has technology change the way we live?

Grade 3

Term 1: Science and Design & Technologies: How do we solve problems with ideas from nature using our imagination and creativity?

Term 2: Geography and Design and Technology: How can we improve our country so that all people live in harmony and peace?

Term 3: Health and History: How can we enhance the health, safety and well-being of ourselves and others?

Term 4: Civics and Citizenship: How can we improve the rules and laws within our community?

Grade 4

Term 1: Science and Design & Technologies: How do we solve problems with ideas from nature using our imagination and creativity?

Term 2: Civics and Citizenship: Does our local government keep us safe, ensure accessibility and enhance well-being?

Term 3: History, Science and Design and Technology: How were Aboriginal and Torres Strait Islander people the first scientists? What does 'country' mean to Aboriginal and Torres Strait Islander people?

Term 4: Science and Geography: How does the power of the sun and moon affect the Earth? What occurs as a result of the interaction between the sun, the Earth and the Moon?

Grade 5

Term 1: Science and Design & Technologies: How do we solve problems with ideas from nature using our imagination and creativity?

Term 2: Civics and Citizenship: How do laws solve problems in the local, state and federal communities?

Term 3: History: What were the significant events that shaped Australia? How were the Indigenous Australians impacted by colonisation?

Term 4: Science: How do we plan for natural and human made disasters?

Grade 6

Term 1: Science and Design & Technologies: How do we solve problems with ideas from nature using our imagination and creativity?

Term 2: Economics and Business: Do you dare to dream?

Term 3: History: What contributions have significant individuals and groups made to the development of Australia?

Term 4: Science and Digital Technology: How is energy an essential part of our life? How can we use technology to improve our future?

Excursions/Incursions Term 1

Grade 1 National Gallery of Victoria

Grade 2 National Gallery of Victoria

Grade 2 Gymnastics Incursion

Excursions/Incursions Term 2

Grade 1 visit to CRC Vegetable Garden

Grade 5 and 6 visit to National Gallery Victoria

Grade 5 Parliament Online Incursion

Prep Melbourne Zoo Excursion

Grade 6 Dare To Dream Workshop Project Gen Z Incursion

Excursions/Incursions Term 3

Grade 6 Wakakirri National Story Dance Festival

Whole School - Indigenous Dance Workshop

Whole School NGV Indigenous Art Workshop

Grade 6 Business Fair Onsite

Prep Dream City

Grade 1 and 3 Cultural Infusion Incursion

Grade 3 Life Education Van

Book Week Play for all students

AusKick was held on Friday afternoons in August and September

Athletics Coaching

Excursions/Incursions Term 4

Grade 3, 4 and 6 Scienceworks

Grade 2 Melbourne Museum

All Prep, Grade 1, Grade 2, Grade 3, Grade 4 and Grade 5 students attended "Christmas Melodies" at Hamer Hall in the Arts Centre

Sacred Heart joined Catholic Regional College for an evening of Christmas Carols

All grades participated in a Life Saving Incursion

Brimbank Proactive Policing Unit spoke to Grade 5 and 6 students

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

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 was conducted in Foundation and Year One for all students and 'at risk' Year Two students
- Triangulation of data was used for moderation
- EAL students pathway monitored using progression and achievement table

STUDENT LEARNING OUTCOMES

NAPLAN 2022 Grade 3 data shows that 100% of students have achieved the minimum standards in Reading, Writing, Grammar and Punctuation and Numeracy

NAPLAN 2022 Grade 5 data shows that 100% of students have achieved the minimum standards in Reading and Writing and Numeracy.

NAPLAN 2021-2022 Grade 5 Grammar and Punctuation data has remained the same at 97.4%.

NAPLAN 2021-2022 Grade 5 Spelling data has improved to 97.4%

Each week appropriate student goals, learning intentions and success criteria are discussed at planning for individual students in Reading, Writing and Mathematics with coordinators.

All 'at risk' students also have individual goals and Personalised Learning Plans discussed termly with parents.

Our whole school plan, including all curriculum processes, is reviewed every four years using the MACS Self Assessment Tool.

In 2022, Sacred Heart also participated Victorian Registration Qualifications Authority (VRQA). All school policies were also updated to ensure that they reflected new MACS policies. Our reviewer confirmed that all standards for the VRQA and the eleven Child Safety Standards have been met.

Reviewer Insights:

The school made progress in achieving the SIP intended outcomes of improving literacy and numeracy. Analysis of the school's NAPLAN data suggests that student performance is similar or above like schools for students in the top two bands for reading, writing and numeracy.

The school has three classrooms catering for students who are newly arrived in Australia. Teachers of these classes are highly skilled in teaching English as an additional language

(EAL). Once students graduate from these classrooms, they are supported by an EAL program for as long as required. The school provides professional learning to staff on how to support these students in their classrooms and all classrooms have learning support officers (LSOs). NAPLAN data, where available, show that these students have made excellent growth over the past four years.

The school demonstrates a commitment to addressing the needs of all learners. A focus on differentiation and adjustments to address individual learning needs has been a priority, particularly in the areas of literacy and inquiry. The school has focused strongly on building the data literacy of all staff members.

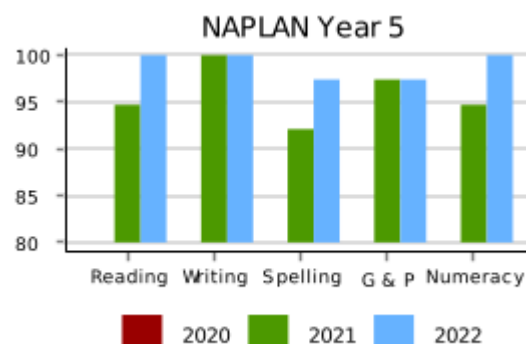
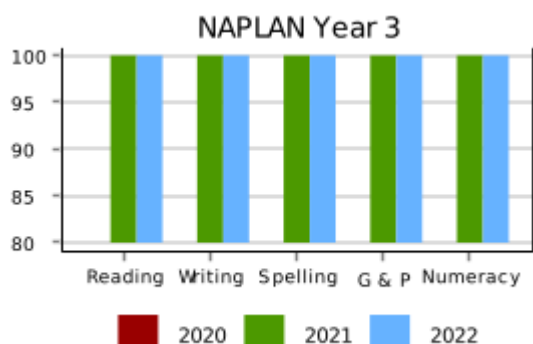
The school has developed a strong writing moderation program, where rubric proformas are available at all stages of student development to scaffold student learning. In future, focusing on developing similar materials for other areas of the curriculum could prove beneficial.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	97.4	-	97.4	0.0
YR 05 Numeracy	-	94.7	-	100.0	5.3
YR 05 Reading	-	94.7	-	100.0	5.3
YR 05 Spelling	-	92.1	-	97.4	5.3
YR 05 Writing	-	100.0	-	100.0	0.0

* 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.

- Years 3-6 completed The 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 two days a week
- A Psychologist conducted assessments and facilitated parent feedback meetings
- An Occupational Therapist began working at our school 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 onsite each term
- Students participated in Mindful Meditation from 2.05-2.10 each day
- Staff read a picture story book after Break One each day
- Fortnightly surveys were conducted with students to provide regular feedback to teachers
- Susan McLean from Cybersafety Solutions conducted an online cybersafety lesson for students from Grade 3-6, and parents
- "Raising Kids In A Digital World" cybersafety meeting held for Parents (Inform and Empower)

- Parent Meetings were held in Term 1, Term 2, and Term 4 to discuss students achievements and goals
- A Pop-Up Vaccination Clinic was held at Sacred Heart

Goal 10: Positive Relationships

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

- Dan Petro Positive Behaviour Management for all staff
- Classroom observations of Behaviour Management with Dan Petro
- The Resilience Project: Gratitude, Empathy, Mindfulness and Emotional Literacy

VALUE ADDED

Year 6 students participated in Inter-School Sports

Year 6 Camp

Sacred Heart Feast Day Celebration with the school community

All students joined in Book Week Celebrations including an Indigenous Hip Hop Dance Workshop, NGV Workshops at school, a live play by "Perform Education" and a dress-up parade

Whole School Music Concert was held in the School Hall

Orientation afternoon for all children held in Term Four to provide students with an opportunity to meet their 2023 teachers and class members.

STUDENT SATISFACTION

Reviewer Insights:

The school behaviour management policy and its enactment by staff, students and the community are consistent and supported by regular professional learning and review. The plan is based on the core values of the school and is articulated and enacted constantly throughout the school day.

Students spoke of Sacred Heart with warmth and pride as a place where they feel welcome, safe, cared for and respected. The staff place a high priority on student and staff safety and well-being, working to create attractive and stimulating areas for all learners. Students exhibited a clear sense of being known and appreciated for their learning strengths and challenges and a belief that their teachers had high expectations of them. The school is encouraged to consider how they could use these strengths to further enhance the relationship with their students and their families to engage them further in their learning.

The school showed evidence of a number of student leadership opportunities across the year levels. These roles included sports captains and well-being leaders from each class.

Students participate in a range of teacher-led processes and groups that provide feedback about learning, safety, and well-being.

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
- Parent-Teacher-Student 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 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	90.5%
Y02	91.8%
Y03	92.6%
Y04	92.8%
Y05	92.7%
Y06	92.4%
Overall average attendance	92.1%

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
- To implement the new Child Safe Standards including:
 - Involving families and communities in organisations' efforts to keep children and young people safe
 - Having a greater focus on safety for Aboriginal children and young people
 - Managing the risk of abuse in online environments

Achievements

- The new 11 Standards For Child Safety are implemented and communicated throughout our school community
- 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
- All policies have been updated and are embedded into everyday practice
- Continued implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- 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
- Child Safety meetings are held with parents prior to each excursion
- 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 and this is communicated to parents
- A 'Child Friendly Child Safe Policy' is written and discussed with all classes
- Student Voice posters are written with children and displayed in all classrooms
- All staff, students and parents know our Three School Expectations: Do Your Best, Help Others Succeed and Respect Your School
- Interpreters are used at all parent meetings
- Student, Parent and Staff Meetings are held with cybersafety experts: Susan McLean and 'Inform and Empower'
- School Procedures are discussed each year with all staff

Leadership

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
- Staff used data to plan for students point of need
- Application for a Victorian Government Building Grant to build four more classrooms
- Level 2 First Aid: Anaphylaxis, Asthma, CPR, Defibrillator
- EMQ – Emergency Management Online Warden Training
- AITSL Assessment Tool
- 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
- Cybersafety: Susan McLean: Cyber Safety Solutions
- Weekly Proactive Coaching for specialist teachers: Physical Education
- National Art Gallery of Victoria - supporting students and specialists
- Debbie Sukarna Spelling Professional Development
- Aboriginal and Torres Strait Islander Professional Learning: WANDANA

Goal 4: Connecting with Community

Intended Outcome: That student outcomes are enhanced through community partnerships

- A new School Advisory Council was established
- National Gallery of Victoria & Centre for the Contemporary Arts
- Police Partnerships

- Investigated the funding of an Early Learning Centre
- Wakakirri Performance
- Pro Coaching PD for specialist staff and students, for example: Athletics
- First Aid - Stitches
- ALIA Simultaneous Storytime
- NCCD ROSEA Online Training
- Employment of further Learning Support Officers
- Cybersafety: Susan McLean: Cyber Safety Solutions
- "Raising Kids In A Digital World" Professional Development for parents

Reviewer Insights:

The school has well-developed, owned, and understood policies and procedures that are reviewed and renewed regularly. The school leadership is able to articulate and enact some induction processes that support new staff.

School leaders are highly respected as instructional leaders and valued for their support, partnership, empathy and encouragement of teachers and school support staff. Staff morale and team spirit are high. MACSSIS staff data, focus groups and observations indicate there are opportunities to implement more structured peer observations that are linked to individual and team improvement goals. These goals could also be linked to the school's improvement plan and include a structured professional learning program to support staff growth.

A distributive leadership approach is evident, and all school leaders know their role and responsibilities.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- MACS Cyclical Review Professional Development
- Review of Naplan Data and MACSSIS survey data for cyclical review
- VRQA Review Professional Development including the new Eleven Child Safe Standards
- Aviation/STEM Professional Development
- Liturgy Professional Development with Father Maurie Cooney
- AITSL Assessment Tool
- NCCD Module: Disability Standards For Education
- Mandatory Reporting Online Module
- Level II First Aid Course for All Staff

- Emergency Evacuation Management
- The Resilience Project
- Positive Behaviour Management with Dan Petro: Behavioural Analyst
- Cybersafety Education with Susan McLean and Cyber Safety Solutions
- Teaching Artist Program by the National Art Gallery
- The New Eleven Child Safe Standards Online Professional Development
- Nationally Consistent Collection of Data on School Students with Disability: NCCD
- NForma Professional Development
- Debbie Sukarna Spelling Professional Development
- MACS Numeracy Support
- VCAA Writing Moderation Professional Development
- Aboriginal and Torres Strait Islander Professional Development with Wandana

Number of teachers who participated in PL in 2022	33
Average expenditure per teacher for PL	\$2098

TEACHER SATISFACTION

The MACSIS Survey data was completed in 2022. This staff data shows positive responses to questions in relation to each of the following survey domains:

- Student Safety
- School Climate
- Staff-Leadership Relations
- 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.

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TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	78.8%

ALL STAFF RETENTION RATE	
Staff Retention Rate	86.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	17.4%
Graduate	4.3%
Graduate Certificate	4.3%
Bachelor Degree	78.3%
Advanced Diploma	13.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	33.0
Teaching Staff (FTE)	28.0
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	10.0
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal 1: School Improvement Plan 2019-2022

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

Achievements

- A new School Advisory Council was established
- Parent Meetings were held in Term 1, Term 2, Term 4 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
- Celebration of Harmony Day
- Susan McLean: Cybersafety Solutions facilitated a Cybersafety meeting for students in years 3-6
- Susan McLean: Cybersafety Solutions facilitated a Cybersafety meeting for staff and parents
- "Raising Kids In A Digital World" Cybersafety Professional Development for Parents
- Year 7 Transition Meetings
- Interschool Sport was played with local Primary schools
- Whole school end of year Mass and Concert
- A school Mini Fair was held
- Mothers' Day and Fathers' Day were celebrated with families
- A Police Unit spoke to all our students about Cybersafety and general safety
- The Surf Life Savers presented safety in water to all students
- Student First Aid Training
- Lunar New Year Celebrations
- Participation in Athletics and Cross Country Racing
- Mercy Connect volunteer working in the school
- Pre-Prep Orientation Program in Term 4

Reviewer Insights:

The school has cultivated several community partnerships to benefit both staff and students at the school. Partnerships with the Zoo, the Victorian Art Centre and Science Works have allowed students to gain a wide range of experiences from experts in their field. The partnerships have also enabled teachers to learn and develop transferable skills. These partnerships were able to

be continued during COVID-19 and provided valuable support to families and teachers. The school is encouraged to foster these partnerships and look for similar partnerships as they arise.

Teacher/parent communication is strong and parent engagement in student learning is encouraged. Regular 'meet and greet' opportunities are highly valued as is the program for social get-together, and parent links with new families to the school.

The school had shared the SIP goals with the community through a range of means. Parents when questioned were able to clearly articulate school improvement goals. Due to the COVID-19 pandemic, opportunities to engage the community were limited, but the school is encouraged to continue with these processes in the future.

PARENT SATISFACTION

Data was collected through:

- MACSSIS Survey
- Reviewer discussion with parent group
- Parent Teacher Interviews held three times during 2022
- Parents completed a survey after receiving their child's school report twice yearly
- Parents completed surveys to give the school feedback
- 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 IMPROVEMENT PLAN 2023-2026

1. To strengthen the culture of professional growth and development underpinned by reflection, collaboration and feedback

- That all staff receive ongoing formalised feedback linked to a specific goal each term
- That all staff feel empowered and confident to use a range of strategies in their role
- That student learning and engagement is improved

2. To develop a learning culture that enhances student agency and empowerment

- That students are active decision makers and co-designers of student learning, well-being, safety and responsibility.
- That all students are able to articulate and create their goals and next steps (P-6)
- That students lead presentations and parent involvement in the celebration of learning occur termly.

3. To further engage families as partners in their children's learning

- That all community members have opportunities to collaborate in support of student learning