



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**SACRED HEART SCHOOL
NEWPORT**

2018

REGISTERED SCHOOL NUMBER: 0077



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Minimum Standards Attestation

I, Tony Crosbie 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

03/05/ 2019

Our School Vision



In the spirit of St Mary of the Cross and our Catholic faith, we nurture in our students a sense of hope and joy in life, and challenge them to strive for excellence in their learning.

“May the spirit of the Sacred Heart animate you.”

Mary MacKillop (1906)

Updated: April 2017

School Overview

School Overview

Sacred Heart School is situated at 20 Newcastle Street, Newport in the Western Suburbs of Melbourne, eight kilometres from the CBD in the City of Hobsons Bay. The school was opened in 1901 under the direction of the Sisters of St. Joseph, with the first Principal personally chosen by Mary MacKillop. The school has maintained a strong link to the Josephite Sisters and the tradition of St Mary of the Cross. We still have a Josephite Sister working part time at Sacred Heart. Sacred Heart appointed its first lay Principal in 2001.

Sacred Heart is a typical inner-suburban school of its time being red brick and two storeys. The school has been constantly added to and upgraded over the years, resulting in clean, bright facilities. A house adjoining the school was purchased in 2001 so we could expand the size of our school grounds. The house was demolished and a new adventure playground and hall were constructed in 2002/03. To green our school environment and recognise our history, a garden dedicated to Mary MacKillop was built between the school and the Church in 2005. Extensive playground development occurred in the latter half of 2009, adding sandpits, seating, trees, rubberised-surface under the adventure playground, areas of artificial turf and a dry creek bed. With our \$2M BER Project, one wing of the school was extensively rebuilt and refurbished to accommodate a Library Learning Area and a Senior Level Learning Area.

In 2018 the school had an enrolment of 286 students in thirteen class groupings consisting of two Prep classes, two Year 1 classes, two Year 2 classes, two Year 3 classes, two Year 4 classes, two Year 5 classes and one Year 6 class. The demographic profile of Newport has changed over the last few years. Newport as a suburb has seen real estate values increase and Newport has experienced a movement of younger families into the area. The school's socio economic status is 109.

Our Language Background Other than English has declined from 20.1% in 2017 to 19% in 2018, with our largest group being Arabic followed by Greek, and Italian. The majority of our students come from families where both parents were born in Australia although many of the parents have ESL backgrounds which impact culturally and linguistically on our students. We value and celebrate the multicultural aspect of our school. Our enrolment of Catholic students in Prep 2018 was 77%. We have students baptised into other Christian faith, as well as Muslim. Less than 1% of students indicating no religious denomination. Our enrolment mix is reflective of the cultural diversity of Newport.

In 2018 we had twenty seven staff members in total with 22 teaching staff (FTE). We had thirteen classroom teachers, five specialist teachers (Reading Recovery, Physical Education, The Arts, Library, LOTE), six teachers in leadership roles (Literacy Co-ordinator, Curriculum Co-ordinator, Student Well-being, Religious Education Leader, Deputy Principal, Principal), five Learning Support Officers, and two Administration staff and one School Officer - Maintenance.

Principal's Report

I take much pleasure in presenting the 2018 Annual Report to the Sacred Heart School Community.

The 2018 school year has been a time of great activity both inside and outside the classroom. I wish to extend my thanks to the staff for their commitment to the children of Sacred Heart School. The whole community can be left with no doubt that their children are receiving the best educational program possible and that every endeavour is being made to ensure the continued growth and development of all facets of Sacred Heart school.

Leadership Team

The Leadership Team in 2018 consisted of:

Principal: Mr Tony Crosbie
Deputy Principal: Mrs Donna Condon
Religious Education Co-ordinator: Ms Kellie Noonan
Curriculum Co-ordinator: Ms Cath Palmer
Literacy Co-ordinator: Mrs Bern Pelka
Student Wellbeing: Ms Lyndal Acreman

School Improvement Framework 2017 - 2020

In 2016 the school participated on the School Improvement Framework as specified by the Catholic Education Office. The Review Process focused on the areas of:

Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community which make up the 5 spheres of the School Improvement Framework.

Strategic Intent

Sacred Heart School in the charism of St. Mary of the Cross MacKillop commits to:

- Proclaiming our Catholic Identity in all we are and do
- Being open to innovative and new learning
- Challenging and supporting our community to become reflective learners
- Being a welcoming community that values respectful relationships with parents and the wider community
- Leadership having a focussed, strategic and consistent approach to school improvement.
- Developing clarity of purpose supported by effective communication

BROAD GOALS

Education in Faith

- To further enhance the Catholic identity of Sacred Heart School as a living faith community in a contemporary world.
- That the Sacred Heart School community confidently and competently enacts our Vision Statement.
- That students understand and confidently engage with our living faith community.
- Renew the school vision and ensure it is known and able to be articulated and used as a base for core documents and practices.
- Strengthen teacher capacity both theologically and pedagogically in the light of contemporary approaches to confidently educate in faith.
- Continue to build relationships and as a dimension of all programs with a focus on learning, wellbeing and faith formation.

Learning and Teaching

- To provide a learning environment that challenges, engages and empowers all learners to be confident participators in and beyond the classroom.
- That student outcomes in Literacy and Numeracy improve, with all students demonstrating expected levels of growth.
- That students develop positive and risk taking learning dispositions and that they see themselves as successful and capable.
- Build staff capacity to implement agreed, consistent approaches to contemporary pedagogy and embed whole school common understandings about personalised learning.

- Continue to develop approaches that build and acknowledge interrelated areas of learning and wellbeing.

Student Wellbeing

- To strengthen key competencies and capacities of all to manage and develop healthy relationships and behaviours.
- That students develop as responsible, confident and resilient people.
- Continue to develop and implement whole school approaches that build personal and interpersonal growth within our Catholic context.

Leadership and Management

- To grow and sustain a staff culture that is characterised by clarity of purpose, professional engagement and a focus on continuous improvement.
- That School Climate is strengthened and leads to improved outcomes for students.
- That a strong culture of professionalism underpins all school practices.
- Strategically build professional competencies of all staff and build a high performance team culture.
- Further develop clarity around the nature of leadership and roles, practices and structures across the school including those around communication.

School Community

- To continue to strengthen connectedness and enhance collaborative partnerships between the school, home, parish and wider community.
- That students' learning will flourish as a result of connectedness to their school and the community.
- Continue to build community connectedness as a dimension of all structures and processes.

Curriculum Developments and Initiatives

In 2018 the staff continued to focus on a number of specific programs and professional development activities. The primary focus continued to be the development of the school's approach to Personalised Learning and Inquiry Learning. All staff have continued to be involved in a number of related Professional Development Programs specific to their needs and areas of interest.

Religious Education

The school continued with the work of developing the school's Religious Education and Sacramental Programs.

During the year the children and staff were involved in a number of Liturgical events including:

- Opening of the School Year Mass at Sacred Heart Church
- Catholic Education Week / Celebration at St Patrick's Cathedral
- Ash Wednesday and Easter Paraliturgy
- Mission Mass at St Patrick's Cathedral
- Celebration of Sacred Heart Feast Day
- Combined Schools Day with St Margaret Mary's, Spotswood
- Celebration of the feast day of St Mary of the Cross MacKillop
- Our Christmas Celebration / Carols in Sacred Heart Church

Children in Years 3 & 6 were involved in the Parish Based Sacramental Programs for the reception of Reconciliation, Eucharist and Confirmation. Parent/ child formation sessions were held prior to the reception of each of the Sacraments.

An evening of Prayer was offered to students and parents in Prep and the students and parents in Year 2 participated in the Baptism review evening.

All Year Levels from Prep to 6 continued to participate in class and school celebrations of the Eucharist.

At the beginning of the school year, the staff from Sacred Heart joined with staff from schools in the Western Zone to celebrate the beginning of the school year with a Mass.

In 2018 the Mini-Vinnies were involved in a number of activities and events that supported the work of the local Vincent de Paul conference with a focus on supporting schools in Drought affected areas of NSW.

Literacy

The school's Literacy Co-ordinator – Mrs Bern Pelka attended all Professional Development Sessions conducted by the CEO.

Staff and Students in Year 3 – 6 continued to be involved in the LAP – Learning Assessment Project

All staff received Professional Development in the 'Words their Way' Program which was introduced across all year levels in 2017.

Inquiry Learning

All staff received Professional Development in the 'Mappen' Inquiry Learning Program which was introduced across all year levels.

Numeracy

The Curriculum Co-ordinator continued to be the primary source of contact between the school and Numeracy Leaders from the Catholic Education Office.

Kitchen Garden Program

Under the direction of our Canteen Managers, Ms Kingston and Ms Williams; the students in Year 3 participated in a Kitchen Garden Program. Using fresh produce as well as items from the school's vegetable garden the students learnt about basic cooking skills and food handling whilst making a number of delicious dishes.

Technology

Assisted Technologies:

All students in Year 4, 5 & 6 participated in the school's Chromebook Program

New I-Pads were purchased for the use of Prep and Year 1 students.

Existing computer hardware in school continued to be replaced as part of the ongoing upgrading of the school's computer facilities.

E-Smart: The school attained e-Smart Accreditation

Performing Arts

The Year 5 & 6 Students starred in the School Production titled "Dance through the Arts". This was a great success due to the work of staff members Mrs Rita McEwen, Mrs Mary Cassar and a group of parent and staff helpers.

Camps Program

The children in Year 6 attended a five day camp in Canberra.

The children in Year 5 attended a three day camp at Mt Evelyn.

The children in Year 4 attended a three day camp at Bacchus Marsh.

The children in Year 3 attended a three day camp at Dromana.

Year 1 & 2 students undertook a one day Outdoor Education Program at school.

The children, staff and parent helpers had a most enjoyable and exhaustive time at each of these camps.

Special Days

During the year the students participated in the following "Special Days" activities. Multi-cultural Lunch, Mothers' Day, Fathers' Day, Footy Day, Book Parade, Prep Breaky, Combined School Day with St Margaret Mary's, Storybook Night.

Sports

The children in Years 5 & 6 participated in the Yarraville Primary Schools Sports Association. (YPSSA) Summer and Winter Sports program. Teams of students from Year 3 – 6 represented the school in the Athletics, Swimming and Cross Country. Students in Year 5/6 participated in the Hoop Time Basketball Program.

All students in Years Prep - 6 participated in the Athletics and Cross Country Sports. The Year 4 – 6 students participated in the Life Saving Program at Williamstown Beach whilst the Year Prep – Year 3 students participated in the Swimming Program at the Bayfit Pool in Altona Nth.

Program Involvement in 2018

Emmanuel College

Students in Year 4 were invited to Emmanuel College to experience a day at the College. Year 5 & 6 students attended the Annual Performance and the Year 5 students participated in the Soccer Day.

Mount St Joseph's College

Students in Year 4 were invited to MSJ College to experience a day at the College. Year 5 & 6 students attended the Annual Musical Performance.

The school hosted the visiting Japanese exchange students from Siriea College for one day as part of their Exchange Program.

Out of School Hours Care

The school engage Camp Australia to run an Out of School Hours Care Program – Before and After School care for families attending Sacred Heart School.

2018 continued to see an increase in the number of students attending both the before and after school program.

Counselling Services

The school continued its partnership program with OnPsych to provide Counselling Services to students and families of Sacred Heart School. Student and families from Sacred Heart now have access to psychologists for educational and social concerns.

Canteen

The Canteen run by parents Ms Nicole Kingston and Ms Joe Williams commenced operation in late 2017 and has proved to be a great success with meals available to all students and staff on a Monday, Wednesday and Friday.

Fundraising Group

The support of the parent body is essential to the development and well-being of any school and Sacred Heart is no exception. The parents have continued to show their support for all aspects of school life.

Events included the Easter Raffle, weekly icy-pole sales and Hot Chocolate sales.

Parent Support

Parental support for Reading Programs, Library, Excursions and Class and Sporting activities continues to be the source of great assistance and the staff are extremely grateful for this.

Staffing

The following staff changes occurred at Sacred Heart at the end of the 2017 School Year: The following staff members were employed at the beginning of the 2018 school year:

Ms Andrea Finlay: Prep

Ms Kirstyn Morgan: Year 1

Mr Nicholas Rouse : Year 2

Maternity Leave & Long Service Leave in 2018

Mrs Kristina Montagna commenced Special Maternity Leave

Mrs Nikki Tobin remained on Maternity Leave

Mrs Kellie Cairns remained on Maternity Leave

Grounds and Facilities

The school continued to engage the services of Mr John Pelka as a Maintenance Worker for two days per week.

My thanks to the members of Sacred Heart School community for assisting in making 2018 such a significant year. My thanks to Fr Anthony and Fr Binh for their support and assistance in all aspects of the school and to all members of Sacred Heart staff. I look forward to the continued development of Sacred Heart School and pray that we will never lose sight of our vision for the future.

Tony Crosbie

Principal

Education in Faith

Goals & Intended Outcomes

- To further enhance the Catholic identity of Sacred Heart School as a living faith community in a contemporary world.
- That the Sacred Heart School community confidently and competently enacts our Vision Statement.
- That students understand and confidently engage with our living faith community.
- Renew the school vision and ensure it is known and able to be articulated and used as a base for core documents and practices.
- Strengthen teacher capacity both theologically and pedagogically in the light of contemporary approaches to confidently educate in faith.
- Continue to build relationships and as a dimension of all programs with a focus on learning, wellbeing and faith formation.

Achievements

- Teachers planned and implemented exemplar units based on the text “To Know, Worship and Love”.
- The Principal and Religious Education Leader (R.E.L.) worked as part of the Parish Sacramental Planning Team to plan and facilitate our Sacramental Programs across the two schools in our Partnered Parish.
- The First Eucharist and Confirmation Reflection Days were very well planned and focused.
- The Sacramental Planning Team organized and ran Reconciliation, First Eucharist and Confirmation Parent Faith Education Meetings.
- Students and families participated in whole school Masses including Sacred Heart Feast Day (Poor Man’s Mass), Grandparents Day, St Mary of the Cross Feast Day and beginning and end of year Mass.
- Classes took turns to attend the Friday morning Parish Mass at 9.00am.
- School Captains attended St. Patrick’s Cathedral to take part in the Melbourne Archdiocese Catholic Education Week / St. Patrick’s Day Mass and celebrations.
- Designated release time for the R.E.C. to plan liturgies and celebrations, prepare professional learning and support teachers in their learning and teaching.
- The R.E.L. supported staff in their involvement in the Weekly Mass by preparing the readings of the day and discussing them with the teachers, who in turn prepared their class.
- At least two Staff Meetings per term are dedicated to whole staff professional development in Religious Education (R.E.)

- The R.E.L. developed a suggested outline for Staff Prayer format and each staff member was rostered to prepare a Staff Meeting Prayer following this format resulting in well thought out and reflective prayer opportunities.
- With our Partnered Parish School, St. Margaret Mary's, Spotswood we organized a Combined Schools Day. The day began with a Liturgy celebrating the many cultures in our schools and Australia.

The Principal, as a member of the Association of Josephite Affiliated Primary Schools (AJAPS) group worked to ensure the spirit of Mary MacKillop was kept alive in our schools.

VALUE ADDED

- The place of Prayer and Christian Meditation in the school was strengthened and expanded with staff and students.
- A Faith Education evening for all parents of students receiving a Sacrament was held including a separate evening for the parents of Year 2 students. There was excellent attendance and very positive feedback.
- A Praying with your Child Evening was held for families in Prep & Year 1
- Year 6 Confirmation candidates from Sacred Heart and St Margaret Mary's held a combined Confirmation Reflection Day.
- Above 90% attendance at each of the Parent/ Student Sacramental Meetings.
- The end of the year Carol Service provided all parents with the opportunity to participate in the carols with their children.

Learning & Teaching

Goals & Intended Outcomes

- To provide a learning environment that challenges, engages and empowers all learners to be confident participators in and beyond the classroom.
- That student outcomes in Literacy and Numeracy improve, with all students demonstrating expected levels of growth.
- That students develop positive and risk taking learning dispositions and that they see themselves as successful and capable.
- Build staff capacity to implement agreed, consistent approaches to contemporary pedagogy and embed whole school common understandings about personalised learning.
- Continue to develop approaches that build and acknowledge interrelated areas of learning and wellbeing.

Achievements

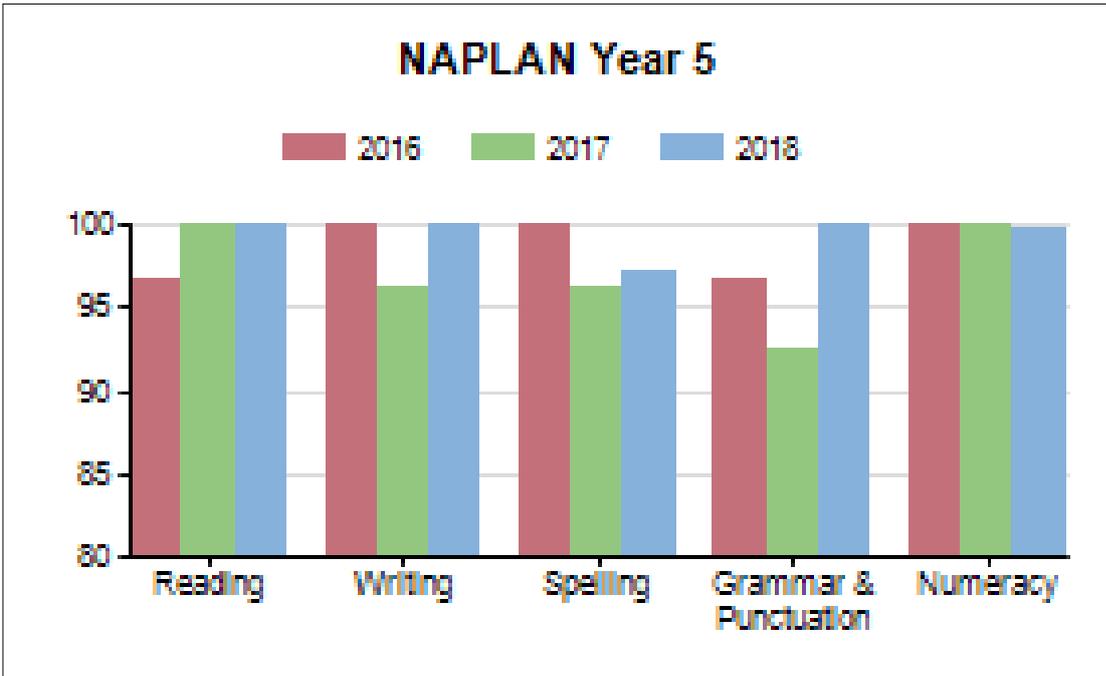
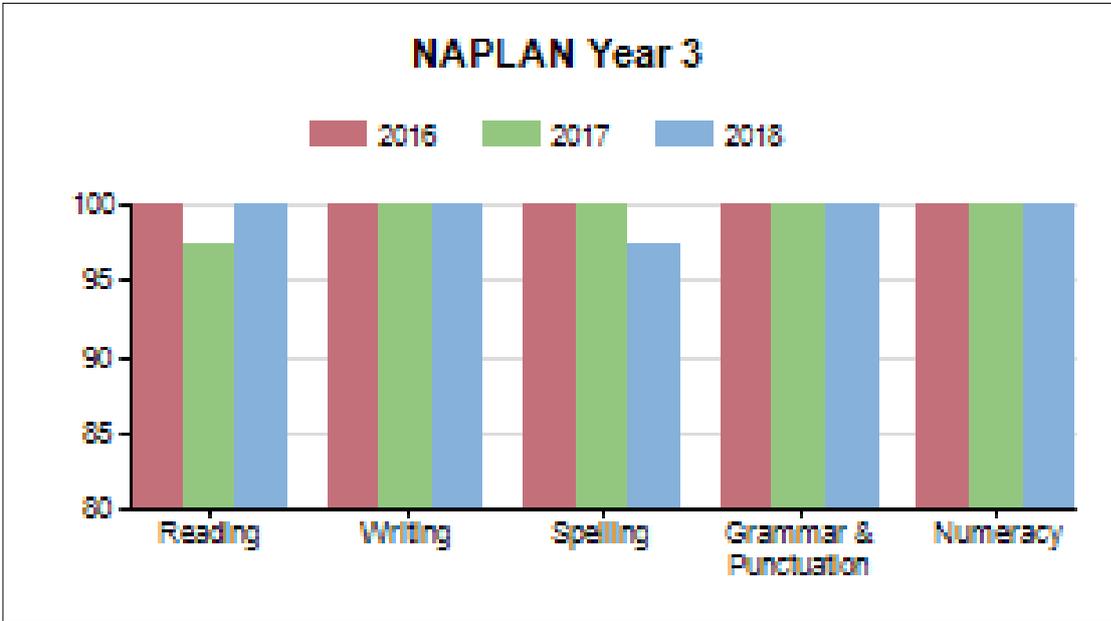
- The Year 3 - 6 Level teachers participated in the CEOM Literacy Assessment Project (LAP), with 2 staff attending two days of professional learning. This was followed up at PLT meetings and implementation of LAP in their classrooms.
- Literacy Professional Learning Team (PLT) Meetings from Prep – 6 (as a whole group, or in Level Teams) occurred each week during teacher release with a focus on data analysis, student learning and outcomes.
- Continued use of the PROBE reading comprehension assessment program (diagnostic), mainly for Years 3-6 and Keys into Comprehension series.
- Use of PAT-Reading for Years 3 - 6.
- Numeracy Professional Learning Team (PLT) Meetings from Prep – 6 (as a whole group, or in Level Teams) occurred each week during teacher release with a focus on data analysis, student learning and outcomes.
- An increased emphasis on analyzing assessment data and planning teaching and learning using the SPA Program
- Development, implementation and moderation of Rich Assessment Tasks regularly in Measurement, Chance & Data, Space, Structure and Working Mathematically

- Identification of students at risk or in need of extension.
- Students in Years 5/6 were able to participate in extension Maths sessions at least once per week.
- Review of the Mathletics Computer Program for all Year 3 to 6 students in light of the availability of other such programs to increase student interest in Mathematics and to develop their skills through the program.
- Years 4, 5 & 6 given the use of a personalised Chromebook. Maintaining and upgrading of classroom computers so all classes have at least six high functioning computers for student use and with access to class sets of Ipads and Laptops.

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	97.5	-2.5	100.0	2.5
YR 03 Spelling	100.0	100.0	0.0	97.5	-2.5
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
<p>There has been an increase of 2.5% in the % of students meeting minimum standards in Year 3 Reading and a decrease of 2.5% in Year 3 Spelling.</p>					
YR 05 Grammar & Punctuation	96.7	92.6	-4.1	100.0	7.4
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	96.7	100.0	3.3	100.0	0.0
YR 05 Spelling	100.0	96.3	-3.7	97.3	1.0
YR 05 Writing	100.0	96.3	-3.7	100.0	3.7
<p>There has been an increase in the % of students meeting minimum standards in Year 5 in Grammar & Punctuation 7.4%, Spelling 1.0% and Writing 3.7%.</p>					

NAPLAN 2015 - 2018



Student Wellbeing

Goals & Intended Outcomes

- To strengthen key competencies and capacities of all to manage and develop healthy relationships and behaviours.
- That students develop as responsible, confident and resilient people.
- Continue to develop and implement whole school approaches that build personal and interpersonal growth within our Catholic context.

Achievements

- All staff continued to focus on the Restorative Practice Approach and Assertive Discipline Approach. School Rules were discussed with students in class and at Assemblies and notified to parents through Newsletters.
- Attendance by Student Wellbeing Co-ordinator at Cluster Meetings as well as Zone Professional Development Days.
- Student Wellbeing Co-ordinator facilitated staff meetings on Social and Emotional Learning.
- Continued focus on established programs such as the Buddy Program, Junior School Council and the Senior Leadership Program. This Program involves all Year 6 students in a variety of leadership roles, as well as School Captains, Vice Captains and Sports Captains.
- Systematic tracking of students using the nWellbeing Program from year to year to monitor learning, social or emotional progress / needs.
- Regular Program Support Group Meetings to support students with special needs.
- Teachers were provided with release time and support by the Individual Differences Co-ordinator and CEO staff to develop and write Individual Learning Plans for students as well as support and release in the writing of Integration Submissions.

VALUE ADDED

Student Wellbeing Co-ordinator worked with Zone Wellbeing Cluster to organise and run a day transition programs for Year 6 students.

Provision of access to an external psychologist at school during school time for students identified in need of this service.

Extra-curricular activities such as;

- Our Outdoor Education Program from Prep - 6,
- Regular excursions and incursions,
- Involvement in interschool sporting activities,
- Book Week Parade,
- Junior School Council organized events,
- Kelly Sports (during and after school) & Sporting Schools Program
- After school instrumental music program enhanced student connectedness

STUDENT SATISFACTION Percentage Favourable

Classroom Behaviour	67.87%
Connectedness to Peers	93.63%
Connectedness to School	90.90%
Learning Confidence	92.25%
Purposeful Teaching	98,54%
Stimulating Learning	94.13%
Student Distress	86.67%
Student Morale	90.18%
Student Motivation	96.83%
Student Safety	89.08%
Teacher Empathy	99.70%

Taken from the 2018 Insight –SRC School Improvement Survey Results.

The School Improvement Surveys are key tools that provide the school with data from staff, students and parents to assist in understanding how well our school is operating. The information provided helps our school to improve the people management and work practices that drive staff wellbeing, motivation and performance

STUDENT ATTENDANCE

All parents are required to contact the school if their child is not at school.

Notes indicating reasons for absence are required.

An On-line Absence Form is also available on the Parents’ Lounge.

All non-notified absences after 10.00am are followed up with a phone call to parents.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.5
Y02	93.7
Y03	93.9
Y04	92.9
Y05	91.9
Y06	91.4
Overall average attendance	92.7

Child Safe Standards

Goals and Intended Outcomes

- To implement the Child Safe Standards as directed by Ministerial Order No. 870
- To bring about cultural change in the school community

Achievements

The school has developed all the Policies, Procedures, Measures and Practices in accordance with ***Ministerial Order No. 870*** for managing the risk of child abuse by the implementation of minimum standards for a child safe environment, and responding to allegations of child abuse of a student at the school by someone connected to the school – another student, employee, contractor, volunteer or other person connected to the school.

Parents and staff are provided with copies of all policies and procedures and these were made available to all parents and staff via the relevant Internet Portals (Parent Lounge and School Website).

All staff we engaged in the prescribed Professional Development programs and signed off on the Child Safe Policy as directed by ***Ministerial Order No. 870***

Leadership & Management

Goals & Intended Outcomes

- To grow and sustain a staff culture that is characterised by clarity of purpose, professional engagement and a focus on continuous improvement.
- That School Climate is strengthened and leads to improved outcomes for students.
- That a strong culture of professionalism underpins all school practices.
- Strategically build professional competencies of all staff and build a high performance team culture.
- Further develop clarity around the nature of leadership and roles, practices and structures across the school including those around communication.

Achievements

- The Leadership Team met regularly to oversee the School Improvement Plan and Annual Action Plan and to ensure that the actions were implemented in line with the goals.
- The Leadership Team have put into place efficient and effective structures to support the Professional Learning Teams (PLT's) through coordinators who are given time to work with Level planning teams.
- Setting agendas for PLT Meetings which have a greater focus on student learning, student outcomes and data analysis.
- PLT Meetings used to meet the needs of levels, individual teachers and the needs of students.
- Staff had the opportunity to be involved in professional learning through PLT Meetings, staff meetings, school closure days and off site professional development activities.
- The Consultative Committee met to consult on issues such as class groupings and Positions of Leadership.
- Staff met formally with the Principal during the year as part of the Review and Appraisal process and informally at other times.
- All teachers in Positions of Leadership were given weekly release time and met with the Principal during their time to discuss goals and tasks.
- School computer network was maintained and upgraded as needed to meet demand.
- Ongoing upgrading of resources and materials.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018****All Staff**

Religious Education Framework

MAPPEN Inquiry Planning

Words Their Way

Use of SPA Program

Level 2 First Aid

Individual Staff

Networks: ICT, NUMERACY, LITERACY, RELIGIOUS LEADERS, STUDENT WELLBEING, LIBRARY, PRINCIPAL

CEM – Teaching & Learning

Administrative Officers Conference

Mary Mackillop Colloquium

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

27

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$500

TEACHER SATISFACTION:		Percentage Favourable
Individual Morale		89.5%
School Morale		95.96%
Individual Distress		71.20%
School Distress		80.00%
Supportive Leadership		92.80%
Role Clarity		91.00%
Teamwork		94.00%
Empowerment		84.00%
Ownership		95.20%
Appraisal & Recognition		69.14%
Professional Growth		84.80%
Work Demands		62.00%
Student Behaviour	(Classroom)	86.67%
Student Behaviour	(School)	100.00%
Student Management		88.00%
Curriculum Processes		100.00%
Student Motivation		100.00%
Respect for Students		98.67%
Parent Partnerships		92.50%
Teacher Confidence		100.00%

Engaging Practice	99.17%
Quality Teaching	98.75%
School Improvement	100.00%

Taken from the 2018 Insight –SRC School Improvement Survey Results.

The School Improvement Surveys are key tools that provide the school with data from staff, students and parents to assist in understanding how well our school is operating. The information provided helps our school to improve the people management and work practices that drive staff wellbeing, motivation and performance

STAFF RETENTION RATE	
Staff Retention Rate	81.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	15.0%
Graduate	30.0%
Graduate Certificate	10.0%
Bachelor Degree	80.0%
Advanced Diploma	40.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	22.4
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	5.8
Indigenous Teaching Staff (Headcount)	1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	81.2%

School Community

Goals & Intended Outcomes

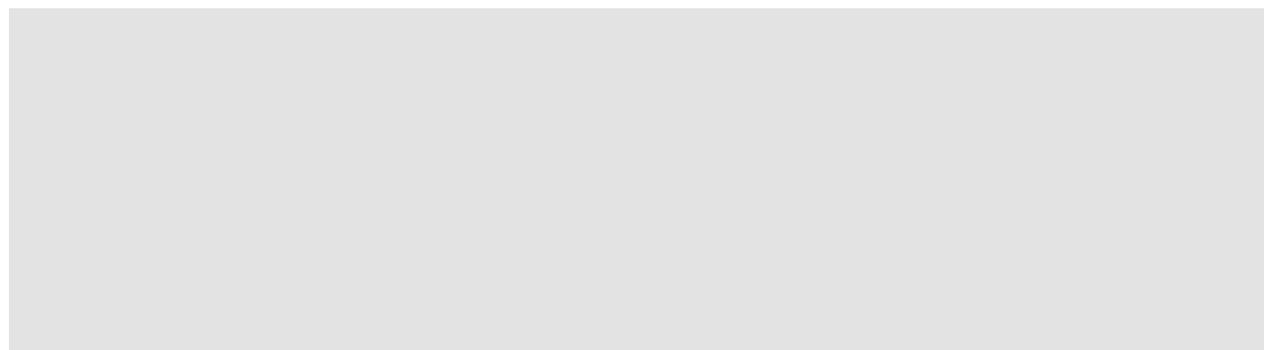
- To continue to strengthen connectedness and enhance collaborative partnerships between the school, home, parish and wider community.
- That students' learning will flourish as a result of connectedness to their school and the community.
- Continue to build community connectedness as a dimension of all structures and processes.

Achievements

- Regular extra-curricula social and fundraising events – Multicultural Lunch, School Sports, Christmas Concert & Picnic, Catholic Education Week Open Classrooms, Afternoon Teas, and Inquiry Unit activities.
- Strong numbers of parents volunteering through the Community and Fundraising Team, School Education Board.
- Consistent numbers in Parent Helper's in the Classroom Program.
- Increased parent participation numbers in school events e.g. End of year Christmas Concert, Multicultural Lunch.
- Prep Parents invited to attend Morning Prayer.
- There are opportunities for parents to meet each other, talk to school staff, and to feel connected and supported by each other e.g. Refreshments provided before Prep Information Nights and in the mornings when their Preps begin school, Mothers' Day & Fathers' Day Breakfast.
- Opportunity to attend weekly School Assemblies.
- A weekly parent morning tea that has become parent run and supported by staff.
- Continued involvement in the School Education Board's roles and responsibilities.
- Continuous improvement of Newsletter format, resulting in increased Newsletter information sharing about curriculum, school events, student work and photos.
- Development and sharing of a Curriculum Newsletter which gives parents information about learning in each Level in each key area every term.
- Further development of the school website and the Parents' & Students' Lounge.
- Discussion of School Fees at School Education Board Meetings and subsequent increase of school fees and levies.

- Community involvement through attendance by School Captains at the Newport Anzac Day Ceremony.
- Comprehensive school tours were provided for prospective parents.
- Ongoing links with the Newport community facilities including Library, Newport Lakes, The Substation and local sporting clubs.
- Weekly story time in the library for toddlers and parents.
- School involvement in District Sporting events such as Athletics Carnival, Cross Country, Swimming.

PARENT SATISFACTION	Percentage Favourable
Approachability	98.50%
Attitude to Survey	81.87%
Behaviour Management	90.00%
Classroom Behaviour	70.00%
Connectedness to Peers	100.00%
Connectedness to School	100.00%
Extra-Curricular	81.05%
Homework	81.30%
Learning Focus	95.85%
Parent Input	81.83%
Parent Partnerships	84.18%
Reporting	81.13%
School Improvement	94.18%
Social Skills	95.57%



Taken from the 2018 Insight –SRC School Improvement Survey Results.

The School Improvement Surveys are key tools that provide the school with data from staff, students and parents to assist in understanding how well our school is operating. The information provided helps our school to improve the people management and work practices that drive staff wellbeing, motivation and performance

Future Directions

The 2019 school year promises to be another exciting and productive year.

We have identified many features of Sacred Heart that we need to maintain because they meet our needs and are part of the fabric of our school.

We are constantly looking to the future, evaluating what we are doing and looking for ways in which we can improve.

In 2016 the school undertook the School Improvement Framework which enabled us to formally evaluate our performance over the past 4 years but more importantly has provided us with the long term directions for the next five years.

In the coming years, Sacred Heart will specifically focus on the following projects and initiatives:

- Religious Education – Assessing and Reporting according the CEM developed standards; prayer and meditation
- Construction of 2 new GPLA's planned for 2019./20
- A focus on using data more rigorously in Literacy and Numeracy to plan for learning and teaching and improve student outcomes
- Refinement of our Contemporary Learning and Integrated Inquiry Units in line with the Victorian Curriculum.
- Providing greater opportunities for creative play and engagement both at recess times and in the classrooms; including upgrading of the existing Adventure Playground.
- Working with the Board and school community to enhance and improve communication between school and home.

As a community, we are looking forward to working together in a culture of recognition, celebration and continual improvement.

Tony Crosbie
Principal

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