



Sacred Heart School Oakleigh

2020 Annual Report to the School Community



Registered School Number: 1393

Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal's Report	8
School Education Board Report	11
Education in Faith	13
Learning & Teaching	14
Student Wellbeing	18
Child Safe Standards	21
Leadership & Management	22
School Community	27
Future Directions	29



Contact Details

ADDRESS	2 Mora Avenue Oakleigh VIC 3166
PRINCIPAL	Brian Martin
PARISH PRIEST	Fr Raju Godavarthi
SCHOOL BOARD CHAIR	Dimple Fernandez
TELEPHONE	03 8574 4500
EMAIL	principal@shoakleigh.catholic.edu.au
WEBSITE	www.shoakleigh.catholic.edu.au
E NUMBER	E1139

Minimum Standards Attestation

I, Brian Martin, 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.

03/05/2021

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

At Sacred Heart School our goal is to provide a learning environment, which is inclusive, stimulating, affirming and safe, where there is a strong sense of justice and where all individuals are valued and given equal opportunities.

We endeavour to live the gospel values and work in partnership with parents, parish and community. We nurture and develop the whole person, encompassing all learning areas while recognizing individual talents and needs. Through participation in the traditions of our Catholic faith we strive to create an active, vibrant community enriched by the diverse cultures our families bring. At Sacred Heart School we cater in particular for children from Sacred Heart Parish and children from the city of Oakleigh.

We value and respect cultural diversity. Our school emphasizes gospel values of generosity, honesty, co-operation, courtesy, diligence and respect for self, others and property. Opportunities are provided for the development of community spirit among staff, parents and students.



School Overview

Growth in Faith - Love of Learning - Education for Life

Welcome to Sacred Heart Primary School and GEKA Sacred Heart Kindergarten, Oakleigh. We are proud of our Catholic faith and tradition and this underpins all areas of school life through relationships, prayer and rituals. We enjoy a strong sense of belonging and connectedness in our close-knit community. We welcome active engagement in the life of the school by all members of our community. We are a Child Safe school promoting the safety, wellbeing and inclusion of all children.

We are committed to a collaborative, engaging culture of learning where students engage in problem-solving, thinking critically and excelling. Our teachers are passionate about students and their learning, and we know that good relationships are at the heart of our teaching. We provide an exceptionally high-quality curriculum, embracing technology and extracurricular activities. We are committed to maintaining the highest standards in Literacy and Numeracy whilst supporting each student to achieve their highest possible goals. We want each student to be the best they can be and live out the Gospel values to make a difference in our world.

Faith and Our Values

We promote faith based lifelong learning based on Gospel Values that gives life meaning and purpose. Through the sacraments and sacramental program students experience key elements of a Christian life. Through Christian meditation and being mindful we encourage students to still their minds and focus thoughts, be at peace and live at the moment. Prayer and liturgy allow for an opening of hearts to God and others. Parents are supported through family faith nights.

Learning and Teaching

We promote learning that empowers learners to seek truth, to question and critique the prevailing cultural, political and philosophical ideas within the world around them. We develop the growth of all students in their learning journey. We develop students' growth mindset to continually improve their skills, leading to greater growth and greater success.

Lessons are innovative and creative where teachers continue to discover and devise new methods and content to ensure that students always get the best learning experiences. Students are empowered to have a strong voice in the learning process and to take risks in a safe environment. All students are actively engaged in activities that encourage them to develop a deeper understanding of content by working with and reflecting upon the material being presented. Activities are selected to meet the needs of the learner at their point of need.

Extension sessions run for more abled students in numeracy and literacy in small groups. A specialized extension teacher runs these sessions. Small group sessions focusing on intervention target student learning and ensure students realize growth and success in numeracy and literacy. A specialized intervention teacher also runs these sessions.

We focus on meaningful learning that embraces collaboration, positive teacher student relationships and self-satisfaction. Students are engaged in learning through excursions / incursions, our F-6 Camping Program, events such as the Premier's Reading Challenge, library borrowing during class and lunchtime, book club and book week activities. Specialist classes include Visual Arts, LOTE, Physical Education as well as rotations classes in Performing Arts, Science, History, Geography, Financial Literacy and Health which enhance the Literacy and Numeracy Programs.

The Arts

The Arts are used to developing creativity and expression in performing arts, visual arts and music. Students participate in community projects, Creative Music lessons and our Artist in Residence Program. Highlights of the Arts program include the Art Show and School Concert.

Sports

Our Sporting Program maintains healthy bodies and minds. Students participate in the Swimming Program, Cross Country, Athletics, AFL Football Clinics, Sporting Schools Afterschool Clinics, Community Sporting Clinics and Gymnastics. These programs lead up to our very successful Interschool Sport, District Sport and Representative Sports Programs.

Technology (1:1, Robotics and Coding)

We are innovative, progressive and adaptive. Our Technology Programs help close that gap and enhances the online relationships between teachers and students. Our 'One to One' Program creates the highest quality education and engagement of students in their learning. The Chromebooks from this program allow tools and processes for effective communication, collaboration and collective meaning in both the home and school settings.

Robotics is used as a transformational tool for learning, computational thinking, coding, and engineering. These are critical ingredients of our STEM learning program. Coding allows us to enhance student problem-solving, critical thinking, and creativity skills.

Student Wellbeing

Based on needs, we research best practice and run programs that support students, so they can fully participate in the world. We focus on building resilience and student wellbeing of all students. Our positive behaviour management program is highly effective in preventing and addressing any challenging behaviours in the classroom. Our clear and consistent expectations reduce stress, clear up much-needed time for teaching, improve overall student behaviours and creates better classroom cultures.

Circle Time helps develop positive relationships between class members through engaging and fun activities. It's a carefully planned time in which students develop a wide range of skills and attitudes such as confidence, self-esteem, speaking and listening.

Student Forums create student voice and agency as well as ownership, collaboration and engagement in genuine decision making. Our leadership program develops every student in year 6 in one of the following portfolios: Social Justice, Environment, Technology, Arts, Community and Sport Portfolios.

Seasons for Growth is an education program for students who have experienced significant change or loss. It is led by trained staff in schools. Our onsite qualified psychologist gives students and families access to high quality mental health services. Our counsellor works with students and families on relationship skills and social and emotional difficulties. Wellbeing services offered onsite include: Psychologist & Counselling, Speech Pathologist, Occupational Therapy, Dental Program, School Nursing Program and Learning Support Staff.

Our eXcel Student Wellbeing Framework includes Kindergarten Immersion Program, F-6 Buddy Program, Transition Program, eSmart and Lunchtime Clubs (Coding, Book Club, Art, Wellbeing, Dance, Chess, Gardening, Library & Sport). Our focus on wellbeing builds Social Networks through Fun and Engaging means. Students are trained in bullying prevention and creating student safe environments. Our students have a strong sense of belonging, and feeling safe at school.

Parent Engagement in Learning

Parents are actively engaged in the life of the school through:

- *Participation in events* such as the beginning of year welcome night, prep parent night and graduation
- *Supporting learning* through being a classroom helper in literacy and numeracy, being involved in the camping program, school education board, sports day, art show, concert as well as the parent teacher and student meetings
- *Participation in parents training sessions* including sacramental nights, Chromebook boot camp, wellbeing workshops, community conversations, family life, cyber safety and child safe training sessions and literacy and numeracy family nights

Together we build a culture of learning.

Community Involvement

We foster a community that creates connectedness, increases academic performance and boosts self-worth. Our focus is connecting students, teachers, leaders and parents to make the best learning environments for our students. We build effective partnerships based on mutual trust and respect, and shared responsibility for the education and wellbeing of each of our students.

The Parent Association (PA) works to develop and nurture the sense of community within the school. It plans and coordinates events and activities held throughout the school year. At our school, we only focus on community building and not fund raising so the focus can truly be on the school community. Highlights of the PA events include:

- Welcome morning tea for the foundation families
- Pancakes for Shrove Tuesday
- End of term BBQs
- Subway lunches
- Mother's and Father's Day stalls
- Mother's and Father's Day breakfasts
- Family Big Day Out
- Movie night
- Disco
- Second hand uniform shop
- Footy tipping competition
- Graduation dinner
- Trivia night
- Grandparents day

Kindergarten

GEKA Sacred Heart Kindergarten commenced operations in 2021 offering a kindergarten program for both 3 and 4 year old children.

Positioned in the school grounds, adjacent to the prep classrooms, the children in the kindergarten share some common areas with school children, to work, play and explore the learning environments. A strength-based approach to learning allows children to develop a strong sense of belonging and connectedness between the kindergarten and the school.

Outside School Hours Care / Holiday Program

We are proud to partner with Camp Australia to provide our Outside School Hours Care (OSHC) and holiday program. Camp Australia's experienced team of educators are dedicated to providing a safe and engaging space for students to learn and grow. Before School, After School, Pupil Free Days and Holiday Program are all offered in our school hall. Every experience is tailored to each child and focused on developing curiosity, imagination and resilience.



Principal's Report

Lord, create in these children the right attitude to excel in the classroom and in life. The attitude that says, I can reach deeper inside myself. The firm belief in God, themselves, their families, and their friends, to have great expectations for their future. The enduring commitment to persevere, to never quit no matter what the score, to never give up no matter what the odds. Amen.

Fr. Brian Cavanaugh (adapted), TOR

Principal's Report

School Education Board AGM 30 March 2021

Dear Parents and Carers,

As we conclude Term 1, 2021, I would like to reiterate my thanks for your support over the last twelve months, in a year that none of us expected but a year that we were able to be agile, pivot and still provide a quality education for our students. Our families have been extremely appreciative of the world-class online-learning model that we were able to offer our students, that was the envy of most schools. As a community we have all grown from this experience and discovered new learnings, adaptability, and resilience that we will be able to take into the future.

Our vision statement is at the heart of our decision-making which guides our choices and articulates our values. Our vision states: we nurture and develop the whole person, encompassing all learning areas. During the shutdown we deliberately chose to focus on the whole child, not just the literacy and numeracy. This is why our learning and teaching was so successful during 2020 and continues to create opportunities for the development of the whole person into the future. We focussed on the connectedness of students to their peers, teachers and learning support officers, extension and intervention and specialist program through our 1:1 computer program. This was well above the prescribed literacy and numeracy requirements. We have seen students immerse themselves in new ways of learning and demonstrate resilience that we don't always see in the classroom environment.

Our community rallied with the support of the Parents Association and Staff to maintain key social and inclusion events from school life. Online events including the disco, concert, social hangouts, book club, multicultural day and assemblies gave students and families purpose. Gifts and cards for Mother's and Father's Day were greatly appreciated and reminded us of the importance of respecting, honouring, and loving our mums and dads. Fortunately, we were able to celebrate the Sacrament of Confirmation and Graduation for our Year 6 students in person as restrictions began easing towards the end of last year.

Sacred Heart had been planning on establishing a kindergarten on our school site as part of our master planning conversations. Initially this was a long term plan however the announcement at the end of June 2020 of the closure of Emmanuel Kindergarten expedited our plans. The appointment of Glen Eira Kindergarten Association (GEKA) Early Years Management to manage the kindergarten was critical and led to the opening of GEKA Sacred Heart Kindergarten at the start of 2021. We were very pleased to accept approximately 40 3 and 4 year old children into our Kinder - School Community.

A three-stage building process is being rolled out with the support of the Melbourne Archdiocese Catholic Schools (MACS).

- Stage 1: 2020 existing buildings with minimal modifications with partial compliance
- Stage 2: 2021 existing buildings with significant modifications to achieve full compliance

- Stage 3: by 2029 purpose-built kindergarten to accommodate two streams of three and four-year-old students

We persevered with our external four-year school review in term 3. Our external review was conducted with two main focus areas:

- VRQA and Child Safe Compliance
- School Improvement Reflection and Direction Setting

Our Strategic Intent for the next four years is to develop and promote a high impact teaching culture for our school. Key strategies identified include:

- Review Master Plan in light of the new kindergarten
- Coaching and mentoring development to include high impact teaching strategies
- Ensuring an emphasis on high achieving students in literacy and numeracy
- Stocktake, review and prioritise key areas of existing parent engagement practices, including learnings from remote learning model
- Engaging further with the wider community as part of the curriculum F-6

With the Royal Commission and Parliamentary Inquiry into child abuse as well as legislative and compliance requirements rapidly becoming more complex for our schools, an unincorporated governance model based on one person was no longer viable. A new governance model officially took place from 1 January 2021 with Sacred Heart now falling under the umbrella of Melbourne Archdiocese Catholic Schools (MACS). This new governance model seeks both to ease the administrative burden on our schools and parishes, and to allow the parish priest to focus on the mission of education in the parish. While the governance model has changed the parish and school continues its partnership in the faith development of students. We continue to work through the process of change within this new structure. As a result of the change a decision has been made to dissolve the current School Education Board. A new School Advisory Council will replace the SEB with an opportunity for reinvigoration of the council, refocusing direction, and have a shared and familiar structure with other Catholic schools.

We engaged School Presence to design our school website and work with us on promoting the school through social media. The new website includes professional photography and videography, social media integration and is both web and mobile/tablet responsive. The SEB communication plan was used to help guide some of these decisions. The use of social media is designed to give us credibility and promote our wonderful school in ways that we have not been able to in the past. The focus is to make us more relevant to the next generation of parents and children. We are very proud of the fresh new look that captures the reality of learning at Sacred Heart School.

Despite the difficulties caused through the pandemic Sacred Heart School has flourished and continues to be an inspiration to many families and schools in the area. Now more than ever students are challenged to find meaning and value in their lives. Our programs based on Gospel values, support students to reach their full potential as compassionate, contributing, life-giving members of society who are highly skilled in tolerance, openness and justice. Our faith and values approach underpin Religious Education and the way that we operate which is an integral part of life of the school and curriculum and the way we engage in society.

The leadership in the school is shared across many teams. Each team focuses on collaboration, building capacity for change and improvement, through research. These teams mobilise expertise to innovate and build the capacity for improvement. The teams lead policy and procedural reforms

and assist in the direction setting for the school and build the capacity of other teachers to work with students and families. Each team works closely with the leadership team or myself to set direction, lead change and ensure excellence at Sacred Heart School. Key Achievements of these teams for 2020 - 2021 are included as an attachment to this report. Thank you to all the School Education Board members (SEB) for your dedication to this leadership role in our school. In particular your work in policy reform that has enriched our school community. A big thank you to our SEB executive of Dimple and Mic in supporting me and making everything run so smoothly. To our Parents Association, thank you for making Sacred Heart School such a wonderful community. In particular our PA exec of Maha, Helen, Athena, Jenny and Emelyn who give so much of their time and effort on a regular basis.

I would like to thank all the staff for their dedication and commitment to the children and all that they do to enhance the learning opportunities for the students. You have proven yourselves to go above and beyond in this year in particular. The teachers in our school do an amazing job and achieve excellent results. In particular to Jan Morice and Jenny Lefebvre in the leadership team for your wisdom and directions setting. Thank you to Lahiru and Marion in the admin team and the Learning Support Officers for keeping everything in the school operating so effectively. Most importantly I thank the students of Sacred Heart School. Thank you for all your efforts in your learning and for your efforts shown in the high level of results that you achieve across the curriculum and beyond. We as a school community will continue to strive to make you successful learners who are confident, creative and have a strong faith and are ready to be leaders of tomorrow.

I feel honoured and blessed to be part of such a vibrant learning community. I thank each of you for your individual efforts and your time that creates such a wonderful community and supports the learning of the children in our school. Whilst we will long remember the unusual circumstances that have engulfed us these past twelve months, we are also hoping to remember and make the most of the new learning that we have experienced as a school community. Now is the time to harness all the positive lessons and use these opportunities to learn and teach in new ways.

Brian Martin
Principal



School Education Board Report

On behalf of the School Education Board, I would like to thank our Principal Brian Martin, Deputy Principal Jan Morice & Father Raju for your exceptional work and dedication in establishing an ongoing culture of stability and excellence in our school during one of the most unprecedented years of our lifetime. I ask that you also pass on the Education Board's thanks to each of the staff for their tireless efforts and selfless commitment over the last 12 months. Thank you to all for keeping our school community together and for your genuine care and commitment in maintaining the success and wellbeing of our children despite the interruptions caused by the Covid pandemic.

To our Principal Brian Martin, thank you and congratulations on your leadership of our school this year. Your energy, support, encouragement and guidance has been greatly appreciated. Your support of me over the years as Chair of the School Education Board has been remarkable and inspiring. I have learnt a great deal from your advice and counsel and despite the new challenges we faced last year, we have been able to achieve great success. Thank you for being an inspirational leader and an influential mentor within our school community.

Jan, thank you for all your hard work which has kept this school operating successfully over the years. We congratulate you for your visionary and enduring efforts to ensure the highest standards for our school community. Your passion and vision have directed and assisted us in implementing and further enhancing many areas of our school and community.

Thank you to Father Raju for your leadership and guidance that our children receive from you during their spiritual journey here at Sacred Heart. Through your wisdom and teachings, you continue to build on the foundation of core principles and values within our community. We feel blessed to have your support and spiritual guidance through our life's journey.

To our office staff, Marion and Lahiru, thank you for your patience and help. You are always welcoming and ready to assist in any way possible. You are an invaluable asset to our school community. Your efficiency, dedication and commitment are greatly appreciated.

To my fellow board members, Mic' and Celia thank you for your enduring efforts and commitment to our school and to the School Education Board. To Celia, thank you for being our PA liaison and for your support in our community. As a result of the input from all of you, we have addressed various matters of importance and achieved great results.

Mic', thank you for your assistance in preparing us for each meeting in your role as Secretary of the Education Board. Your efforts have been greatly appreciated. Your input has been invaluable, and your efficiency has kept us on track and has ensured all areas of importance are addressed as required.

The focus of the School Education Board last year has been on various policies and guidelines which form an integral part of the school's governance.

The School Education Board has reviewed and provided feedback on the following policies and guidelines: Reportable Conduct Policy, Privacy Policy, Homework Policy, Social Media Policy, Teaching and Learning Policy and the Assessment and Reporting Policy. The School Board was also part of the Uniform review process, Logo review, Google reviews and the Parent handbook and Parent Prospectus review. I thank each one of you for your time, dedication and valuable input.

Being part of the School Education Board has been an extremely rewarding experience and a journey of accomplishment. Our members were from different working backgrounds and together

with their breadth of skills and dedication, enabled us to achieve considerable outcomes for our school community. I am sincerely proud of the School Education Board's achievements to date.

I thank you all for your efforts and wish you well for the forthcoming years.

Dimple Fernandez

Chairperson SEB



Education in Faith

Goals & Intended Outcomes

To strengthen the understanding of the beliefs and traditions of the Catholic faith in a contemporary environment (including the Parish and extended community) that staff, student and parent knowledge, understanding and appreciation of Catholic faith and tradition is deepened.

Achievements

Key Achievements in Education in Faith

- Embed Christian Meditation
- Developed R.E. curriculum through inquiry
- Virtual prayer books and prayer bags
- Developed online liturgies to share with the community
- Online prayer bags and prayer spaces

VALUE ADDED

Our school invites and supports students to discover God's presence in their daily lives. Within a gospel-centred environment, students are challenged and supported to understand themselves and the world in which they live through a world view founded in Scripture and in the traditions of the Catholic community; its stories, its worship, its experiences and its teachings.

Religious Education is at the centre of our school curriculum, and is reflected in a visible Catholic symbolic culture and active sacramental and liturgical practice. At Sacred Heart School, Religious Education explores students' life experiences in the context of Gospel Values and Catholic teachings. Children engage in daily Christian Meditation and Prayer.

The School Sacramental Program works in partnership with the parish and families to prepare children to understand the Sacraments of Reconciliation Year 3, Eucharist year 4 (First Communion) and Confirmation year 6.

Learning & Teaching

Goals & Intended Outcomes

To build the rate of growth of learning outcomes and engagement for all students through meaningful and contemporary pedagogy, with a focus on improving literacy and numeracy outcomes.

Achievements

Key Achievements in Learning and Teaching

- Co-create model of 5 hours per day connected with teachers (using google meets on chromebooks F-6) to maintain literacy, numeracy, specialist and wellbeing classes during remote learning time in Covid lockdown (teaching and learning focus)
- Oversee online learning content for all students
- Online delivery of early intervention and extension strategies in Literacy and Numeracy
- Expansion of Literacy intervention program to include Years 3-6
- Continue 'Touchpoint meetings' with literacy and numeracy leaders assisting teachers to target students with explicit learning activities.
- Support staff in their role of analysing data in English and Mathematics with teachers, and the implications for the classroom
- Maintaining key events while online
 - school concert
 - multicultural day
 - camping program
- NSIT training towards four year review during 2020

Key Achievements in eLearning

- Co-create model of 5 hours per day connected with teachers (using google meets on Chromebooks F-6) to maintain technical skills of students, teachers and parents to enable them to participate fully in remote learning time in Covid lockdown (technology training and support focus)
- Completion of a fourth year Chromebook program - one device per child across the school from Foundation to Year 6
- eSmart full accreditation with the Alannah and Madeline foundation.
- Establishing online learning environment through google meet and google classroom to cater for Covid restrictions

STUDENT LEARNING OUTCOMES

Programs and strategies in place to improve student learning outcomes.

- Embedding Mathematics component of Essential Assessment online for consistent data collection
- Embedding Literacy component of Essential Assessment online for consistent data collection.
- Embedding Learning Sprints to focus students learning outcomes
- Parent and teacher conferences to include students for feedback and goal setting
- Use of students' data for explicit teaching

Students are assessed annually using PAT Maths and Reading to assess student growth. Pre and post tests using Essential Assessment and teacher set assessments are used to ascertain student levels and set goals appropriate to each student. Teachers evaluate student learning outcomes through both formative and summative assessments. This data guides the groupings of students and the required teaching for the group.

2019-2020 growth data from PAT Testing.

This data shows the percentile growth of scale scores in both English and Maths from 2019 - 2020 in year 3 and 5 2020.

Year 3 Maths Scale Score

	2019	2020	Increase
95 percentile	133.9	138.9	5
75 percentile	116.1	122.1	6
Median	109.3	116.3	7
25 percentile	102.5	110.4	7.9
5th percentile	98.1	100.1	2

Year 5 Maths Scale Score

	2019	2020	Increase
95 percentile	135.9	141.8	5.9
75 percentile	125.6	129.3	3.7
Median	119.6	123.1	3.5
25 percentile	113.8	117.5	3.7
5th percentile	103.9	112.6	8.7

Year 3 Reading Scale Score

	2019	2020	Increase
95 percentile	127.7	136	8.3
75 percentile	113.8	123.5	9.7
Median	104.9	112.8	7.9
25 percentile	93.1	99.4	6.3
5th percentile	79.8	83.6	3.8

Year 5 Reading Scale Score

	2019	2020	Increase
95 percentile	139.9	140.3	0.4
75 percentile	130.6	134.3	3.7
Median	123.5	126.2	2.7
25 percentile	115.6	121.5	5.9
5th percentile	104.6	108.9	4.3

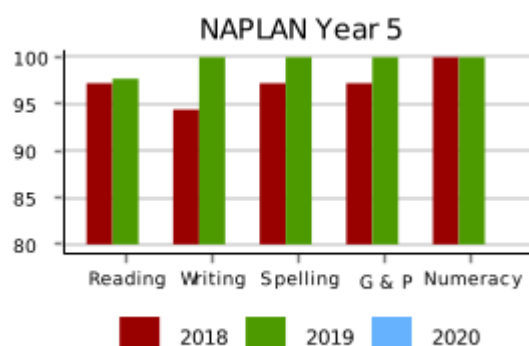
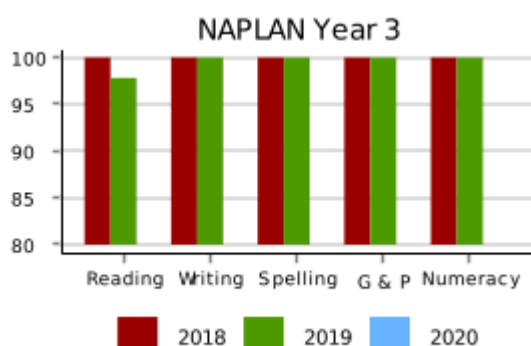


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	97.8	-2.2		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	97.2	100.0	2.8		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	97.2	97.7	0.5		
YR 05 Spelling	97.2	100.0	2.8		
YR 05 Writing	94.4	100.0	5.6		

* 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 continue building, in a reciprocal partnership with parents and caregivers, an inclusive culture that develops critical, resilient and confident learners.

Achievements

Key Achievements in Wellbeing

- Co-create model of 5 hours per day connected with teachers (using google meets on Chromebooks F-6) to maintain student connectedness and learning support for children requiring intervention and extension during remote learning time in Covid lockdown (wellbeing focus)
- Focus on student voice on key issues through resilience survey and wellbeing workshop day for years 3-6
- Introduced the year of Gratitude in 2020
- Focus on student wellbeing activities every day throughout 2020
- Built 2 year scope and sequence for Respectful Relationships Program
- R U OK? day for student and staff wellbeing

VALUE ADDED

The Wellbeing Team leads both student and staff wellbeing initiatives in the school including:

- A well monitored Behaviour Management Plan which emphasises the student responsibility for their own behaviour to enable a safe and happy learning environment
- Lunch and Recess Clubs including chess, storytelling and literature sessions, dance, skipping, construction, lunchtime sports, clay club and inter-house sport round robins
- Consistent application by staff of the Positive Behaviour Management Procedures is having a positive influence on behaviour of students e.g. awarding mini hearts and Education in Faith award certificates
- Building rapport between the students with the buddy program
- Consistent implementation of Circle Time and Social and Emotional Learning programs.
- Analysing the Monash Youth Focus Survey to highlight various concerns of the students
- Conducting Wellbeing Forum Days where students voice concerns and suggest solutions to issues
- Parent events e.g. Resilience guest speaker
- Embedding eXcel SEL framework

STUDENT SATISFACTION

Resilient Youth Australia Student Survey 2020.

Sacred Heart Results compared to Australian Norm (A.N.)

	Female	A.N.	Male	A.N.
	2020	2020	2020	2020
love and support from family	96	93	100	93
teacher at school who cares	96	88	100	84
teachers who encourage	93	89	100	86
parents/carers who encourage me	100	94	100	94
adult who sets a good example	100	92	100	89
adult in my life who I can talk to	96	82	92	83

Our students believe that:

- they are loved and supported by their family and friends.
- our teachers care about them
- our teachers encourage them
- parents/carers encourage them
- have a parent/carer who listens to them
- they can come up with ways to solve problems.



STUDENT ATTENDANCE

Online Learning

Attendance was taken once a day in the morning by the classroom teacher. Students absence was followed up by the classroom teacher or specialist teacher and leadership team

Onsite Learning

Attendance was taken twice a day in the morning and afternoon by the classroom teacher or specialist teacher. Students absence was followed up by the classroom teacher and leadership team

If a child is absent, parents are expected to notify the school in one of the following ways

- writing to the class teacher ahead of time, for known absences
- log into SkoolBag absentee eforms
- email the office
- call the school office
- contact the school office in person or by phone and speak with reception staff

Our school uses text with parents as soon as practicable on the day if a student is not at school and parents haven't notified the school as to the reason for the absence.

The Deputy Principal regularly oversees the attendance pattern of students and follows up if there is a concern.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	94.0%
Y02	94.3%
Y03	93.7%
Y04	96.0%
Y05	96.7%
Y06	96.9%
Overall average attendance	95.3%

Child Safe Standards

Goals & Intended Outcomes

Sacred Heart has implemented the Child Safety Standards Compliance Self-Assessment and Action Plan as part of its commitment to child safety.

The school has integrated the child safety focus into their school's vision and broader goals for the care and wellbeing of all students.

Achievements

Key Achievements in Child Safe Standards

- Rolling out key policies and procedures in regard to child safety
- Train staff in PROTECT: Identifying and responding to abuse and reporting obligations
- Embedding of policies and commitments into every day practice
- Child Safety Team/Committee structures
- Human Resources practices (recruitment, supervision, performance review)
- Child safety Risk Management practices
- Child safe training session for volunteers with a focus on Engagement of Families and communities in promoting child safety
- Recording of volunteers and CRTs digitised and relevant documentation maintained.
- Student participation and empowerment strategies such as the Yr. 5/6 wellbeing safety forum.
- eSmart focus on cyber safety including student and parent workshops.
- Ethical collection of data procedures.
- Explicit teaching of rights and responsibilities, awareness of bullying and social and emotional skills.



Leadership & Management

Goals & Intended Outcomes

To develop and sustain a supportive professional learning culture incorporating shared responsibility and accountability for feedback, appraisal, individual and collective growth as teachers whose core business is engaging all students and improving their learning outcomes. That effective teamwork and individual capacity building of staff are enhanced through consistent professional respectful and timely ongoing professional feedback.

Achievements

Key Achievements in Leadership

- Establishment of GEKA Sacred Heart Kindergarten
- School Review Process 2020-2024
- Governance changes from Sacred Heart Parish to MACS
- Social Media and Webpage design
- Online learning in model
 - hot swap devices with 1:1
 - take home packs
 - mother day gifts and packs
- Continue to achieve greater clarity of roles, policies and procedures for staff by updating core documents through the policy review schedule
- Ensure leadership team is allocating resources to support teachers in achieving their goals and analysing data
- Master planning provisions including stage 1 building works and stage 2 kindergarten works

Key Achievements in OHS

- Revising policies: First Aid, Anaphylaxis, Asthma, Diabetes, OHS policy
- Developing policies: EMP, Bushfire Policy
- Audit and review chemical safety register, maintenance logs and first aid supplies and equipment

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Weekly Professional Learning Team Meetings

Weekly Touch Point Meetings in Literacy and Numeracy

Child Information Sharing Scheme Briefings

Cued Articulation and Phonological Awareness

Deputy Principals' Network (Southern)
 Digital Education Network (Southern)
 Finance Cluster Meetings
 Graduate Network (Southern)
 Graduate Teacher Celebration
 ICON eSIS 2020 End of Year Workshop
 ICON eSIS 2021 Fees (Invoicing) Workshop
 ICON eSIS End of Year 2020/21
 LDL CONNECT (Southern)
 Learning Diversity Workshops (Southern)
 Principal Network (South East Zone)
 Record of Student Adjustment & Evaluation (ROSAE) Training Sessions
 Religious Education Network (Southern)
 Request for Information (RFI)
 School Governors and Principals Briefings
 School-Wide Improvement Forum 2020 (Southern)
 SWL Primary Network (South 1)
 Wellbeing Leaders Primary Network (Southern)

Number of teachers who participated in PL in 2020	30
Average expenditure per teacher for PL	\$100

TEACHER SATISFACTION

These quotes reflect the opinion of our Parent body about their satisfaction for the teachers at Sacred Heart in 2020. Further supporting data is found in Parent Satisfaction section of this report

- Thanks to all the 5-6 teachers for this continuity while schools stayed out of bounds with COVID-19. We appreciate how well all the staff took the extra effort to deliver remote learning. Special thanks for conducting the ANZAC Day service so beautifully.
- Speaking with a few other parents who attend other schools have said it has been stressful and much of their time has had to be spent with their child to do their school work and I proudly say to them our school has been amazing with how they have structured the home schooling.
To signing in, teachers being available online, the face to face online connection, and the structure continuity of time with brain food and recess to all specialist classes still running as normal.
- Hats off to all the teachers who have provided support to all the children during these challenging weeks. Special thanks for having so much patience and for always supporting

and helping all the children in the class. We couldn't have done it without the teachers. Thank you

- Thank you for an amazing virtual syllabus. We've been super impressed at how sacred heart has managed this transition. At the start I was apprehensive, and I did not think the process would work for my son or myself. The start of term was very hard juggling the new concept of working from home, looking after a toddler and home-schooling, I did have the view that this term was going to be a ride off and really wished he just had worksheet to churn through.
- In the last 2 weeks I have been very impressed by my child's development and progress. I'm now feeling sad that I won't be as involved in his learning as I have enjoyed seeing his knowledge grow and maturity develop. I am hopeful that as a parent I could have more involvement on what my son is learning day to day to help with discussions at home and to help me understand if he has understood concepts. I would never have seen the progress he has made if it wasn't for home-schooling, and I am very grateful that I have had the opportunity to see his progression and a little sad it is ending.
- an amazing program providing differentiated learning opportunities for students and focused teacher /learning support. It is clear the dedication and thorough planning that has been undertaken. Thank you
- The teachers were all exceptional. From the classroom teacher, to all the specialist teachers, to the extension teacher. The parents could see the effort that went into each of the lesson plans. You are all phenomenal and our children are so lucky to have had these wonderful teachers during this trying time.
- Speaking to other parents from different schools has made me realise just how lucky we are with the Online learning system we have in place. It's hard to believe that it's only week 2!! You would think we have been doing this a lot longer at how well organised and smoothly it is running.
- Online school has been amazing. Our teachers have shown incredible patience and kindness and even made things fun. I can't stress enough how much we appreciate the time and effort that has gone in to keeping school running. And thanks also to our specialist teachers - kids love the specialists so great that they didn't miss out.
- My husband and I, would like to thank the school, for the amazing work the teachers are doing with the kids. Thank you to the many more teachers, principal, deputy principal and the fantastic administration staff at the school, (which I always call when we have problem and so helpful). They have gone above and beyond for the kids. We are very proud to be part of the school.
- Thank you for your amazing efforts in organising a Father's Day gift and for everything you are doing to keep our school community alive during this difficult time. Our gift arrived and the kids are so thrilled.
- I wanted to let you know what a great job you do teaching the kids PE in the remote learning setting. Teaching any subject is hard for teachers in this setting, but I think teaching PE has got to be the hardest due to the physical nature of it. I could overhear my child's class today and there were certainly some challenges for you, but you did an amazing job staying so patient, keeping the kids engaged and trying to keep them active in such a difficult situation.

- We would like to express our gratitude for the enormous effort you and the Sacred Heart teaching team have put in to facilitate online learning at home for our kids. Both my children have adjusted very smoothly and have benefited greatly from the connection with both their class teachers and their peers. We are truly blessed and fortunate to have such a dedicated teaching team who are facilitating some semblance of normality and learning for our kids in the midst of what is clearly a challenging time removed from the usual normality. I've attached a pic of the boys engaged in today's learning. I don't think I've ever seen them so focused!!

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.8%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	78.1%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	27.8%
Graduate	11.1%
Graduate Certificate	11.1%
Bachelor Degree	83.3%
Advanced Diploma	27.8%
No Qualifications Listed	11.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	23.0
Teaching Staff (FTE)	19.9
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	16.0
Indigenous Teaching Staff (Headcount)	1.0



School Community

Goals & Intended Outcomes

To strengthen links between the school, Parish and wider community to enhance the sense of belonging to the Catholic faith. That partnerships and connections with the community are improved to support student learning and engagement.

Achievements

Key Achievements in School Community

- Establishing and maintaining connections with families through creating videos, outside classroom activities, family challenges and recipe book
- Encourage and support teams and personnel to make meaningful community partnerships and continue to work on existing relationships
- Maintain community connection through online forums, training sessions in curriculum, sacramental and social events during remote learning time in Covid lockdown
- Maintaining key Parent Association events while online
 - Mother's / Father's Day gifts
 - Remote disco
 - Camping program
- Maintaining events while online
 - School concert
 - Multicultural day
 - Camping program
 - ANZAC day
 - Liturgies
- Ensure all Victorian Child Safe Standards are in place and embedded

PARENT SATISFACTION

The CEMSIS survey was not conducted in 2020. Results of the R U OK? parent survey on remote learning and the lessons to be learnt from such an experience. We had approximately 30% survey responses from parents sharing their highs and lows as well as considering how we might continue to build on our remote learning model in the event we are required to undertake future remote online learning models as well as other future planning.

The results of the survey included:

Overall satisfaction with the remote learning program 95% good, very good or excellent

Communication	97% good, very good or excellent
Child's engagement	93% good, very good or excellent
Wellbeing and Religious Education activities	91% good, very good or excellent
Top 3 family highlights for remote learning were	
<ul style="list-style-type: none">• Opportunity to assist my child with his/her learning• Seeing my child develop more independence• Time together as a family	
Top 3 family challenges for remote learning were	
<ul style="list-style-type: none">• Time Management• Other distractions• Feeling isolated and disconnected from friends	
The amount of work your child has been set	
<ul style="list-style-type: none">• Not enough 11%• Just right 81%• Too much 8%	
Highlights	
<ul style="list-style-type: none">• Continuity of the onsite school structure while in off-site mode• Parent insight into the day to day teaching and learning• Proud to be part of the Sacred Heart School Community• Appreciation of the efforts made by all the staff• Quality organisation, structure and management of the remote learning program• Smooth transition to online learning• Access to the teachers and friends on a daily basis• Appreciation of the 1:1 Chromebook program and all children having a device.	
This data will continue to inform decisions into 2021 and beyond	

Future Directions

Our Strategic Intent for the next four years, based on our 2020 school review is to develop and promote a high impact teaching culture for our school. Key strategies identified include:

- Review Master Plan in light of the new kindergarten
- Coaching and mentoring development to include high impact teaching strategies
- Ensuring an emphasis on high achieving students in literacy and numeracy
- Stocktake, review and prioritise key areas of existing parent engagement practices, including learnings from remote learning model such as remote curriculum nights and PT interviews
- Engaging further with the wider community as part of the curriculum F-6
- Recommendations for the Future / Possible Return to Online Learning

