



Sacred Heart School Newport

2021 Annual Report to the School Community



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

06/04/2022

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

Governing Authority Report

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

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

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

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

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

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

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

Vision Statement

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."

St Mary MacKillop (1906)

Living Vision

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



Our Living Vision

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. Last year, we embarked on a new building project that has resulted in the addition of a third level on the existing building. The addition incorporates contemporary learning spaces that reflect what we know about how students learn best.

In 2021, the school had an enrolment of 320 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 2021, we had twenty-eight staff members in total with twenty-six educators. We had fourteen classroom teachers, four specialist teachers (Physical Education, The Arts, Library, LOTE), six educators in leadership roles (English Leader, Learning & Teaching/Mathematics Leader, Student Wellbeing & Family Engagement Leader, Religious Education Leader, Deputy Principal/Learning Diversity Leader, Principal), three Learning Support Officers, two Administration staff and one School Maintenance staff.

Faced with the considerable challenges of remote learning in 2021, 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 educators and administration staff strived to maintain ongoing connections with families, students and one another. Learning Support Educators & Classroom Educators, with the support and guidance of school leaders, ensured students who needed on-site supervision were provided with a level of care and encouragement that was of a high standard.

STRATEGIC PLAN

In light of the School Review process in 2020, a strategic intent was 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

I am pleased to present the 2021 Annual Report to the Community.

As we pause to reflect on 2021, another year that will no doubt go down in history as one that was largely shaped by the COVID 19 pandemic world-wide, we have learned many things about ourselves as individuals, about our friends and family and the broader community, including our Sacred Heart school community. We have seen the strength and kindness of those reaching out to help others and the courage of those who needed to find it during the difficult times.

With hope that 2021 would be different, it wasn't long before we were under a snap lockdown at the end of February. Processes and protocols learned from 2020 allowed for a smoother transition to remote learning. Teachers, students and parents worked in partnership, committed to minimising disruptions to student learning and the curriculum as much as possible. Sacred Heart staff gathered to review practices and determine what else would need to be put in place if/when another snap lockdown was to occur. Unfortunately, these practices and routines were to come into play often as the year unfolded. Google classrooms were established, and students gained practice in how to use it P-6 whilst at school so that they could work more independently at home.

The start of 2021 also saw the development of our Living Vision, in collaboration with staff, children and parents through the School Advisory Council. There are many ways that our community of faith enacted the school's vision. Each week, we reflected on how we were living our vision through thoughts, words, actions and prayer so that we are truly integrating our identity and mission as a Catholic school into the educational experience of every learner.

In closing, I would like to extend my heartfelt thanks to the Sacred Heart school community for the way in which you have come together to support the school and one another during the year.

Yours in faith,

Kaylene Carlin

SCHOOL PRINCIPAL

Parish Priest's Report

Fr Binh Le is the parish priest of St Joseph's Parish Newport, to which Sacred Heart belongs.

School Advisory Council Report

The Sacred Heart School Advisory Council acts in an advisory role to the Parish priest and principal of the school. In 2021 it comprised the following members:

Father Binh Le	Parish Priest
Kaylene Carlin	Principal
Erin Stone	Deputy Principal
Lyndal Acreman	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.

We began the 2021 school year with a renewed focus on Sacred Heart's Vision Statement and the role of the new School Advisory Council. We met regularly throughout the year to discuss family feedback within our school, and agenda items included reviewing NAPLAN data, COVID-related challenges, building redevelopment and involvement in the consultation process for the new playground. We continued to develop our relationship with Catholic School Parents Victoria by responding to surveys and promoting webinars to our school community. The council was also involved in setting school fees and establishing the Terms of Reference for the School Advisory Council.

At the end of 2022 the Council farewelled Katherine, Adriana, Michelle and Sue-Anne and thanked them for their service to the School Advisory Council.

Education in Faith

Goals & Intended Outcomes

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.

GoalTo strengthen authentic community partnerships, embedded in the faith and charism of our Catholic identity.

Intended OutcomeFor authentic relationships that reflect our Catholic faith are fostered.

Key Improvement Strategies

Foster respectful relationships, built on our Catholic faith and traditions, with all key stakeholders
Draw on the guiding statements and principles within Horizons of Hope

Achievements

Key Achievements include:

- Continued to embed the School Vision and Living Vision to ensure our actions are reflective of our core purpose and mission as a Catholic School
- A key focus on documentation to ensure our Catholic Identity is woven through and inextricably linked to our overarching strategic plan
- All teaching staff participated in Religious Education Professional Learning throughout the year to demonstrate our commitment to building and sustaining Catholic identity. This continued through periods of remote learning via platforms such as Google Meets and Zoom.
- 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 is reflective of our Catholic context
- Religious Education continued to be implemented throughout periods of on-site and remote learning. The REL and teachers continued to plan engaging learning for students.
- Year 6 students participated in a Confirmation Reflection Day and received the Sacrament of Confirmation
- Year 3 students received the Sacrament of Reconciliation
- Year 5 students received the Sacrament of the Eucharist, after being postponed in 2020 due to the pandemic

- Student leaders, Year 2-6 MacKillop Leaders and Year 6 Portfolio leaders, committed to one term of a Social Justice focus in the life of the school community. This included supporting organisations such as St Vincent de Paul and Project Compassion.
- Documentation of Acknowledgement Postcards reflecting the Living Vision

VALUE ADDED

Examples of Curricular & Extracurricular Events/Activities include:

Class Masses in St Joseph 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, as part of our Morning Gathering routines in each class

Fr Binh engaging in prayer with students on-site 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 by the Sea, Williamstown

Whole school Masses regularly throughout the year for special Feast Days eg St Mary MacKillop, Sacred Heart etc

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

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.

Goals

To build a culture of learning, innovation and improvement

To foster a community of active and animated learners who flourish

Intended Outcomes

The students have high self-efficacy.

The students are enacting their learning.

The feedback cycle is embedded in our teaching and learning practice

Students are actively engaged in setting directions for their own learning.

Key Improvement Strategies

Utilise an Evidence Based Learning and Teaching approach whereby educators draw on a range of data to plan for and implement effective teaching interventions to support the individual growth of students

Draw on a range of evidence based educational influences and identify key philosophies and principles e.g., Reggio influences, Inquiry Learning Model

Utilise Feedback Cycle models e.g., Helen Timperley's work, to bring about intended outcomes

Utilise Teaching Sprints (Dr Simon Breakspear) to support teachers to:

- Meaningfully engage with the best available evidence in the field
- Make incremental changes to teaching practice for big impact over time

Establish the organisational routines needed for job-embedded teacher learning

Engage in collaborative and disciplined dialogue with peers

Make more effective use of available team collaboration time, supported by tools and protocols

Deepen knowledge of the science of learning and be inspired by a process of continual professional improvement

IMAGE OF THE CHILD

The image of child continues to be a core belief driving our pedagogies and relationships between educators and children at Sacred Heart Primary School.

There are hundreds of different images of the child.

Each one of you has inside yourself an image of the child that directs you as you begin to relate to a child.

It pushes you to behave in certain ways; it orients you as you talk to the child, listen to the child, observe the child.

Your image of the child is where teaching begins.

The ability to enjoy relationships and work together is very important.

Children need to enjoy being in school, they need to love their school and the interactions that take place there.

Their expectations of these interactions are critical.

Loris Malaguzzi

The following statement is a collective voice of the educators at Sacred Heart and guides our thinking and practices daily.

At Sacred Heart, we believe that the child is at the centre of all we do.

We recognise that each child is unique and thrives when provided with meaningful experiences through which to flourish.

Children are curious and active in their learning when given opportunities to ask questions, discover, investigate and reflect.

We believe in educating the whole child to become confident and creative, with a passion for lifelong learning and optimism for their future.

Sacred Heart Educators 2020

Achievements

Sacred Heart is an inclusive Catholic education community where all members are respected, cared for and have a strong sense of belonging. We believe that we are all unique in our ability to learn and we can all experience success. We believe that the best education we can give our children is one where the school and family work together in partnership.

This year, through remote learning, our community of educators and parents worked collaboratively to ensure the education of our students continued, despite the many challenges of 2021.

Learning and Teaching begins with the needs of the individual child and works towards developing their potential as lifelong learners and responsible citizens. The prescribed curriculum

is used to frame learning that is responsive to the children's needs, to the context of our school and to the wider community.

Our achievements in 2021 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 learning gained through the engagement in the Abstract Reasoning Task Project collaboration with a cluster of schools in the West of Melbourne, MACS & Dr John Munro significantly developed teachers' pedagogical content knowledge for those who participated.
- 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.
- The 2021 remote learning context has enabled the school to seek and respond to both student and parent voice, encouraging self-reflection and feedback.

STUDENT LEARNING OUTCOMES

Student learning outcomes & progress has continually been monitored utilising a range of data sources throughout 2021.

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?'

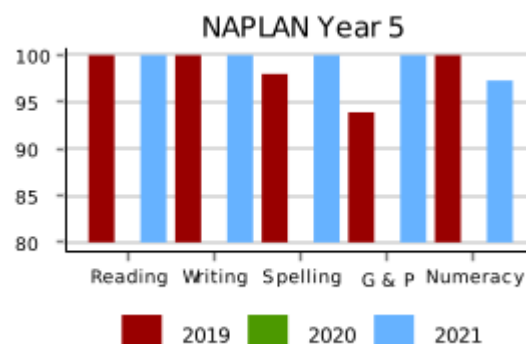
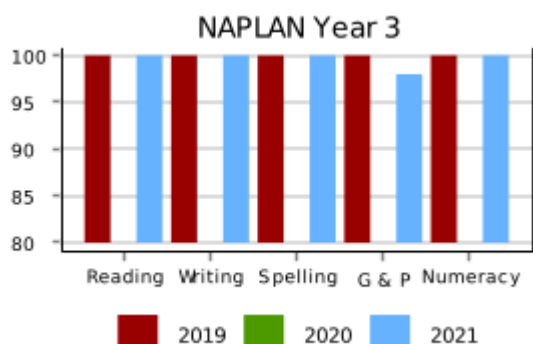
Student outcomes clearly show growth across all data sets and highlight the use of data sets is impacting on pedagogy and outcomes.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	98.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	93.9	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	97.3	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	98.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

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

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

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



Student Wellbeing

Goals & Intended Outcomes

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.

Goals

To build a culture of learning, innovation and improvement

To foster a community of active and animated learners who flourish

Intended Outcomes

The students have high self-efficacy.

The students are enacting their learning.

Key Improvement Strategies

Establish stronger Family/School partnerships which in turn will have a positive impact on student well-being and sense of connectedness between home and school.

Foster respectful relationships, built on our Catholic faith and traditions, with all key stakeholders

Achievements

TRANSITION & ORIENTATION PROGRAMS

2022 PREPS

During 2021 we were able to reintroduce an onsite transition and orientation program for the Prep 2022 students. We have also integrated some of the new ways that we connected with our families and students as a result of the pandemic to create a rich and informed experience for parents and children.

Some of the strategies included:

- Re -launching a site/hub that is solely for Prep 2022 families with key information, introductions to Prep teachers for next year, Getting Ready for School tips etc
- Prep teachers for 2022 were announced early in Term 4 to enable connections to be built between teachers, students and parents
- Prep 2022 Welcome packs were delivered to students and included a Sacred Heart Teddy Bear and a custom written Starting School at Sacred Heart Book

YEAR 6 TRANSITION TO YEAR 7 2022

Our feeder secondary schools, Emmanuel College & Mt St Joseph's continued to reach out to our school community through our own newsletter. They have created online videos of current students and school site tours to connect incoming students and families with their new school.

A key initiative in 2021, was the connecting of the Year 6 students in an online forum with other Catholic schools in the area. This enabled the students to meet children from other schools who might also be going to the same secondary school. A school leader from Emmanuel College also spoke to the students about life in secondary school and what to expect as they transition to Year 7.

SCHOOL PSYCHOLOGIST & COUNSELLING SERVICE

The school continued its partnership program with United Minds to provide Counselling Services to students and families of Sacred Heart School. Student and families from Sacred Heart have access to psychologists for educational and social concerns through a referral process under the Learning Diversity and Student Wellbeing umbrellas. Due to COVID 19 restrictions, the service moved to an online provision model for a large part of 2021 that some children and families continued to access.

Other achievements include:

- Regular Wellbeing posts by the Student Wellbeing & Family Engagement Leader integrated into the fortnightly newsletter
- A Wellbeing Hub via Google Sites was launched, with many opportunities for students to engage in wellbeing resources and activities
- Gift Bags for students who were required to isolate due to being a primary close contact as school returned towards the end of the year

VALUE ADDED

Examples of Curricular & Extracurricular Events/Activities include:

- Lunchtime Clubs held each lunchtime, providing an opportunity for students to seek an alternate, quieter space during playground time. Lunchtime Clubs have been facilitated by educators on a volunteer basis and have included activities such as Lego Club, Drawing Club, Yoga, Irish Dancing, Origami & many more
- During Remote Learning, online Connect Clubs were held at 2.30pm each afternoon and included many of the activities listed above
- Professional Learning for teachers, exploring the concept of student wellbeing and engagement. Sacred Heart educators place significant emphasis on the formation of

strong, trusting relationships with the children in their care, recognising the relationship between well-being, belonging and improved learning outcomes for students.

- Kitchen Garden program where students participated in the cultivating of food produce and using the produce to cook a range of dishes.

STUDENT SATISFACTION

The following data is drawn from student satisfaction results from the 2021 MACSSIS surveys. The data pertains only to Year 4 - 6 students.

	MACS AVERAGE	SACRED HEART 2019	SACRED HEART 2021
Rigorous Expectations	80%	75%	79%
School Climate	67%	55%	60%
Teacher Student Relationships	76%	57%	70%
School Belonging	75%	69%	72%
Learning Disposition	74%	76%	70%
Enabling Safety	56%	46%	52%
Student Voice	58%	51%	54%

Students are **increasingly** reporting that:

- Their teacher encourages them to do their best
- Their teachers take the time to make sure they understand their learning
- They are excited about coming to class
- The school has an energy
- Their teachers are respectful towards them
- If they were upset, their teacher would show care towards them
- They have an opportunity to make suggestions about how the school could be safer
- When the adults in our school make a major decision about the school, students have a say in the decision-making process

In addition, throughout periods of remote and flexible learning in 2021, 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.

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	96.0%
Y02	95.2%
Y03	95.1%
Y04	95.9%
Y05	95.3%
Y06	96.3%
Overall average attendance	95.6%

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.

In 2021, the Strategic Intent is to establish a culture of learning, innovation and improvement within a community of active learners who flourish. We believe that children will flourish when they feel safe and connected within their school, with educators, their peers and the school environment - physically, emotionally and spiritually. Our daily routines and dialogue reflect these core beliefs as educators and adults working with children.

Further elaborations on our goal & intended outcomes 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

The following sets out the processes and strategies to be implemented, aligned to the identified standards contained within Ministerial Order 870, to ensure Sacred Heart Primary School creates and maintains a child safe school environment. The policies align with the requirements of the Melbourne Archdiocese of Catholic Schools, as the governing body.

Policy & Practice

- Principal, Deputy Principal and Student Wellbeing Leader are identified with the role & responsibility of ensuring Child Safety is embedded in the school culture
- 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 via the school Google Drive. 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.
- School has job descriptions for all school staff documented, including those involved in child-connected work in all school environments and outside of school hours which include a statement of expectations for duties and responsibilities related to child safety.
- Governance arrangements exist which outline responsibilities and steps for staff to respond to the care, safety and welfare of students, including all school environments and outside of school hours and particularly on school camps. These are found in the Staff Handbook.
- All teaching staff are required to have the National Criminal Records Check (NCRC), all non teaching staff are required to have the Working with Children Check (WWCC) and parent helpers / volunteers are also required to hold a WWCC.
- 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 is made explicit regularly and reviewed as required
- School Attendance Guidelines - Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern
- Regular, timely review of potential Child Safety risks through a risk assessment process
- Compliance Register reviewed, updated and maintained.

Professional Learning of Teachers, non-teaching staff & Volunteers

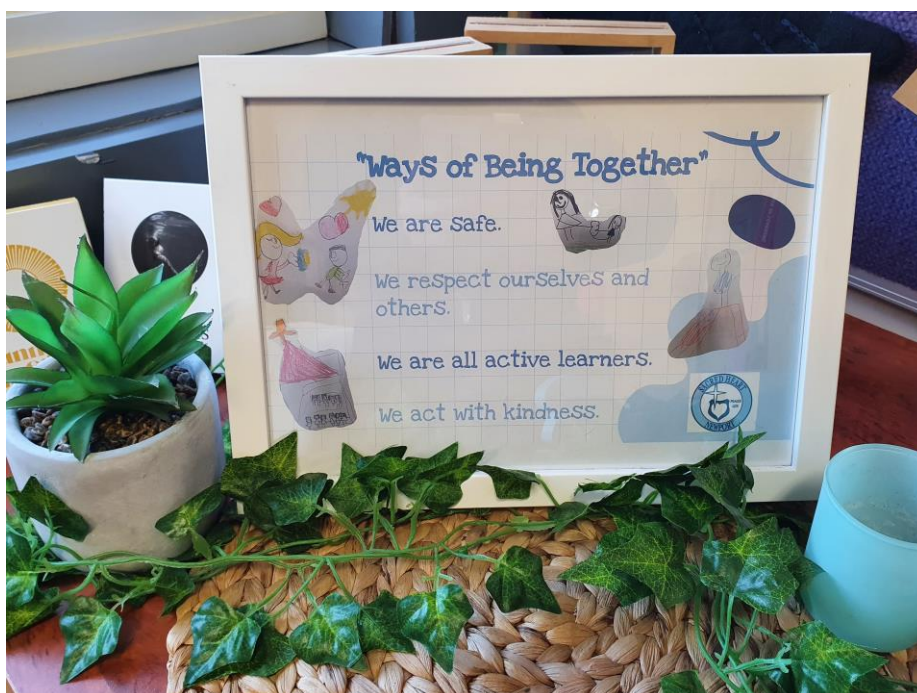
- All staff engaged in the prescribed Professional Development programs and signed off on the Child Safe Policy as directed by Ministerial Order No. 870
- Revisited mandatory reporting requirements including all staff completing the mandatory reporting e-learning modules and reportable conduct requirements
- Participated in Protect - Responding to Suspected Student Sexual Offending
- Revisited the School's Child Safety Policy & Code of Conduct with all staff to ensure a clear understanding of professional obligations
- Parent volunteers in the classroom undertake an induction session with one of the school leaders. Part of the session details obligations and requirements detailed in the school's Child Safe Policy

Student Voice, Agency & Engagement

Sacred Heart Primary School promotes student voice and agency at every opportunity. In doing so, children are empowered to fully participate and engage with all facets of school life. This is important for all children, including students from Indigenous backgrounds, culturally and/or linguistically diverse backgrounds and those with a disability.

Strategies that support the implementation of Child Safe standards include:

- The development of our Sacred Heart "Ways of Being Together" which is a positive approach to student behavioural expectations at our school.
- At the beginning of the year, each class explored the school wide "Ways of Being Together" and detailed through artwork and words/statements what this might look like, sound like and feel like for their class
- The school reinforces and promotes children's awareness of our "Ways of Being Together" through class Morning Gatherings each day
- The school supports children's understanding of their rights and enables them to raise child safety concerns in all school environments and outside of school hours through conversations with their teachers, Morning Gathering Time, journaling and the MacKillop leaders in each class
- Implementation of educational strategies covering resilience and healthy and respectful relationships (including sexuality) occurs in Social Emotional Learning lessons and targeted programs throughout the year
- Processes are in place that are inclusive of the needs of all children, particularly children who are vulnerable due to age, family circumstances, abilities or Indigenous, cultural, or linguistic background via specialist intervention programs, social skills intervention. In addition, specific needs based programs occur 'at point of need' during the school day.
- Special event days promoting a Child Safe environment e.g. Harmony Day, incorporating the National Day of Action against Bullying and Violence, eSafety Day etc
- Student leadership opportunities - School Captains, Sports Captains, MacKillop Leaders where matters pertaining to Child Safe Standards can be raised and addressed



Leadership & Management

Goals & Intended Outcomes

Our Strategic Directions for 2021 are detailed in the table below:

STRATEGIC LONG TERM GOALS	MILESTONES	ACTIONS
Core Drivers		
Community, consistency, collaboration, communication, relationships, improvement, accountability, high expectations, reflective, explicitness		
To build a culture of learning, innovation and improvement	Students can articulate learning dispositions The students recognised themselves as active learners The students are provided with opportunities to explore areas of interest	Identify the dispositions of learners as a community Construct our Sacred Heart Ways of Being Together Pilot an Inquiry Approach that is student centred through Discovery
To foster a community of active and animated learners who flourish	Teachers understand the feedback cycle. The feedback cycle is embedded. Teachers understand learning progressions. Teachers are using learning progressions when engaging in feedback with students	PD staff on models of the feedback cycle Build student understanding of the feedback cycle PD staff in learning progressions Write Sacred Heart Learning Progressions in Writing, including focus on Spelling, Grammar and Punctuation
To strengthen authentic community partnerships	We have an established "Ways of Being Together" at Sacred Heart We have an established "Living Vision" at Sacred Heart The Sacred Heart Community recognises the role and value of working with one another in relationship together.	Identify the purpose of developing our Ways of Being Together. Re-imagine the Sacred Heart Vision Statement, as a school community Enact our Ways of Being Together

Achievements

BUILDING PROJECT

The start of 2021 saw the commencement of the long-awaited building project. Following a tender process, Midson Construction were granted the project and work began not long after the start of the school year.

With the loss of two classrooms for the duration of the project, the two Year 6 classes for 2021 were established in the historic convent across the road from the main school building, thanks to the generosity of Fr Binh and the Parish of St. Joseph.

The Year 6 students and teachers have embraced the opportunity to work in a unique learning space, steeped in history and with significant links to the founding Sisters of the Josephite order. Sr Lorraine has been a regular visitor back to her old home and keeping a close eye on the re-imagining of the convent as a place of learning and connection.

The two Year 3 classes were re-located into the original school library, providing an opportunity for a collaborative and flexible learning space.

The temporary library continued to function as a library.

Whilst the project began well, there were significant delays due to issues with cladding supplies & limitations to the number of workers permitted onsite during the height of the COVID19 pandemic in Victoria. The original completion date of mid August 2021 continued to be revised as a result.

The project was completed on 15th December. We look forward to reaping the rewards with an innovative and contemporary learning space that will foster innovation and lateral thinking by our students.

Additional Achievements include:

Prep 2022 Enrolment 2022 Tours were conducted on Tuesday, 16th March, Thursday 29th March, Monday, 17th May & Tuesday 25th May

Cubby House was been given a new lease of life as the Sacred Heart Cafe. P-2 students actively engaged in imaginative play & were also encouraged to re-set the space at the end of each recess and lunch break so that it is ready for children to use in the next break



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

PROFESSIONAL LEARNING & DEVELOPMENT

Despite the challenges of 2021, Sacred Heart staff continued to engage in a range of professional development opportunities. These include but are not limited to the following professional learning opportunities.

SCHOOL VISIT P - 2 DISCOVERY (INQUIRY BASED LEARNING)

On Tuesday 27th May 2021, the P-2 educators and school leaders visited St John's Primary School in Footscray to learn more about teaching and learning within Discovery, an inquiry-based strategy whereby children ask questions, wonder, problem solve, think critically and creatively and draw on their existing knowledge of the world. Afterwards, the Sacred Heart team discussed the core 'take-aways' and how we can continue to build on what we know and do to have an impact on student learning and engagement at Sacred Heart.

LEARNING PROGRESSIONS IN WRITING

The Sacred Heart staff engaged in Professional Development on developing English progressions in Writing, led by Sue Burke, English Leader. The English Progressions are utilised to support students in identifying their writing goals and work towards achieving their goals. Sue has continued building on the work done by the staff on this day to develop functional working documents to support planning, assessment and reporting in English.

ABSTRACT REASONING THINKING

In 2021, the Year 6 educators joined a Melbourne Archdiocese Catholic Schools Collective with several other schools in the Western Region. The focus of the collective was to assess and develop the Abstract Reasoning skills of the Year 6 students. The students engaged in the ACER Abstract Reasoning assessment tool. Abstract items require students to solve problems by hypothesising, identifying and applying patterns and relationships presented in diagrammatic form. Evaluation of evidence is an important element in problem solution. The students then engaged in a range of tasks that promoted Abstract Reasoning. This valuable work will continue into 2022.

IMPACT & GROWTH

All staff also engage in Impact & Growth Meetings with the School Principal, Kaylene Carlin. This is a professional learning and development model that enables educators to identify personal professional goals, identify a mentor/coach/MKO and identify strategies that enable continual growth as a teacher.

Staff (some or all) also engaged in the following Professional Learning in 2021:

- Feedback Cycle Closure Day
- Revisiting Remote Learning Protocols & Expectations regularly as a leadership team and staff. How do we continue to respond and adapt to the needs of our students and community?
- English Additional Language Curriculum PD led by Rebecca Paic from MACS
- Respectful Relationships Student Wellbeing PD facilitated by Lyndal Acreman, supporting teachers to set SW targets and utilise 4R curriculum resources. All teachers implemented an Action Research Pilot Project with a small group of students, using feedback and writing learning progressions to improve student learning outcomes
- Fractions PL with Nancy Surace (MACS) - Developing our knowledge of key ideas and concepts within the topic of Fractions
- P-2 Cued Articulation Online PL (MACS)
- RE - Linking RE to Inquiry topics

Number of teachers who participated in PL in 2021	30
Average expenditure per teacher for PL	\$1500

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 on-site in addition to required hours so that they could be with their colleagues and support student learning.

Every Monday morning, the Sacred Heart educators and administrative staff meet for a Monday Gathering to prepare for the coming week. During this time, the staff greet one another, acknowledging one another using their names and engage in Positive Primers (Berry St routines). The staff also identify events, opportunities or moments that have occurred in the previous week that reflect the key underpinnings of the Living Vision. In doing so, a culture of inclusion, acceptance and positivity is promoted, promoting staff well-being, self-esteem and a sense of being valued.

In 2021, staff at Sacred Heart Primary School participated in a survey (Orima Research MACSSIS Survey) pertaining to many aspects of school life. The following data reflects teacher satisfaction at Sacred Heart Primary School:

Domain	Sacred Heart PS 2019	Sacred Heart PS 2021	MACS School Average
Collective Efficacy	69%	85%	79%
Staff Leadership Relationships	68%	87%	80%
School Climate	76%	90%	80%
Collaboration in Teams	89%	92%	68%
Support for Teams	73%	84%	68%

In all areas, Sacred Heart Primary School teacher satisfaction domains reflected significant growth and improvement between 2019 and 2021, exceeding the average of Melbourne Archdiocese Catholic Schools.

We continue to strive to ensure teacher satisfaction remains high, despite the demands on the teaching profession, many of which has been exacerbated as a result of the pandemic over the past two years.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate 82.9%

ALL STAFF RETENTION RATE

Staff Retention Rate 81.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	19.0%
Graduate	4.8%
Graduate Certificate	9.5%
Bachelor Degree	71.4%
Advanced Diploma	19.0%
No Qualifications Listed	19.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	25.5
Non-Teaching Staff (Headcount)	6.0
Non-Teaching Staff (FTE)	6.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

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 specific goal pertaining to Education in Faith is to strengthen authentic community partnerships, embedded in the faith and charism of our Catholic identity.

The Intended Outcome is for authentic relationships that reflect our Catholic faith are fostered.

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)

ACHIEVEMENTS

It was a privilege to be a part of the Newport RSL ANZAC Day ceremony on 25th April. Our School Captains and Vice Captain, represented Sacred Heart Primary School, speaking about what ANZAC Day means to them, spreading poppy seeds and laying the wreath on behalf of our school community. Father Binh also led the local Newport community in prayer. They each demonstrated what leadership is all about through their words and actions.

We have a continued commitment and implementation of special events and celebration days that include Father's Day and Mother's Day Breakfasts & Stalls, School Sports including Cross Country events & swimming, Year 6 Graduation celebrations, Feast Days and other significant event/dates masses and School Assemblies. Unfortunately due to the ongoing restrictions as a result of COVID19 in 2021, many events typically held were cancelled under directives of Department of Health & Human Services, although we were able to proceed with some of the above listed events.

Other achievements include:

- Prep parents invited to attend Prep Morning Prayer each day, restrictions permitting
- School Assemblies moved to an online form via Zoom to maintain participation during lock down periods
- Continued involvement of the School Board where meetings were held via Zoom for the most part
- Parent Helpers in the classroom to support student learning, as directed by the classroom teacher, restrictions permitting
- Ongoing development of the School Website & Seesaw, enabling parents and families to access key information, forms, newsletters, announcements, special event details etc

- Using the official school Facebook page, administered by the school leadership team, to connect with school families. This was particularly effective in reaching the school and broader community during lock down periods, promoting engagement, wellbeing and connectedness
- 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

"It takes a village to raise a child".

African proverb

At Sacred Heart Primary School, we believe firmly in the importance of educators and parents working together in partnership and within a relationship built on trust and faith.

With the child at the centre of all we do, open, transparent and ongoing dialogue between home and school is essential in ensuring that we continue to work together to ensure optimal learning and growth for each child.

We value and promote respectful communication and ongoing feedback to continue to strive to be a school that is safe, thriving and meeting the needs of our children and community of families.

Parent feedback is gained through a variety of sources. This may include informal conversations in the classroom, via Seesaw communications and emails between parents and teachers and more formalised systems such as Parent Feedback surveys eg remote learning surveys, MACSSIS surveys etc.

Overall, parent satisfaction surveys measuring family engagement, school fit, school climate, student safety, communication and Catholic identity compare favourably with the average data of other Melbourne Archdiocese Catholic Schools.

Parents of children in the junior and middle levels of the school were most likely to rank the school above or well above other schools in the aforementioned categories. Target areas for the school to work on in the future include providing more opportunities for family engagement and enhancing our Catholic identity.

REMOTE LEARNING

Along with other schools in Melbourne, Victoria, Sacred Heart Primary School children spent extended periods of time engaged in remote learning throughout the year. During these periods, it remained critical that we sought feedback from parents as to what was going well, what was most challenging and how we could support children learning from home.

We utilised a range of communication and data sources to gain this feedback, the most useful being feedback that was timely and could be responded to quickly.

Parent survey data gained in August 2021 reflects the diverse range of experiences of families in our school community. Some de-identified feedback is detailed below:

The teachers are doing an amazing job. The check ins are a great way for the kids to connect. The work load is really manageable.

Tasks are easy to complete

Three tasks each day is the right amount, also they feel like the right level and my daughter is able to work through these mostly independently.

Whilst my child enjoys the interaction with her teacher and also with her peers, at times the check in can drag on a bit, thus holding her focus on the task at hand can become difficult.

We love all the energy and support that the teacher is giving us. We thank her for all the tireless work that she is doing.

My son said the afternoon Connect Clubs are really amazing. He looks forward to them every day.

I like the weekly learning grid, so I know what to expect for the week.

I like the daily check-in, because I know if something is important then it will be mentioned in the check-in (which I might miss or misunderstand if it is just an email).

Swift communication, to and fro to answer queries from parents and feedback to kids

Please don't bring back specialist subjects - it just creates an extra burden for us as parents. With both of us working full time from home, we made a choice last year not to make the kids do them as it was just adding to all of our stress.

Being able to see the teacher and her mates

More google meets for learning sat, more interactive class type setting for new learning concepts and building on concept, more face to face time (virtual) to replicate the school learning environment.

Seesaw is cumbersome to submit work. Could they use google classroom to submit?

Thank you to the teachers and the school for the amazing work you are doing. This is not easy for anyone and you always turn up with a smile on your face, so thank you!

Future Directions

There is much to look forward to in the upcoming school year of 2022.

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 2022 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.

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