



**SACRED HEART  
SCHOOL**  
TATURA



# Sacred Heart School Tatura

## 2021 Annual Report to the School Community



Registered School Number: 324

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

31/03/2022

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

## Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## 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 2021 August Census was 231 students. Our school was designed into twelve class groupings. The junior team consisted of two Foundation, two Year 1 and two Year 2 classes, the middle team, three 3/4 classes and the senior area three 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, Visual and Performing Arts and Writer's Workshop. 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 Advisory Council and staff worked under the newly devised Strategic Plan 2021-2023. The areas of Catholic Identity, Pastoral Wellbeing, Leadership, Learning and Teaching, Stewardship of Resources drove the 2021 Action Plan under each of these frameworks.

## Principal's Report

2021 continued to provide many challenges and changes to school life as the pandemic continued to take effect, however, as a school community we also continued to meet the challenges, adapt and adjust where necessary and provide support to one another. Sacred Heart School community worked together to ensure the safety, health and wellbeing of everyone was given the highest priority. The community of Sacred Heart School should be very proud of what it was able to achieve throughout 2021.

Throughout the year I was provided with current advice from the Victorian Government, Catholic Education Commission of Victoria and Catholic Education Sandhurst, and we 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 children attended supervised onsite learning as necessary.

COVID-19 has seen 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.

A special thank you to our Administration Officer, Debbie Worm for the countless extras she does in her role. Added to this were the many Government announcements that needed to be quickly communicated to families at very short notice. Matt Cameron, Deputy Principal and Debbie were an invaluable support to me in working through and providing necessary information to the whole school community.

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. These last months have very much been 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.

Following the announcement that we were successful in the application for the Non-Government Schools' Grant we have continued to work in consultation with Catholic Education Sandhurst and b3architects. As well as building the Creative Arts Centre we investigated the possibility of including Stage Two of our Master Plan in the build. It was agreed that Sacred Heart was in a financial position to borrow the necessary funds through DDF and two flexible learning spaces will be built alongside the Arts Centre. This build has become known as MALL Project [Music, Arts, Library, Languages]. After a competitive tender process, Morretto Builders was accepted,

and we look forward to working with them to successfully complete this important project. Building contracts were signed in November, construction will commence in January and the date for completion is October 2022.

Staff and children at Sacred Heart continue to enjoy well resourced, comfortable, stimulating learning environments. All families were able to access the necessary technology devices to support Remote Learning. Essential Assessment, NAPLAN Online and Remote Learning were all considerations when updating the 2022-2024 technology lease and with some adjustments to levies being made we were able to provide 1:1 iPads across the school over the coming three years.

As the end of my contract period was approaching Catholic Education Sandhurst required me to undertake a Summative Appraisal. This process provides accountability to both the employing authority, the community and the Diocese. The appraisal process was an opportunity to affirm effective practice, provide an opportunity to identify areas for growth and develop future directions on my professional development plan. An independent chair and panel called upon all staff, selected students and nominated parent representatives from the school Advisory Board and the broader school community to inform the appraisal. Reflecting on the many changes and achievements that have taken place during my time as Principal of Sacred Heart School, was rewarding, encouraging and valuable. Equally, valuable was the opportunity to review areas for further development, so I continue to grow as a leader and improve my own professional practice and school improvement.

I wish to thank Fr John Paul for his support and interest in all that happens at Sacred Heart School. Although Fr John has been unable to lead us in Masses and other celebrations, he continues to hold the children and staff in his prayers.

I would like to sincerely thank our inaugural School Advisory Board for the support and guidance they have provided. The transition from the School Board to School Advisory Council was smooth, thanks to the work done by current members. Scheduled School Council Meetings continued virtually and each member generously provided their time and expertise to be a voice for our school community and ensure strategic directions continued to improve at Sacred Heart.

Unfortunately, some of our SAC members have come to the end of their tenure and I would like to acknowledge and thank them for the immense contributions they have made to our school. We thanked and farewelled Emma Dalton during the year but again I acknowledge her dedication to the work she did during her time as a member. Michael Dundon and Maria Spedding joined the School Board in July 2016 and committed their time, energy and expertise over the past 5 and a half years. Both have been Board Chairs, Maria our inaugural Advisory Council Chair. They have led many changes during that time and contributed significantly to the growth and improvement of Sacred Heart.

Matt Cameron joined the School Board early in 2016 and has given his support and expertise throughout that time. He has provided members with many opportunities to understand more deeply the school curriculum and strategic planning. Matt has quietly seen to many 'behind the scene' items between meetings in the interests of Sacred Heart and is readily available to SAC members and families. On behalf of the school community, I sincerely thank you, Maria, Michael and Matt for all your dedication to Sacred Heart. We are very grateful for all you have given.

Welcome to Maria Nigro and Kylee Dewis and I thank them both for accepting the SAC nomination. We look forward to working with you in 2022. Welcome also to Dom Poppa. Dom will join the SAC in his new role as Assistant Principal. We look forward to all that Dom's experience and knowledge will bring to our SAC.



At the conclusion of the year, we farewelled Matt Cameron, Jessie Simpson and Kathryn Ferguson. These dedicated staff have contributed so much to the Sacred Heart community and we wish them well in their new adventures. During 2021 we welcomed new staff, Emily Slaughter, Nicole Brown, Reilly Young and Rachel Fidock.

2021 saw the introduction of twelve class groupings, an increase of two classes. Currently, there are seventeen teaching staff, two school Administration Officers, four support staff and a Wellbeing Worker. We access a speech therapist and phycologist through CES and employ an occupational therapist twice a term.

Leading Sacred Heart School throughout 2021 has been most rewarding. I am very proud of the quality of education, the dedicated teaching staff and the teaching and learning that happens at Sacred Heart. I am reminded each day of the importance of Catholic Education in the lives of our children and their families and the privileged work I do as a leader of a Catholic school.

## Parish Priest's Report

2021 was another challenging year for staff and students and I have been most impressed with the ability of everyone to adapt and find innovative ways to meet those challenges. We have such a wonderful school, our principal, deputy principal, teachers and administration staff have done an amazing job for the last two years, ensuring our students were supported.

I want to thank all our teaching and administrative staff for their dedication and hard work.

It was wonderful to be able to have Bishop Shane celebrate Confirmation and First Eucharist this year. We were also able to celebrate Mass with single grades, I want to acknowledge the hard work and dedication of Jess Simpson and Matt Cameron working together with me to organise the Sacramental Programs and school and children Masses.

It was such a pleasure to see our Grade Six students graduate in December, and I wish them all the very best for their next six years of schooling. The foundations and learnings that they have received from our staff, will ensure that they have a very bright future no matter what it holds for them.

The School Advisory Council is working well with many good ideas coming forth and again good support to Pauline. I want to thank Maria Spedding, for her six years of service and she will be greatly missed.

I am very much looking forward to working closely with Pauline, Dom and Debbie Turvey, and all the teaching and administrative staff to see what we can achieve in 2022. Everyone has different views about the last two years. But what we all must remember is that everything we are experiencing is in accordance with God's plan for us.

Jeremiah 29:11-12

"For, I know what plans I have for you, declares the Lord, plans for peace and not for disaster, plans to give you hope and a future. When you call upon me and come and pray to me, I will listen to you."

So let us take strength in these words and pray that next year we will be back in the classroom for the entire school year, and be able to celebrate Mass with our whole school community.

Fr John Paul Pasala

Parish Priest

## School Advisory Council Report

School Advisory Council Chairperson Annual Report 2021 - Sacred Heart School Tatura

What another challenging year in our school community. The buzz words of pivoting, adapting and such perhaps don't quite capture the efforts that been required throughout this year, not only from the staff but certainly from our families as well. The amount of planning and plan changing that has gone on during the year is significant and we can attest to the endeavours of staff to ensure the offering of relevant learning & teaching was of high priority. Sadly, again the opportunity for school gatherings were few and there was certainly disappointment from a parent engagement perspective.

Thankyou to Pauline Hindson for your continual support and leadership through another turbulent year. Thank you for providing constant communication and navigation through all the restriction changes, as soon as was possible.

To Matt Cameron as deputy principal, Debbie Worm as business administrator, and Sally Dickinson as office administrator, thankyou again for being the supportive team for Pauline and providing the connection for our school families especially through the remote learning periods.

To all teaching staff for their dedication - thank you - you continue to be held with high regard and appreciation as the year had its own set of challenges for teaching and enriching the students minds and hearts. Your positivity assured the students in understanding that school is a happy and safe place for learning when they were able to be on site, and with engaging students and families when in remote learning.

We continue to be fortunate with the faith-filled guidance of Fr John Paul, and thank him for keeping us informed in matters of the Parish and his contributions to the Advisory Council. We congratulate Fr John Paul on his additional appointment as Parish Priest of St Augustine's in Kyabram.

Our new structure as School Advisory Council (SAC) following the incorporation of Catholic Education Sandhurst on 1st January, 2021 began with discussing and adopting the new Terms of Reference as guidance for the Advisory Council members, including their role within the scope and purpose. Joan Caldwell from CES led a meeting so we could gain a greater understanding of transitioning to this governance structure. We thank the SAC members for continuing their role throughout this year as we decided to align any end of tenure with the final meeting of the school year, where it was previously middle of the year.

Our meetings then followed either on site and via online as required throughout the year and we discussed and/or advised around -

- Maintaining knowledge of child safe policies and saw the successful introduction of a Parent & Volunteer Induction video and associated response form.
- a Proposal for new senior student school camp
- the Master Plan - the Creative Arts Centre building project progressed during the year with heritage approval, design development incorporating additional general learning spaces, finalised plans and the tender process. This also included the relocation of the current portable Art room.
- addressing parent concern with uniform and the associated survey conducted of school families.
- the continuing governance of the school since introduction of CES Ltd
- Opportunity for grant and purposeful fundraising

- Strategic Plan action points
- Review of technology requirements for students
- the Principal Summative Appraisal - we welcomed Chris Pollard who addressed our meeting on the matter
- Management of COVID in schools.

Thank you fellow SAC members, for your commitment and for sharing your individual expertise and acumen.

We hope that the coming new year will bring greater opportunity to gather as a school community, to re-connect, and to enjoy and share student's participation and achievements. We look forward to seeing the Creative Arts Centre building come to life and reshape the landscape, as our school community continues to flourish.

Kind Regards,

Maria Spedding

Sacred Heart School Advisory Council Chair

## Catholic Mission and Identity and Education in Faith

### Goals & Intended Outcomes

Goals and intended outcome

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

Guiding Strategies for 2021

- Familiarise all teaching staff with the new Source of Life Units when introduced by CES
- Enact ECI data to develop a better understanding of the use of Scripture
- Promote Catholic faith in our school by creating meaningful prayer spaces, depicting the liturgical calendar
- Provide further opportunities for students to read, reflect and participate at school Masses.
- Use the CES staff and leadership team and work with Lee Petherbridge for Staff Professional Learning

### Achievements

Year One /Two Unit and Year Three /Four Unit gathered in the Church to celebrate our Opening School Mass. This was done in Units to comply with COVID gathering restrictions. We gave thanks for the wonderful blessings God has given us. Father John Paul actively engaged younger students asking questions and relating the Gospel message to their own world. Father John Paul suggested we live like Jesus by being kind and a good friend to others. He welcomed Nicole Brown and Emily Slaughter as new teachers to our school.

Shrove Tuesday launched our commitment to Caritas throughout the coming season of Lent. Children sent in pancake pictures to share on our school Facebook. Unfortunately, Ash Wednesday Mass also had to take place via VC. Our Easter liturgies were a wonderful celebration in the quadrangle. Parents were able to come as we gathered outside. We listened to the Gospel readings, sang songs and the Easter story really came alive. The 5/6 Unit enacted the Stations of the Cross, 1/2 Unit enacted the risen Christ, 3/4 Unit gave their interpretation of the Last Supper, and Foundation the events of Palm Sunday. It was a great opportunity for children to better appreciate and understand the Easter story.

We celebrated the Feast of the Sacred in the Mercy Centre where we gathered for a Liturgy led by Fr John Paul and the 5/6 Unit. The Mini Vinnies and Fire Carriers were commissioned and given their role and certificates. The day was then further celebrated with House Tabloid Sports. It was a real highlight to come together and celebrate our Feast Day as a school community.

The Sacrament of Reconciliation was celebrated in June, and we welcomed Bishop Shane to the parish for our Sacraments of Confirmation and First Eucharist in November. The Sacramental program followed Steps in Faith and gatherings with the families took place on Google Meet. It was so nice to speak to different families online about their own Catholic faith, an opportunity I have not had before.

Staff engaged in professional learning with Lee Petherbridge, Lee was able to take staff through to a deeper understanding of Source of Life units and revisit Godly Play. Further plans to continue this were interrupted by school closures and lockdowns.

Through the many challenges Covid 19 presented in 2021, it was most pleasing to see our commitment to Catholic Identity was continued and developed in the following areas.

#### VALUE ADDED

Fr John Paul visited our new foundation students. He told them about our church and his role as parish priest. He spread the message of the good news and answered many interesting questions.

Each unit prepared for and presented Holy Week and Advent Liturgies with deep understanding, and reverence. Classes carefully prepared each of weekly assembly prayers.

Prayer spaces are important throughout the school and reflect the Liturgical season and appropriate symbols. The school purchased new children's bibles, prayer cloths and many Religious Education resources. The front foyer always reflects the Catholic Identity of the school, liturgical season and areas each Unit is learning.

Religious Education continued to be 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 to view their child's work and relevant assessment task made throughout each learning area.

Two staff members are completing their Accreditation to Teach Religious Education in a Catholic School.

Children received the Sacrament of Reconciliation , Confirmation and First Eucharist

Jessie Simpson attended REL Network days.

## Learning & Teaching

### Goals & Intended Outcomes

Develop a student centred learning culture where high levels of achievement are scaffolded and expected

Implementation of specific Learning Intentions enhance student learning outcomes in Mathematics

Ongoing, targeted formative assessment consistently informs learning and teaching practice

### Achievements

Sacred Heart bases all curriculum on the Victorian Curriculum covering the eight domains and consists of integrating all learning areas through an Inquiry approach. The literacy and mathematical programs emphasise explicit teaching using information gained from ongoing assessment and data analysis. Staff worked collaboratively to develop the 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 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 challenging times as they worked diligently towards finding new ways to actively engage with learning tasks in the learning environment. The deployment of school iPads to all school families allowed for students and staff to remain connected and focused on their learning and provided students and staff with the opportunity for 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.

2021 Learning and Teaching Action Plan goal provided ongoing targeted informative assessment to consistently inform best practice. Sacred Heart invested in Essential Assessment Numeracy for whole school improvement. This enabled each team to complete informative and summative assessment, align data driven instruction and differentiate the needs of each student. A pre-test and post-test for each unit allowed lessons to be designed to each point of need and teams could closely monitor personalised growth.

The annual PAT testing schedule took place in November for all students. The results were collated onto the whole school PAT Testing Results document and analysed according to cohort growth and Individual growth year-on-year for Reading, Mathematics and Spelling. The results showed that although much of the year was spent in the remote learning space, our teams delivered a strong program that continued to grow our students, and we saw strong levels of growth in students in Numeracy and Literacy. Not all students were as successful but the effective use of data allowed teams to determine who needed additional support and where. The Tutor Learning Initiative implemented by the Victorian Government provided extra funding to support these students.

Assessment and Reporting practices continued to be developed throughout the year, with open and ongoing communication between the home and school forming the cornerstone of the Remote Learning home-school partnership. Assessment tasks and work samples were uploaded to Simon and made available in real time reporting. Adjusted written reports were shared with students and parents at the conclusion of each semester, focusing on Literacy, Numeracy and Social Emotional Learning, Full written reports were completed and communicated through SIMON at the end of the year.

#### STUDENT LEARNING OUTCOMES

Annual PAT testing schedule are administered for Reading, Mathematics and Spelling. Results are collated into whole school PAT Testing Results and analysed according to the Cohort growth and individual growth. Staff work collaboratively in PLTs to identify successes and identify areas requiring further improvement.

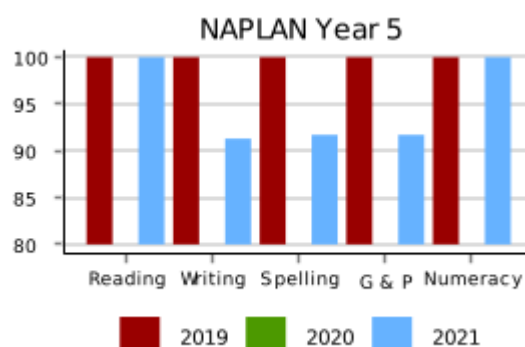
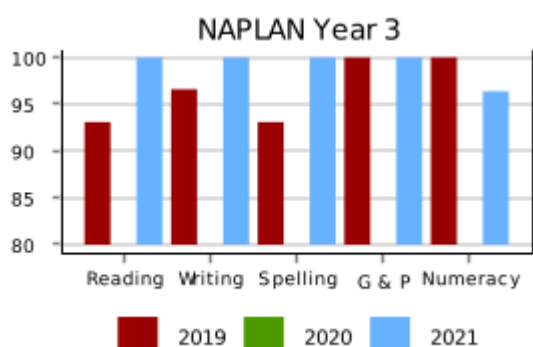


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	96.4	-
YR 03 Reading	93.1	-	-	100.0	-
YR 03 Spelling	93.1	-	-	100.0	-
YR 03 Writing	96.6	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	91.7	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	91.7	-
YR 05 Writing	100.0	-	-	91.3	-

\* 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

Nurturing wellbeing by building social and emotional capabilities across our school community

Develop a well school community whose social connectedness to friends, family, teachers, parish and local community directly impacts the learning and wellbeing of all.

Objective 3.1: Personal and Social Capabilities:

To support the desire to build a community of healthy, resilient and highly capable learners a focus on social and emotional development will be explored, researched and designed to meet the needs of the students.

Success Measure 3.1: PBIS

- PBIS matrices are explicitly taught on an ongoing manner
- PBIS blitz is enacted in a proactive manner according to behaviour data logged on SIMON

Success Measure 3.2: Personal and Social Capabilities

- Referrals and personal and behaviour incidents on SIMON guide strategic support and decision making
- Social Emotional Learning strategies are explicitly taught throughout the year

### Achievements

The Sacred Heart School Wellbeing team was formed early in 2021, 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. Timely and frequent communication with families of these students occurred by the Principal, Assistant Principal, Wellbeing Leader and classroom teachers to offer support in whatever was required (i.e. student to attend on-site learning).

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, 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 and monitor learning and/or behavioural goals for each student, to update shared, relevant information and to identify adjustments required for students to access their schooling and learning.

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

Kathryn Ferguson continued to work in the role as a Wellbeing Worker two days a week. This role saw her working with families, students, staff and outside agencies to support student and

staff wellbeing. This support involved 1:1 interaction with students; work with groups of students for gardening; meetings with parents and facilitation of the "Seasons for Growth" program was run over a series of weeks for grade 3/4 students.

We continued to have the CES visiting psychologist who supported our families, their children and teachers. She conducted assessments as required with students for enriching our understanding of students as learners, funding applications, giving feedback to families and teachers and providing strategies to be implemented to improve student engagement with their learning.

The CES Speech Pathologist continued to provide a fortnightly service to Sacred Heart students and teachers, either online or face-to-face. 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 weeks.

Sacred Heart continued to employ the services of a private Occupational Therapist to support students and their teachers / LSOs and parents throughout the year. Visits were three/four times a term to conduct assessments; classroom observations; and feedback sessions to families as required. Groups of students also engaged with her onsite (when available) and LSOs provided the follow up work in between visits and sessions.

The 'Student Buddy' programs continued with the Year 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 Sacred Heart's behaviour management with students being explicitly taught about positive behaviours through the matrices developed by staff.

The CES 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 all classes at 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 and Year 6 leadership groups provided awards based on their area of leadership (i.e. Catholic Identity; Sports; Social Justice).

Positive Play continued each day during the second half of the first and second break for 20 minutes. The program offered a variety of areas for students to participate in (i.e. chess; board

games, fairy garden play; book browsing; karaoke/dance; yoga; lego; art extension; drawing and coloring).

Transition Meetings and visits to early childhood centres were conducted throughout Term 3 and 4 for Year 6 and 5 students. 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 2022. 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: Classroom Information evenings; footy colors day; book week; and PPR days..

The Out of School Hours program continued to be offered as a service to families till 6pm. The 'Before School Program' with breakfast provision was available, alongside the After School Care program.

## STUDENT SATISFACTION

At Sacred Heart School Student Wellbeing Aggregate Indicator assesses student emotional wellbeing, the quality of teacher-student relationships and student engagement in learning. It is calculated using the following components of the School Improvement Student Survey: Emotional Wellbeing (student morale, Student Distress and Connectedness to School); Teacher Relationships (Teacher Empathy, Purposeful Teaching and Stimulating Learning); and Engagement in Learning (Learning Confidence, Student Motivation and Connectedness to peers). Students data indicated that students experience positive relationships with their peers and teachers and feel confident to learn.

## 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 through the school app or phone when their child is absent. Reasons are recorded.

Daily attendance is monitored and absences from class are identified. Families are sent an SMS before 10:30am to notify any unexplained absences. Parents/ emergency contacts are phoned if families have not responded to SMS. Student attendance is recorded on semester reports.

Attendance Matters promotional material is published in 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 CES daily.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.3%
Y02	92.9%
Y03	93.3%
Y04	93.0%
Y05	94.2%
Y06	92.3%
Overall average attendance	93.3%

## 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

- 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 as recommended by CES and shared with the School Advisory Council 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, SAC members, 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, 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.
- All volunteers must complete the mandatory 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 and SAC 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.

- A Child Version of our Child Safe Policies is available and regularly revisited.
- Emergency procedures are conducted and reviewed each term.
- 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 Advisory Council 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, Learning and Teaching) Jessie Simpson [Religious Education Leader] Michelle Cameron and Katy Dundon [Learning Leaders] and Debbie Turvey [Learner Diversity/ Pastoral Wellbeing]. 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 Advisory Council continued to provide leadership to maintain school improvement and support during Covid-19. They met either on site or via video conference.
- All staff participated 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.
- Continued to meet 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 2021

Professional Learning Staff have undertaken in 2021 include;

- Authentic and Collaborative Leadership
- Numeracy, Religious Education, Wellbeing, Learner Diversity Network Days
- Planning a Covid Safe Workplace
- Information Sharing Scheme
- Mental Health First Aid
- Understanding ASD through the Lens of Executive Functioning
- Positive Partnerships -ADHD and ASD, Teacher and Teacher Aid Role
- ROSAE
- Essential Assessment
- ZART Art, Nurturing Creativity
- First Aid - Provide Cardiopulmonary Resuscitation
- Accreditation to teach Religious Education in Catholic School
- Risk Management Workshop
- Science of Reading
- Assessment and Reporting using SIMON
- National School Improvement Tool [NSIT]

- Developing and Using Success Criteria to Maximise Teaching
- Big Write
- Drum Beat
- Cued Articulation
- Words Their Way

### TEACHER SATISFACTION

At Sacred Heart the Organisational Climate Aggregate Indicator assesses the core components of school climate that are known to underpin the wellbeing, engagement and performance of staff in schools. This aggregate indicator is calculated using the following indicators of the School Improvement Staff Survey: Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal and Recognition and Professional Growth. Staff are personally enthusiastic and passionate about their work. They feel consulted on decisions affecting them and work well together.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	79.1%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	100.0%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	10.0%
Graduate Certificate	0.0%
Bachelor Degree	70.0%
Advanced Diploma	20.0%
No Qualifications Listed	20.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	20.0
Teaching Staff (FTE)	17.5
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	4.3
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.

Master planning will be informed by the whole school philosophy, integrating learning and well-being in design and construction.

### Achievements

Upon the successful application the Victorian Government Capital Funding Grant work commenced with b3 Architects, and the school community to build a new Music, Arts, Languages, Library [MALL] Centre.

Tenders for the build were called and local builders, Moretto Builders were successful and will commence early 2022.

The whole school philosophy continued to inform master planning to ensure a stimulating, engaging, safe learning environments are provided.

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 again 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 2021 however staff used every available opportunity to connect with families during lockdown periods. These included regular phone calls to families, well-being packs delivered, Google Classroom meets, video conference parent meetings, information provided through SeeSaw and connections through social media.

### PARENT SATISFACTION

At Sacred Heart School, the Community Engagement Aggregate Indicator Assess' parent's perception of their involvement in the school and their child's education. It is calculated using the following indicators of the School Improvement Parent Survey: Approachability, Parent Input, Communication, Reporting and School Improvement. Parents have highlighted a slight decline in their level of engagement with the school and student motivation and peer relations. Parents report satisfaction in student behaviour and safety.

## Future Directions

Future directions for Sacred Heart School include;

- Completing the MALL Build and surrounding environment to ensure the learning spaces are stimulating and engaging, and provide safety fencing around the school boundaries.
- Sacred Heart will engage with a digital learning company to support to improvements in the ICT infrastructures, including a three year lease for 1:1 pads for all children.
- A new Leadership structure will be developed allowing Learning Leaders to focus closely on their PLT.
- Following a review of the meeting format, adjustments will be made to allow for a weekly PLC and PLT with a clear focus to build staff capacity.
- Areas of focus to continue will be building team planning and teaching and developing the Reporting and Assessment Schedule.