

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**SACRED HEART SCHOOL
TATURA**

2019

REGISTERED SCHOOL NUMBER: 0324



**SACRED HEART
SCHOOL
TATURA**

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Contact Details

ADDRESS	69-75 Hogan St Tatura. Vic 3616
PRINCIPAL	Ms Pauline Hindson
PARISH PRIEST	Fr John Paul Pasala
SCHOOL BOARD CHAIR	Mrs Maria Spedding
TELEPHONE	(03) 58241841
EMAIL	principal@shtatura.catholic.edu.au
WEBSITE	www.shtatura.catholic.edu.au
E NUMBER	E3007

Minimum Standards Attestation

I, Pauline Hindson 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 2019 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.

April 30th 2020

Our School Vision

‘An active learning community working in partnership with families, inspiring strength through faith and love.’

At Sacred Heart Primary School, we believe:

- 1. In celebrating our Catholic faith in a life-giving community of witnesses who serve God and society.*
- 2. In fostering open and supportive relationships with families as the primary educators of their children.*
- 3. In educating the whole child in a learning environment where teamwork and collaboration are central, so that each child becomes a valuable contributor to society.*
- 4. In providing a curriculum, which cultivates effective lifelong learners through commitment to inform, current teaching and learning practice.*
- 5. In building relationships based upon mutual respect trust and care in an environment of justice, equality, compassion and hope.*

Our Graduate Outcomes

At Sacred Heart Primary School, we seek to educate students to:

- Be inspired by Christ*
- Live an active and healthy lifestyle*
- Be discerning and adaptable lifelong learners in a contemporary world*
- Have a social conscience and respect for life, self, others and the environment*
- Be optimistic, resilient and confident to take their own path and reach their potential*
- Have the ability to work as an individual, and as part of a team*

Acknowledgment

At Sacred Heart we acknowledge the Yorta Yorta nation, the traditional custodians on the land on which our school is built, as they have occupied and cared for this country for many generations. We also celebrate their continuing contributions to the life of this region.

Sacred Heart Primary School Tatura is a Catholic school, founded by the Sisters of Mercy in 1900. Our school was located on its original site until 1966 and has been operating on the Hogan Street site since then. Sacred Heart School endeavours to continue the great work of those who came before us as we build the story of Catholic Education for the Tatura community. The school, led by the Sisters of Mercy until 1985 still continues to maintain a strong commitment to their values and ideals of “*Strength Through Faith and Love*”.

Our spacious grounds and flexible learning environments allow us to provide a child centred curriculum which best meets the individual learning needs of all our learners.

Our school is a vibrant part of the Sacred Heart Parish and the wider Tatura community.

The school’s enrolment at the 2019 August Census was 225 students. Our school was designed into ten class groupings of two Foundation classes, three 1/2 classes, three 3/4 classes and two 5/6 classes.

The Staff of 23 work together as a team, strongly committed to Catholic education and the wellbeing of the all our students.

Specialist classes taught are Italian and Visual and Performing Arts. Writers Workshop was also introduced this year. Teaching staff work and plan together in three units, junior, middle and senior and are well supported by Learning Support staff.

The School Leadership Team, School Board and staff continued to focus on 2019 Action Plans under the framework of Catholic Identity, Pastoral Wellbeing, Leadership, Learning and Teaching, Stewardship of Resources.

Principal's Report

2019 has been a very fulfilling year for all at Sacred Heart School with significant developments across a number of key areas identified in the school's strategic plan. The education of the children at Sacred Heart is enriched and inspired by a motivated and caring staff committed to improved learning outcomes and genuine care and concern for the individual child.

Professional Learning Teams met regularly to focus on data analysis and improve outcomes across all areas of the curriculum. As part of the Learning and Teaching Action Plan, Bernard Kerrins, Mathematics Consultant, led staff in Professional Learning sessions and modelled Numeracy and Maths lessons across each unit.

In addition to working towards improved outcomes in our Core Subject areas, Sacred Heart School again shone in the area of the Arts. Our School Concert, *Who Listens to the Radio* was a wonderful success. Every member of the school community participated in the concert which was thoroughly enjoyed by our school community. The school Rock Band, *The Evening Birds* and school choir regularly performed to school and community audiences and Year 5/6 students participated in the Sandhurst schools, *Festival of the Sacred*.

The students of Sacred Heart School also shone in a variety of other curricular and extra curricular activities. Two teams participated in Tournament of the Minds and we were very proud of their performance, both being awarded 2nd place honours in the regional competition. Year 3 and 4 team was later awarded a wild card for their performance and competed in the Victorian finals. Congratulations Michelle Cameron and Cassie Worm for preparing the teams so well and providing the unique opportunity and experience to participate in this tournament.

We continued our close connection with Ambulance Victoria with Year 6 students completing the program, Call, Push, Shock and the Chain of Survival. A promotional video for Ambulance Victoria and Heart Safe Community was made featuring our school and to showcase the program. A representative of Sacred Heart School Student Leadership, Marjolein Wind was invited to the launch at the Melbourne Museum and represented us proudly and competently.

After sixteen years of serving the Sacred Heart Parish, Fr Michael Morley announced he would be retiring as Parish Priest. During that time Fr Michael has taken great care of and interest in our school, regularly attending school functions, athletics carnivals, social events, welcome gatherings, BBQs, school productions to name just a few. During his final Assembly, classes sang a special farewell song and school leaders, presented him

with a watercolour painting of Sacred Heart and a book that everyone had written a special goodbye message in. Fr Michael celebrated his final Mass, followed by a farewell lunch where Carsley Kelly and Seth Hutchinson spoke on our behalf and shared some of their amusing moments with him as altar servers. Fr Michael will be very much missed at Sacred Heart School but we all wished him well for his much deserved retirement.

We welcomed Fr John Paul Pasala to our school and parish and look forward to working with him in the coming years.

Sacred Heart School participated in the ECSI [Enhancing Catholic School Identity] Survey. This survey will assist us to better understand our current Catholic Identity and determine where the school community might like to see itself in the future. Parents, staff and students in Years 5 and 6 were asked to complete the survey. The results of the survey recommended a future focus towards a deeper understanding of scripture which will form part of our 2020 Action plan.

Our Year 6 School Leaders were a wonderful example to our school community and proudly represented Sacred Heart on many occasions. They were presented with their Year 6 shirts and received a special blessing from Fr Michael during the first Assembly for the year. Throughout the year they presented Assemblies, led school tours, organised lunchtime activities, raised the school flags, laid wreaths at Anzac and Remembrance Day ceremonies, were wonderful buddies to our Foundation classes and organised activities for the fete to name only a few. During their time at our school they flourished in so many ways and are a real credit to their families and their school.

The annual School Parish Fete was again a very successful evening, both socially and financially. Thank you to Maria Spedding and the fete committee for the planning and organisation that ensures this is a great success. The generous donation made to the school by the fete committee allowed us to continue improvements to our play area and commence the Outdoor Learning and Play Space.

We were pleased to hear from the Australian Government that our local School Community Fund Application was successful and we received a grant for \$20 000 for the Outdoor Learning and Play Space. The construction of the play area has begun and will be completed during first term 2020.

Matt Cameron also applied for and received a grant from the Sporting Schools Program which enabled classes from Years 1-6 to participate in golf sessions as part of the Phys Ed program.

A special thank you to our School Board who have provided valuable guidance and advice in many areas of the school during the year. Thank you especially to Michael Dundon for being Board Chair for two years and Maria Spedding for accepting the position as new Board Chair. A particular thank you also to Carmel Basile for generously sharing her expertise and time to the School Board for the past four years.

Thank you to all the families of Sacred Heart for the support you give your children and the staff. They are very lucky to attend a school where the culture of family engagement is the norm. We have such a generous, kind and thoughtful parent community who help in a multitude of ways throughout the year, whether it be covering books, helping in the classroom, on excursions, second hand uniforms, Playgroup, running fete stalls or working and supporting their children quietly in less obvious areas. Your ongoing support and commitment allow us to work together to bring about the best in your children, not only academically but also holistically so each and everyone at Sacred Heart can reach their full potential.

I would like to particularly thank our Deputy Principal, Matt Cameron who took on numerous additional roles during this year and was a great support to myself, staff and parents. Thank you also to the Leadership Team for their ongoing commitment to providing quality education. My gratitude also goes to Debbie Worm who was an incredible support to me personally as well as efficiently organizing the great deal of work required at the front office. As the area of administration continues to grow, we employed Sally Dickinson in the Office for two days a week.

There have been many highlights throughout the 2019 school year and all the children, families and staff associated with Sacred Heart School should feel proud of all that they have achieved together.

School Education Board Report

In reporting for the 2019 year for my time as Chair I reflect on our flourishing school.

Sacred Heart continues to develop in all aspects and there has been an abundance of successes over the year in core learning, sports, performances, the Arts and extracurricular activities. The school community have been privileged to engage and join in the celebration of these. Congratulations to all for yet another wonderful year.

We farewelled Father Michael Morley as our parish priest and Canonical Administrator as he entered retirement. I was happy to join in this farewell with an expression of thanks on behalf of the current and past board members and attest to his leadership, involvement and support of our school over the past 16 years.

Our parish was fortunate in the appointment of Father John Paul Pasala to then fill this role and we welcome and wish him well for the coming years.

There is a significant amount of work that goes into running our school -

Thank you to Pauline Hindson for her continued leadership, her support of the families, staff & students and her strength and drive to achieve sustained improvement and to ensure an enriching & nurturing learning environment for our students.

Thank you also to Matt Cameron as deputy principal and Debbie Worm as business administrator, who have respectively provided critical support for Pauline and the school community with dedication and know-how. It is definitely valued.

We are continually blessed with skilled and passionate teachers & staff. Sincerely thank you to those in that role.

It has been very rewarding to be involved in the school board. The Charter of Sandhurst School Improvement (CoSSI) is the framework for guiding school improvement with the focus on Learning & Teaching, Pastoral Wellbeing, Stewardship of Resources and Leadership with the overarching lens of Catholic Identity. The school board is involved in reviewing these aspects as part of planning, monitoring & to evaluate school improvement progress. Also decisions made need to align with the strategic plan as prepared.

The school board this year has covered a variety of areas of discussion and decisions including,

- The reporting format and how that looks into the future
- Development of play areas including shade sales and new landscaping
- Improvements and changes for the classrooms
- Grants & funding applications to carry out strategic plans.
- Maintaining knowledge of child safe policies & the continual updates.

The board also welcomed a visit from Pauline Fisher from Catholic Education Office to guide an induction for a newly formed board. In understanding the role of the school board, it is also apparent that members all bring different strengths, qualities and

backgrounds to the table, all with a the common goal of the betterment of our school. Thank you, members, for your commitment. Our participation and how we engage in the school community whether that be directly in the classroom to support the teachers, as part of the fete, or sharing in a special liturgy reflects the positive and wonderful culture we have here and we hope to continue to build and improve on this.

We continue to look ahead with great aspirations and to what the future brings.

Kind Regards,

Maria Spedding

Sacred Heart School Board Chair

Education in Faith

Achievements

Education in Faith

We gathered at the beginning of the school year with our Opening Mass and welcomed new students, families and particularly our 40 new foundation students to the Sacred Heart Community. Year 6 students processed in with their new foundation buddies and were a wonderful example and help to them as they became familiar with our rituals.

Throughout the year special liturgies were celebrated, including Ash Wednesday, Grandparents Day, Father's Day and the Feast of the Sacred Heart. Fr Michael led Mass each first Friday with the school and parish actively participating. Year 3/4 Students led the whole school in a beautiful Mother's Day liturgy in the church in the absence of Fr Michael who was away on holidays during May. The End of Year Mass was a wonderful celebration of all that had been achieved throughout the year. Graduating students were presented with their Graduation Certificates and families and staff leaving Sacred Heart were acknowledged and thanked for their tremendous contributions to the life of the school.

Our Liturgies are always beautiful celebrations with everyone fully participating in the responses and singing. On occasions members of our school band have also added to the joyful participation of these celebrations. Many families also come along to the children's Masses on the second Sunday of each month and enjoy a cuppa afterwards.

Fifteen candidates made their First Communion during a Parish Mass in August. The Sacrament of Confirmation was celebrated on a weekday in early September. The Mass was both Bishop Leslie's final visit to Sacred Heart and Fr Michael's final Sacramental Mass as a Parish Priest. Both events were very special celebrations for the children and their families and also in the life of our parish.

Fourteen children made their Sacrament of Reconciliation. Each Sacramental group worked in home groups with their families and were well supported by each other as they grew in faith through the Steps in Faith sacramental program.

Fundraising for Social Justice continues to be a strong focus in our school community. These include the Lenten focus on CARITAS, generous donations to St. Vincent de Paul during the Winter Appeal.

During October the Sacred Heart School and Parish communities paused to fair well and give thanks for Fr Michael's time as Parish Priest of Sacred Heart Tatura. A Mass of Thanksgiving was celebrated, followed by a luncheon at the Italian Club where numerous parishioners spoke of Fr Michael's tremendous influence during his time as Parish Priest.

Fr John Paul Pasala was warmly welcomed to the Sacred Heart Parish and quickly involved himself in the life of the church and school. Fr John Paul beautifully led the Reconciliation liturgy in November, followed by the End of Year Mass in December.

VALUE ADDED

- Holy Week liturgies led by students were celebrated in the final week of Term 1, with the 5/6 Good Friday liturgy in the church being a particularly moving reflection.
- Easter and Advent reflections were presented by each class in the Mercy Centre and were very well attended by families and parishioners.
- Staff and students focused on their prayer spaces reflecting the Religious Education learning and teaching focus of the time with excellent results. Prayer is a central part of the daily class routines and Assemblies.
- In March, the Enhancing Catholic School Identity Survey was completed by senior students, parents, staff and the School Board. The 2019 survey follows on from surveys in 2014 and 2009. The report indicates progress being made towards becoming a recontextualising school rather than a values driven school. The report's recommendation for future consideration relates to the specific focus on understanding scripture.
- Catholic Identity Student Leadership team led assemblies and developed Social Justice awareness across the school.
- Social Justice Student Leadership team developed awareness and raised money for CARITAS and presented SVDP with important food and clothing items for their Winter Appeal.
- 5/6 students and staff participated in the Ablaze Youth Event at Eastbank Performing Centre in July, joining with students from all over the Goulburn Valley to reconnect with God's message and listen to Fr Rob Galea and his band.
- Matt Cameron attended REC Network meetings.
- Two staff members attended Sandhurst Aboriginal Network Days.
- Wherever possible, students played components of the music during school and parish Masses.
- Two staff members are completing their Accreditation to Teach Religious Education in a Catholic School.
- Pauline Hindson represented the school at the inauguration of Bishop Shane in Bendigo.
- FIRE carriers were commissioned and learnt about the importance an intention of the Acknowledgement of Country. All F.I.R.E Carriers attended the Deanery Reconciliation Mass.

Learning & Teaching

Achievements

- Professional Learning Team meetings took place each fortnight and focused on data analysis and development of skills across all areas of the curriculum.
- Student reports using SIMON were completed at the end of Semester 1 and 2. Student Led Conferences were held twice during the year with students taking a more active role in leading the discussions. A focus on individual goal setting also promoted a clear link between the conferences and the written reports.
- School camps are an important part of the curriculum and help develop important social and emotional skills in our students. The 1/2s enjoyed an excursion to the Melbourne Aquarium, the 3/4s spent a night at Camp Billabong in Echuca, Fire Carriers participated in a Reconciliation based learning experience at Barmah Forest and Year 5/6 students enjoyed the experience at Sovereign Hill to name just a few.
- Children participated in the local ANZAC Day and Remembrance Day services. Student representatives laid wreaths and children learnt about these significant days in their classrooms. Year 6 leaders also represented the school at the inaugural Tatura Christmas Tree Lighting, helping to turn on the lights of the giant tree alongside the Mayor of Shepparton.
- Responsible Pet Ownership, the Year 6 Leadership Gathering, Michael Mangan concert, Sacred Heart Be Your Best Day, Heart Foundation workshops, Book Week parade and activities, Science Discovery Dome, Sporting Schools Golf Program, Market Fresh Healthy Eating visit and the Festival of The Sacred program were some of the extra curricular programs classes were involved in.
- An Information Evening and Hello night was held early Term 1 and was very well attended by parents.
- The school Tournament of Minds team, coordinated by Michelle Cameron, achieved an excellent result when they participated in the Goulburn Valley finals and qualified for Victorian State finals at La Trobe University Bundoora and performed very well against some very experienced teams. It was a valuable experience and learning opportunity for all involved.
- The School Sports was another wonderful day and twilight event for the school community. The children participated in the various events and the whole school participated in Cross Country at Cussen Park. Year 3-6s also completed in the Tatura District Athletics and many qualified for district level. Year 4-6s attended the Winter Sports competing against other district schools in soccer, football, netball and tee-ball. Classes also participated in weekly Physical Education lessons. P-6 completed a week's Swimming Program at Aquamoves, Shepparton and participated in the annual school swimming carnival at the Tatura Swimming Pool.
- Music is an important element of the curriculum and many opportunities are available for students to showcase their talents. Each class participates in music classes and our choir members regularly perform at school and community events such as the Lions Club of Tatura Christmas Carols.
- The school Rock band The Evening Birds also held a number of gigs throughout the year, with highlights being the Keynote performance at the AGM, as well as the opening sets at both the Sacred Heart Concert Performance and the Lions Club of Tatura Christmas Carols.
- Each class participates in Italian lessons and is developing the knowledge, understanding and skills allowing them to communicate and integrate Italian into their learning. All classes enjoyed the activities of the Italian Cultural Day.

- The whole school concert 'Who Listens to the Radio'? performance was a highlight of the performing arts program, playing two over 650 people across two shows at the Westside Performing Arts Centre.
- The variety and standard of artwork produced during weekly Art classes continues to impress, with some art pieces being entered into the Sandhurst Diocese MacKillop Art Exhibition.

STUDENT LEARNING OUTCOMES

Year 3

	2014	2015	2016	2017	2018	2019
Reading	407	410	446	453	438	420
Writing	409	406	458	433	423	400
Spelling	374	388	442	424	437	400
Grammar	389	421	451	429	439	448
Numeracy	394	375	428	418	418	407

Year 5

	2014	2015	2016	2017	2018	2019
Reading	526	459	479	503	503	497
Writing	475	483	473	473	479	480
Spelling	476	486	474	479	516	516
Grammar	494	470	465	483	510	515
Numeracy	481	489	456	473	489	508

Both Year 3 and Year 5 2019 NAPLAN cohort values reflect an ongoing overall increase in academic achievement throughout the school, with the following points critical in shaping the current level of achievement:

1. Scores relating to the five NAPLAN areas remain relatively consistent with overall growth demonstrated between 2014 and 2019
2. When compared to 'like schools' on the MySchool website, improvements year on year are clearly demonstrated by the positive change in colour coding along with overall increases in School Scores across the curriculum.

Student Wellbeing

Goals & Intended Outcomes

To further develop a community that promotes the safety, wellbeing and inclusion of all children.

Achievements

PSG meetings were held once a term for students who are funded and those who needed extra support. Those present included parents, principal, classroom teacher, Learning Diversity Leader and on occasion other professionals working with particular students or the students themselves. Personal Learning Plans are revisited and further goals are set.

Kathryn Ferguson, was employed two days a week under the National Chaplaincy Program to work with families, students and staff and outside agencies able to support wellbeing.

We have a visiting child psychologist who supports families and children needing professional help. She is also available to help teachers with particular strategies or conduct assessments for funding applications. We are well supported by Sandhurst CEO Wellbeing Team who have worked with families and teachers on individual management plans and strategies. A Speech Pathologist visits fortnightly to support classroom teachers, conduct assessments and work with groups of children with identified needs. She is also available to support families and conduct professional learning with staff.

Playgroup has continued to be an important link between school and the local community and an opportunity for pre-schoolers to experience and use the school facilities. Meghan Worm [parent] coordinated the program and provided a variety of enriching activities each week for children and their parents.

Our Student Buddy programs continued to thrive with Year 5 and 6 students supporting their Foundation buddies on many occasions, building a strong and positive relationship over the year.

SIMON was used to track behaviour incidents and served as a means to better support students, families and staff when tracking and resolving incidents.

Whole school approach to behaviour management supported by PBIS continued. Steve Hicks [Educational Officer/Pastoral Wellbeing] worked with Cassie Worm to build on the positive behaviours already established. They also worked on behaviour plans for additional support where needed.

Attendance Matters publications were published in the weekly newsletters, full semester attendance was acknowledged during Assembly and regular reminders of the value of good attendance was spoken about by the Principal during Assemblies and in newsletters.

VALUE ADDED

A Protective Behaviours program, RRRR (Resilience, Rights and Respectful Relationships) was implemented into the curriculum across all levels.

Weekly Class Awards focused on Positive Behaviour and celebrating achievements.

Student Buddy involvement in our Opening and End of Year Masses and other activities throughout the year.

Positive Play at Play Breaks included Chess Club, Art Extension, Yoga.

The Men's Shed partnership was a highly valued addition to our Wellbeing Program. A sewing group was also added to this program.

Transition Meetings were held with The Early Alliance Team in preparation for Foundation enrolment. Year 5s visited the kinders and both kinders visited Sacred Heart. Transition days took place in Term 4.

Playgroup was attended by many families and pre-schoolers.

School Activities included Welcome BBQ, Footy Colours Day, PPR Days, Book Week, Italian Day,

All classes participated in Sacred Heart Be Your Best Day, promoting PBIS Expectations- Respect, Resilience, Responsibility and Being Your Best. It was not only an enjoyable day but provided many valuable learning opportunities.

Out of Hours School Care continued to be a great support to families. Most days ASC was fully booked and although BSC has fewer numbers it continues to provide a service and support to families requiring it.

STUDENT SATISFACTION

Our most recent School Satisfaction Survey indicated that students at Sacred Heart are likely to be experiencing positive emotions while at school. Students feel teachers help them find new ways to improve in their learning. Students feel teachers need to be more open to using a wide variety of information resources, which is an area to be focused on following student feedback.

STUDENT ATTENDANCE

Sacred Heart School has continued to promote, record, follow up and monitor school attendance. The benefits of good school attendance is regularly promoted through newsletters, in classrooms and at Assemblies. We have adopted consistent, rigorous procedures to monitor and record student absences and follow up unexplained absences.

- Attendance is checked electronically twice daily using SIMON.
- Parents are asked to notify the school by phone, school app or note when their child is absent. Reasons are recorded.
- Daily attendances are monitored and absences from class are identified. Families are sent an SMS before 10:30am to notify any unexplained absences. Parents/ emergency contacts are phone if families have not responded to SMS.
- Student attendance is recorded on semester reports.
- Attendance Matters promotional material is published school newsletters.
- Importance of good school attendance and arrival time is regularly published on newsletters, spoken about at parent meetings and address where needed.
- Students with less than 90% attendance receive a letter from the Principal which includes “Every Day Counts” [DEET]. Children with full attendance is acknowledgment and celebrated.
- Data is regularly monitored by Principal and Wellbeing Leader.
- Supports are put in place to support parents when or where necessary.
- The school culture provides a welcoming, supportive and safe environment for all children to attend school.
- Wellbeing Leader worked with CEO staff to provide professional learning for staff around the Attendance Matters material.

Child Safe Standards

Goals and Intended Outcomes

Sacred Heart School has further integrated the child safety focus into our school's vision and broader goals for the care and wellbeing of all students using the content in the Protect guidelines as developed by the Department of Education and Training and the Catholic Education Commission of Victoria.

Sacred Heart School is a child safe school and through policies our Child Safe statement is embedded into everyday practice. Our school continues to focus on providing a child safe environment where all children have the right to be treated with respect and will be protected from harm. We promote the safety, wellbeing and inclusion of all children.

Achievements

- VRQA –Child Safe Practices 2018 Review recommendations have continued to be embedded across the school.
- Sacred Heart School Child Safety policies are published on the school web site, publications and are publicly available to students, parents, staff and the community.
- Pauline Hindson and Matt Cameron are Child Safety Officers.
- Our commitment statement and information introducing Child Safety is shared with our school community via staff meetings, School Board Meetings, school newsletter, school website and parent information sessions.
- Staff are trained in procedures to protect and identify and respond to all forms of abuse.
- All staff completed Mandatory Reporting E Module and Disability Standards for Education modules.
- Staff are updated through CompliSpace Policy to ensure they are familiar with current policies.
- Appropriate signage is placed around the school displaying our commitment to child safety and inclusion of all children.
- All volunteers are inducted and have a current WWC. This requirement is well published through the school newsletter and information sessions.
- All staff sign and adhere to Code of Conduct. Staff briefings raise awareness of adult responsibilities within our community and embed language and commitment to everyday practice.
- Child Safe is included on the agenda of staff meeting and School Board Meetings.
- Sacred Heart Parents/ Guardians Code of Conduct was discussed with School Board and is included in school enrolment packs.
- Volunteers, contractors and visitors sign in through the office and must wear lanyards while on school site.
- Child Safety Risk Assessments are conducted as necessary. Emergency drills including lock in and evacuation are conducted and evaluated.
- Students have thorough information and education about child safe practices that are inclusive and empowering. These include, Cyber Safety Information for students and parents, Bravehearts, Life Ed Van, 4Rs, PBIS, Kids Speak signage,
- Principal and Parish Priest meet regularly to discuss Child Safe aspects.

- Emergency drills including lock in and evacuation are conducted and reviewed regularly.
- Staff work closely with parents with children of additional needs to ensure their safety, wellbeing and inclusion is a high priority. Meetings are held and personalised learning plans are developed with assistance of the parents.

Leadership & Management

Goals & Intended Outcomes

To build capacity of all staff to understand, articulate and model current best practice and student-centred learning.

To continue to develop a culture of Professional Learning Teams.

To collaborate with the School Board in decision making to ensure the excellent facilities are maintained and managed and best practice is always sort and supported.

To encourage and engage parents to have greater input into future planning.

Achievements

- Sacred Heart's Leadership Team included: Pauline Hindson (Principal), Matt Cameron, (Deputy Principal, Religious Education Coordinator, Learning and Teaching) Cassie Worm [Senior Leader, Wellbeing], Katy Dundon [Junior Leader] and Laura Mathieson [eLearning]. The team met regularly to discuss the School Improvement Plan and implement programs in classrooms.
- The School Board continued to provide leadership to maintain school improvement. The membership of ten, met each month during the school year. Principal and Unit reports are presented at each School Board Meeting.
- Fr Michael, Michael Dundon and Pauline Hindson attended the Sandhurst Leaders Gathering.
- Parent feedback was sought following Semester 1 Reports and Student Led Conferences. The feedback was presented to staff and School Board and although did not represent a large number of parents, it indicated that some changes would be beneficial. Staff began to investigate other options for reporting, including the use of PAM through SIMON.
- All teaching staff participated in Goal Setting and ARMs meetings with the Principal using the AITSL standards of practice. Professional Learning was focused around individual and team goals set and whole school direction.
- Role descriptions and contractual agreements are documented and align with industrial agreements.
- Year 6s make up Student Leadership and participate in many leadership opportunities, including GV Deanery Leadership Day, which is an excellent opportunity for them to be involved in a day of leadership activities that enhanced leadership skills and capacities. Many keynote speakers challenged the students to think more deeply about what leadership is and looks like.

- Year 6 Leadership Teams worked with teachers in rotating groups of Learning and Teaching, Stewardship of Resources, Pastoral Wellbeing and Catholic Identity. Some of their responsibilities included the Buddy Program, leading and organising Assemblies, running alternative lunch time programs, raising awareness on social justice and sustainability issues, running their own stalls at the fete and conducting school tours on Open Day. During our final Mass, Year 6 and their Foundation buddies participated in a special reflection together. They enjoyed a graduation dinner and farewell to say thank you for their time at Sacred Heart.
- Year 5 students visited the local kinders to build a connection with our incoming students
- Many school celebrations took place throughout the year and were well attended by parents and families
- Michael Chisholm, Indigenous Educator attended a staff meeting to deepen staff understanding on Aboriginal history and Aboriginal communities and how we can best include inclusive practices into our curriculum. He worked with the F.I.R.E Carriers who then presented excellent material during our weekly Assemblies. Staff also participated in The Flats Walk at KidsTown with local Yorta Yorta woman, Leonie Drummond reflecting on our local Indigenous story.
- As enrolment numbers continue to increase Sacred Heart School will submit an application for the Victorian Government Round 2 Capital Funding to upgrade facilities, which would include an Arts Learning space and more bathroom facilities. Staff visited other schools to provide Peter Byrne, 3Architect with the necessary brief.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

All staff with Positions of Leadership have attended Network and training days pertaining to their leadership area.

Staff completed Level 1 CPR and First Aid course, including anaphylactic, diabetes and asthma updates. Some staff also completed Level 2 First Aid.

Pauline Hindson participated in Directors' Briefings and GV Deanery Principal meetings
Pauline Hindson and Michelle Cameron attended NCCD Briefings.

Some staff attended a day of Professional Learning on 'Safe on Social Media'.

Debbie Worm attended the SIMON Conference.

Bernard Kerrins, Maths Consultant provided Professional Learning for all staff.

Pauline Hindson attended the biennial Victorian Primary Catholic School Principal’s [VACPSP] Conference with the focus “Impact the Future, Leading Today’s Learners Tomorrow”.

Two staff members attended a two day Critical Management Training.

Debbie Turvey attended an induction to Source of Life PL as a new teacher to Sandhurst Diocese

Bern Shiels [Learning Diversity CEO] worked with staff to assist with identifying levels of adjustment for NCCD, using SMART goals and the CECV Intervention Framework.

Sally Dickinson [Admin Office] and Pauline Hindson attended Complispace professional learning and policies were updated as an ongoing commitment to developing school based documentation.

Cassie Worm met with members of the CEO Pastoral Wellbeing Team and to promote full school attendance.

Kathryn Ferguson completed Seasons For Growth Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	18
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$724

TEACHER SATISFACTION

Using our most recent School Satisfaction Survey as feedback, staff at Sacred Heart feel they work in a supportive environment where they are empowered to achieve personal and team goals. They believe that to fully achieve their goals, a variety of Professional Learning should be available in order to cater for different levels of expertise.

School Community

Goals & Intended Outcomes

To provide a community that promotes the safety, wellbeing and inclusion of all at Sacred Heart.

To provide and maintain stimulating and engaging learning spaces and create a new outside play area to allow extra play options and choices for all students.

To continue to build strong connections with families, the Parish and local community.

Achievements

The commencement of the Outdoor Learning and Play Space will provide an additional play area for children which will include more choice for a variety of outdoor activities.

Maintaining the learning environment, both inside and out that is stimulating, purposeful and safe for all.

Ongoing involvement in the Parish through Children's Masses, Mini Vinnies, CARITAS, School Parish fete.

Family and community invitations to school Masses and celebrations, Playgroup, School Rock Band Performances.

Sacred Heart's School Ongoing involvement with the local community in a variety of ways, some which include Lions Club, Rotary, SVDP, local tree planting and development of Cussen Park, connections with local kinders, Moyola Aged Care, Tatura Men's Shed, Tatura Ambulance, Ambulance Victoria and Heart Safe Community.

Enact the Sacred Heart Cyclic Maintenance Plan ensuring school buildings and grounds are well maintained.

PARENT SATISFACTION

Using our most recent School Satisfaction Survey as feedback, parents at Sacred Heart feel communication between staff and parents is good. An area of improvement to be focused on is to encourage and engage parents to have greater input into future planning.

Future Directions

As enrolments continue to increase, the school Master Plan will be revisited. The Leadership Team and School Board will work together to plan for the future needs of the school.

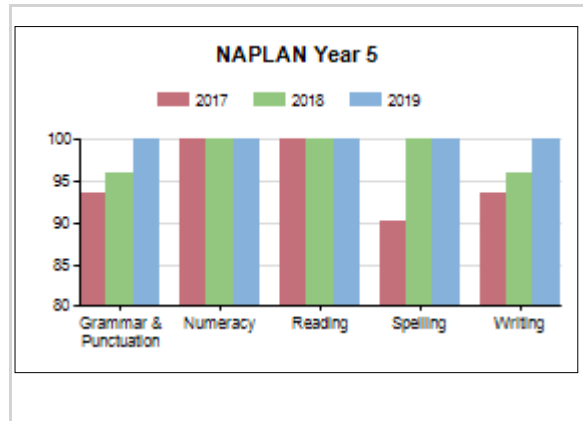
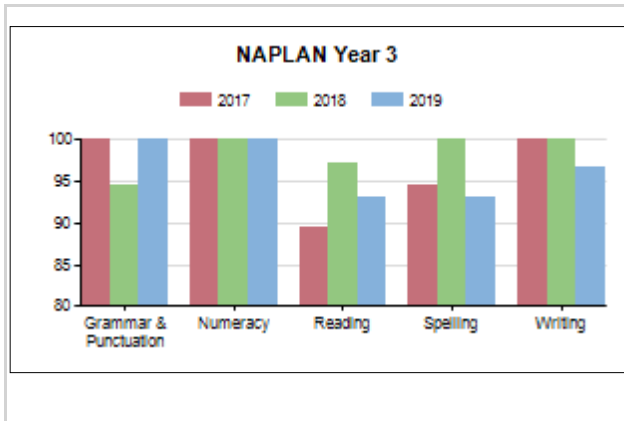
Further developments to enhance the school surrounds and make better use of the play areas are also included in future directions of Sacred Heart.

Following the Reporting Framework survey conducted by staff and parents, further investigating into best practice for reporting to parents will continue.

School Performance Data Summary

E3007 Sacred Heart School, Tatura
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	94.6	-5.4	100.0	5.4
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	89.5	97.1	7.6	93.1	-4.0
YR 03 Spelling	94.4	100.0	5.6	93.1	-6.9
YR 03 Writing	100.0	100.0	0.0	96.6	-3.4
YR 05 Grammar & Punctuation	93.5	96.0	2.5	100.0	4.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	90.3	100.0	9.7	100.0	0.0
YR 05 Writing	93.5	96.0	2.5	100.0	4.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.9
Y02	92.1
Y03	91.1
Y04	90.5
Y05	89.3
Y06	90.7
Overall average attendance	90.8

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	78.3%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	72.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	8.3%
Graduate	16.7%
Graduate Certificate	8.3%
Bachelor Degree	66.7%
Advanced Diploma	16.7%
No Qualifications Listed	8.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	17.2
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	4.9
Indigenous Teaching Staff (Headcount)	0

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