



# Sacred Heart School

## Kew

### 2020 Annual Report to the School Community



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## Contact Details

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E NUMBER	E1063

## Minimum Standards Attestation

I, Ed Weekes, attest that Sacred Heart School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

10/06/2021

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

## Our School Vision

Sacred Heart gives all hope for the future

Empowers and inspires

Acts and transforms

Centred in Christ

## School Overview

Sacred Heart School Kew has a proud history of over 120 years of Catholic education in the Kew area, where our Catholic traditions and Gospel values are both taught and lived. Sacred Heart Kew is a learning community with high expectations for all. We follow an inquiry based approach to learning where our students are encouraged to think critically and creatively, as they develop the skills and capabilities to engage successfully in a global society. At Sacred Heart Kew we support our students to develop a positive mindset and build their resilience in a collaborative environment, where all children and families are treated with respect. Pastoral care and wellbeing is a distinct feature of daily life at Sacred Heart Kew.

Our community is our strength. Our Parish Priest is the faith leader of our community. The staff are committed, highly competent professionals who encourage and inspire their students. The parents are an enthusiastic, supportive and involved dynamic sector of the community. The students enjoy school life, love learning and thrive in a happy, secure and caring environment. We are all very proud of our school.

Our School Vision places our students at the centre of all we do. It is our driving mantra for continuous school improvement and to ensure the full flourishing of every student. It is our goal to ensure that all students will develop confidence as they experience success, a sense of purpose, engagement and make steady progress in all areas of the curriculum provided within a contemporary learning environment.

Child safety is paramount at Sacred Heart Kew. Our school environment, school policies, structures and processes are continually being monitored and refined to ensure duty of care and compliance to the Child Safety Standards.

## Principal's Report

2020, the year that was. And what a year it has been. It is fair to say that the 2020 school year was like no other. Despite being overshadowed by a pandemic, Sacred Heart Kew continued to shine brightly and progress forward. In a year that challenged all members of our school community, I am immensely grateful and proud of everyone's efforts during the COVID-19 pandemic. I feel privileged to belong to such a wonderful community where students, teachers and parents genuinely respect one another, living, learning and working together each and every day.

We are extremely fortunate at Sacred Heart Kew to have highly skilled and dedicated staff members. All our staff go above and beyond the call of duty, willingly and generously giving of their time when teaching and supporting our children. This was no more evident during our two periods of remote learning this year. Each staff member worked tirelessly, partnering with our parents, ensuring that no child was left behind. All our staff are highly valued and respected members of our school community. Together they make a dynamic team, revelling in each child's development and achievements throughout their primary school years.

Our school has an amazing parent community who seek every opportunity to participate in the life of the school through many avenues. Sadly in 2020, this was not fully possible. I sincerely thank both our PSEB and PA members for all their support and encouragement this year. Thanks also to the entire parent community, for continuing to entrust your children to our care. As Principal, I genuinely appreciate and am most grateful for the ongoing support of our parents and all that we do here at Sacred Heart Kew.

Our children are the heroes of our school who continued to achieve excellent results right across all areas of the curriculum. Due to COVID-19 there was no NAPLAN testing conducted this year. In 2020, outstanding academic results were reflected in internal assessments, both during remote learning and periods of onsite attendance. 2020 was definitely a year where resilience, adaptability and flexibility were necessary tools to have at the ready. Our students faced each obstacle head on and rose to every challenge thrown at them. Every single student should be so proud of all that they have accomplished in this challenging year.

In 2020, the school and parish continued to work closely together and I thank Father John Madden for his support and guidance during this time. I look forward to this partnership growing even stronger in the future. Our Catholic identity continues to be our strength and guiding light throughout challenging times.

Despite a COVID hit year there is still much to celebrate and be grateful for. Our school has yet again marked another auspicious year in its long and decorated history. Sacred Heart Kew remains a high achieving and highly respected school in our local area. We proceed forward with much hope and a commitment to grow together, as a close knit and vibrant school community. Sacred Heart Kew, really is the only place to be.

Ed Weekes

School Principal

## School Education Board Report

Sacred Heart School Kew is a vibrant and engaging school, which aims to create an atmosphere where each child is known, challenged, supported and encouraged in a caring Christian climate. Sacred Heart Kew has dedicated teachers who inspire a passion for learning, and our academic results are typically outstanding, which demonstrates the calibre of our teaching staff and commitment from the students.

This year was a particularly challenging one for many in the school community. The COVID-19 pandemic reached Australia early in the year, disrupting all aspects of our life. Although we had some well-attended and successful welcoming functions in February, the remaining school functions were postponed or cancelled due to lockdown. This was a difficult period for many of us, as we adjusted to a home-learning environment, and I would like to recognise the extraordinary effort by teachers and parents during this time: teachers had increased workloads with many working late into the evening correcting students' work; and parents took on new roles as learning supervisors, often juggling their children alongside work and other commitments. I would also like to commend the school on their focus on wellbeing and relationships during this time.

We welcomed several new board members this year: Caroline O'Sullivan as the new Parents' Association President; Dr Chris Leung as a parent representative; Chelsea Bilney, who took over as teacher representative when Courtney Drough went on maternity leave; and myself as Chairman. The school has a healthy bank balance and is in a strong financial position going into 2021. The school was cautious about finances during the pandemic and is planning to refund or credit payments for activities that were planned but not undertaken during the year. Fees and levies will also remain the same for 2021.

Sacred Heart Kew Parish was also considerably affected by the COVID-19 pandemic. Mass went online during lockdown, and many other services had to be cancelled or drastically reduced. Interestingly, online Masses sometimes reached up to 350 hits per week, and there was some positive feedback from parishioners who enjoyed attending mass in their lounge room. Children's liturgy also went online and was well attended, with parents volunteering to run these sessions. A new digital sound system was also installed in the church earlier in the year. I would like to express our gratitude for Fr John and the parish for their adaptability and support of the parish members during this time.

We would like to offer a big thank you to those members who are leaving us next year, including Victoria Elliott as Secretary and Natasha Gracey as Parent Representative. We thank you for all your hard work and commitment. We would also like to offer our sincere thanks and best wishes to Lyn Regan, who is retiring at the end of this year as Deputy Principal. We really appreciate her dedication and many contributions to the school over the last 15 years.

On behalf of the Board, I would also like to thank: - Fr John for his strong faith leadership of our community and parish - Ed Weekes for his outstanding leadership of the school community, and all the teachers and staff for their dedication, care and teaching of the children, and adaptability in the face of a difficult year.

We look forward to a bright future and hopefully, a more normal year in 2021.

Phil Ryan

Chairperson

## Education in Faith

### Goals & Intended Outcomes

2020 was a remarkable year. Two prolonged COVID-19 lockdown periods led to a substantial amount of our school year, teaching and learning remotely. As such, staff members were consistently challenged to continue our relational approach to engage students in the Religious Education curriculum. Staff aimed to provide a diverse range of learning opportunities in Religious Education, connecting all our students to our Catholic community, in an ever-changing, unstable environment. This challenge was compounded as we were not able to gather in person or participate in the Eucharist through attending Mass. Despite these challenges, teachers continued to help students feel connected, engaging them with scripture, exploring contemporary issues in our world through the lens of our Catholic tradition.

As the year unfolded our shared experiences helped shape the vision of what our school values in relation to teaching and learning within our Catholic context. As a school we had to be flexible and through collaborative and professional dialogue, continued to refine curriculum priorities and delivery to satisfy the amended requirements of the Victorian Curriculum and the Renewed Religious Education Curriculum Framework. This curriculum delivery remained respectful of our local context, inclusive of all students, reflecting their diverse learning and well-being needs, throughout our extended periods of remote learning.

### Achievements

We began the 2020 school year with our Beginning of School Mass. We welcomed new students and staff to the wider school and parish community, as all staff were commissioned to their respective roles for the year ahead. Despite lockdown disruptions, Sacramental teaching programs for First Eucharist (Year 4) were delivered remotely in Term 3 and onsite for the Confirmation (Year 6) program in Term 4. The reception of these important Sacraments have been delayed until 2021. Students in Year 3 participated in the sacramental teaching program for Reconciliation during Term 1 and were fortunate enough to be able to receive this Sacrament, supported by their families, School and Parish, before the full impacts of our COVID-19 lockdown periods. The presentation of Reconciliation certificates and ceremonial pins was a highlight of our year, celebrated by the school community.

Class Masses and Liturgies were planned by staff and celebrated in our beautiful church in Term 1, with the support of the REL and in consultation with the Parish Priest. During the extended lockdown periods in Terms 2 and 3, and in consultation with the Parish Priest, Mass and Liturgy were replaced with focused Scripture lessons which were prepared in conjunction with Father John and inspired by the readings of the day. These focused lessons were delivered remotely in addition to the remote delivery of Religious Education units of work. These lessons provided an opportunity for students to feel connected with each other, the Parish and Father John during lockdown. We were lucky to have been onsite briefly, at the end of Term 2, in the weeks leading up to the Feast of the Sacred Heart. Although not able to undertake our usual fundraising activities and Mass, the whole school celebrated our Feast day, with students creating a huge chalk mural of the Sacred Heart of Jesus, inspired by the work of Romero Britto. With the return of students onsite for the majority of Term 4, Liturgies resumed for all year levels and were celebrated onsite in accordance with our COVIDSafe operating guidelines.

Despite our lockdown periods during Terms 2 and 3, teachers continued to deliver Religious Education lessons remotely, adapting and flexibly creating units aligned with the Renewed

Religious Education Curriculum Framework and in line with CECV guidelines and school-based Remote Learning Guidelines. A summary of the Religious Education Curriculum provided to students was included in school reports as required, satisfying reporting expectations and guidelines provided by CECV. During lock-down staff continued to include and promote daily prayerful practices during online video meetings. Weekly prayers were included on all daily running sheets with age-appropriate prayers provided by teachers and the REL. Additionally, a fortnightly Religious Education Newsletter was produced by the REL (Terms 2, 3 & 4). This newsletter included dates, information and activities for children. It provided highlights and examples from the focused Scripture lessons which replaced Masses/Liturgy during lockdown. During these difficult times the relationship between School and Parish flourished with regular communication and cross-promotion of activities (e.g. Feast of the Sacred Heart Mural, Scripture Lessons) and opportunities to worship (e.g. Daily prayer, Online Mass, Weekly Children's Online Liturgies). School staff were regular participants in reading for Weekly Online Masses and were actively involved in running the online Children's Liturgy (Parish based) program.

With students returning onsite for the majority of Term 4, and with COVIDSafe operating guidelines beginning to allow students to assemble and gather together, students and staff welcomed opportunities to pray and worship together. Preparation for a rich whole-school liturgical Advent program (Liturgy, Reflection and Art) pushed ahead and the school was able to initially hold whole-school Advent liturgy celebrations by live-streaming into classrooms. As operating guidelines were further expanded students/staff were able to gather together for the second half of Advent. These liturgies culminated in our End of Year Mass for which the School Hall was transformed into a make-shift church and for the first time since Term 1, we were able to gather together for Mass with Fr. John Madden.

#### VALUE ADDED

- Staff and students engaged in units of work across the whole school. These were aligned with the Renewed Religious Education Curriculum Framework throughout the year.
- Provision of remote-teaching of Religious Education across the whole school aligned with the Renewed Religious Education Curriculum Framework throughout the year.
- Daily prayer celebrated in Remote-teaching alongside Weekly prayers as part of daily student running sheets.
- Staff planned and delivered focused Scripture lessons (remotely) based on readings of the day in dialogue with REL and Parish Priest. Work samples shared with Parish Priest after lessons.
- New and separate Religious Education Newsletter produced fortnightly (Terms 2, 3 & 4) to connect with families and broader community about what was happening with Religious Education at school and in the Parish.
- Creation of 'Sacred Heart of Jesus' mural for the Feast of the Sacred Heart in June 2020.
- End of Year Mass celebrated with students and staff in transformed School Hall as Church.
- Whole school sequential scripture-based liturgies during the seasons of Lent and Advent.
- Staff made authentic links between inquiry units of work and the RE curriculum when possible.

- Staff reported on Religious Education as per CECV Religious Education guidelines during COVID affected year.
- Staff planned class Masses and Liturgies with support from the RE Leader and Parish Priest.
- The Horizons of Hope documents were used as the foundation documents for all the Teaching & Learning pedagogy documents at Sacred Heart Kew.
- RE curriculum was integrated into other learning areas where it can be done authentically e.g. scripture analysis and comprehension strategies, Bible passages and Mindsets.
- RE proforma for units (as stand alone RE units or partnered with Inquiry) embedded into practice as planning and curriculum delivery tracking documents (identifying the links between the Renewed RE Framework and Victorian Curriculum documents).
- The RE Leader was released to work with staff to plan both curriculum and liturgical celebrations.

## Learning & Teaching

### Goals & Intended Outcomes

#### Goals:

- That learning growth is maximised for all students.
- That there is a shared vision of what our school values in relation to teaching and learning in a Catholic context.
- That teachers use data effectively to drive learning and teaching.

### Achievements

Despite the COVID-19 pandemic, our school continued to provide both rich, relevant and rigorous curriculum for our students in 2020.

Early in the year, CEM staff from the Eastern Region Office presented Sacred Heart Kew's Tableau data. This data continued to demonstrate excellent growth and achievement from our students. Sacred Heart Kew's longitudinal student growth and achievement data continues to be collated each year.

The Learning and Teaching Leader and Junior and Senior Team Leaders continued to work together to ensure cohesive curriculum provision across the whole school. The Religious Education Curriculum Framework continued to underpin the Religious Education program here at Sacred Heart Kew. Digital Technology was used widely across all year levels, especially during our Remote Learning periods, with Google Meets, Google Drive, Seesaw and Edmodo being used throughout this time. In 2020, both staff and students developed and sharpened their IT skills, on a daily basis, during Remote Learning.

Our Learning Diversity Leader continued to support staff in the writing of Personal Learning Plans (PLP's), with Program Support Group meetings (PSG's) scheduled for Weeks 6 and 7 of each term. Learning Support Officers were timetabled to classrooms on an equitable basis. A school funded counsellor was also available to consult with parents, students and teachers on a weekly basis. We continued to implement the Nationally Consistent Collection of Data (NCCD). All classroom and subject teachers planned, implemented and recorded adjustments designed to support the identified requirements of students with additional learning needs.

Other Achievements in 2020 include:

- Continued implementation of consistent whole school pedagogical approaches, such as the use of Learning Intentions, Success Criteria and SMART Spelling.
- Introduction of Progressive Achievement Tests (PAT) in Reading and Mathematics into the Assessment Schedule to identify starting points for learning, targeted teaching and improved monitoring of student growth.
- Increased teacher capacity to administer and analyse Running Records in Reading - identifying comprehension strategies and reading indicators of progress.
- Preparation of Curriculum Letters for Term 1 and 4 outlining the focus and expected outcomes for each subject area.
- Parent Curriculum Evenings were held in Term 1 to outline school expectations and learning arrangements for the year.

- Parent Teacher Interviews were conducted onsite in Term 1 and via Google Meets in Term 3.
- Semester reports were modified in line with CECV guidelines to reflect Remote Learning practices.

## STUDENT LEARNING OUTCOMES

During our periods of Remote Learning, our teachers/staff continued to support student learning outcomes in the following ways:

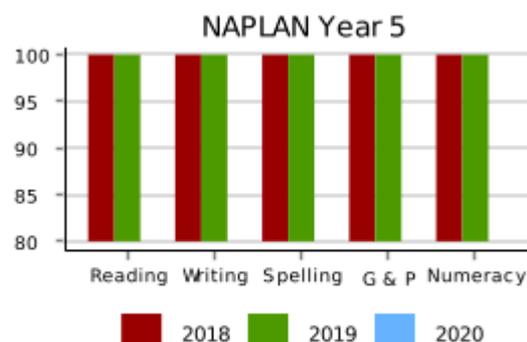
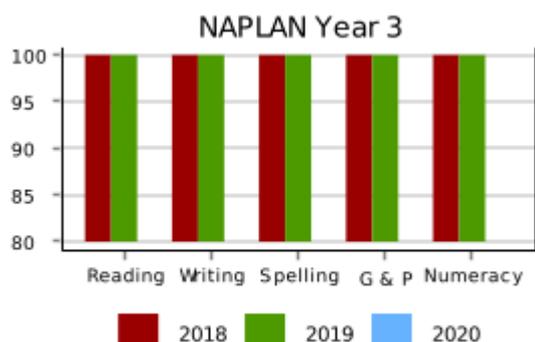
- Devising guidelines and timetables to support onsite and offsite daily routines for staff, students and parents.
- Preparing either physical or digital learning materials to support students such as pre-recorded instructional videos.
- Utilising the SeeSaw application in Years Prep - 3 to upload daily work schedules and work samples.
- Utilising Edmodo in Years 4 - 6 and Google Drive to upload weekly work schedules and work samples.
- Specialist teachers uploaded work on SeeSaw and were allocated a stand-alone, one day per week, for Specialist classes to be conducted.
- Specialist Teachers created a virtual gallery for Visual Art and a Sport website, showcasing student work samples.
- Junior grades introduced a variety of online learning applications for Reading (Epic, Raz, Wushka, Sunshine, Tumble Books, Vooks) and Numeracy (Rainforest Maths, Splash Maths).
- SMART spelling instructional videos were used in Years Prep - 6.
- Google Meets was chosen as the platform for hosting video conferences between teachers and students for whole class and small group focused lessons.
- All teachers regularly checked in with children with additional learning needs and their parents, via phone call/email communication. These children received modified learning plans along with one to one Google Meets throughout the week.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
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	100.0	100.0	0.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	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

#### Goal:

That curriculum delivery is inclusive of all students and reflects their diverse learning and well-being needs.

### Achievements

All staff at Sacred Heart Kew are committed to the positive wellbeing of all our students. Our Student Wellbeing/Learning Diversity Leader continued to work collaboratively with staff as they provided a safe and welcoming environment throughout 2020. Student Wellbeing continued to be an important leadership role within the school. A time allocation of 0.2 FTE was given to support this role.

Some of our Achievements in 2020 include the following:

- Celebrated many initiatives to highlight the learning and importance of our personal and social capabilities, such as Harmony Day and National Day of Action against Bullying.
- Lunchtime activities were offered to support students' emotional and social wellbeing. These activities included Dance, Footy, Cricket, Origami and Drawing. They were offered when all students were onsite.
- School Counsellor role and time allocation was maintained; allowing many students to benefit from one on one counselling sessions and small group sessions. During Remote Learning, counselling sessions also continued via Google Meets.
- Year 6 students were buddies to our Prep students. This helped our youngest students to feel welcomed, comfortable and supported in their new school environment. There were frequent 'Buddy Lunches' and 'Buddy Activities' organised for Year 6 students and their Prep buddies.
- During Remote Learning, weekly Wellbeing grids were sent home to support learning. These grids offered students a range of different activities that supported the teaching of: The Resilience Project, Respectful Relationships and Personal and Social Capabilities.
- Onsite Learning was offered for those students who were vulnerable during Remote Learning.
- Cyber safety is continually being addressed through focussed lessons, promoting the responsible and respectful use of Digital Technologies. We continue to be an accredited eSmart school.
- Each classroom had a Zones of Regulation display that supports the whole school approach of the 'Zones of Regulation' framework.
- All staff completed an on-line Mandatory Reporting module assessment to become aware of their responsibilities in relation to Child Protection and Child First.
- Transition meetings were held between our Prep teachers and local Kindergarten staff.
- Varied opportunities for students in Year 6 to hold Leadership Roles were provided, These included: School Captains, Sports Captains, Class Captains and Environmental Monitors.

- School Leaders recorded weekly School Assembly with School Principal during Remote Learning.
- School Principal recorded weekly 'Wellbeing' videos and activities for all school community members during Remote Learning.
- The Wellbeing Leader supported teachers with Circle Time and classroom visits.
- Year 1 and 2 students participated in the 'Learn to Be Safe with Emmy and Friends' program.

### VALUE ADDED

Sacred Heart Kew also continued with or undertook other activities which supported our student learning outcomes in 2020. Some of these include:

- Program Support Group Meetings (PSGs), supporting children with additional learning needs, were held both onsite and remotely in 2020.
- Learning Support Officers (LSO's) continued to support our teachers and our most vulnerable students.
- Prep Parent Information Sessions for 2021 were held remotely.
- Continued professional development of whole staff (Victorian Curriculum), focussing on 'Personal and Social Capabilities'.
- Continued to use Respectful Relationships to support the positive Wellbeing of all our students.

### STUDENT SATISFACTION

The students at Sacred Heart Kew are motivated to learn and eager to do well at school. Students are engaged in their learning and spend most of their time on task, working together collaboratively, achieving their goals.

Students are connected to school. They feel connected to their peers and teachers. This is achieved through a stimulating curriculum that is personalised to support their learning needs and interests. Our Specialist programs include: Music, Visual Art, Physical Education and Mandarin classes. These weekly activities are both engaging and rich, providing students with diverse learning opportunities.

### STUDENT ATTENDANCE

School attendance is important as it maximises life opportunities for children and young people, providing them with education and support networks. Unless an exemption has been granted all parents and carers must ensure their child attends school. The Education and Training Reform (School Attendance) Regulations 2013, provides guidelines for schools to meet their responsibilities.

The Attendance Roll is a legal document and is kept strictly in accordance with mandated guidelines. Attendance is noted twice daily, each morning before 9.00am and in the afternoon after 2.00pm. The attendance roll at Sacred Heart Kew is electronic. It is the class teacher's responsibility to ensure that the roll is kept up to date. All information must be entered correctly. Pupils are marked as present or absent at the time of roll call. After 9:30am, if notification has not been received regarding the absence of a child, the school will contact the parents to satisfy legal requirements. Parents are requested to notify the school each morning, reporting the reason for their child's absence. This can be done via telephone, email or via Skoolbag App.

Where a student has regular or multiple unexplained absences the principal will meet with the parents to discuss the student's attendance and a plan of action moving forward to improve school attendance and support the student's wellbeing. If student attendance does not improve the Principal will report this to Catholic Education Melbourne and this will result in further action.

In the case of school refusal, the Principal or Deputy will contact the parents to ascertain the reasons for the student's non-attendance. A plan will then be devised to assist the student with a positive return to school. The services of the school counsellor may be accessed if necessary.

**Due to COVID-19, student attendance requirements were modified for students learning remotely.**

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.1%
Y02	93.2%
Y03	97.6%
Y04	97.0%
Y05	96.9%
Y06	98.1%
Overall average attendance	96.3%

## Child Safe Standards

### Goals & Intended Outcomes

#### Goal:

Further integrate and refine Child Safe practices at Sacred Heart Kew.

#### Intended Outcomes:

- Continue to communicate to our wider community about all aspects of our Child Safe policy and practices.
- Empower our students to learn and succeed in a safe and welcoming learning environment.

### Achievements

Sacred Heart Kew continues to refine Child Safe practices, policies and processes. These are embedded into our school culture.

Some of our other Achievements include:

- All classroom teachers address aspects of the Child Safe Standards at our beginning of the year 'Curriculum Evening' in February.
- All volunteers at our school are made aware of and comply with our Child Safe Policies
- New families, contractors or visitors to our school are presented with a copy of our Child Safe Code of Conduct.
- Volunteers who will be working with students or driving students in their private cars must have a current Police Check.
- All volunteers are required to sign a 'Volunteer Application' form and new volunteers are invited to a briefing in relation to the Child Safe Standards. Volunteers also complete: Child Safe Code of Conduct, presenting their WWCC, before working with students.
- All information relating to Child Safe practices at Sacred Heart Kew are included in our 'Welcome Packs'. This information is also placed on our school website and sent out via our Skoolbag App. Any updates in this area are communicated in our newsletters.
- This is also communicated to prospective parents/families at School Open Days.
- Teachers and non-teaching staff continue to receive ongoing professional learning in relation to Reportable Conduct and our Child Safe Policies.
- Staff are aware of how to identify the type of risks that students could face and follow through with a risk management process to reduce the likelihood of this risk occurring
- Risk Assessments are completed for all incursions/excursions/camps and school events
- The school has a 'Child Safe' team with student leaders and staff members.
- Student participation and empowerment strategies include our Child - Code of Conduct.
- Our Human Resources in relation to employment of staff, focus on the implementation of the required child safe policies and practices prior to employment. This includes Child Safe questions embedded into advertising/interview processes for potential new staff.

- We continue to implement 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'. Staff are kept up to date on any relevant changes each term.

## Leadership & Management

### Goals & Intended Outcomes

**Goal:**

Continue to provide consistent and quality practice.

**Intended Outcomes:**

Embedding a culture of learning together through mentoring and feedback, enhancing teaching and learning, improving student outcomes.

### Achievements

- The Leadership Team continued to meet on a fortnightly basis, working with the School Improvement Plan and Annual Action Plan.
- Membership of the Leadership Team continues to include, School Principal, Deputy Principal/Learning and Teaching Leader, Religious Education Leader, both Junior and Senior Team Leaders and a representative for part-time staff.
- The Victoria Curriculum is used with the Renewed Religious Education Framework to plan for Inquiry Learning. Staff continued to use the Victorian Curriculum for their planning.
- Staff meet twice weekly for a Staff Meeting and a Professional Learning Team Meeting.
- AITSL standards are promoted and highlighted on meeting agendas.
- Fortnightly Junior and Senior Team Meetings are embedded to discuss 'teaching and learning' and the effective use of data and moderation of student work.
- Professional learning has been provided to staff to support them to analyse and use data to enhance student learning opportunities.
- The Personalised Learning Plan proforma from Catholic Education Melbourne is consistently used across the school for all students on PLP's.
- Parent Support Group Meetings have continued to be held each term with a staff meeting set aside in the first week of each term for all staff to be included in the development of the 'draft' Personalised Learning Plans.
- Student Goal Setting is based on the SACRED Goals that staff and students developed.
- Annual Review Meetings are in line with the AITSL Standards and the School Improvement Plan.
- We further enhanced teacher capacity through Professional Learning - Junior, Senior, Subject and Part-Time Staff team meetings.
- We continued to revisit and update our 'Staff Handbook.'
- We continually review our planning processes.
- The staff regularly evaluate and reviews student reports in nForma, in line with the Victorian Curriculum.
- Induction processes are embedded and a mentor is allocated for new staff members.

- Staff report back at Staff Meetings after attending Professional Learning.
- Subject teachers (Physical Education, Visual Arts, Mandarin and Performing Arts) ran Professional Learning Team meetings.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

- CEM Network Days - Student Wellbeing, Learning Diversity, ICT, Religious Education, Literacy, Learning & Teaching, Principal, Deputy Principal and Admin
- CPR and Anaphylaxis training
- Epilepsy training; Mandatory Reporting - compliance
- SMART Spelling
- NCCD
- Data & Evidence (School Closure day)
- nForma PD
- 2021 curriculum planning (School Closure day)
- Writing Moderation
- Child Safe Standards
- Reportable Conduct briefings
- Zones of Regulation
- OH&S training
- ICT - Google Meets, Screen Castify and SeeSaw professional learning
- Wellbeing Day (School Closure day)

Number of teachers who participated in PL in 2020

32

Average expenditure per teacher for PL

\$300

## TEACHER SATISFACTION

Staff are highly enthusiastic, professional and committed to the Sacred Heart Kew school and community. They take pride in being active members of our community and are eager to be involved in our events and celebrations.

Staff work, plan and teach collaboratively, supporting and learning from each other every day. They share the vision and live out the mission of our school, as they 'provide an environment that is safe, nurture the dignity of each person, promote respectful relationships, challenge injustice and lead change'.

Staff are accountable and responsible. They have strong clarity about what is expected of them in their role and work together to ensure the best possible learning outcomes for students. Staff

believe they are supported by leadership and know that leaders are approachable and can be relied upon.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.5%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	87.1%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	28.6%
Graduate	14.3%
Graduate Certificate	0.0%
Bachelor Degree	85.7%
Advanced Diploma	7.1%
No Qualifications Listed	0.0%

#### STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	19.2
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	5.2
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

#### Goal:

To further engage our families in their children's learning, and to strengthen both local and global community partnerships.

### Achievements

Sacred Heart Kew greatly values the partnerships we have with our families and with groups within the local community.

- We have ensured regular and timely communication through our fortnightly newsletters, via Skoolbag App and email.
- We have continued to make use of Seesaw (online digital learning platform). This has engaged parents in their children's learning, allowing them to share in their child's daily learning tasks. This was particularly effective during periods of Remote Learning in 2020.
- School Assemblies each Monday provide each class with the opportunity to showcase their learning. These assemblies also recognise student achievement and showcase school values.
- Parent Information sessions and Parent/Teacher Conversations took place throughout the 2020 school year.
- Classroom Helper training programs were offered for those wanting to assist in classrooms.
- Sacred Heart Kew offers the services of the school counsellor to support individual students and their families where required.
- Parents actively participate in sporting activities for the whole school, and also support their children and staff in District sporting opportunities.
- Our Parish School Education Board provided support and advice to the Parish Priest and Principal on matters relating to policies, finance and maintenance.
- The Parents' Association is a vibrant group who engage the community in a variety of activities throughout the year with the purpose of fundraising and building community. The Parents' Association has continued to attach 'doing something for others' (friend-raising) at our events throughout the year. **Due to COVID-19, our usual Parents' Association events were unable to be held in the usual way.**
- Our Parent Care Group continued to provide support to families in need within the community.

### PARENT SATISFACTION

As mentioned earlier, 2020 was a year like no other. Our usual 'Face to Face' teaching was coupled with two extended periods of Remote Learning. The 2020 School year was one that

challenged all Victorians, in so many ways. Sacred Heart Kew was not immune to these challenges. One of these was Remote Learning. In this unprecedented year, it should be noted and acknowledged that no 'one approach' to Remote Learning suited all families in our school community.

In 2020, every school did their very best as they delivered their individual remote learning programs. Sacred Heart Kew's program was carefully planned and considered as we maintained an inclusive remote learning program for all students and families. Our parents were very supportive of our staff members' efforts as they used an array of different technology devices and mediums, engaging and staying connected with their child during remote learning. As well as this support, along the way, we received some constructive feedback from parents regarding our remote learning program, and as a result, our practices were fine-tuned, constantly evolving throughout this experience, ensuring that a consistent approach was in place across all year levels within the school.

Phil Ryan (Chairperson) congratulated the staff of Sacred Heart Kew for all their hard work in developing and implementing the remote learning program. He commented on the positive experiences of remote learning and the diverse skills the children had learned during the year.

#### **Individual Parent Testimonials**

Having been at Sacred Heart for 6 years now (with another 7 to go) we couldn't be happier. Sacred Heart embodies the whole child socially, academically, creatively and spiritually. The sense of community and feeling of 'belonging' creates an environment which nurtures little minds and expands the outlook of older ones. (Parent of Year One and Year Three child)

Our experience as a family at Sacred Heart has been incredible. The opportunities for our children from an academic, sporting, creative and social perspective are abundant. The teachers and staff are outstanding and the spirit and culture of the school community is second to none. I could not recommend the school highly enough. (Parent of Prep and Year One child)