



**SACRED HEART
SCHOOL**
TATURA



Sacred Heart School Tatura

2020 Annual Report to the School Community



Registered School Number: 0324

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Our School Identity and Vision Statements.....3
- School Overview.....4
- Principal’s Report5
- Parish Priest’s Report.....8
- School Education Board Report9
- Catholic Mission and Identity and Education in Faith.....11
- Learning & Teaching13
- Pastoral Wellbeing.....16
- Child Safe Standards.....20
- Leadership & Management22
- School Community25
- Future Directions26

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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 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.

22/04/2021

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 Identity and Vision Statements

Our School Vision

At Sacred Heart Primary School we believe:

In celebrating our Catholic faith in a life-giving community of witnesses who serve God and society.

In fostering open and supportive relationships with families as the primary educators of their children.

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.

In providing a curriculum, which cultivates effective lifelong learners through commitment to inform, current teaching and learning practice.

In building relationships based upon mutual respect trust and care in an environment of justice, equality, compassion and hope.

In actively ensuring that all children have the right to feel safe and be safe in all school environments and outside of school hours

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.

School Overview

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 2020 August Census was 231 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 24 work together as a team, strongly committed to Catholic education and the wellbeing of the all our learners.

Specialist classes taught are Italian and Visual and Performing Arts. 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 2020 Action Plans under the framework of Catholic Identity, Pastoral Wellbeing, Leadership, Learning and Teaching, Stewardship of Resources.

Principal's Report

No doubt 2020 and the changes and challenges a global pandemic provided for us all will be long remembered. However, as a school community everyone was able to quickly pick up the challenges, adapt, support one another and everyone in the community of Sacred Heart School should be very proud of the many achievements made.

Covid-19 had a dramatic impact on school life as we had known it. Yet through these times of cancellations, postponement of events, Remote Learning, Lockdowns and restricted access to school, Sacred Heart School community worked together to meet the many challenges and ensure the safety, health and wellbeing of everyone was given the highest priority. My Principal's report will highlight some of our many achievements and reflect on the way in which Sacred Heart School community responded to supporting each other during this time.

Throughout the year, Sacred Heart was continually provided with current advice from the Victorian Government, Catholic Education Commission of Victoria and Sandhurst Catholic Education Office and planned accordingly. The regular updated School Operations Guide provided necessary guidelines and the Covid Safe Plan ensured everyone on site remained safe. During lockdown periods, most children were able to access learning from home, however necessary arrangements were made for children of essential workers or vulnerable families and around 20-30 children attended supervised onsite learning each day. Together with Matt Cameron, our Deputy Principal and the Leadership Team, we continued to draw on the knowledge at hand and made decisions in the best interest of all.

COVID-19 saw us move rapidly into a new era of learning and teaching and I would like to acknowledge the dedication, flexibility and creativity of all staff at Sacred Heart. They demonstrated their ability to adapt to the ever-changing situation and present learning in an entirely different way that could have possibly been imagined. Each staff member adapted to working and learning from home, supervising classes at school, connecting with families and quickly developing increased technology skills.

During a time of physical distancing, Remote Learning and disconnect with our community, staff provided a vital link between home and school. The wellbeing of all the children and their families was at the forefront of their teachers as children learnt from home and transitioned back into normal school routine. I wish to acknowledge the role of staff in our school, and the remarkable impact they have on the lives of your children.

I sincerely thank families for all they have done throughout this year. Around the challenges of Remote Learning, working from home and still organising busy households you supported and encouraged your children in the best possible way you could. Thank you also for the tremendous support you provided your children's teachers. This year was very much a team effort, and we certainly valued and appreciated your support. Decisions were made and changed quickly, but families were very affirming in our efforts to keep everyone safe and healthy and follow the necessary restrictions. While I must acknowledge the immense challenges for families during this time, I also saw many positive outcomes as parents/ carers got to know their children as learners and better understand their strengths and challenges.

We were delighted to receive the news that Sacred Heart School received \$920000 as part of the Non-Government Schools Capital funding aimed at expanding the capacity and upgrading existing schools across Victoria. The project outlined in the application includes the construction of specialist Creative Arts learning areas, student toilets and meeting rooms. This grant is an investment in the future of our school and in the education of the children in our care. We are thankful to the Victorian Government for recognising that this funding will help meet future

enrolment demands as well as provide the best possible facilities for existing families. I would particularly like to thank our School Leadership Team, School Board and the Catholic Education Office Sandhurst for supporting our grant application. Peter Byrne [b3 Architect] will provide the design and project management of the build, with construction scheduled to begin in September 2021.

A full School VRQA Review took place during 2020. In order to meet the required standards for school registration, Sacred Heart School had to demonstrate a strong foundation for a quality school through areas of good governance, strong financial management, effective curriculum, sound teaching practice and a safe environment for all children. After much careful preparation of our documentation, practices and procedures, Sacred Heart received an extremely affirming report which highlighted the many strengths of our school, current teaching practices and an embedded culture of child safety.

As the current Strategic Plan was coming to the end, Julie Cobbledick, [Educational Consultant] was engaged to lead us through the process of developing the 2021-2023 Strategic Plan. Julie worked with the Leadership Team, Staff and the School Board as well as seeking feedback from Year 4 and 6 students, their parents and parents of our newly enrolled Foundation students. The new Strategic Plan provides clear vision for the necessary areas of growth during the coming three years. We also engaged the services of Paul Maher [CEO Capital Planning] to provide advice on the future directions needed for good and sustainable planning. After looking at predicted growth, building plans and priorities for future directions, an updated Master Plan was created and shared with the school community.

I would like to thank Fr John Paul Pasala for his support and interest in all that happens at Sacred Heart School. One of the lovely celebrations we were able to have early in the year was a visit to our Parish by newly ordained Bishop Shane for the Installation Mass for Fr John Paul as he began his new position of Parish Priest. We were also able to celebrate Fr John Paul's 40th birthday with him later in the year.

A special thank you to our School Board and in particular Maria Spedding, Board Chair. Scheduled Board Meetings continued via VC and each member provided valuable guidance and support throughout the year. It was decided that due to the extraordinary circumstances of 2020, members would retain their current positions for a further term and elections would not be held during the Annual Meeting. Members reviewed the current School Master Plan, provided input for the new Governance model and Strategic Plan and provided valuable feedback for the Insight SRC Parent Surveys. They provided advice and expertise in the preparation of the Full School Review and continue to give valuable support and ideas for the Creative Arts build.

After 14 years at Sacred Heart and many years in Catholic Education, Pauline Kirby announced her retirement. Cindy Luskch, who has been part of the school community for 29 years both as a parent and teacher, decided to take two years leave to teach internationally. After three years teaching and a being a past student, Cassie Worm accepted a new position closer to home. All three have contributed so much to the Sacred Heart community and we wish them well in their new adventures. We welcomed Andrew Nilbett and Dom Poppa to our staff. Vanessa Tartaglia received her Sacraments of Initiation in a very special celebration as she is welcomed into the Catholic Church.

I would like to acknowledge the work of our Administrative Team, Debbie Worm and Sally Dickinson who with the support of CEO Office personnel have adopted a new system, Integrated Catholic Online Network [ICON] for accounting and administration management of the school. ICON is being rolled out across Sandhurst schools and required several workshops and many changes. Both Debbie and Sally managed the changeover very professionally while continuing

with their already heavy workload, ensuring the transition to the new system was done with minimum interruption to the everyday organisation of the school.

SIMON became the only platform used for student attendance, medical information and excursion permission. The Parent Access Module (PAM) for online access to student reports was introduced and Religious Education assessment tasks were provided to families. Changes were made to the school website and newsletter, which now is published fortnightly. Both have been a significant improvement in the promotion of Sacred Heart School as they provide an important way to inform, connect and promote our school community. This was particularly useful during 2020 as prospective enrolments and current families were able to access Virtual Tours, school information, forms and important interactive links.

I would like to particularly thank our Deputy Principal, Matt Cameron for his thorough planning and organisation in the many roles he undertakes. In addition, Matt has been an invaluable support to myself and all the school community throughout the ever-changing situation of Covid - 19. Thank you also to the Leadership Team for their extra support and ongoing commitment to lead their teams to provide a high quality education.

Although Sacred Heart School and the wider community were continually faced with new challenges throughout 2020, I am proud to say there were still many achievements and highlights throughout the year. Our school community continued to be a source of learning, connection and genuine care for each other. The school values of being Responsible, Respectful, Resilient and being our best shone through. We can feel proud and should all draw strength from our shared sense of what it means to belong to a community such as ours.

May the Sacred Heart of Jesus keep you all safe and healthy and bless you always,

Parish Priest's Report

The 2020 school year has been an extraordinary year with the COVID-19 affecting all areas of the school and parish community. It was a trying year for all concerned and the school community managed to adapt to the ever changing conditions very well. This is due to the great leadership and organisational skills of Pauline Hindson (Principal) and Matt Cameron (Deputy Principal) and the staff at the school. The logistics of home learning along with accommodating children of essential workers at the school was a big team effort and I thank all involved.

At the beginning of the year I was able to meet the new Foundation students in their classroom before the onset of the COVID-19 restrictions. It was a beautiful experience to meet these very enthusiastic children beginning the school journey.

The teaching staff have worked extremely hard in very trying circumstances to meet the needs of the students and their families, especially during the period of home learning. It was with much relief and enthusiasm that students were welcomed back to school for onsite learning when the restrictions were lifted.

The working relationship between the Principal and Deputy is excellent. Matt Cameron is a great support, always ready to deputise when required while showing great initiative and support of Pauline.

I found Matt Cameron in his other role as REC is doing a great job. We work together very well and he is always receptive to any advice that I offer him. Unfortunately a lot of interaction between the school and parish was put on hold because of the COVID restrictions. We were fortunate to get the Opening Mass and my Induction Mass in before restrictions came into effect. The Feast of the Sacred Heart Liturgy was "Zoomed" in from the office as it was during home learning.

The staffroom is a sign of a very happy and harmonious working environment. This relates so well to the whole school and how it transfers to the classroom. I celebrated my 40th birthday with a beautiful morning tea with the staff at the school. It is always a pleasure to join the staff for morning tea as I am always well received.

The School Board is working well with many good ideas coming forth and again good support to Pauline. The Chair, Maria Spedding, has embraced this position and carries it out very well.

The Administration Officers, Debbie and Sally, do a wonderful job in keeping the school running so smoothly.

There are many other positives and highlights but what I have shared paints a very good picture of how well our school is functioning and operating.

Yours faithfully,

Fr John Paul Pasala, Parish Priest

Sacred Heart Parish, Tatura

School Education Board Report

In reporting for the 2020 year for my time as Chair I reflect on how the landscape of the school community changed throughout the year. With COVID upon us early in the school year, there was uncertainty about what the year would bring and unfortunately how quickly we were then unable to gather as a school community, especially for our parish school fete, our sporting events and further for the Arts and sharing in students achievements. From a parent engagement perspective there was much disappointment.

The significant amount of work that goes into running our school was amplified in 2020 - There were substantial changes in what, and how, learning and teaching took place. We thank Pauline Hindson for her leadership in those uncertain times, with having to receive, understand and appropriately communicate those rapid and frequent changes to inform the school community of that changing landscape. Support of the staff, students and families was critical, as was no doubt still wanting to achieve sustained student improvement and to ensure an enriching and nurturing learning environment for our students, albeit not in the traditional classroom setting for some part of the year. We also thank the team around Pauline: Matt Cameron as deputy principal, Debbie Worm as business administrator, and Sally Dickinson office administrator for their dedication and knowledge and also facilitating what was required during the changing times. In having to adopt a new safety regime and COVID procedures, it would have been an immense effort in the school environment. We hold our teachers and staff with such high regard and their ability to adapt their methods of learning and teaching and offering continual support of families was fantastic. Also, as parents, we certainly gained a greater appreciation and gratitude for our teachers as we participated in the home learning component. Sincerely thank you to all staff for their dedication and achievements.

It continues to be very rewarding to be involved in the School Board, which is now known as the School Advisory Council. Throughout the year change was also upon what was the structure incorporating the school board and the relevant areas of governance. In working through these changes I had the opportunity to attend meetings to provide feedback to the appointed chairperson of the working party about our understanding of what would be the new corporate structure and the potential adjustments for the school, interaction with our Canonical advisor, and the School Board, and its autonomy. The newly formed Catholic Education Sandhurst (CES) Ltd was incorporated on 1st January, 2021 with the new structure and new terms of reference of the School Advisory Council to be adopted in 2021. Despite the impact of COVID the School Board also adapted to online meetings throughout the year and discussed and/or advised around -

- Maintaining knowledge of child safe policies & the continual updates.
- Reviews of policies such as conflict of interest and purchasing good and services.
- VRQA review - congratulations to all those involved in this preparation & successful completion.
- The financial reporting system updated to ICON
- feedback for the Insight SRC Parent Surveys.
- Development of our Strategic Plan.
- Development of our Master Plan - we welcomed Paul Maher from Catholic Education Sandhurst to identify the processes and to assist us in developing this for the school.

Congratulations to those involved in regard to the Government Grant application and subsequent Grant approval for an Arts Centre Building project. This was fabulous news! The School Advisory Board has been fortunate in being able to have members accept to retain their role during this uncertain year, to further provide stability in support of the school, and with that maintained the varying members strengths & qualities to utilise. Thank you, members, for your commitment. In particular, thank you to Emma Dalton, deputy chairperson, who shared her expertise for grant application and in meetings with the architect, Pauline & Matt in development of the Master

Plan. We hope to continue once again in sharing our special culture that we have in our school community. Our participation and engagement is particularly supportive for the students.

Despite the erratic year, we were able to overcome difficulties and the learning and teaching still shone brightly. We will look to the future in knowing that the times ahead may alter however we can work together to overcome challenges and aspire to get back into normal school times.

Kind Regards,

Maria Spedding Sacred Heart School Board Chair

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

Goals:

- Promote increased levels of celebration and participation in a manner that more actively connects with students joyfully to the Christian faith and the Mercy charism
- Enhance the connectedness between school and parish in meaningful and authentic ways

Guiding Strategies for 2020:

- Provide further opportunities for students to read, reflect and participate at school Masses
- Investigate and learn new music to play at assemblies, liturgies and Masses

Achievements

Students, staff and parents gathered together to celebrate our Opening School Mass in early February, giving thanks for the wonderful blessing God's has blessed us all with. Fr John Paul, leading his first Opening School Mass here at Sacred Heart empowered everyone gathered together to share the light of Jesus by always being kind to one another, giving your best in everything you do and giving thanks to God for his never-ending love. Fr John Paul welcomed new staff members Dom Poppa and Andrew Nilbett to the school and parish community and commissioned our Year 6 leaders as they embarked on their new role as leaders of the school.

Ash Wednesday Mass was celebrated as whole school, though sadly it was the last time this year we would all gather in our beautiful church due to ongoing COVID19 health and safety measures. The theme for this year's Ash Wednesday Mass was taken from Caritas's Project Compassion focus: Go Further. During his homily, Fr John Paul inspired students, staff and parents to 'go further' in the ways they help others and never stop looking out for and caring for those people who need our help.

Unfortunately, many of our wonderful annual celebrations were not able to be held in person this year, namely Mother's Day, Father's Day, Feast of the Sacred Heart and Grandparent's Day Masses, however in each case staff were able to recreate a learning task or experience that supported the celebration of the moment.

Through all the challenges our school community was faced with during 2020, especially during almost fifteen weeks of Remote Learning, it was most pleasing to witness the continued shared commitment to our Catholic Faith and Mercy traditions.

VALUE ADDED

Prior to lockdown, Fr John Paul managed to visit some classrooms during Term One. Students thoroughly enjoyed having him in their classrooms, listened carefully to his message and had many interesting questions at the end of each visit.

Each unit prepared Holy Week and Advent liturgies during the year, recording and sharing them with the other units in the school to minimise large gatherings. These liturgies were engaging, faith-filled reflections of the importance of Lent and Advent and reminded students and staff that while our world may be different at the moment, it is still important to take time and connect with God's message. Teaching staff worked collaboratively to reimagine how these liturgies could be celebrated, including engaging visual prompts, time for reflection and new music to connect with and inspire the audience.

Religious Education continued to be actively taught through the Source of Life curriculum, both during school and Remote Learning periods. Staff worked collaboratively to construct, implement, assess and post informative Religious Education pieces to the Parent Access Module in SIMON. This allowed parents at home to see their child's work and the relevant assessment made by their teacher.

Learning & Teaching

Goals & Intended Outcomes

Goals:

- To continue to build student's capacities to be highly numerate and literate
- Staff to continue to develop individual and collective professional knowledge aligned with identified areas of focus

Guiding Strategies for 2020:

- Professional Learning Teams to be tightly aligned with Learning Vision through regularly revisiting Team expectations and meeting structures
- Ongoing professional development specific to the Learning and Teaching of Mathematics

Achievements

Engaging in targeted Numeracy professional development continued to be a major focus of the weekly Professional Learning Community meetings throughout the year. Staff were actively engaged in designing effective pre and post assessments to directly inform what each student knew already and what they need to learn next.

Staff also worked collaboratively to develop a Numeracy Scope and Sequence using the Victorian Curriculum. This important curriculum tool allowed staff to effectively plan focus areas that sequentially built on each new skill learnt throughout the year. Effective implementation of formative Numeracy assessments continues to be an ongoing focus for staff, with staff committing to continuing the current focus of improved Numeracy learning outcomes for all students in 2021.

COVID19 presented a myriad of challenges throughout the year, especially in the areas of Literacy and Numeracy. Students and staff showed enormous strength and resilience during these challenges times as they worked diligently towards finding new ways to actively engage with learning tasks in a new and unforeseen learning environment. The deployment of each school iPad to all school families allowed for students and staff to remain connected and focused on their learning each day. The devices also provided students and staff with the opportunity to learning new ways of learning, new methods for sharing knowledge, new platforms for communicating and an enhanced appreciation for each other's role in the learning process.

Students participated in Sandhurst Arts on Show again this year, though this time virtually. Karen Nihill and students prepared, performed and recorded a wonderful piece and shared the video within the Sandhurst Arts on Show platform for other Sandhurst schools to watch. Matt Hooper and students presented an outstanding Art Exhibition in the Mercy Centre for all students to visit. Both the School Choir and Rock Band made promising starts to their rehearsals in Term One but unfortunately were not able to perform during the year.

Assessment and Reporting practices were reshaped throughout the year, with open and ongoing communication between the home and school forming the cornerstone of the Remote Learning home-school partnership. Throughout the Remote Learning period:

- More than 150 google meet session for classes and their teachers were held
- More than 220 google meet Learning Conversation meetings between students, parents and staff were held
- More than 220 scheduled Learning Conversation meetings via phone call were held, with many hundreds more taking place when needed during this time

STUDENT LEARNING OUTCOMES

The annual PAT testing schedule took place in November for all students. The tests administered in the online format included Reading Comprehension, Mathematics and Spelling. The results were then collated onto the whole school PAT Testing Results document and analysed according to:

1. Cohort growth year on year for Reading, Mathematics and Spelling
2. Individual growth year on year for Reading, Mathematics and Spelling

At the 2021 Planning Day held 4th December, each year level data set was presented to staff who then identified trends across years and across cohorts. Staff worked collaboratively to identified successes and make recommendations specific to the areas of learning identified as requiring improvement. These recommendations include:

1. More regular Pre and Post testing impacting learning in Mathematics
2. The implementation of more specific Learning Intentions and Success Criteria as a tool for improving learning outcomes in Mathematics

Streamlined written reports were shared with students and parents at the conclusion of Semester One, focusing on Literacy, Numeracy and Social Emotional Learning. Full written reports were completed and communicated through SIMON at the end of the year.

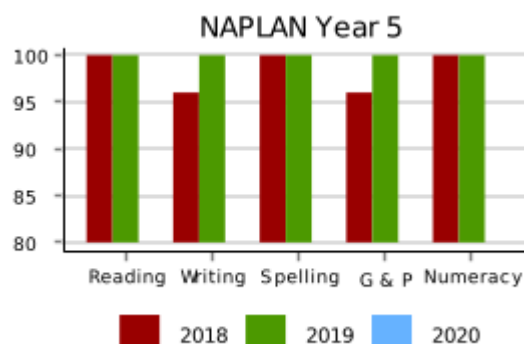
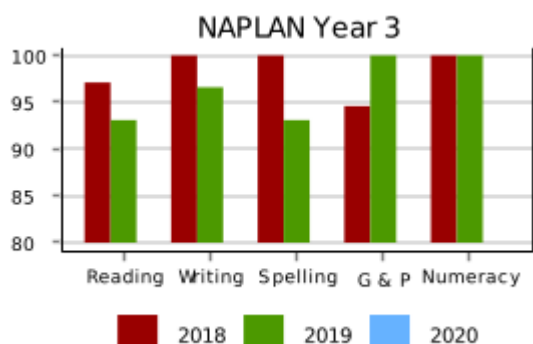
External reporting programs such as NAPLAN and ICAS were postponed during the year, though the school completed a full assessment schedule in line with the Assessment and Reporting policy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 03 Grammar & Punctuation	94.6	100.0	5.4		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	97.1	93.1	-4.0		
YR 03 Spelling	100.0	93.1	5.4		
YR 03 Writing	100.0	96.6	-3.4		
YR 05 Grammar & Punctuation	96.0	100.0	4.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	96.0	100.0	4.0		

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

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

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



Pastoral Wellbeing

Goals & Intended Outcomes

To foster the spiritual, physical and emotional wellbeing of all at Sacred Heart in a safe and nurturing environment.

Achievements

Early in 2020 the Sacred Heart School Wellbeing team was formed, including the Principal, Pastoral Wellbeing Leader and the School Chaplain. This team met regularly throughout the year to monitor and promote the safety, wellbeing and inclusion of all students.

At the commencement of 'Remote Learning' for students, the "CECV Students at Risk Planning Tool" was implemented and maintained by the Wellbeing Leader who regularly shared the tool with the Principal and consulted with Teachers and Parents regarding students at risk. This allowed us as a school to continuously monitor any of our students that were deemed at risk during this time and to provide assistance as required.

Parent Support Group meetings continued to be held with those families with students who are funded or in need of support. Meetings included all relevant stakeholders - Parents, the Principal, classroom teacher(s); Learner Diversity Leader, on some occasions other professionals working with particular students and the students themselves. These meetings were set at the beginning of each term to address learning and/or behavioural goals for each student, to update shared, relevant information and to identify adjustments required for students to access their schooling.

Throughout the year Teachers and Learner Diversity Leader were supported by the CEO Education Officer, Learner Diversity to maintain and improve our work with student Personal Learning Plans.

Kathryn Ferguson continued to work in her role as Chaplain under the National Chaplaincy Program two days a week. This role saw her working with families, students, staff and outside agencies to support wellbeing. This support involved 1:1 interaction with students; work with groups of students for gardening and a Men's Shed group; meetings with Parents and a "Seasons for Growth" program was run over a series of weeks for grade 3/4 students.

We continued to have the CEO visiting psychologist who supported our families, their children and teachers. She conducted assessments as required with student for funding applications, gave feedback to families and teachers and provided strategies to be implemented to improve student engagement with their learning.

The CEO Speech Pathologist continued to provide a fortnightly service to Sacred Heart students and teachers. She provided ongoing support and intervention for individual students and groups of students, as well as worked with teachers and provided a program for our LSOs to implement in the alternate week.

Sacred Heart employed the services of a private Occupational Therapist to support students and their teachers / LSOs and Parents throughout the year. Visits were two or three times a term to conduct assessments; classroom observations; and feedback sessions to families as required.

The 'Student Buddy' programs continued with the Year 5 & 6 students supporting their foundation buddies to build strong and positive relationships over the course of the year.

SIMON continued to be used to track student behaviour incidents and attendance over the year. This assisted us to support students, families and staff when tracking and resolving incidents and attendance issues.

PBIS continued to be the whole school approach to behaviour management with students being explicitly taught about positive behaviours through the matrices developed by staff. The CEO Educational Officer for Pastoral Wellbeing continued to support the school Pastoral Wellbeing Leader and worked on behaviour plans for additional support as needed.

Weekly Attendance Matters publications continued to be a feature of our fortnightly newsletter to promote student attendance - this involved regular reminders of the value of good attendance.

VALUE ADDED

RRRR (Resilience, Rights and Respectful Relationships) continued to be implemented by classroom teachers across Sacred Heart.

Weekly awards continued to be awarded by classroom teachers based on the PBIS values to celebrate student achievements. The Principal's Award was given each week promoting the school values.

Positive Play continued each day at the beginning of the first and second break. The program offered a variety of areas for students to participate in (i.e. chess; board games, karaoke/dance; yoga; lego; art extension; drawing and colouring).

Transition Meetings and visits to centres were conducted throughout term 3 and 4. The Early Years Alliance Team meetings were held in preparation for Foundation enrolment. Year 5s visited the kindergartens and both kindergartens visited Sacred Heart for transition days.

In term 4, Year 6 students visited their secondary schools for 2021. Extra transition meetings were held for students deemed at risk between year 6 teachers and secondary school transition coordinators. We also facilitated meetings between chosen secondary schools and families, via zoom or phone calls.

School Activities included: the Welcome BBQ and Classroom Information evenings; footy colours day; book week; PPR days; and a Bullying No Way day.

The Out of School Hours continued to be offered as a service to families. Before School Program with breakfast provision was available, alongside the After School Care program.

STUDENT SATISFACTION

Student surveys indicate that students feel proud of their school, connected and safe. Students felt less confident and engaged in learning in surveys taken during 2020. This is an area of focus as students resume normal school routines.

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 during 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/ around the school.
- Importance of good school attendance and arrival time is regularly published on newsletters, spoken about at parent meetings and addressed where needed.
- Students with less than 90% attendance receive a letter from the Principal which includes "Every Day Counts". Children with full attendance are 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.
- During Covid-19 Remote Learning, parents notified the school of any absences and teachers used the platform to check in and monitor what was being accessed by students.
- Children of Essential Workers and vulnerable families attending on site learning were recorded. Numbers of children and staff were recorded sent to CEO daily.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	92.8%
Y02	90.9%
Y03	94.2%
Y04	94.3%
Y05	90.2%
Y06	90.5%
Overall average attendance	92.1%

Child Safe Standards

Goals & Intended Outcomes

Sacred Heart School is a child safe school and through policies our Child Safe statement is embedded into everyday practice. The school community is familiar with content from the PROTECT guidelines as developed by the DEET and CECV. 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 Full School Review including Child Safe Standards took place and Sacred Heart met all the necessary compliance measures.
- Sacred Heart School Child Safety policies are published on the school website, publications and are publicly available to students, parents, staff and the community.
- Child Safe Policies are continuously updated through Complispace and shared with the School Board and staff
- 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 participate in frequent professional learning to support them to carry out their roles in keeping children safe.
- 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
- Appropriate signage is placed around the school displaying our commitment to child safety and inclusion of all children
- An online induction process for volunteers was developed
- All volunteers must complete the online induction and have a current WWCC. 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 is included in school enrolment packs.
- Volunteers, contractors and visitors register at the office and must wear lanyards while on school site.
- Risk Assessments are conducted for all school camps, excursions, activities and consider children with additional needs

- 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, 4Rs, PBIS, Kids Speak signage
- Child Version of our Child Safe Policies is available and regularly visited
- 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
- Medical management plans are available for students with medical conditions
- New staff are appropriately screened and complete thorough and timely induction

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 guide the school community safely through the challenging environment and ever-changing situation presented by Covid-10

Achievements

- Guided students, staff and the parent community through the very challenging year which saw a pandemic bring about many quick changes to daily routines of school life.
- Articulated and demonstrated continually the very important role the school needed to play in both protecting the health of our students and staff, and in supporting broader efforts to slow the spread of COVID-19.
- Regularly communicated to the school community directions from Victorian Government, CECV and CEO Sandhurst and how these directions would impact on the school.
- Made necessary decisions, cancellations, rescheduling to enact the directions from Catholic Education Office Sandhurst, Catholic Education Victoria and Victorian Health Department and communicated information as it became available.
- Ensured that the school community remained vigilant with physical distancing, good hygiene practices and the health and safety of our students, staff and families remained our highest priority.
- Provided a safe onsite learning environment for children of essential workers, vulnerable families and staff.
- Provided guidelines, recommendations and information for staff working from home.
- Provided, implemented and continually adjusted the School's Covid Safe Plan.
- Supported staff with resources, professional learning and other requirements to deliver Remote Learning.
- Provided wellbeing support for staff, children and families and financial support as necessary with fee relief.
- Matt Cameron and I met all new enrolments on Google Meet.
- Student Led Conferences took place in Term 1 and via Google Meet in Term 3. Teachers regularly contacted families throughout the year as they were unable to come onsite.

- Assessment and Reporting requirements for student reports in both Semester 1 and 2 were adjusted in recognition of the disruptions caused by the transition to remote and flexible learning. For English and Mathematics, a short description of what was taught was provided along and a comment on student participation and engagement in the learning program, with reference to the Personal and Social Capability in the curriculum.
- Sacred Heart's Leadership Team included: Pauline Hindson (Principal), Matt Cameron, (Deputy Principal, Religious Education Coordinator, Learning and Teaching) Debbie Turvey [Learner Diversity/ Pastoral Welling] Michelle Cameron [Senior Learning Leader], Katy Dundon [Junior Learning Leader] and Laura Mathieson [eLearning]. The team met regularly to discuss the School Improvement Plan and implement programs in classrooms. Throughout Covid-19 they met to discuss the current School Operations Guide and make necessary decisions to ensure the safety, health and wellbeing of everyone.
- The School Board continued to provide leadership to maintain school improvement and support during Covid-19. The membership of ten, met either on site or via video conference. Principal, Unit, financial, OSHC reports were presented at each meeting. Emails were sent to the Board informing them of closures, cancellations and providing regular updates of the ever-changing situation.
- Teaching staff were invited to participate in Goal Setting and ARMs meetings with the Principal using the AITSL standards of practice..
- Role descriptions and contractual agreements are documented and align with industrial agreements.
- Developed a new Strategic Plan 2021-23
- Met the required standards for school registration, by demonstrating to VRQA good governance, strong financial management, effective curriculum, sound teaching practice and a safe environment for all children.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Due to Covid-19 it was difficult for staff to complete many of the planned Professional Learning activities. Many engaged in on-line professional learning and completed various modules made available during this time. The online Professional Learning [OPL] was introduced and staff tracked their professional learning.

Expenditure on professional learning for the staff: \$5339.

Total Number of staff participating in PL: 16

Average per person: \$330.60

TEACHER SATISFACTION

Staff feel they are focused on school improvement and teams are working together. Behaviour is well managed both in the school and classroom. Areas for development are student motivation and partnerships with parents.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	9.1%
Graduate	18.2%
Graduate Certificate	9.1%
Bachelor Degree	72.7%
Advanced Diploma	18.2%
No Qualifications Listed	9.1%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	19.0
Teaching Staff (FTE)	17.4
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	5.2
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Provide a community that promotes the safety, wellbeing and inclusiveness of all at Sacred Heart School.

Provide and maintain stimulating and engaging learning spaces to meet the needs of all learners.

Continue strong connections with families, parish and the local community.

Achievements

Following confirmation of allocation of the Victorian Government Capital Funding Program 2019-2023, Peter Byrne from B3 architects began working with staff and the school community to begin the planning and design of the new Performing Arts Centre Build. Paul Maher from CEO met with staff and School Board to develop a 10-year Master Plan that would allow the school to have a clear focus as to how to best plan for the growing enrolment numbers and to provide the best learning facilities for future Catholic Education in Tatura. Peter drafted the plan for Stages 1- 5 which was shared with the school community.

OSHC enrolments continued to grow and proved to be a very valuable service provided for families in our school community.

The School Fete was unfortunately cancelled this year as were many other school parent and community events. Many other community events and local connections that Sacred Heart are involved in were unable to take place during 2020.

PARENT SATISFACTION

Parent feedback indicates that parents feel behaviour is managed and children are feeling engaged and safe at school. They feel their children enjoy good peer relations and feel connected at school. It also showed a downward trend in Community Engagement indicating the perception that parents are feeling less involved in the school and their child's education.

Future Directions

Using our newly developed Strategic Plan our future directions are to build a "Faith filled, holistic approach to scaffolding healthy, resilient and highly capable young people graduating from our school empowered to successfully navigate a complex world".

Complete the Performing Arts Centre Build and two additional classrooms.