



**SACRED HEART  
SCHOOL**  
TATURA



# Sacred Heart School Tatura

## 2022 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

06/03/2023

**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

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

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.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## Vision and Mission

### 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 2022 August Census was 227 students. Our school was designed into twelve class groupings. The junior team consisted of three Foundation /One and two Year 2 classes, the middle team, three 3/4 classes and the senior area three 5/6 classes,

The Staff of 28 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 within Strategic Plan 2021-2023. The areas of Catholic Identity, Pastoral Wellbeing, Leadership, Learning and Teaching, Stewardship of Resources drove the 2022 Action Plan under each of these frameworks.

## Principal's Report

It is with pleasure that I present Sacred Heart's Annual Report for 2022 and a snapshot of the many achievements that have taken place over the school year.

The year began with a new Leadership Team. Dom Poppa took up the position of Assistant Principal, Leader of Learning and Leader of Wellbeing and Debbie Turvey, Leader of Religious Education and Leader of Learning Diversity. Each of the three teams had a Leader of Learning.

The meeting schedule was adjusted to allow staff to work in Professional Learning Teams. This provided opportunity to collaborate together, using and analysing student data to improve learning outcomes. Staff also met weekly in Professional Learning Communities to deepen their knowledge and understanding of a broad range of curriculum areas and professional development. The Behavioural Management Flow Chart and Whole School Assessment Scheduled were revised, improved and updated.

As Covid restrictions began to ease, many of extracurricular activities slowly resumed and parents/ carers were once again able to participate more fully in the everyday activities of Sacred Heart. Some of these highlights were school camps, sports days, welcome and information evenings and face to face learning conversations to name a few. It was also with great joy that we could once again celebrate Mass together in our church and our Sacramental children could participate in their important celebrations with our parishioners.

Sacred Heart again shone in the area of the Performing Arts. The school concert, *When You Wish Upon a Star* was a wonderful success. Every member of the school community participated in the concert which was thoroughly enjoyed by our school community. The school Rock Band and choir were able to once again perform and many students starred in Sandhurst Arts on Show.

As the new year began so too did the construction on our Performing Art Centre [MALL]. It was hoped that it would be completed by the end of the year, but due to current circumstances that will not be possible. We are very much looking forward to its completion during Term 1 2023. A new safety fence was erected around the school boundary with the help of funds raised in our two fundraisers.

Thank you to all the families of Sacred Heart for the support you give your children and the staff. The last years have been challenging in so many ways, and we certainly do value and appreciate your ongoing support. Close partnerships with families have allowed us to work together for your children, ensuring each and every one at Sacred Heart has every opportunity to reach their full potential.

I would like to acknowledge the caring and dedicated staff at Sacred Heart School. The education of your children is enriched by a motivated, caring staff, committed to, not only improving learning outcomes, but also to the wellness of our school community. I thank them for their professionalism, commitment and genuine care and concern for every individual child in their care.

I especially would like to thank and acknowledge the support I have received from our Assistant Principal, Dom Poppa. It has been a privilege working alongside Dom this year, debriefing, reflecting and ensuring that we make the best decisions for our school community. The support we have both had from our Admin Officers, Debbie Worm and Sally Dickinson is invaluable and I thank both of them.

I'm grateful for the support Fr John Paul gives to Sacred Heart School. Fr John has once again been able to lead us in Masses and other celebrations and regularly reminds us that he holds the children and staff in his prayers.

I would like to sincerely thank our School Advisory Board for the support and advise they have provided throughout the year. Members have generously given their time and expertise to be a voice for our school community and ensure strategic directions continue to improve Sacred Heart. A special thank you to our Advisory Chair, Kylee Dewis, who has been readily available to provide me with extra support on many occasions. We welcome our new SAC member, Kelly Hines and Katie Donaldson. Thank you for accepting the nomination to our SAC, and we look forward to working with you in 2023.

At the conclusion of the year, we will farewell Debbie Turvey and Reilly Young. Debbie has been an invaluable member of the Executive Leadership Team and has generously shared her experience and wisdom with the Leadership Team and other colleagues. As Religious Education Leader, Debbie not only enriched the Catholic Identity of our school but coordinated Masses, celebrations and the Sacramental program. As Leader of Learning Diversity, Debbie collaborated with students, staff, families and other members of the community to ensure that all children have the very best opportunity to thrive at Sacred Heart. Reilly has been classroom teacher and competently taken on the additional position of Sports coordinator. Both dedicated teachers have contributed much to the Sacred Heart community and we wish them well in their new adventures.

During 2022 we welcomed new staff, Melissa Cassetta, Tayla Corbo and Loretta Robbins. Sarah Langley, who had worked at Sacred Heart with CatholicCare, joined the staff as Wellbeing Councillor, providing children and families with additional wellbeing resources.

I feel very proud of Sacred Heart School and all our school community has achieved throughout 2022. I continue to look forward to working with the committed team of students, staff and parents to ensure the absolute best education possible for our children.



## Parish Priest's Report

2022 with the decline of Covid restrictions we saw the gradual return of onsite teaching in the classroom. I was very impressed with the ability of staff and students to adapt and find innovative ways to meet the challenges. We have such a wonderful school, our principal, deputy principal, teachers and administration staff have done an amazing job ensuring our students and families were well-supported throughout all the changes due to Covid. I want to thank all our teaching and administrative staff for their dedication and hard work throughout the year.

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

A highlight in 2022 in the post-Covid lockdown was the whole school production "When You Wish Upon a Star". It was a pleasure to see the students perform and see the enjoyment the families had in being able to celebrate the efforts of their children together. Well done to the staff and students for their efforts in presenting the production.

Congratulations to our Grade Six students on their graduation in December, and I wish them all the very best for their future as they move forward to their secondary 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.

*"Train up a child in the way he should go, even when he is old he will not depart from it." ( Proverbs 22:6)*

The School Advisory Council is working well with many good ideas coming forth and again good support to Pauline. I want to thank Kylee Dewis for her leadership and ongoing support. The new MALL Building Project finally commenced and we look forward to seeing it's completion in 2023, after many changes to completion dates due to many factors including the Covid restrictions and delays in delivery of building supplies.

I am very much looking forward to working closely with Pauline, Dom, Loretta Robbins and Emily Slaughter and all the teaching and administrative staff to see what we can achieve in 2023.

Fr John Paul Pasala

Parish Priest

## School Advisory Council Report

It has been another challenging year moving on from Covid Lockdowns and remote learning and adjusting to a new kind of “normal” in the school community. It has been wonderful to see a lot more activity this year, with camps going ahead, assemblies, events, excursions and incursions, and some fast thinking and reshuffling to make sure some camps went ahead! Some highlights were: Camps; Play Like a Vixen day in Melbourne, School Rock Band and Choir Events, Land of Mungo Exhibition (and Jim Bowler!), Painting with Rachel Doller and much more!

Thank you to all staff at Sacred Heart who have worked very hard to make this a great year for the students, and in supporting the children to catch-up and re-adapt to in-class learning. Thank you to the staff for being available to talk with parents and to help resolve any challenges that students may have been up against. I have so much admiration for your dedication and genuine empathy and care for the students and their education and social and emotional wellbeing

Thank you to Pauline Hindson and Dom Poppa for your leadership of our school, responsiveness and communication, and for fostering a safe and encouraging learning environment. Thank you for the support and promotion of the School Advisory Council and for being prepared to listen, take on board feedback and keep us all informed and updated on the many aspects of running the school.

Thanks to Debbie Worm for all you do as business administrator and for your role keeping us all on track with the School Advisory Council. Thanks to Sally Dickinson as Office administrator.

Special thanks to Father John Paul for your support of the school and in what has been a particularly busy year for the Sacramental Program in the post-covid lockdown era!

SHSAC have covered a lot of ground this year both through our online and face to face including:

- Detailed school updates via Principal's reports and financial reports
- Wellbeing promotion and support
- Leadership and changes at the school
- Learning and teaching updates
- Communication of Assessment and Reporting
- Updates on Child safety and the new child safe standards
- The new MALL building project and solar panels

Thanks to my fellow SAC members, your commitment and sharing of expertise, knowledge, ideas and questions have made the meetings really informative. I would also like to say a big welcome to our new SAC Members!

I look forward to seeing the new building completed and in use in 2023 and to a busy and productive 2023 at Sacred Heart!

Kylee Dewis

## Catholic Identity and Mission

### 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 202

- 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 for Staff Professional Learning

### Achievements

Throughout the year special liturgies were celebrated with the whole school, the Parish and Father John, including Ash Wednesday, Mother's Day, Grandparents Day, Feast of the Assumption, Father's Day and the Feast of the Sacred Heart.

Fr John led Masses throughout the year on Fridays with the school ( in units ) with the Parish participating. We concluded the year with a Thanksgiving End of Year Mass where we reflected on another wonderful school year and farewelled students, families and staff.

Our Liturgies are always celebrations with everyone fully participating in the Mass. Families also come along to the Children's Masses each month and enjoyed fellowship with Parishioners and a cuppa afterwards.

We welcomed Bishop Shane to our parish to celebrate the Sacrament of Confirmation and First Eucharist with our fourteen candidates. Candidates participated in the six week Steps in Faith home based program. Twenty-five children made their Sacrament of Reconciliation worked in their home groups with their families over four weeks and were well supported by Fr John and our REL, Debbie Turvey in preparing the children.

Fr John engaged and nurtured all the children in their faith. He devoted time to all children in Years 3-6 as they participated in a communal Advent Reconciliation Liturgy.

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

The Mercy Founders Day was again an opportunity to know and reflect on our past story. The sacrifices and commitment the first Mercy Sisters brought to Catholic Education in Tatura was shared. Families belong to house teams, Geary, McAuley and Frayne and the story and significance of each were reflected on and celebrated in these groups.

All teaching staff participated in Prayer each week at Professional Learning Community meetings. Two staff members planned and facilitated prayer. All classes commence their school day with prayer with students actively participating and engaging.

## VALUE ADDED

- Holy Week, Easter and Advent reflections were presented by each unit in meaningful, prayerful ways and were well attended by families and parishioners.
- A Prayer focus is present in each classroom and a gathering space. Prayer is a central part of the daily class routines and Assemblies. All staff and parent meetings and gatherings begin with an appropriate prayer.
- Staff participated in Professional Learning provided by: Lee Pethybridge (CES) - Policies: Catholic Identity and ECSI.  
Kylie Smith - Staff Spirituality Day  
Michael Chisholm - Australians Together Workshops.  
Kevin Lawlor - Religious Education: Accreditation / CECV / Platform / Share Christian Praxis.
- Catholic Identity Student Leadership team led assemblies and developed Social Justice awareness across the school.
- Social Justice Student Leadership team developed awareness and raised money for CARITAS, presented SVDP with items for their Winter Appeal and Christmas Giving Tree.
- Debbie Turvey attended REL Network meetings.
- Two staff members attended the Sandhurst Aboriginal Network Days.
- Year 5 students attended the CARITAS Just Leadership Day.
- Two staff members have completed their Accreditation and two more are studying.
- A F.I.R.E. Carriers Ceremony was held to commission new carriers. Year 6 FIRE carriers led the Assembly Acknowledgement of Country and raised the Indigenous flag. All F.I.R.E Carriers attended the Deanery Reconciliation Mass, planned activities for National Day of Apology and National Reconciliation Week and raised funds for Opening the Doors Foundation.

## Learning and 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

During 2022 we began our learning journey examining our school's Identity Statement, Vision Statements and Graduate outcome to develop a clear and common understanding of who we are as a school. This included an examination of our school motto, Strength Through Faith, which has clear links to our Mercy history and the establishment of our school many years ago. We were graced with the presence of Sr Pam Barlow and Sr Maureen, both Mercy Sisters, with links to our school.

Via this inquiry we have a common goal and understanding that:

*Sacred Heart Catholic School is an educating community of living witnesses working in partnership with families, inspiring strength through faith and love.*

We have been very intentional in organising our staff meetings using the Professional Learning Community (PLC) / Professional Learning Teams (PLT) model where we focus on learning and teaching and data that informs such. We studied the work of Richard DuFour and the purpose and function and moved to weekly PLC meetings as a whole teaching staff and PLT meeting in teams. Learning Leaders meet weekly to oversee the main focus of development and to direct their teams in data collection and analysis.

As a whole school we examined our approaches to assessment and we revised and update our whole school Assessment Schedule, developing a data plan that will help improve the learning outcomes for our children. This is in line with the National School Improvement Tool (NSIT) with high priority given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing.

### STUDENT LEARNING OUTCOMES

Year 3 NAPLAN 2021 -2022 trend data indicates growth in the areas Reading, Numeracy and Grammar and Punctuation where we are significantly above the state average mean score. There has been slight improvement in Year 3 Writing and our scores in this area are comparable with the state mean. Our professional learning focus on Numeracy in 2021 and 2022 appears to have had an impact in the F-2 area as our growth in mean score has been

32 points in comparison to the state having a negative trend of 1 point. It will be important that we continue our explicit teaching in Mathematics into the future.

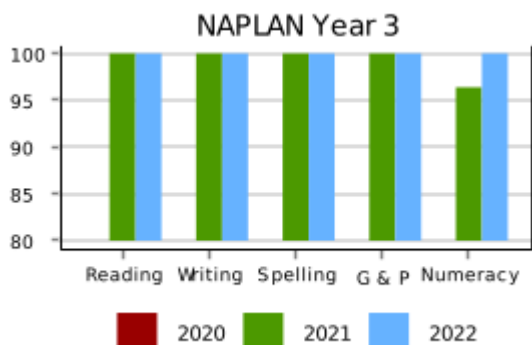
Year 5 NAPLAN data showed significant growth in the area of Writing (31 band points compared to the state's 9 points) and also in Spelling (9 band points compared to the state's 3). However, all areas were below the state mean scores and there was a downward trend in Numeracy and Grammar and Punctuation. This trend is a catalyst for our need to prioritise professional learning in the area of explicit instruction and setting higher expectations and goals for our students, particularly in Years 3 to 6. It is hoped that our strategic resourcing and accompanying professional learning will assist in this area in the next few years.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	96.4	-	100.0	3.6
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	91.7	-	95.8	4.1
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	95.2	-4.8
YR 05 Spelling	-	91.7	-	95.8	4.1
YR 05 Writing	-	91.3	-	95.2	3.9

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

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

In 2022 Dom Poppa took on the role as Wellbeing Leader for the school.

New to the role Dom picked up some of the work passed on from the previous leader and made adjustments to ensure the children, parents and staff wellbeing needs were being meet. The following are some examples for what was accomplished:

- Worked with individual students to support them and provide guidance as needed;
- Liaised with staff to help solve problems and provide solutions to various issues;
- Responded to the needs of parents as they arose;
- Engaged with CatholicCare to organise weekly visits to the school to have a nexus for families to see support;
- Collaborated with the Learning Diversity Leader and Principal to support students at need and to work collaboratively to devise systems or strategies, to build whole school wellness;
- Revised PBIS expectations, working with CES Ltd, to help lift the profile of our school wide expectations and help our children to be responsible, respectful, resilient and their best;
- Revised the school Behaviour Management Flowchart, in collaboration with staff and SHSAC, to streamline our processes and have clear line of action;
- Updated the incident reporting system on SiMON to reflect the behaviour flow chart;
- Assisted with the employment of our Pastoral Wellbeing Officer (POW), Sarah Langley, to work on site with children, staff and parents;



- Collaborated to create a systematic approach to requesting student support with the aid of our POW;
- Monitored and collaborated with the POW, the support services for our children and parents;
- Contributed to the school newsletter with fortnightly information and topics for conversation; and
- Provided opportunities for staff to engage in social and wellbeing activities: Drum beat, Pinor and Picasso, Spirituality Day to name a few.

As the role evolves and the needs of our community arise, the leadership team has collaborated and worked proactively to support the needs of individuals. The flooding that impacted our region in October proved to have a bigger impact on our community, that many did not realise. Covid also continued to spread amongst the community with children, parents and staff effected. During all these times we remained calm, listened to the needs of our community a worked to maintain a healthy and safe environment for all to experience.

Dom Poppa

Wellbeing Leader

#### VALUE ADDED

Fallow Week took place once a term as a meeting free week. Staff took the time for their own wellness and gathered socially on occasions.

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 2023. Extra transition meetings were held for students deemed at risk between Year 6 teachers and secondary school transition coordinators.

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

PAT SEW was implemented across Years 3-6 for the first time in 2022. As it was in its initial stage no data is available or can be compared.

## 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 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	87.2%
Y02	87.2%
Y03	86.3%
Y04	84.2%
Y05	87.0%
Y06	86.0%
Overall average attendance	86.3%

## 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.
- Sacred Heart commitment statement and information on Child Safety is shared with our school community via staff meetings, SAC members, school newsletter, school website and parent information sessions.
- Policies and commitments are embedded into every day practice and the Ministerial Order 1359 and the new 11 Child Safe Standards are implemented
- Professional learning of teachers, non-teaching staff and volunteers
- Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Staff are trained in procedures to protect, identify and respond to all forms of abuse.
- 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 PLC 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.
- 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.
- The embedding of policies and commitments into every day practice
- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards
- Professional learning of teachers, non-teaching staff and volunteers
- Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies. These include, Cyber Safety Information for students and parents, Bravehearts, PBIS, Kids Speak signage..
- Equity is upheld, and diverse needs are respected through FIRE Carriers, Staff participation in Australians Together, Harmony Day, Respectful Relationships.
- Safety and wellbeing in the physical and online environments is promoted through Cyber Safety Information evenings, frequent newsletter articles, PBIS, Pastoral Wellbeing Team,
- Child safety Team/Committee structures and the impact these teams/committees have had in continuing to strengthen the child safe culture of the school
- Engagement and involvement of Families and communities in promoting child safety
- Human Resources practices, including volunteers, (recruitment, supervision, performance review)
- Child safety - Risk Management practices and complaints handling processes

## Leadership

### 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.

### Achievements

- The Executive Leadership Team included: Pauline Hindson (Principal), Dom Poppa (Deputy Principal, Learning and Teaching, Wellbeing Leader) Debbie Turvey [Religious Education and Learning Diversity Leader].
- Each Unit had a Leader of Learning, Emily Slaughter [Senior], Nicole Brown, [Middle] and Katy Dundon, [Early Years] The teams met weekly to discuss the School Improvement Plan and implement programs in classroom.
- Professional Learning Teams worked together to improve student outcomes. Student data was analysed in teams, informing learning and teaching.
- The School Advisory Council met twice a term, either on site or via video conference, providing invaluable support and advice in the area of school improvement. They continued to provide ongoing support during necessary decision making throughout Covid-19, ensuring the health and safety of the whole school community was prioritised.
- Staff absences continued to challenge as a result of COVID, and it was often difficult replacing staff. Fortunately, this was managed by rearranging the daily organization and staff generously covering extra classes and duties.
- Leadership continued to meet the required standards for school registration, by demonstrating good governance, strong financial management, effective curriculum, sound teaching practice and a safe environment for all children.
- Year 3 and 5 completed NAPLAN, with all tests online except Year 3 writing.
- Dom Poppa and Nicole Brown were part of the Sandhurst Numeracy Learners Network, the focus being leading improvement in Mathematics Teaching and Learning.
- Curriculum Days in 2022 consisted of one day working with Michael Chisholm [Aboriginal Education Officer CES] who presented the curriculum Australians Together. Michael took staff through two workshops, unpacking the resources that support a better understanding of First Nations stories, experiences and perspective across our school. The remaining two workshops were completed during PLCs.
- All staff participated in Respectful Relationship Professional Learning Day ensuring culture of respect and equality is embedded across the entire school community.

- Catherine Bonham [Leader of Pedagogy CES] met with Leadership and Learning Leaders to review the current Assessment Schedule. All staff then worked together to refine the current Sacred Heart School Assessment Schedule.
- Catherine Bonham also worked with staff to analyse Spelling NAPLAN data as a whole school approach to improved spelling outcomes is further investigated.
- Staff and SAC were updated on the new Child Safe Standards that came in effect on July 1st 2022. As part of the new Standards, an updated FIRE Carriers Covenant was completed.
- The Behaviour Management Flowchart was reviewed and revised. The revised version has been sent to CES Pastoral Wellbeing Team and SAC for further review. The revised copy was available on the school website.
- Bernadette Pearce, Education Officer, Numeracy CES attended a PLC where staff looked at data collected and how this can be best used across the school. This is an area of Professional Learning staff continued to develop throughout the year.
- All staff completed Level 1 CPR First Aid with asthma and anaphylaxis training and some staff members completed Level 2.
- Tayla Corbo attended the Graduate Conference.
- Reports were provided for both Semester 1 and 2. All reports included a personal feedback comment, personal skills and attendance. All the Victorian Curriculum standards were once again reported on with growth points marked. Assessment tasks were also available on PAM throughout both Semesters. Learning Conversations took place in Term 1 and Term 3.
- The NCCD team met to review levels of adjustment and teacher evidence for Students with Disabilities.
- All staff participated in goal setting and ARMs meetings with the Principal using the AITSL standards of practice. These meetings were an opportunity to provide staff feedback and ideas for Professional Development for future directions.
- The swimming program was cancelled once again due to the recent floods.
- Camps resumed again and 3/4 enjoyed a night a Camp Kookaburra and Year 5 /6 four nights in Canberra.
- Sacred Heart Art Exhibition was a wonderful opportunity for every student to showcase the high standard of work done in this area. Matt Hooper and students spent lots of time planning and preparing for this special exhibition.
- The school production, *When you Wish Upon a Star* took place at the Kyabram Plaza Theatre and after weeks of rehearsing, was wonderful success. Everyone, students and staff participated in the performance.
- Students in Years 3-6 participated in the Sandhurst Arts on Show [SAoS], providing an opportunity to showcase the capacity and skills of Sandhurst Arts teachers and students.
- As part of an Investigation Unit, 5/6s became keenly interested in learning more about Mungo man and Mungo lady. They began connecting with Jenny Bowler, daughter of Jim Bowler, the archaeologist who, in 1974 discovered these remains. There was great

excitement when Jim, 92 zoomed into 5/6 Learning Space to share his story and answer student questions.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

Professional Learning Staff have undertaken in 2022 include;

- Staff Spirituality Day -Tell the Good News
- RRRR - Kathryn Forster
- Numeracy, Religious Education, Well being, Learner Diversity Network Days
- Accreditation to teach Religious Education in Catholic School
- Mental Health First Aid
- Critical Management
- Understanding ASD through the Lens of Executive Functioning
- Child Safe Standards
- The Role of the LSO
- Mandatory Reporting
- PBIS Matrix
- Positive Partnerships
- ZART Art, Nurturing Creativity
- First Aid - Level 2 / CPR and Asthma
- Risk Management Workshop
- Maths Assessment Tasks
- Assessment and Reporting - SIMON,
- National School Improvement Tool [NSIT]
- Drum Beat
- Cued Articulation
- Fountas and Pinnell
- Australians Together
- Using Data - PAT/ How to Use Assessments for Reporting/ Getting the most out of numeracy platform,
- Spiritual Tools for School Leaders
- Responding to Critical Online Incidents
- Graduate Teacher Induction, Early Career Teachers Network
- ESCI



- Injury Management
- Intervention with LLLL
- Mad, Bad or Sad - A pathway to healing in schools.

Number of teachers who participated in PL in 2022	20
Average expenditure per teacher for PL	\$350

**TEACHER SATISFACTION**

Each term a Celebration of Learning staff survey was conducted providing all staff with the opportunity to comment on work load, working environment and job satisfaction. These surveys allowed opportunity to suggest things that could be improved and how these could be implemented. An example of a comment is *"I am was a grateful for having a work environment where I am valued"*.

Teacher satisfaction was also discussed with the Principal during Annual Review Meetings held with all staff.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	70.4%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	88.0%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	0.0%
Graduate	15.0%
Graduate Certificate	5.0%
Bachelor Degree	65.0%
Advanced Diploma	10.0%
No Qualifications Listed	25.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	23.0
Teaching Staff (FTE)	19.7
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	6.4
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### 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 commencing January 2022.

School philosophy continued to inform master planning to ensure an 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.

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

Families came to the Children's Masses each month and enjoyed fellowship with Parishioners and a cuppa afterwards.

Children joined in the local community for the Anzac Day and Remembrance Day. School Leaders laid a wreath on behalf of Sacred Heart School.

Students represented Sacred Heart at the City of Greater Shepparton's, One Child One Tree Child initiative.

Students from 3-6, along with students from other Sandhurst schools, participated in Sandhurst Arts on Show dancing, singing and performing with enthusiasm and enjoyment.

Students were actively involved in their local community and entered the Transition Tatura annual film festival and Art competition, based on the theme "More self-sufficient living".

Our Choir and Evening Birds Concert showcased their talents to the school community on various occasions, including Lions Club Christmas Carols

Cuppa Cake and Conversation

Reading with your child / SIMON Everywhere - information session.

Local kinders visited the school. Year 5 and teachers visited the kinders.

**PARENT SATISFACTION**

A parent survey was conducted seeking feedback on Semester Reports.. 76% of parents surveyed indicated that they felt confident the teacher knows their child and is able to tell parents how they are progressing. 57% indicated that Learning Conversations was the preferred method of providing feedback.

## Future Directions

Future directions for Sacred Heart School include;

- Using Spelling data to investigate a whole school approach to improved spelling outcomes.
- In line with the National School Improvement Tool (NSIT) high priority will be given to the school-wide analysis and discussion of systematically collected data on student outcomes.
- Invest in a new literacy program based on the research of Gay Fountas and Sue Pinnell. The Fountas and Pinnell Literacy System, will support teachers to set and target very explicit goals in the areas of reading and writing.
- Developing a whole school approach to Completing the MALL Build and surrounding environment to ensure the learning spaces are stimulating and engaging, and provide safety fencing around the school boundaries.