



Sacred Heart School Newport

2022 Annual Report to the School Community



Registered School Number: 77

Table of Contents

Contact Details.....	2
Minimum Standards Attestation	2
Governing Authority Report	3
Vision and Mission	4
School Overview	5
Principal’s Report.....	7
School Advisory Council Report	8
Catholic Identity and Mission	9
Learning and Teaching	11
Student Wellbeing.....	18
Child Safe Standards	22
Leadership	25
Community Engagement	30
Future Directions.....	33

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Minimum Standards Attestation

I, Kaylene Carlin, 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.

11/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision Statement

In the spirit of St Mary of the Cross and our Catholic faith, we nurture in our students a sense of hope and joy in life, and challenge them to strive for excellence in their learning.

“May the spirit of the Sacred Heart animate you.”

St Mary MacKillop (1906)

Living Vision

At Sacred Heart Catholic Primary School, we enact a Living Vision that reflects our core School Vision. Keywords and concepts reflected in our Living Vision include Love, Safe, Community of Faith, Partnership, History, Respect, Belonging, Compassion and Empathy, Take Action, Animated Learners, Relationships & Dialogue.

Let all that you do be done in love 1 Corinthians 16:14



School Overview

Sacred Heart Catholic Primary School is situated at 20 Newcastle Street, Newport in the Western Suburbs of Melbourne, eight kilometres from the CBD in the City of Hobsons Bay. The school was opened in 1901 under the direction of the Sisters of St. Joseph, with the first Principal personally chosen by Mary MacKillop. The school has maintained a strong link to the Josephite Sisters and the tradition of St Mary of the Cross. Sacred Heart appointed its first lay Principal in 2001.

Sacred Heart is a typical inner-suburban school of its time being red brick and two storeys. The school has been constantly added to and upgraded over the years, resulting in an engaging learning environment. In 2020, we embarked on a new building project that has resulted in the addition of a third level on the existing building which, in 2022 became the new learning space for the two Year 6 classes, with stunning views over the West Gate Bridge, Port Phillip Bay and the local suburb. The addition incorporates contemporary learning spaces that reflect what we know about how students learn best. In 2022, the school had an enrolment of 304 students in fourteen class groupings consisting of two Prep classes, two Year 1 classes, two Year 2 classes, two Year 3 classes, two Year 4 classes, two Year 5 classes and two Year 6 classes. The specialist curriculum included LOTE (Italian), The Arts & Physical Education. Each class also spent time in the library, engaging in rich literature and having an opportunity to borrow books of interest to take home.

In 2022, we had thirty two staff members in total with twenty-six educators. We had fourteen classroom teachers, four specialist teachers (Physical Education, The Arts, Library, LOTE), six educators in leadership roles (English Leader, Learning & Teaching/Mathematics Leader, Student Wellbeing & Family Engagement Leader, Religious Education Leader, Deputy Principal/Learning Diversity Leader, Principal), Intervention educators including five Learning Support Officers and two Administration staff.

After the challenging two years of the COVID pandemic, which included for Sacred Heart a change of leadership at the beginning of 2020, 2022 became in year in which the strategic directions established in the review of 2020 were able to come to fruition. Educators worked hard to purposefully create a learning environment in each classroom that was welcoming and inclusive for all students. Morning Gathering routines P-6 ensured students experienced predictability, consistency and a sense of being safe, getting ready to learn each day and achieve growth in their learning outcomes. Teaching and Learning routines that included targeted teaching, consistent pedagogy in English and Mathematics & reliable assessment data has seen improved learning outcomes and consistent growth for our students at the end of the 2022 school year.

In addition, Sacred Heart educators and administration staff strived to maintain ongoing connections with families, students and one another. Working together in partnership with our families is key to our Living Vision and one that makes Sacred Heart the school it is today.

STRATEGIC PLAN

In light of the School Review process in 2020, a strategic intent was constructed to drive our thinking and practice over the next four years (2021-2024)

Our Strategic Intent is to establish a culture of learning, innovation and improvement within a community of active learners who flourish. We strive to build an authentic faith community in partnership with one another.

The three key priorities are identified as:

To build a culture of learning, innovation and improvement

To foster a community of active and animated learners who flourish

To strengthen authentic community partnerships

Principal's Report

Dear Sacred Heart School Community,

It is with great pleasure that I present to you our Annual Report to the School Community for the academic year of 2022. As the principal of Sacred Heart Primary School, I am honoured to lead such a dedicated and enthusiastic group of educators and students.

Throughout the year, we have worked hard to provide our students with a safe and nurturing learning environment that promotes academic excellence, dispositional development and community engagement that reflects our mission and vision as a Catholic school. Our dedicated team of educators and administration staff have continued to go above and beyond to ensure that each student receives the best possible education.

Academically, our students have achieved excellent growth in 2022. Our standardised test scores have continued to improve over the course of the year, particularly for those students who had been identified as not reaching the expected level or showing expected growth at the beginning of year. Through a highly strategic and analytical approach, as well as the engagement of educators, expert in their field, our student data continues to reflect a rigorous model of teaching and learning, particularly in the areas of English and Mathematics. A targeted teaching approach, with small groups of students working with classroom teachers and/or intervention teachers and learning support educators, has ensured our children are always working at a 'just right' level and towards their identified goals.

Beyond academic growth, we have continued to prioritise the development of the whole child, with a focus on student well-being and inclusiveness. Through a range of strategies, our students have continued to grow in their awareness of others, particularly the marginalised or those in greatest need. The student leadership programs such as Mary MacKillop Leaders & Student Leadership portfolio groups ensure student voice and agency is continually fostered through each child's educational journey.

Our school has also strengthened our partnerships with local organisations and community groups, providing our students with valuable opportunities to gain real-world experience and make a positive impact in their local community and globally

I am proud of all that our school has accomplished in 2022, and I look forward to continuing to work together to create a brighter future for our students. Thank you to our entire school community for your continued support and commitment to our students' success.

Yours sincerely,

Kaylene Carlin

School Advisory Council Report

The notion of a Catholic school community includes learners, their families, their teachers and other staff in the school; young people and adults in the parish; and others in the local, wider and global communities - all of whom come together to form a connected and organic learning environment for the benefit of students. This sense of connectedness and belonging provides the foundation for the full flourishing of each student.

(Horizons of Hope)

At Sacred Heart Primary School, the SAC provides a forum for discussion and discernment, where the parent voice and perspective are available to influence the decisions made by the principal and parish priest for the good of school and parish where the wellbeing and outcomes for students is paramount.

At the request of Melbourne Archdiocese Catholic Schools Ltd (MACS) board, our governing body, Sacred Heart School Board transitioned to the Sacred Heart School Advisory Council in 2022 and has continued to play an important role in the life and partnership of the Sacred Heart Primary School community.

In 2022, the School Advisory Council consisted of the following members:

Principal: Kaylene Carlin

Parish Priest: Fr Binh Le (Custodian of Mission)

Chair: Karen Dermody (Parent)

Secretary: Kathy Mechenbier (Parent)

Parent Representatives: Prue Periera-Fantini, Nicholas Walker, Mia Casement

Parishioner: Marlene Monahan (Custodian of Mission)

Staff Members: Erin Stone (Deputy Principal), Lyndal Acreman (Family Engagement & Student Wellbeing Leader)

Key achievements of the School Advisory Council in 2022 were as follows:

- Establishment of the School Advisory Council, in accordance with the policies and procedures of the Melbourne Archdiocese of Catholic Schools
- Exploration of the vision and mission of the School Advisory Council
- Collaborative re-imagining of the St Mary MacKillop Garden, located between Sacred Heart church and the school. School Advisory Council members identified the key purpose and features of the garden & contributed to the design of a commemorative brass ring located in the centre of the garden.
- Planning for and holding a Trivia Night for parents at a local venue, with a key focus on re-engagement and connecting after two years of the COVID pandemic

At the end of the school year, we farewelled Prue, Karen & Nick and thanked them for their service to the School Advisory Council.

Catholic Identity and Mission

Goals & Intended Outcomes

Our Strategic Intent is to establish a culture of learning, innovation and improvement within a community of active learners who flourish.

We strive to build an authentic faith community in partnership with one another that reflect our Catholic faith.

Goal

To strengthen authentic community partnerships, embedded in the faith and charism of our Catholic identity.

Intended Outcome

For authentic relationships that reflect our Catholic faith are fostered.

Key Improvement Strategies

To establish stronger family/school partnerships

Foster respectful relationships, built on our Catholic faith and traditions, with all key stakeholders

Draw on the guiding statements and principles within Horizons of Hope

Achievements

Key Achievements include:

- Continued to embed the School Vision and Living Vision to ensure our actions are reflective of our core purpose and mission as a Catholic School
- A key focus on documentation to ensure our Catholic Identity is woven through and inextricably linked to our overarching strategic plan
- Draw on the guiding statements and principles within Horizons of Hope
- All teaching staff participated in Religious Education Professional Learning throughout the year to demonstrate our commitment to building and sustaining Catholic identity
- Engaged with the Pedagogy of Encounter to explore a variety of perspectives when exploring faith issues, ensuring the three strands of Knowledge & Understanding, Reasoning & Responding and Personal and Communal Engagement are addressed
- Designed and displayed visuals around the school of our Ways of Being Together
- Built relationships and revisited our Ways of Being Together, as a school community
- Embedded Morning Gathering routines
- Restructure School assemblies were student led
- Used Living Vision Ways of Being in School assembly and acknowledgements

- Leaders met with Year 2-6 MacKillop Leaders and Year 6 Portfolio leaders, committed to one term of a Social Justice focus in the life of the school community. This included supporting organisations such as Catholic Mission Australia, West Welcome Wagon, Mary MacKillop Foundation and Project Compassion.
- Educators used the Faith Life Inquiry model and framework for teaching and learning
- 4R program in classrooms was consistently implemented
- Year 6 students participated in a Confirmation Reflection Day and received the Sacrament of Confirmation
- Year 3 students participated in a Reconciliation Reflection Day and received the Sacrament of Reconciliation
- Year 4 students participated in a First Eucharist Reflection Day and received the Sacrament of the Eucharist,

VALUE ADDED

Examples of Curricular & Extracurricular Events/Activities include:

- Class Masses in St Joseph Parish Church throughout the year, with each class scheduled to attend at least once per term
- Class Prayer time each day, as part of our Morning Gathering routines in each class
- Staff Mass to celebrate the beginning of the School Year at Sacred Heart Church
- Whole school Masses regularly throughout the year for special Feast Days eg St Mary MacKillop, Sacred Heart, Grandparents Day Mass etc
- School policies & procedures are explicitly linked to the Catholic tradition and mission. Policies are available to the staff and parent community via the School Website and/or upon request
- Students in Years 3, 4 and 6 receive their Sacraments

Learning and Teaching

Goals & Intended Outcomes

Our Strategic Intent is to establish a culture of learning, innovation and improvement within a community of active learners who flourish.

We strive to build an authentic faith community in partnership with one another.

Goals

To build a culture of learning, innovation and improvement

To foster a community of active and animated learners who flourish

Intended Outcomes

The students have high self-efficacy.

The students are enacting their learning.

The feedback cycle is embedded in our teaching and learning practice

Students are actively engaged in setting directions for their own learning.

Teachers are using learning progressions to plan

Teachers are using student assessment data

Develop a Mathematics and English Annual Action Plan

Embed an Inquiry Learning Approach, incorporating P-2 Discovery.

The students are provided with an opportunity to explore an area of interest.

Educators are giving, receiving and acting on feedback.

Key Improvement Strategies

Utilise an Evidence Based Learning and Teaching approach whereby educators draw on a range of data to plan for and implement effective teaching interventions to support the individual growth of students

Draw on a range of evidence based educational influences and identify key philosophies and principles e.g., Reggio influences, Inquiry Learning Model

Utilise Feedback Cycle models e.g., Helen Timperley's work, to bring about intended outcome

Utilise Teaching Sprints to support teachers to:

- Meaningfully engage with the best available evidence in the field
- Make incremental changes to teaching practice for big impact over time
- Establish the organisational routines needed for job-embedded teacher learning
- Engage in collaborative and disciplined dialogue with peers
- Make more effective use of available team collaboration time, supported by tools and protocols

- Deepen knowledge of the science of learning and be inspired by a process of continual professional improvement

Establish stronger Family/School partnerships

Foster respectful relationships, built on our Catholic faith and traditions, with all key stakeholders

IMAGE OF THE CHILD

The image of child continues to be a core belief driving our pedagogies and relationships between educators and children at Sacred Heart Primary School.

There are hundreds of different images of the child.

Each one of you has inside yourself an image of the child that directs you as you begin to relate to a child.

It pushes you to behave in certain ways; it orients you as you talk to the child, listen to the child, observe the child.

Your image of the child is where teaching begins.

The ability to enjoy relationships and work together is very important.

Children need to enjoy being in school, they need to love their school and the interactions that take place there.

Their expectations of these interactions are critical.

Loris Malaguzzi

The following statement is a collective voice of the educators at Sacred Heart and guides our thinking and practices daily.

At Sacred Heart, we believe that the child is at the centre of all we do.

We recognise that each child is unique and thrives when provided with meaningful experiences through which to flourish.

Children are curious and active in their learning when given opportunities to ask questions, discover, investigate and reflect.

We believe in educating the whole child to become confident and creative, with a passion for lifelong learning and optimism for their future.

Sacred Heart Educators

Achievements

Sacred Heart is an inclusive Catholic education community where all members are respected, cared for and have a strong sense of belonging. We believe that we are all unique in our ability to learn and we can all experience success. We believe that the best education we can give our children is one where the school and family work together in partnership.

Learning and Teaching begins with the needs of the individual child and works towards developing their potential as lifelong learners and responsible citizens. The prescribed curriculum is used to frame learning that is responsive to the children's needs, to the context of our school and to the wider community.

Our achievements in 2022 include:

- Teachers have embraced a consistent approach to learning and teaching. A teaching and learning cycle has been developed to address student needs, curriculum content, pedagogy, assessment and reporting
- The learning gained through the engagement in the Abstract Reasoning Task Project collaboration with a cluster of schools in the West of Melbourne, MACS & Dr John Munro significantly developed teachers' pedagogical content knowledge for those who participated.
- The successful application of a Get in2 Maths project to assist in funding a Mathematics Leader. The appointment of a Mathematics Leader at Sacred Heart has supported the teaching and learning cycle, with a particular emphasis on the Launch, Explore, Summarise model, contributing to a learning environment where students and teachers alike are encouraged to take risks in their thinking and questioning.
- Collaboration between educators is focused on improving student learning and achievement.
- A highly structured approach to Facilitated Planning is supporting teachers to use and interpret data to analyse and plan for student learning.
- There is an increased focus on assessment data from a range of sources. Rigorous tracking of student progress is evident in the triangulation of literacy data, pre-and post-testing and including the use of rubrics for moderation.
- Students with additional learning needs have a Personalised Learning Plan, constructed collaboratively between the teachers, parents and, where appropriate, the student. An intervention framework underpins the development of adjustments required. There is also increased recognition that adjustments are also required for highly able students to provide sufficient challenge, with tools such as Essential Assessment (Mathematics) to enable appropriate extension.
- Professional learning is concentrating on developing educators' capacity to use high impact teaching strategies, such as feedback, to animate, engage and empower students' progress. Learning intentions and success criteria have been identified as a starting point for meaningful and authentic feedback.
- Professional Learning was undertaken with Kath Murdoch to support planning an inquiry process
- Learning assets were embedded

- Build teacher capacity through professional learning and restructure PLT's to identify and support professional learning needs
- Mathematics Leader attended professional learning to build capacity, modelled and mentored in classroom

STUDENT LEARNING OUTCOMES

The teaching and learning cycle is continually being monitored using a range of data. Student assessment data is used to inform and plan.

MACSISS survey

Aspect	MACS Schools Average 2022	Sacred Heart School 2022
School Climate – social & learning	74%	89%
Staff Leader Relationships	78%	89%
Feedback - amount & quality	38%	63%
School Leadership Effectiveness	53%	71%
Collaboration around an Improvement Strategy	65%	83%
Collective Efficacy	76%	89%
Quality of Professional Learning Opportunities	62%	71%

ENGLISH

PAT Reading Assessment



Our PAT Reading Progress Data from 2017-2022 includes data from Year 1 - 6 students and shows a trend of steady consistent improvement.

Each year students performing in the 95th and 75th percentile have increased scale scores which demonstrates that our higher performing students are being challenged and extended.

The 50th percentile (mean) group follows this trend also, although there was a slight decrease from the 2018- 2019.

The 25th and 5th percentile groups results do show patterns of growth, however from 2018-2019 and 2020-2021 there was a drop in scale score growth and the graph suggests a wider spread of scale score. Some possible reasons for this could be due to the impact of remote learning during the two years of the pandemic did have an impact on outcomes, in particular with students who require additional support to develop skills.

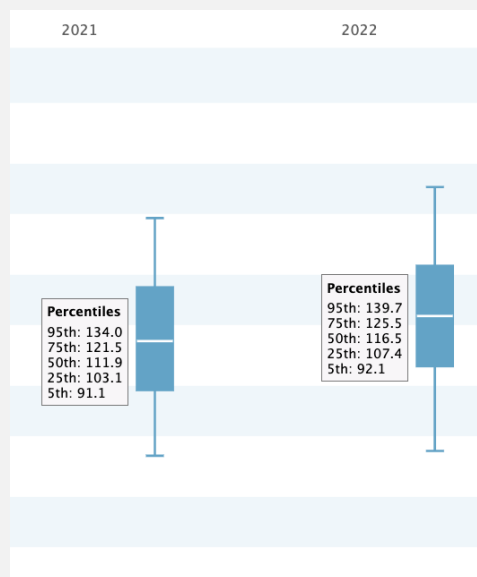
In response to this in 2022, we continued to ensure students' needs were priority and through explicit instruction, targeted teaching and intervention practices, it has been pleasing to see improved growth in 2022. We will continue to use the PAT data explorer to analyse and monitor progress.

PAT Spelling Norm Referenced Report 2022

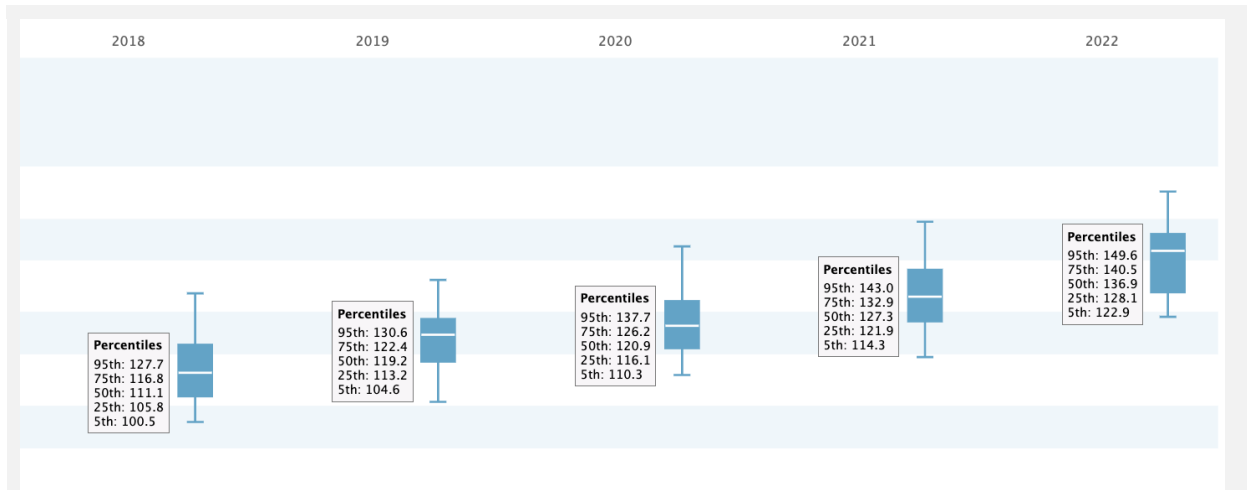
In 2022, we have included the PAT Spelling assessment in order to gain insight into the performance of our Year 2-6 students. The results show that most levels are performing above all percentile rankings which is a wonderful achievement. While there is a spread of student capabilities, continued focus on supporting development at needs base will continue as best practice.

MATHEMATICS

PAT MATHEMATICS ASSESSMENT



Whole school data has shown growth of Sacred Heart students in Mathematics from 2021-2022 where we have seen an increase in all percentile areas, in particular in student growth above 50th percentile which has been a focus.



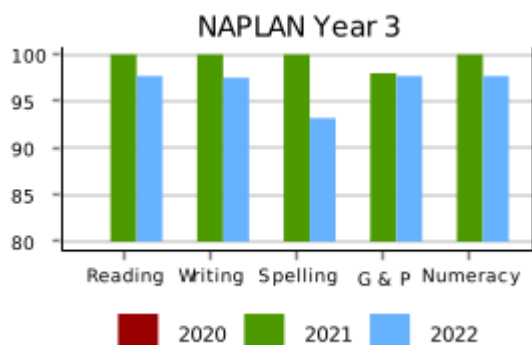
PAT Mathematics progress of the current year 6 cohort has shown strong growth in 2021 & 2022 with an upward trend in 2020.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	98.0	-	97.7	-0.3
YR 03 Numeracy	-	100.0	-	97.7	-2.3
YR 03 Reading	-	100.0	-	97.7	-2.3
YR 03 Spelling	-	100.0	-	93.2	-6.8
YR 03 Writing	-	100.0	-	97.5	-2.5
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	97.3	-	100.0	2.7
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Our Strategic Intent is to establish a culture of learning, innovation and improvement within a community of active learners who flourish.

We strive to build an authentic faith community in partnership with one another.

Goals

To build a culture of learning, innovation and improvement

To foster a community of active and animated learners who flourish

Intended Outcomes

The students have high self-efficacy.

The students are enacting their learning.

Key Improvement Strategies

Establish stronger Family/School partnerships which in turn will have a positive impact on student well-being and sense of connectedness between home and school.

Foster respectful relationships, built on our Catholic faith and traditions, with all key stakeholders

Achievements

TRANSITION & ORIENTATION PROGRAMS

2022 PREPS

During 2022 we were able to reintroduce an onsite transition and orientation program for the Prep 2023 students. We have also continued to integrate new ways that we connect with our families and students as a result of the pandemic to create a rich and informed experience for parents and children.

Some of the strategies included:

- Introducing Prep Talk and Tour sessions for Prep 2023 families with key information and tour of the school
- Year Level Family Information Sessions held via zoom early in Term 1, 2023 providing introductions to Prep teachers, curriculum information, Getting Ready for School tips etc
- Prep teachers for 2023 were announced early in Term 4 to enable connections to be built between teachers, students and parents
- Prep 2022 Welcome packs were provided to students during orientation sessions, and included a Sacred Heart Teddy Bear and a custom written Starting School at Sacred Heart Book

YEAR 6 TRANSITION TO YEAR 7 2023

Our feeder secondary schools, Emmanuel College & Mount St Joseph's continued to reach out to our school community through our own newsletter. The students attended orientation days towards the end of the year to introduce them to their new school environment and assist in their transition. A key initiative in 2022, was the connecting of the Year 6 students in a local transition day with other Catholic schools in the area, St Mary's Altona and St Leo the Great, Altona North. This enabled the students to meet children from the other schools who might also be going to the same secondary school. Students from Mount St Joseph also spoke to the students about life in secondary school and what to expect as they transition to Year 7.

KITCHEN GARDEN PROGRAM

At Sacred Heart, we facilitate a Kitchen Garden Program based on Stephanie Alexander's model that she developed in 2004 for the purpose of educating children to develop a lifelong appreciation of fresh, seasonal, delicious food. The focus of our Kitchen Garden Program is to have a 'hands on' experience in cooking, gardening and sharing a meal together so that skills and positive relationships can be adopted for life. The hands-on aspects of the program have shown that they are particularly valuable for enhancing learning and social outcomes. Our key aims of the program are: wellbeing, connectedness, practical/life skills, engagement and social skills.

WELLBEING DOG

In 2022, we partnered with the organisation Dogs Connect to introduce a wellbeing named Tex to our school. We used their unique approach to focus on broad scale connectedness and wellbeing across the entire school community. Tex was carefully introduced to the school community by a core team of Sacred Heart educators, who undertook the Dogs Connect training. Connection to school has been greatly increased through the introduction of Tex to our school community. Students excitedly greet him each morning as they arrive at school. Likewise, we have seen the benefits of utilising Tex to support students who are experiencing difficulty attending school. Tex has been included in many children's return to school plans or daily timetables to assist their transition throughout their school day. Through his daily timetable Tex has been able to support students throughout the whole school, and his presence in a classroom enhances the wellbeing of all. Students who are experiencing anxiety or dysregulated behaviour are also considered when planning Tex's timetable. Tex has proven to be incredibly beneficial for increasing mental health and de-escalating heightened behaviour.

Other achievements include:

- Regular Wellbeing posts by the Student Wellbeing & Family Engagement Leader integrated into the fortnightly newsletter
- A wellbeing 'chill-out' room for students to utilise when they require a quiet, calm space to regulate their emotions and behaviour
- Whole school implementation of 'Morning Gathering' routines to support student engagement, build wellbeing and create positive classroom communities
- Incorporation of our Sacred Heart Living Vision in fortnightly whole school assemblies

VALUE ADDED

Examples of Curricular & Extracurricular Events/Activities include:

- Lunchtime Club held each lunchtime in the hall or library, providing an opportunity for students to seek an alternate, quieter space during playground time. Lunchtime Club has been facilitated by educators
- Professional Learning for teachers, exploring the concept of student wellbeing and engagement. Sacred Heart educators place significant emphasis on the formation of strong, trusting relationships with the children in their care, recognising the relationship between well-being, belonging and improved learning outcomes for students
- Whole school lunchtime disco organised by the students in Wellbeing Leadership Portfolio to increase positivity and school connection
- School captains attendance and involvement in the Hobson's Bay Junior School Council

STUDENT SATISFACTION

The following data is drawn from student satisfaction results from the 2022 MACSSIS surveys. The data pertains only to Year 4 and Year 6 students in 2022.

	MACS AVERAGE
Rigorous Expectations	78%
School Climate	61%
School Belonging	71%
Learning Disposition	73%
Student Safety	58%
Student Voice	57%
Catholic Identity	63%

Students are **increasingly** reporting that:

- They believe it is important to do well at school
- They can work how to learn new things
- They are good at learning
- They try hard at school
- Adults will listen to them if they are worried or concerned about something
- If they feel unsafe in any way at school, they can get help
- There are opportunities for student leadership at our school
- They are provided with opportunities to work and be together as a faith community
- Their teachers encourage them to respect the beliefs and practices of others

STUDENT ATTENDANCE

The school has a clear process which requires parents to notify the school of any absence via Operoo. Through this system, both the classroom teacher and office are notified of the absence. At times, parents will phone or email the school office and the absence is noted accordingly.

Unreported absences are followed up after 10:00am with parents by administration staff through an automated SMS. If the absence is an extended period then the classroom teacher and/or the Ways of Being Together Leaders will contact the parents.

In the event of unexplained absences, the Principal will contact MACS to seek advice.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	89.8%
Y02	90.7%
Y03	88.1%
Y04	88.4%
Y05	89.2%
Y06	90.7%
Overall average attendance	89.5%

Child Safe Standards

Goals & Intended Outcomes

Sacred Heart Primary School holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and mission of the gospel.

Over the past 12 months, Sacred Heart Primary School has furthered its commitment to providing a safe environment for all students by continuing to actively implement processes that establish expectations and accountabilities for people working with our students.

The continued application of student wellbeing programs has encouraged the students to engage in conversations about their welfare and safety.

In 2022, the Strategic Intent is to establish a culture of learning, innovation and improvement within a community of active learners who flourish. We believe that children will flourish when they feel safe and connected within their school, with educators, their peers and the school environment - physically, emotionally and spiritually. Our daily routines and dialogue reflect these core beliefs as educators and adults working with children.

Further elaborations on our goal & intended outcomes include:

- To ensure that the children's safety, wellbeing and protection while in the care of all members of the learning community remains a priority
- To formulate and implement Child Safe policies and practices according to Ministerial Order 870 to ensure the care and wellbeing of all students
- To ensure child safe policies and procedures are clear to all stakeholders (teachers, staff, parents, students, parish community)
- To ensure students have a voice and are empowered to speak up if they are feeling unsafe
- To continue to welcome and engage parent volunteers to share their skills, experience and expertise

Achievements

The following sets out the processes and strategies being implemented, aligned to the identified standards contained within Ministerial Order 870, to ensure Sacred Heart Primary School creates and maintains a child safe school environment. The policies align with the requirements of the Melbourne Archdiocese of Catholic Schools, as the governing body.

Policy & Practice

- Principal, Deputy Principal and Ways of Being Together Leaders are identified with the role & responsibility of ensuring Child Safety is embedded in the school culture
- A Child Safety Team, which includes all members of the Leadership Team, meets to review current Child Safe practices and ensure all requirements are being met.
- Staff are provided with copies of all policies and procedures via the school Google Drive. Significant and relevant policies are also made available to all parents and staff via the School Website.

- The school consistently reinforces all child safe standards to remind school staff, parent volunteers, parishioners, contractors of the expected behaviour with children via the Child Safe Code of Conduct.
- School has job descriptions for all school staff documented, including those involved in child-connected work in all school environments and outside of school hours which include a statement of expectations for duties and responsibilities related to child safety.
- Governance arrangements exist which outline responsibilities and steps for staff to respond to the care, safety and welfare of students, including all school environments and outside of school hours and particularly on school camps. These are found in the Staff Handbook which is updated each year.
- All teaching staff are required to have the National Criminal Records Check (NCRC), all non-teaching staff are required to have the Working with Children Check (WWCC) and parent helpers / volunteers are also required to hold a WWCC.
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' is ongoing. Staff are provided copies of the updated PROTECT document to assist in identify child abuse signs and behaviours and how to report child abuse;
- Organisational Duty of Care is made explicit regularly and reviewed as required
- School Attendance Guidelines - Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern
- Regular, timely review of potential Child Safety risks through a risk assessment process
- Compliance Register reviewed, updated and maintained.

Professional Learning of Teachers, non-teaching staff & Volunteers

- All staff engaged in the prescribed Professional Development programs and signed off on the Child Safe Policy as directed by Ministerial Order No. 870
- Revisited mandatory reporting requirements including all staff completing the mandatory reporting e-learning modules and reportable conduct requirements
- Participated in Protect - Responding to Suspected Student Sexual Offending
- Revisited the School's Child Safety Policy & Code of Conduct with all staff to ensure a clear understanding of professional obligations
- Parent volunteers in the classroom undertake an induction session with one of the school leaders. Part of the session details obligations and requirements detailed in the school's Child Safe Policy

Student Voice, Agency & Engagement

Sacred Heart Primary School promotes student voice and agency at every opportunity. In doing so, children are empowered to fully participate and engage with all facets of school life. This is important for all children, including students from Indigenous backgrounds, culturally and/or linguistically diverse backgrounds and those with a disability.

Strategies that support the implementation of Child Safe standards include:

- The ongoing implementation of our Sacred Heart "Ways of Being Together" which is a positive approach to student behavioural expectations at our school.
- At the beginning of the year, each class explored the school wide "Ways of Being Together" and detailed through artwork and words/statements what this might look like, sound like and feel like for their class
- The school reinforces and promotes children's awareness of our "Ways of Being Together" through class Morning Gatherings each day
- The school supports children's understanding of their rights and enables them to raise child safety concerns in all school environments and outside of school hours through conversations with their teachers, Morning Gathering Time, journaling and the MacKillop leaders in each class
- Implementation of educational strategies covering resilience and healthy and respectful relationships (including sexuality) occurs in Social Emotional Learning lessons and targeted programs throughout the year
- Processes are in place that are inclusive of the needs of all children, particularly children who are vulnerable due to age, family circumstances, abilities or Indigenous, cultural, or linguistic background via specialist intervention programs, social skills intervention. In addition, specific needs based programs occur 'at point of need' during the school day.
- Special event days promoting a Child Safe environment e.g. Harmony Day, incorporating the National Day of Action against Bullying and Violence, eSafety Day etc
- Sacred Heart has engaged Inform & Empower to provide education for students through online live interactive sessions, teaching resources & parent education. Students participate in one session per term, with a specific focus on a developmentally appropriate topic, focusing on being safe in an online and digital world
- Student leadership opportunities - School Captains, Sports Captains, MacKillop Leaders where matters pertaining to Child Safe Standards can be raised and addressed



Leadership

Goals & Intended Outcomes

Being a leader in a Catholic school requires a deep commitment to Catholic values, strong leadership skills, and a genuine desire to serve others. At Sacred Heart Primary School, we see ourselves as servant leaders, putting the needs of others first and empowering those around them to reach their full potential. This involves listening, empathising, and being attentive to the needs of students, staff, and the wider community.

As leader in a Catholic school, the leadership team strives to collaborate effectively with other members of the school community, including teachers, staff, parents, and the wider community. This involves active listening, effective communication, and a willingness to work together to achieve common goals.

In addition, a leader in a Catholic school must have a clear vision for the school and be able to think strategically to achieve this vision. This involves setting goals, developing plans, and monitoring progress towards these goals.

The Strategic Directions for 2022 for Sacred Heart Primary School are detailed below:

To build a culture of learning, innovation and improvement

Intended Outcomes

- That students have a high self-efficacy
- That students are enacting their learning

Key Improvement Strategies

- Utilise an Evidence Based Learning and Teaching approach whereby educators draw on a range of data to plan for and implement effective teaching interventions to support the individual growth of students
- Draw on a range of evidence based educational influences and identify key philosophies and principles e.g. Reggio Emilia influences, Inquiry Learning model

To foster a community of active and animated learners who flourish

Intended Outcomes

- The feedback cycle is embedded in our teaching and learning practice
- Students are actively engaged in setting directions for their own learning

Key Improvement Strategies

- Utilise feedback cycle models to bring about intended learning outcome for students
- Utilise Teaching Sprints to support teachers to:
- Meaningfully engage with the best available evidence in the field
- Make incremental changes to teaching practice for big impact over time
- Establish the organisational routines needed for job-embedded teacher learning
- Engage in collaborative and disciplined dialogue with peers
- Make more effective use of available team collaboration time, supported by tools and protocols

- Deepen knowledge of the science of learning and be inspired by a process of continual professional improvement

To strengthen authentic community partnerships

Intended Outcomes

- That authentic relationships that reflect our Catholic faith is fostered.

Key Improvement Strategies

- Establish stronger family/school partnerships
- Foster respectful relationships, built on our Catholic faith and traditions, with all key stakeholders

Achievements

In 2022, achievements include but are not limited to the following:

Curriculum, Learning & Teaching

- A whole school focus on Mathematics, including improving student learning outcomes and teacher pedagogy. We were successful in the procuring a grant as part of the Western Region Get in 2 Maths Strategy project, which supports the capacity to have a Mathematics Leader (Kim Dalmau) working with teachers in planning & supporting students in the classroom
- A whole school focus on Spelling & Writing, including improving student learning outcomes and teacher pedagogy. Sue Burke has been working closely with teachers, particularly in facilitated planning and through professional learning meetings to develop their knowledge and understanding of how children learn to spell & how to teach it.
- A whole school exploration of the through lines of Community, Transformation, Environment and Expression over the four school terms
- A whole school focus on the Learning Dispositions of Empathy, Resilience, Courage and being Reflective over the four school terms

Outdoor Education & Camp Program

The Sacred Heart Outdoor Education & Camp program is structured around the ideal of independence, with students developing skills and building connections with each other and the environment over time. Our camps are a means of using different resources to enhance and enrich student learning. In 2022, students participated in the following Camp Program experiences, each designed to be developmentally appropriate for the year level and age of the child, progressively building on levels of independence and autonomy.

- Year Prep Breakfast at School
- Year One Afternoon & Dinner at School
- Year Two Afternoon & Dinner at School
- Year Three Don Bosco – 1 night
- Year Four Don Bosco – 2 nights
- Year 5 Phillip Island – 2 nights
- Year 6 Canberra – 4 nights

Grounds & Facilities

Throughout 2022, we continued to invest in projects and maintenance to ensure the learning environment of the children is one they can be proud of, enjoy and contribute to caring for.

Projects have included:

- Painting the entrance hallway to the school & the two Year 3 classrooms
- Prep classroom the room painted, floorboards polished and new furniture purchased for both Prep classrooms.
- Installation of CCTV to ensure the school grounds and facilities are secure at times when the school is closed, acting as a deterrent, control unauthorised access and overall improved safety for all
- Installation of shade sail over the Mary MacKillop Garden
- New cupboards installed in the hallway for much needed storage and bench tops installed in the reinstated Art Room
- Family Meeting room completed
- Landscaping at the front and eastern side of the school

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In order to establish a culture of learning, innovation and improvement, Sacred Heart staff were provided with many opportunities to build their professional knowledge, capacity as teachers and understand how we continue to grow and improve. Engagement in study and learning as an adult is valued and celebrated.

Examples of professional learning undertaken in 2022 include:

- Inquiry Learning with Kath Murdoch
- Understanding the Intervention Framework - supporting students with additional learning needs, differentiation strategies, Disability Standards
- Lockdown Drill & Emergency Management Planning
- Excursion Policy, Protocols & Risk Assessments
- Warden Training
- Child Safety - Mandatory Reporting, Medical Management Planning & Policy, Cybersafety
- Year Prep Discovery - Reggio Influences & Documenting student learning -Tasmania Conference

Number of teachers who participated in PL in 2022

32

Average expenditure per teacher for PL

\$1500

TEACHER SATISFACTION

The climate at Sacred Heart Catholic Primary School is one of optimism, collaboration and a strong commitment to the students of our school. We are a Catholic faith community and recognise the importance of treating one another with kindness, respect, compassion and embrace the uniqueness that each one of us bring to our roles. Anecdotally, teachers report high levels of satisfaction with their work and are happy to come to work.

Every Monday morning, the Sacred Heart educators and administrative staff meet for a Monday Gathering to prepare for the coming week. During this time, the staff greet one another, acknowledging one another using their names and engage in Positive Primers (Berry St routines). The staff also identify events, opportunities or moments that have occurred in the previous week that reflect the key underpinnings of the Living Vision. In doing so, a culture of inclusion, acceptance and positivity is promoted, promoting staff well-being, self-esteem and a sense of being valued.

An essential aspect of school improvement centres around effective leadership and a school culture that is focus on improvement and collective efficacy. All Catholic schools participate in the MACSSIS survey each year. The following table illustrates Sacred Heart School data, as completed by teachers at the school in 2022.

Aspect	MACS School Average 2022	Sacred Heart Staff 2022
School Climate - social & learning	74%	89%
Staff Leader Relationships	78%	89%
Feedback - Amount & Quality	38%	63%
School Leadership Effectiveness	53%	71%
Collaboration around an improvement strategy	65%	83%
Collective Efficacy	76%	89%
Quality of Professional Learning Opportunities	62%	71%

In all areas, Sacred Heart Primary School teacher satisfaction domains reflected significant growth and improvement between 2019 and 2022, exceeding the average of Melbourne Archdiocese Catholic Schools.

We continue to strive to ensure teacher satisfaction remains high, despite the demands on the teaching profession with a culture that is focused on a deep level of respect for one another and treating one another with dignity and kindness.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	83.3%

ALL STAFF RETENTION RATE	
Staff Retention Rate	82.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.0%
Graduate	4.0%
Graduate Certificate	8.0%
Bachelor Degree	80.0%
Advanced Diploma	24.0%
No Qualifications Listed	8.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	24.3
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	5.3
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Community and family engagement are essential at Sacred Heart Primary School as they play a crucial role in promoting the school's vision & mission, creating a supportive learning environment and fostering student achievement.

At Sacred Heart Primary School, we believe that when families are engaged in the school community, they can help create a welcoming and supportive learning environment. It also serves to strengthen the school community. Community and family engagement can help build strong relationships between the school, families, and the broader community. This can lead to a sense of belonging and ownership of the school, which can help foster a positive school culture.

Our Strategic Intent is to establish a culture of learning, innovation and improvement within a community of active learners who flourish.

We strive to build an authentic faith community in partnership with one another.

The specific goal pertaining to Education in Faith is to strengthen authentic community partnerships, embedded in the faith and charism of our Catholic identity.

The Intended Outcome is for authentic relationships that reflect our Catholic faith are fostered.

Achievements

In 2022, we were able to implement a range of strategies and events that fostered a deeper sense of partnership and belonging within the school community & into the broader local community.

Special events with the school community of parents & families

- Prep Welcome Drinks & Nibbles
- Mother's Day Breakfast & Stall
- Father's Day Breakfast and Stall
- International Women's Day - guest speakers to Year 6 students from the parent community
- Prep 2023 Talk and Tours
- Sacred Heart Trivia Night
- Whole School Picnic at the start of the year
- Family Christmas Carols
- Class masses
- School Assemblies

Parent Engagement & Involvement

- Parent support through attendance on school camps & excursions
- Parents helpers in the classroom
- School Advisory Council
- Learning Walks in Spelling & Mathematics, Faith Life Inquiry
- Getting to Know You Chats
- School Advisory Council
- Digital newsletter via iNewsletter - engagement data is tracked to ensure parents have access to the necessary information
- Social media platforms including Facebook and Instagram
- Learning & Teaching Newsletters
- Celebrations of Learning

Newport & The Broader Community Engagement

It was a privilege to be a part of the Newport RSL ANZAC Day ceremony on 25th April. Our School Captains and Vice Captains, represented Sacred Heart Primary School, speaking on the topic of 'Women of Service', particularly during WWI. The students also laid a wreath on behalf of our school community. Father Binh, our Parish Priest, led the local Newport community in prayer. They each demonstrated what leadership is all about through their words and actions.

Sacred Heart Primary School actively engaged with a women's outreach centre in the Phillipines run the Good Samaritan Order of Sisters. The students' fundraiser ensured that the centre was able to purchase Christmas gifts for many children living on the streets and orphaned who would otherwise not receive gifts.

PARENT SATISFACTION

Parent satisfaction is an important factor in creating a positive and effective school environment. It can lead to better academic outcomes, higher retention rates, a stronger reputation, and improved communication between parents and the school.

At Sacred Heart Primary School, we believe firmly in the importance of educators and parents working together in partnership and within a relationship built on trust and faith.

With the child at the centre of all we do, open, transparent and ongoing dialogue between home and school is essential in ensuring that we continue to work together to ensure optimal learning and growth for each child.

We value and promote respectful communication and ongoing feedback to continue to strive to be a school that is safe, thriving and meeting the needs of our children and community of families.

Parent feedback is gained through a variety of sources. This may include informal conversations in the classroom, via Seesaw communications and emails between parents

and teachers or the school leadership team and more formalised systems such as Parent Feedback surveys e.g. MACSSIS surveys etc.

Unfortunately, low completion rates of the MACSSIS surveys makes it an unreliable data source. However, with this in mind, overall, parent satisfaction surveys measuring family engagement, school fit, school climate, student safety, communication and Catholic identity compare favourably with the average data of other Melbourne Archdiocese Catholic Schools, particularly for the female participants in the survey.

Target areas for the school to work on in the future include the timeliness and effectiveness of communication between home and school and providing more opportunities for family engagement.

Future Directions

Sacred Heart Catholic Primary School is rich in tradition and history. The story of our past is one we acknowledge and draw on when reflecting on what is important in our school. But 2023 is also a time of renewal and re-imagining.

The School Improvement Framework promotes an evidence and research-based approach to planning for improvement within the school context and across all spheres of our school. This process has facilitated practices that will include ongoing monitoring, deep learning and focus on impact in order to enable continuous school improvement, leading to improved learning outcomes for our students.

My sincere thanks to the members of Sacred Heart School community for assisting in making 2022 such a significant year.

A special thanks also to Fr Binh for his support and assistance in all aspects of the school and to all members of Sacred Heart staff.

I look forward to the continued development of Sacred Heart School and full flourishing of our students and all aspects of our school and community,

Kaylene Carlin

SCHOOL PRINCIPAL

