



Sacred Heart School Newport

2020 Annual Report to the School Community



Registered School Number: 0077

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Our School Vision3
- School Overview4
- Principal’s Report5
- Parish Priest’s Report6
- School Education Board Report7
- Education in Faith8
- Learning & Teaching10
- Student Wellbeing13
- Child Safe Standards17
- Leadership & Management19
- School Community23
- Future Directions26

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Minimum Standards Attestation

I, Kaylene Carlin, 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 2020 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 School.

11/06/2021

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

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)

At Sacred Heart Catholic Primary School, we enact a **Living Vision** that reflects our core School Vision. Keywords and concepts reflected in our Living Vision include Love, Safe, Community of Faith, Partnership, History, Respect, Belonging, Compassion and Empathy, Take Action, Animated Learners, Relationships & Dialogue.

Let all that you do be done in love

1 Corinthians 16:14

School Overview

Sacred Heart Catholic Primary 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. 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 an engaging learning environment.

This year, we have embarked on a new building project that will result in the addition of a third level on the existing building. The addition will incorporate contemporary learning spaces that reflect what we know about how students learn best.

In 2020, the school had an enrolment of 315 students in fourteen 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 two Year 6 classes. 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.

In 2020, we had thirty-two staff members in total with 28 educators (FTE). We had fourteen classroom teachers, five specialist teachers (Reading Discovery, Physical Education, The Arts, Library, LOTE), seven educators in leadership roles (Literacy Leader, Learning and Teaching Leader, Student Wellbeing Leader, Religious Education Leader, Learning Diversity Leader, Deputy Principal, Principal), three Learning Support Officers, two Administration staff and two School Maintenance staff.

Faced with the considerable challenges of remote learning in 2020, the staff were agile, creative and responsive to the needs of the families and the students. In addition to the need to re-imagine and re-design teaching and learning in a remote and flexible context, Sacred Heart Primary School also engaged in our School Review, a system requirement undertaken every four years.

In light of the School Review process, a strategic intent has been constructed to drive our thinking and practice over the next four years (2021-2024)

Our Strategic Intent is to establish a culture of learning, innovation and improvement within a community of active learners who flourish.

We strive to build an authentic faith community in partnership with one another.

The three key priorities are identified as:

To build a culture of learning, innovation and improvement

To foster a community of active and animated learners who flourish

To strengthen authentic community partnerships

Principal's Report

In presenting the Annual Report to the Community 2020, we continue to build on the strong foundations established through a long and proud history of Catholic education and traditions in Newport.

As Principal, I believe that I am in a position of great responsibility and opportunity. In partnership with a dedicated leadership team, I am deeply committed to leading the Sacred Heart community, continuing a journey of discovery and re-imagining. Contemporary, innovative schools have a responsibility to provide an educational context that enables students to take risks, make mistakes, problem solve and think their way through challenging situations, both cognitively and emotionally.

At Sacred Heart, the child is at the centre of everything we do. We recognise the importance of developing the whole child, leading to a full flourishing across the physical, cognitive, emotional, social and religious domains within a safe and supportive environment.

We understand that parents are the first educators of their children and parent engagement in learning is essential. At Sacred Heart Catholic Primary School, when we enrol the child, we enrol the whole family. The primary school years are a journey we take together. With a relationship built on trust and mutual respect, together we will take your child on an exciting journey of discovery and learning.

As a team of educators, we are committed to achieving the highest standards possible based on reflective practice, using data, research and evidence to ensure progress and growth in learning for all students. As School Principal, I acknowledge the Sacred Heart Catholic Primary School educators for their deep commitment to excellence in every aspect of their work, which is deeply embedded in our Catholic faith and story. I also acknowledge the role that Fr. Binh, our Parish Priest, plays in ensuring the connection between school and parish remains strong and meaningful.

With optimism and hope for the future, we look forward to the challenges of 2021.

Mrs Kaylene Carlin

Parish Priest's Report

All of us has been affected by the COVID-19 pandemic. Life as we knew it took on a new face. What was once certain and comfortable, became unpredictable and surreal.

While experiencing many difficulties in 2020, there were also many hidden blessings in those challenges. The resilience and patience of the students were tangible and commendable. Our educators and staff are extraordinary! They tried to learn new technologies and ways of delivering teaching and support. They adapted to working from home and then back at school again. They ensured that every student was provided with meaningful learning experiences that allowed them to grow as a whole person while also supporting their wellbeing. The parents and caregivers were amazing and supportive! While home learning was not without its challenges, they showed enormous commitment to working in partnership with educators and staff to ensure the children continued to flourish.

We are also blessed with a strong relationship between school and parish. Despite the parish having also experienced considerable disruption due to COVID-19, yet our Yr 3 and 6 students were able to celebrate the Sacraments of Reconciliation and Confirmation respectively in 2020, and Yr 5 students with 1st Holy Communion in Term 1 of 2021.

Without doubt, the Sacred Heart Catholic Primary School community was at its best in 2020, thanks to the leadership of our school principal, Mrs Kaylene Carlin together with the Leadership Team and the School Advisory Council. Their commitment and unwavering support in 2020 have been truly remarkable. Our passage through 2020 has been made easier and smoother because of them. And for that I am grateful.

As the parish priest of St Joseph, Newport and Spotswood, I continue to be incredibly proud and grateful to be part of such a brilliant school.

Fr Binh Le PP

School Education Board Report

The Sacred Heart School Advisory Council (formerly known as the School Education Board) acts in an advisory role to the Parish priest and principal of the school. In 2020 it comprised the following members:

Father Binh Le (Parish Priest)

Kaylene Carlin (Principal)

Erin Stone (Deputy Principal)

Sue Burke (Staff Representative)

Katherine Wong (Parent Representative - Elected Chair)

Adriana Gallagher (Parent Representative - Elected Secretary)

Karen Dermody (Parent Representative)

Michelle Gill (Parent Representative)

Sue-Anne Parlour (Parent Representative)

Prue Pereira-Fantini (Parent Representative)

Nicholas Walker (Parent Representative)

The Council meets to share information relating to parish and school news, discuss school budget, financial operations and fundraising, assist in policy development and awareness, and to enhance school/community relationships.

In 2020, we welcomed our new Principal Kaylene Carlin and Deputy Principal Erin Stone to our Sacred Heart community. Although the year presented numerous challenges, we were able to continue to meet and discuss developments and family feedback within our school. In particular, we focussed on some policy revisions in preparation for the School Review including the Student Anti-Bullying Policy, Parent Code of Conduct and Social Media Policy. In addition to policy review we implemented a number of improvements to engage our parent community by introducing a Council email address as well as publishing photos of parent representatives in newsletters and publishing upcoming meeting dates. This year the Council also decided to engage with Catholic School Parents Victoria by having a representative to work alongside our Principal and share information.

Katherine Wong

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.

Achievements

Key Achievements in 2020 include:

- Continued to strengthen teacher capacity both theologically and pedagogically in the light of contemporary approaches and the Religious Education Curriculum to confidently educate our children in faith.
- Ongoing Professional Development to support educators in the implementation of the Religious Education Guidelines
- Implementation of the Parish Sacramental Programs where possible, in light of the restrictions arising from the COVID19 pandemic
- Embedded the school vision and ensured it was at the core of all documentations and practices.
- Construction of the "Image of the Child" reflecting the Sacred Heart Primary School Vision Statement
- Engaged with the Pedagogy of Encounter to explore a variety of perspectives when exploring faith issues, ensuring the three strands of Knowledge & Understanding, Reasoning & Responding and Personal and Communal Engagement are addressed
- Linking the throughlines of Inquiry with those of Religious Education, incorporating the construction of a Big Question that incorporates the Catholic context
- Planning strategically for the integration of the Liturgical Seasons, Sacrament celebrations and school events

VALUE ADDED

Examples of Curricular & Extracurricular Events/Activities & documentation developed in 2020 include:

- A broad range of support and resources was provided for teachers to interpret the RE curriculum, with regular planning time with the Religious Education Leader in facilitated planning and professional learning time
- Class Masses in Sacred Heart Parish church (restrictions permitting) throughout the year, with each class scheduled to attend at least once per term

- Class Prayer time each day, either face to face or during remote learning
- Fr Binh engaging in prayer with students onsite during remote learning, which was also live streamed to families at home
- Staff Mass to celebrate the beginning of the School Year at St Joseph's Retreat in Williamstown
- Whole school Masses regularly throughout the year for special Feast Days eg St Mary MacKillop, Sacred Heart etc
- Social Justice actions including Project Compassion, planned visits to local nursing homes, raising awareness of Indigenous Perspectives through significant days on the calendar
- School policies & procedures are explicitly linked to the Catholic tradition and mission. Policies are available to the staff and parent community via the School Website and/or upon request

Learning & Teaching

Goals & Intended Outcomes

To provide a learning environment that challenges, engages and empowers all learners to be confident participants in and beyond the classroom.

That student outcomes in Literacy and Numeracy improve, with all students demonstrating expected levels of growth.

That students are challenged and extended through the use of mathematical proficiencies

That students improve literacy capabilities, with a focus on comprehension and comprehending strategies

That students develop positive and risk-taking learning dispositions and that they see themselves as successful and capable.

Achievements

Key Achievements in 2020 include:

- Teachers have embraced a consistent approach to learning and teaching. A teaching and learning cycle has been developed to address student needs, curriculum content, pedagogy, assessment and reporting. The team learning gained through the Learning Sprints in Mathematics project developed teachers' pedagogical content knowledge. Strategies such as Number Talks are contributing to a learning environment where students and teachers alike are encouraged to take risks in their thinking and questioning.
- Collaboration between educators is focused on improving student learning and achievement. A highly structured approach to Facilitated Planning is supporting teachers to use and interpret data to analyse and plan for student learning.
- There is an increased focus on assessment data from a range of sources. Rigorous tracking of student progress is evident in the triangulation of literacy data, pre-and post-testing and in the use of rubrics for moderation.
- Students with additional learning needs have a Personalised Learning Plan, constructed collaboratively between the teachers, parents and, where appropriate, the student. An intervention framework underpins the development of adjustments required. There is also increased recognition that adjustments are also required for highly able students to provide sufficient challenge, with tools such as Essential Assessment (Mathematics) to enable appropriate extension.
- Professional learning is concentrating on developing educators' capacity to use high impact teaching strategies, such as feedback, to animate, engage and empower students' progress. Learning intentions and success criteria have been identified as a starting point for meaningful and authentic feedback.
- Perception data (2019) indicates that students recognise their teachers holding them to high expectations.
- The 2020 remote learning context has enabled the school to seek and respond to both student and parent voice, encouraging self-reflection and feedback.

- A whole school approach to formative assessment was successful. It was the driver behind facilitated planning and through collaborative robust discussion, success is evident. Continued focus using data sets and current assessments to drive instructions was a priority and will continue in 2021.

STUDENT LEARNING OUTCOMES

Student learning outcomes & progress has continually been monitored utilising a range of data sources throughout 2020. During periods of remote learning, teachers continued to gather relevant student data to monitor student progress and plan accordingly. There was an emphasis on ensuring target teaching in small focus groups continued via Google Meets, with support from our families at home during periods of lock down.

Data sets (F&P, LAP, PAT-C, student work samples, teacher notes) were explored during facilitated planning and Professional Learning Team Meetings and shared understandings were established via collaborative discussion, professional readings and analysis of patterns and trends. This was a successful orientation and one that will continue to build capacity, especially by incorporating more Professional Learning Team Meetings to target the 'how will we get there?'

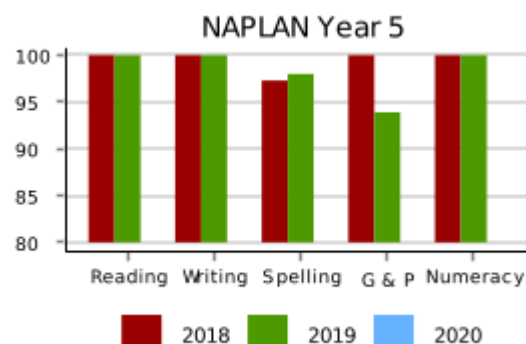
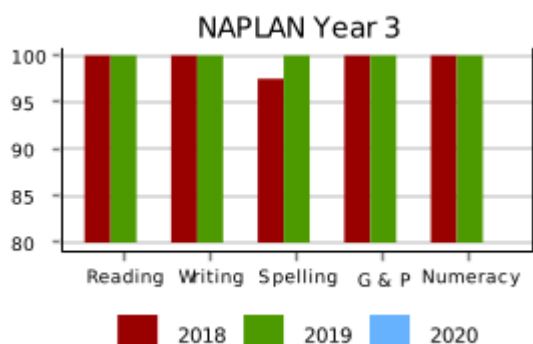
Student outcomes clearly show growth across all data sets and highlight the use of data sets is impacting on pedagogy and outcomes.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	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	97.5	100.0	2.5		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	93.9	-6.1		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	97.3	98.0	0.7		
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

To strengthen key competencies and capacities of all to manage and develop healthy relationships and behaviours

To create an environment whereby students grow to become responsible, confident and resilient

To continue to develop and implement whole school approaches that build personal growth within our Catholic context

To develop and strengthen teacher/student relationships

That the students' wellbeing will be increased by engaging in positive and respectful relationships with their teachers

Achievements

At Sacred Heart Primary School, we are committed to the education of the whole person. The Image of the Child philosophy places the child at the centre of all that leaders and educators do. Wellbeing is fostered as both central to and an outcome of learning.

In 2020, a key focus has been to embed an organisational culture of safeguarding children. Policies, procedures and practices have been reviewed and upgraded to ensure that the school is a child-friendly learning environment that enhances student wellbeing and positive behaviours. This critical component of the school's capacity to provide a safe and secure environment has been communicated widely through channels such as Staff and Board meetings, Staff and Parent Handbooks and the website.

Throughout 2020, we actively sought ways to engage students in conversations and experiences to empower them to have real agency and be valued as active decision-makers and innovators in their school community.

Social and emotional learning continues to be supported by an evidence-based approach. Developmentally appropriate skills are explicitly taught in a separate program and integrated into academic learning to enhance the personal and social capabilities of students. Flexibility has been demonstrated in that the program can pivot to cater for all learning environments, whether on-site or on-line.

This year, emphasis has been placed on empowering students to self-manage their emotions, thoughts and behaviours in different learning and social situations. The school is employing several strategies to promote positive behaviours such as regular Circle Time, Ready to Learn Plans, De-escalation Maps and Zones of Regulation

In addition, targeted, ongoing professional learning is assisting educators to develop the capacity to strengthen the social connection between teachers and students.

VALUE ADDED

As a result of the global pandemic in 2020, our school made sure that the wellbeing of our whole community remained a high priority. In addition to ongoing events and activities, a

number of initiatives were launched to maintain connection and positivity amongst our students, families and staff. Examples of such initiatives & ongoing practices included:

- Staff Dance & Singing Videos released throughout lockdown periods via Parent Lounge and Facebook
- The establishment of Spoonville gardens by our Year 5 students
- Friday Fun Days when children returned to school eg Footy Day, Beach Day
- Getting to Know you Chats at the start of the school year between teachers, children and parents
- Regular wellbeing updates and information shared with families via newsletters, parent lounge blogs & Facebook
- Festive gate decorations and banners to welcome students back to school
- A Buddy Bench in the school yard
- Year Prep & Year 5 Buddy Program to welcome new students to the school and provide a supportive network
- Welcome Packs with a Sacred Heart story book & Sacred Heart Teddy Bear for new Preps
- Introduction of calm playground spaces and activities during recess and lunchbreaks eg Mindful Colouring spaces, construction, train tracks and sets, dinosaurs etc
- Introduction of Berry St Education Diaries across all year levels and teaching of lessons through these.
- Introduction of 'Ready to Learn' plans for students who require additional support & emotional regulation to get ready to learn each day
- Webinar for families - Inform & Empower "Cybersafety"
- Junior School Council with a focus on social justice, community partnerships, indigenous perspectives to raise student voice, agency and engagement
- School Movie Nights during remote learning phase
- Father's Day Stall in Term 3. Many parents spoke about how much they appreciated the idea and opportunity
- Wellbeing Wednesday - time away from screens & devices. An initiative in response to feedback from families & teachers during Remote Learning 2.0
- A Wellbeing Hub was launched on the Parent Lounge with many opportunities for students to engage in wellbeing resources and activities

STUDENT SATISFACTION

Throughout periods of remote and flexible learning in 2020, educators continually sought feedback from students about their experiences, feelings and thoughts. Utilising data gained, educators continued to adapt and responds to students needs as they arose.

Below are some examples of student feedback gathered throughout the year:

P-2 Students

I liked Wushka and Studyladder. I also liked my Google Meets

I really missed seeing my friends and I was happy to see them again.

I would like more help with my writing and sentences.

I did not like home schooling because it was not real school.

I learn better with my teacher.

Thank you for all of the fun videos

I'm happy to be back

Year 3 /4 Students

When I asked my teacher for help she always comments

Things that worked out well during remote learning are when I figured out how to use Google Classroom and when I fixed a glitch all by myself.

I liked the free schedule (ie. choosing which activity I completed and when) and the ability to be able to do anything without a time limit.

It was a bit harder to learn since we did not have trained teachers to teach like we would have at school.

I am looking forward to seeing all my friends and hopefully things will go back to normal.

Check in videos were funny

What has been working well is that there are less distractions so I can concentrate more and that I can work a bit better. Also I can go to play in the park at lunch

Sometimes the google meets didn't work because of my internet

I found some of the maths difficult but then my mum explained it, now I love it!

Year 5 /6 Students

I am good at planning things! I feel proud that I could adapt to change!

I found the workload challenging. I am sometimes distracted and frustrated

I think having the thought of 'I have all the time in the world to do these tasks' was quite misleading for myself and I started stressing over things that were very little problems that can be fixed easily.

The teachers did an amazing job with home-schooling

My schedule is less strict and because of that I am getting better sleep

I have been independent, organised, finishing my work early and managed my time well

STUDENT ATTENDANCE

The school has a clear process which requires parents to notify the school of any absence via Operoo. Through this system, both the classroom teacher and office are notified of the absence. At times, parents will phone or email the school office and the absence is noted accordingly.

Unreported absences are followed up after 10:00am with parents by administration staff through an automated SMS. If the absence is an extended period then the classroom teacher and/or the Student Wellbeing Leader contacts the parents.

In the event of unexplained absences, the Principal will contact MACS to seek advice.

During periods of remote and flexible learning, the school followed student attendance guidelines as directed by Melbourne Archdiocese Catholic Schools.

In summary, processes were as follows:

Students who attend on-site will be marked "present" once they have been dropped off and signed in for the day.

All other students will then be marked "Off Site" with the reason "Pandemic"

Any students who do not check in or make contact with teachers during the day, submit work online or no contact with parents has been made to confirm that the student did complete any work/tasks for the day are to be contacted by the classroom teacher

If it is established that a student has not participated in any learning for that day, then they are to be marked "absent" by changing the "Off Site" option to "Full Day Absence" via nForma. If the parents give a reason as to why their child did not participate i.e. sick, personal reasons etc then please change the reason for absence to reflect this and change the communication type ie email, verbal, online absence form etc

If there is no explanation for absence then please also indicate this on the roll by selecting the appropriate options.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	95.4%
Y02	95.7%
Y03	97.3%
Y04	96.7%
Y05	96.9%
Y06	96.6%
Overall average attendance	96.4%

Child Safe Standards

Goals & Intended Outcomes

Sacred Heart Primary School holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and mission of the gospel.

Over the past 12 months, Sacred Heart Primary School has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students.

The continued application of student wellbeing programs has encouraged the students to engage in conversations about their welfare and Safety.

Further elaborations on our goals include:

- To ensure that the children's safety, wellbeing and protection while in the care of all members of the learning community remains a priority
- To formulate and implement Child Safe policies and practices according to Ministerial Order 870 to ensure the care and wellbeing of all students
- To ensure child safe policies and procedures are clear to all stakeholders (teachers, staff, parents, students, parish community)
- To ensure students have a voice and are empowered to speak up if they are feeling unsafe
- To continue to welcome and engage parent volunteers to share their skills, experience and expertise

Achievements

Policy & Practice

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.

Additional practices include:

- A Child Safety Team, which includes all members of the Leadership Team, meets to review current Child Safe practices and ensure all requirements are being met.
- Staff are provided with copies of all policies and procedures. Significant and relevant policies are also made available to all parents and staff via the School Website.
- The school consistently reinforces all child safe standards to remind school staff, parent volunteers, parishioners, contractors of the expected behavior with children via the Child Safe Code of Conduct.
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' is ongoing. Staff are provided copies of the updated PROTECT document to assist in identify child abuse signs and behaviours and how to report child abuse;

- Organisational Duty of Care
- School Attendance Guidelines - Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern
- Review of Child Safety risks - Risk assessments reviewed and altered
- Compliance Register reviewed, updated and maintained.

Professional Learning of Teachers, non-teaching staff & Volunteers

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

In 2020, the following professional learning was undertaken:

- revisited mandatory reporting requirements including all staff (Office Administration, Leaders, Teachers and LSOs) completing the mandatory reporting e-learning module and reportable conduct.
- Protect - Responding to Suspected Student Sexual Offending
- The School's Child Safety Policy & Code of Conduct
- Reportable Conduct Scheme Requirements
- Organisational Duty of Care
- Risk management
- New staff inductions - including going through the Child safe documents (policy, obligations and code)
- Professional Learning on the implementation of Child Safe Standard 7 and ways to effectively teach children about abuse and their safety.

Student Voice & Engagement

- Students illustrate and display a child-friendly version of the Child Safe Policy- promoting student voice, abuse education and awareness
- Harmony Day focus, incorporating the National Day of action against bullying and violence. All students wrote a pledge to stand against bullying and violence in our school. These were displayed along the front school fence
- Student leadership opportunities - School Captains, Sports Captains, Junior School Council where matters pertaining to Child Safe Standards can be raised and addressed

Human Resourcing

We ensure that all applicants for teaching/staff positions are informed about the school's child safety practices (including the code of conduct), and conduct all referee checks to ascertain whether the applicant is suitable to work with children. We take reasonable efforts to gather, verify and record the information about a person whom it proposes to engage to perform child-connected work.

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 the School Climate is strengthened and leads to improved outcomes for students.

That a strong culture of professionalism underpins all school practices.

To strategically build professional competencies of all staff

To further develop clarity around the nature of leadership and roles, practices and structures across the school including those around communication

Achievements

As a result of undertaking a School Review, the following key points have been identified as achievements and indicators of growth in 2020:

- The compelling vision for improvement and change engendered by leadership in 2020 is being embraced by staff. Leaders and educators report improved staff morale.
- Greater clarity of purpose defined in the Image of the Child, the targeted 2020 Annual Action Plan and the strategic and transparent planning for change.
- Priority is being given to the development of daring and courageous leaders who can learn and develop the skills they need to partner with teachers to solve the complex problems of teaching and learning whilst building trust with those involved.
- The new leadership is initiating practices that are designed to enable leaders and teachers to engage in rigorous professional dialogue that enhances capacity to focus on student and school data and evidence to monitor impact of practice.
- A central element of the school's performance and development cycle now is an Impact and Growth for Educators process of individual professional learning and development introduced in 2020. This dialogue and reflection is promoting feedback, goal setting and monitoring and observation of practice.
- The leadership structure is designed to ensure an effective balance between school improvement and management.
- Regular and extensive communication between leadership, the parish priest and the School Education Board is fostering collaboration in the management of the sustainability of the school and in the development of its strategic direction.

Specific examples/evidence include, but are not limited to:

- Impact and Growth Meetings between School Principal & educators 2-3 times per year
- Strategically planned and scheduled Professional Learning Team meetings each week
- Professional Learning linked to Annual Action Plan
- Opportunities for Professional Reading promoted in Leadership Meetings

- Leadership Days
- Graduate teachers have an allocated Mentor
- Fortnightly Leadership Meetings
- Fortnightly Learning and Teaching Meetings
- Introduction of Discovery Learning in Prep - 2, facilitated by School Principal
- Consultation with parish priest around use of building, projected expenditure
- Construction of FAQ re Remote Learning - Board Suggestion

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

As a result of the global pandemic in 2020, the majority of Professional Learning programs undertaken by the staff were online via platforms such as Zoom, WebEx and Google Meets

Examples of Professional Learning Programs/Topics engaged with (internally & externally) include:

- Wushka
- Writing Personalised Learning Plans for Students
- Child Safety — Code of Conduct, Risk Management Processes
- Dynamiq — Fire Warden Training Online Modules
- Seesaw PD
- Google Classrooms/ICT Protocols
- Remote and Flexible Learning — WWW/EBI
- Assessment and Reporting
- PAT Data Analysis
- Occupational Health and Safety
- Key Policies — Footwear Policy, Contractors on Site, Manual Handling Training, Slips, Trips and Falls, Fire Evacuations
- Beginning Principals Network
- Western Region Principals Network
- Image of the Child — Sacred Heart Educators
- Social Emotional Learning
- NCCD — Data Collection, Evidence and Adjustments
- Child PROTECT
- Mandatory Reporting eLearning Modules
- Essential Assessment in Numeracy

- Berry Street Education Model
- Network Meetings e.g. RE, Finance, Learning and Teaching, Literacy, Student Wellbeing
- Principal Induction — Finance
- Agile School Leaders — Simon Breakspear & Ryan Dunn
- Berry Street Education Model
- Child Information Sharing Scheme
- The Power of Parent Engagement for Student Learning - Catholic Schools Parents Victoria
- The Power of Parent Knowledge for Learning - Catholic Schools Parents Victoria
- Attending to Staff Wellbeing: Dadirri: a time for renewal
- The safety & wellbeing of young people during COVID -19 - Commission for Children and Young People
- Relationships, resilience and wellbeing - Sue Roffey

Attending to our Wellbeing: being present, calm and secure - Maggie Farrar

Number of teachers who participated in PL in 2020	32
Average expenditure per teacher for PL	\$700

TEACHER SATISFACTION

The climate at Sacred Heart Catholic Primary School is one of optimism, collaboration and a strong commitment to the students of our school.

We are a Catholic faith community and recognise the importance of treating one another with kindness, respect, compassion and embrace the uniqueness that each one of us bring to our roles. Anecdotally, teachers report high levels of satisfaction with their work and are happy to come to work. This was particularly evident during periods of lock down, where many teachers volunteered to be onsite in addition to required hours so that they could be with their colleagues and support student learning.

In the absence of 2020 CEM SIS data, the School Reviewer, Christine Wakeling, reported the following:

The compelling vision for improvement and change engendered by leadership in 2020 is being embraced by staff. Leaders and educators report improved staff morale. They appreciate the clarity of purpose defined in the Image of the Child, the targeted 2020 Annual Action Plan and the strategic and transparent planning for change.

A central element of the school's performance and development cycle now is an Impact and Growth for Educators process of individual professional learning and development introduced in 2020. This dialogue and reflection, timetabled each term, is promoting feedback, goal setting and monitoring and observation of practice. Staff recognise the importance of engaging in professional dialogue about their practice

Embrace of cultural and technological change in 2020 has been identified as a strength resulting from new leadership in 2020

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	81.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	30.0%
Graduate	15.0%
Graduate Certificate	10.0%
Bachelor Degree	85.0%
Advanced Diploma	30.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	25.0
Teaching Staff (FTE)	22.1
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	4.5
Indigenous Teaching Staff (Headcount)	0.0

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

To continue to build community connectedness as a dimension of all structures and processes.

Achievements

"A culture of welcome and hospitality permeates the school. Across the community, students, staff and families feel known and valued. Diversity is considered integral to the identity of the community, whose collective voice informs and supports the culture and educational approach of the school. Trusting relationships and positive regard form the foundation for learning, and enable the school to work through challenge and adversity."

School Review Report 2020

Christine Wakeling (School Reviewer)

The following points are drawn from discussions with the parish priest, parents and students

- This focus on relationships includes emphasis on the importance of parent voice in creating a learning community where dialogue between parents and the school is valued and promoted. Leaders are seeking to enable parent voice at every level of decision-making to strengthen the sense of belonging and connectedness in the Sacred Heart School community.
- Prominence is placed on meaningful partnerships with parents, aligned with their child's learning environment at school. As the school is incorporating specific and constructive feedback to students into the teaching and learning cycle, parents are being encouraged to support their child's understanding of the feedback they receive.

Achievements

- Continued commitment and implementation of special events and celebration days that include Father's Day Stall, Welcome Picnic, School Sports including Cross Country events & swimming, Year 6 Graduation celebrations, School Community Movie Night, significant event/dates masses, School Assemblies. Unfortunately due to the ongoing restrictions as a result of COVID19, many events typically held were cancelled under directives of Department of Health & Human Services
- Prep parents invited to attend Prep Morning Prayer each day
- School Assemblies moved to an online form via Zoom to maintain participation during lock down periods
- Continued involvement in the School Board roles and responsibilities
- Parent Helpers in the classroom to support student learning, as directed by the classroom teacher

- Ongoing development of the School Website & Seesaw, enabling parents and families to access key information, forms, newsletters, announcements, special event details etc
- Establishment of an official school Facebook page, administered by the school leadership team. This was particularly effective in reaching the school and broader community during lock down periods, promoting engagement, wellbeing and connectedness
- Development and distribution of a Curriculum Newsletter that gives parents information about learning and teaching in each year level from Prep - Year 6
- Regular family attendance at Whole School and Class Masses at Sacred Heart Parish Church which is on the school grounds of Sacred Heart Primary School
- Families dropping off food/special treats to onsite staff during lock down periods
- Celebrations of Learning shared by Year levels via online platforms

PARENT SATISFACTION

The remote learning context of 2020 has enabled the school to enhance the opportunities for family engagement. Parent focus group discussion resulting from the School Review in highlighted their appreciation of the school's responsiveness to feedback about the initial stages of remote learning and the subsequent change to a common digital platform. They valued the high level of teacher organisation, teachers' accessibility and innovative approaches to enable their children to continue to access learning designed to meet their needs.

In addition, improvement in the quality of communication in 2020 between the school and families is applauded by parents. A more vibrant website, engaging newsletters and an informed and engaged School Education Board demonstrate the focus the school is now placing on fostering relationships with families, where a holistic view of the child is central.

Sacred Heart Primary School recognises the need to strengthen its connection to community, to discover the voice of the past and to recognise the broad range of community influence on the lives of children and families at Sacred Heart.

Testament to the school's positive profile and reputation within the community is a marked increase in enrolments over the review period and CEM SIS data which provides a strong indication that parents are likely to recommend the school to prospective families.

As reported in earlier sections, parents were invited to provide feedback to the school at various intervals throughout the remote learning period. Below are a few examples:

NAME has embraced the use of the technology, freely exploring and discovering ways to do things, and appears very comfortable with the remote learning system. I think this experience has helped NAME to appreciate what she does well and where she requires some extra effort and growth.

I think NAME's experience would have been improved by increased feedback as it was very difficult to keep him motivated without the daily feedback he would have received in a classroom setting.

Just want to thank Sacred Heart & all the staff for the easy transition into home learning.

I felt lucky enough to be able to spend time with both Name & Name and help guide them through and watch their minds tick over as they completed each task.

I think having the timetable at the start of the week was great as I could plan time accordingly and felt they were always super engaged each morning with their teachers.

On days when I felt they needed assistance teachers were always easy to access though I think all information provided was great and the boys seemed to navigate through quite easily.

Future Directions

There is much to look forward to in the upcoming school year of 2021. Sacred Heart Catholic Primary School is rich in tradition and history. The story of our past is one we acknowledge and draw on when reflecting on what is important in our school. But 2021 is also a time of renewal and re-imagining.

With the affirmations and recommendations of the 2020 School Review, we have a unique opportunity to think critically about what is 'working well' and what would be 'even better if'. The School Improvement Framework promotes an evidence and research-based approach to planning for improvement within the school context and across all spheres of a Catholic school - Leadership and Management, Religious Dimension, Learning and Teaching, Student Wellbeing and School Community. This process has facilitated practices that will include ongoing monitoring, deep learning and focus on impact in order to enable continuous school improvement, leading to improved learning outcomes for our students.

The 2021 school year will also see the completion of a building project that has been in the planning phase for the past two years. The project includes the addition of two new learning spaces, professional planning spaces and new toilets. The project design is aimed at facilitating an approach to learning and teaching that is both innovative and contemporary, building the capabilities of our students as 21st century thinkers.

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