



# Sacred Heart School

## Kew

### 2022

## Annual Report to the School Community



Registered School Number: 590

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

06/03/2023

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

## Governing Authority Report

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

### **Sacred Heart Vision Statement**

Sacred Heart gives all hope for the future

Empowers and inspires

Acts and transforms

Centred in Christ

### **Sacred Heart Mission Statement**

Sacred Heart is centred in Christ...

Nurturing the dignity of each person

Promoting respectful relationships

Challenging injustice and leading change

Providing an environment that is safe

Learning, growing and celebrating

Veritas Semper - Truth Always

## School Overview

Sacred Heart Catholic School has a proud history of over 120 years of Catholic education in Kew. Sacred Heart is a school where our Catholic traditions and Gospel values are taught and lived. Sacred Heart 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 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 Safe Standards.



## Principal's Report

2022 at Sacred Heart Kew saw a welcome return to onsite classroom learning, with less disruptions than the previous two years. It was a busy and exciting year for the school community, celebrating many significant school and social events together. Our school also underwent school review in 2022, as part of the four year school review cycle. The review highlighted many strengths, including: strong student achievement, student wellbeing and pastoral care practices, Catholic identity and parental support and engagement. The review recommended: increased opportunities for feedback and coaching programs for staff, a stronger focus on data analysis in student learning and a greater collaboration with students in design and learning environments. The school review was a positive and affirming experience, providing us with clear direction for the next four years.

At Sacred Heart Kew we are blessed to have inspiring and hardworking staff members who go above and beyond the call of duty, willingly and generously giving of their time and self, when teaching and supporting our children. Staff loved being 'back onsite' for the whole school year, ensuring that children were provided with rich and relevant curriculum opportunities in a nurturing and engaging classroom environment, with a close eye on positive mental health and wellbeing for all. It has been an absolute privilege working alongside such a knowledgeable group of educators this year, together they make a dynamic team, collaboratively delivering student learning outcomes that meet every child's needs and abilities.

We have an extremely supportive and giving parent community who seek every opportunity to be involved in the life of the school. As a school we are most grateful for both our Parents' Association and School Advisory Council members who provide not only the voice for all parents in our school community, but also many fun and social school event opportunities, ultimately benefiting the school children and learning provision. Events such as the annual Ladies Lunch, inaugural Men's Lunch and Art Show Cocktail Party were wonderful examples of our parents doing the heavy lifting, ensuring that whole school relationships were celebrated and strengthened in a fun and casual manner. My sincere thanks to all parents who continue to support us as a school and entrust their loved ones to our care each year.

We are fortunate to have marvellous children who set the scene with their creative talents and hard work, arriving at school each day ready to learn, and inquire about themselves and the world around them. Our school came alive through the Visual Arts space this year, with our biennial Art Show and Artist in Residence program, partnering with proud Yorta Yorta woman Annie Brigdale. Our children's artwork dazzled in both formats, culminating in a stunning whole school 'Acknowledgement of Country' mural, which now takes pride of place in the school yard. Our students continued to achieve high standards across all learning areas, including the annual NAPLAN testing. Every child should be so very proud of all that they have achieved in 2022. They continue to shine ever so brightly.

I thank Father John, our Parish Priest for his support of the school, in particular, celebrating Liturgies and Class Masses with us throughout the year. Our Catholic identity continues to be our guiding light and our strength. Thank you to all students, staff and parents for their ongoing commitment and enthusiasm towards our school and community, ensuring that our school remains a positive environment to learn, grow and celebrate each and every day. Sacred Heart Kew is a school of excellence and we all have a positive future ahead.

Ed Weekes

## School Advisory Council Report

It is my pleasure to present the Report for the School Advisory Council for 2022. This year has been a brighter and more positive one, after two years of lockdowns and disruptions, and it has been wonderful seeing staff and students returning to face-to-face teaching in the classroom and settling into a more normal school routine.

The School Advisory Council met five times this year. The major role of the School Advisory Council is to provide a forum for discussion and discernment, where the parent/guardian voice and perspective are available to inform and support 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. The role of its members is to give consideration to, and advice on, important School matters in order to support the Principal in the context of the Melbourne Archdiocese Catholic Schools (MACS) governance arrangements.

### **Sacred Heart School**

Sacred Heart School 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 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.

Sacred Heart underwent a major school review in 2022. This review noted many strengths of Sacred Heart including strong student achievements, the value of a strong Catholic identity of the school, a focus on student well-being, strong parental support and engagement, pastoral care, and a safe and orderly, well-maintained environment. The report recommended increased opportunities for feedback and coaching programs for staff, a stronger focus on data analysis in student learning, and a greater collaboration with students in design of learning environments. Overall, this was a positive process for the school and provided guidance for the future direction of the school. A valuable experience from this year was hosting an artist-in-residence, Annie Brigdale, who created an Acknowledgement of Country Mural, in collaboration with the children and staff. This mural was unveiled at a special ceremony in October and takes pride of place in the basketball court area.

The school and parents' association have hosted many successful events and functions during the year, including Welcome drinks, Ladies' lunch, Mother's and Father's Day stalls and morning teas, Grandparents'/Special Persons' mass and morning tea, a Men's lunch, art show, school disco and sports day. These events help develop a strong sense of community spirit at the school. The first draft of Masterplan renovation of School and Parish hall has been developed, along with the engagement of architects. Funding is still needed to pursue this project, which is actively being sought. Next year, the Grade 5 & 6 students will be attending an excursion to Canberra. This has not been possible for the last 2 years, so the students are very much looking forward to this trip.

### **Parish**

Sacred Heart Parish returned to face-to-face masses this year. Children underwent the Sacraments of Reconciliation, First Eucharist and Confirmation during the year, along with regular class liturgies. The Parish has also hosted several dinners, which have been well attended, and vital for developing connections and building the spirit within the Parish community. A major project undertaken during the year was the repainting of the church, which has freshened up the beautiful church interior.



The Parish Leadership Team has also been engaging with surrounding parishes throughout the year, including possibly partnering with surrounding parishes in what will be termed Mission communities. This an ongoing process, and includes discussions with other parishes about how to ensure that faith is passed on if a Parish Priest is not present, and how to keep the Parish community alive.

### **Finance**

The finances for the school remain strong, with a healthy bank balance and a strong financial position going into 2023. Several CDF loans for building and canopies will be paid off by Dec 2022. Based on advice from MACS, fees are proposed to increase by 5% for 2023.

### **School Advisory Council**

Our PA representative, Caroline O'Sullivan, will be moving on next year. We sincerely thank Caroline for her support and contribution as PA president and SAC member for the past 3 years. We also thank Julia Chamberlin for her contribution as parish representative this year.

On behalf of the Council, I would also like to thank:

- Ed Weekes for his outstanding leadership of the school community
- Fr John for his strong faith leadership of our community and parish
- All of the teachers and staff for their dedication, care and teaching of the children,
- All members of the School Advisory Council

We look forward to a bright future in 2023.

Philip Ryan.

## Catholic Identity and Mission

### Goals & Intended Outcomes

- Enhance faith of students, staff and parents through community engagement

### Achievements

- All staff were welcomed and recognised during our opening year staff prayer led by the Religious Education Leader (REL).
- Staff committed through prayer to our Staff Charter, rededicating themselves to the purpose of supporting students holistically, through personal, curriculum, faith knowledge and development.
- Annual Carols Evening held in the Sacred Heart Church (including Nativity Play) reinstated post-COVID. This was well supported by the whole community.
- Formation of a School Choir with support of REL and Performing Arts Teacher.
- Whole school celebration of the Feast of the Sacred Heart, including heart-art project and banner (with thanks to the Phan family for creating delicious Heart-shaped cookies for the community).
- Continued liaison and support of the Parish-based sacramental program and conferral masses.
- Whole school masses celebrating Ash Wednesday, Feast of the Sacred Heart, Grandparents Day Mass and End of the Year Thanksgiving Mass.
- Whole school Liturgies prepared by REL and celebrated for Catholic Family Week, Wellbeing Day and Spring Liturgy.
- Classroom teachers continued to include and promote daily prayerful practices.
- Christian Meditation held twice weekly on Tuesday and Friday mornings.
- Whole staff prayer before weekly staff meetings.
- REL supported to attend Religion Education Leader Network Days.
- Whole school liturgy program each term coordinated by REL.
- Years 3-6 prepared Class Masses each term in conjunction with REL and Parish Priest.
- Years 3-6 attended Parish Mass each term.
- Years Prep-2 prepared termly liturgies in conjunction with REL and Parish Priest.
- Whole-school liturgical program for Lent, including student-led liturgies and student-created Stations of the Cross.
- Whole-school liturgical program for Advent, including weekly student-led liturgies.
- Jesse Tree Advent Para-liturgies prepared by REL, including the Jesse Tree Chorus and Verses (composed by David J Newman) led by the SHS Choir.
- Weekly Advent Prayer and Reflection offered to Staff.

- Continued learning and teaching of Religious Education in accordance with the Renewed Religious Education Curriculum Framework.
- Delivery of Semester reporting on the Religious Education Curriculum.
- Curriculum-based Sacramental teaching programs completed for First Eucharist (Year 4), Confirmation (Year 6) and Reconciliation (Year 3).
- Summary of the learning and teaching provided and achievement attained through twice yearly reporting requirements, satisfying expectations and guidelines provided by CECV.

#### VALUE ADDED

- Funds raised through classroom donation boxes towards Project Compassion (\$385 through Lent).
- Funds raised in support of CatholicCare and Catholic Family Week through the Walk-A-Thon (\$4,133 in May).
- Food Drive completed and well supported by the community (June) with donations delivered to the Brigidine Asylum Seeker Project.
- Participation, awareness and funds raised for the MS Read-A-Thon (\$7,047 through August).
- Christmas Giving Tree initiative was once again well supported and age-appropriate gifts were donated to the Fitzroy Mission of St. Vincent de Paul (December).
- Professional Development opportunities included:
  - Analysing Enhancing Catholic School Identity (ECSI) data (MACS), Steve Lawrence (Fanning the Flame of Faith), Encounter Ministries (multiple on-demand topic-based workshops with Fr. Rob Galea), staff attended the Fanning the Flame Formation Experience Workshops, Staff retreat day, including orientation activity 'The Way of Mary of the Cross MacKillop', Liturgy Development, Maintaining and Gaining Accreditation to Teach and/or Lead in Catholic Schools and Teacher Accreditation Portal (TAP).
- Creation of the Religion Education Staff Portal (GoogleSites) to streamline access to learning, resources and professional development opportunities.

## Learning and Teaching

### Goals & Intended Outcomes

- That teachers use data effectively to drive learning and teaching.
- That learning growth is maximised for all students.

### Achievements

- Continued implementation of consistent whole school pedagogical approaches, such as the use of Learning Intentions, Success Criteria and SMART Spelling.
- Purchased online professional development resources for teachers in SMART Spelling.
- Introduced Mathletics as a resource tool to consolidate mathematical skills and concepts.
- Facilitated Parent Curriculum Evenings in Term 1 to outline school expectations and learning arrangements for the year.
- Continued to develop the role of Levelled Coordinators to work with classroom teachers in Junior and Senior Teams.
- Analysed and used data in Professional Learning Teams to support personalised learning.
- Staff planned the Digital Technologies curriculum with an external provider (tech in edu).
- Staff participated in professional learning opportunities for the following: Mathletics, Maths online (Differentiation), Essential Assessment, tech in edu, Developing Vocabulary and NAPLAN data analysis.
- Conducted a Maths Engagement Morning for families to learn about the different strategies that are used within the classroom that families can also follow up with at home.
- Worked with First Nations Artist in Residence, Annie Brigdale, to facilitate Visual Art student workshops focusing on the development of our own Acknowledgement of Country, visually represented and communicated through a large scale outdoor mural.
- New Literacy and Numeracy Leaders appointed.
- Students participated in personal development lessons facilitated by Body Safety Australia.
- Collected and documented data in a consistent manner across the school, as evidence for NCCD (Nationally Consistent Collection of Data).
- Maintained the use of planning documentation that includes teaching and learning experiences linked to the Victorian Curriculum/RE Curriculum Framework.
- Adjusted learning experiences to enable and extend students.
- Introduced MiniLit (Literacy Intervention Program) which is timetabled daily for Year One and Two students.
- The Year 4 students completed online digital licence workshops facilitated by eSmart.

- Purchased and trialled a new maths program - Essential Assessment to be used across all year levels (Prep-6) and formally implemented in 2023.
- Purchased Maths Reading resources for Years Prep-6 to be used across the levels.
- Leadership looked at data analysis in NAPLAN levels (Year 3 and Year 5) - Phillip Holmes-Smith.
- NAPLAN packs sent home for Year 3 and Year 5 students for extra support.
- New Readers purchased for Year 3 level to support reading strategies in the classroom.
- Junior and Senior levels analysed PAT data in levels looking at numeracy and literacy data.
- Year levels participated in a range of incursions and excursions to consolidate Inquiry learning.
- Organised a whole school incursion to recognise Reconciliation Week.

## STUDENT LEARNING OUTCOMES

In 2022, the following strategies were in place to improve student learning outcomes:

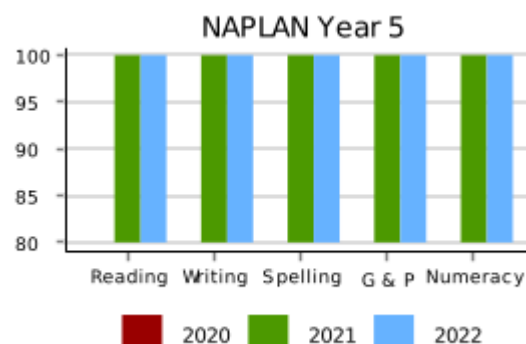
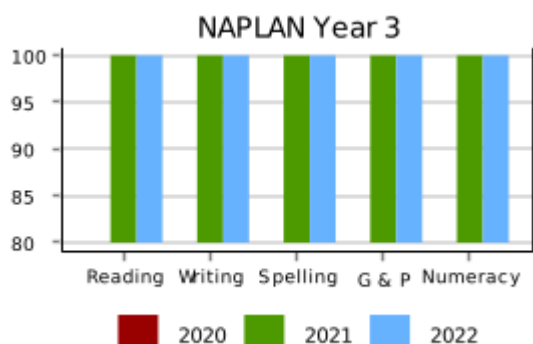
- Data analysis of pre-testing as per the school's Data Plan to cater for individual needs.
- Staff engaged in Professional Development to effectively administer and analyse PAT Reading (PATR) and PAT Maths (PATM).
- Level Leaders met twice a term with their teams to discuss: updating curriculum resources, supporting 'at risk' students, implementing consistent pedagogical practices in Literacy and Mathematics.
- All staff reviewed the Annual Action Plan to set goals and targets and identify actions to support improvements in student learning outcomes.
- 2022 NAPLAN Data was analysed by staff to identify areas of success and areas for improvement for 2023 and beyond.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	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

- That curriculum delivery is inclusive of all students and reflects their diverse learning and wellbeing 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 2022. 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.

#### VALUE ADDED

- 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.
- School Counsellor role and time allocation was maintained, allowing many students to benefit from one on one counselling sessions and small group sessions.
- 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.
- Established an ongoing relationship with Petit Early Learning Centre which gave our Year 5 students the opportunity to partner and support preschool students.
- We continue to be an accredited eSmart school.
- Each classroom has a Zones of Regulation display that supports the whole school approach of the 'Zones of Regulation' framework.
- New Staff were given Zones of Regulation professional reading and support.
- All staff completed the annual on-line Mandatory Reporting module assessment, outlining their responsibilities in relation to Child Protection and Child First.
- Acknowledgement of significant events e.g. ANZAC Day and Remembrance Day.
- Boroondara Graffiti incursion was offered to our Year 6 students.
- Transition meetings were held between our Prep teachers and local Kindergarten staff.

- Transition meetings were held between our Year 6 teachers and local secondary school 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.
- Georgina Manning facilitated a parent seminar (5 Secrets to build Confidence and Resilience in children).
- The Wellbeing Leader supported teachers with Circle Time and classroom visits.
- PSG (Program Support Group) meetings occurred once a term.
- LSO's (Learning Support Officer's) continued to support students in the classroom.
- School Camp program continued from Prep to Year 6.
- Interschool sports continued.
- Whole school Wellbeing Day - Multi-age activities that finished with a colour run.
- Introduced weekly 'Student Wellbeing in Action' award. This award acknowledges children who display and promote responsible and respectful behaviours which lead to positive well-being within the school.
- School based Wellbeing survey was completed.

## STUDENT SATISFACTION

MACSSIS 2022 (Melbourne Archdiocese Catholic Schools - School Improvement Survey)

Student Detailed Results

How often do teachers ask you to explain your answers? 2021 = 76% 2022 = 85%

How focused are you on the activities in your classes? 2021 = 73% 2022 = 76%

How supportive are the adults at your school? 2021 = 74% 2022 = 74%

How good are you at your learning? 2021 = 77% 2022 = 83%

How often do teachers seek your views about what matters to you? 2021 = 49% 2022 = 54%

How often do teachers seek your views about what matters in your school? 2021 = 44% 2022 = 50%

## 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 9am and in the afternoon after 2pm. 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 an action plan will be created to improve school attendance and support the student's wellbeing. If student attendance does not improve the Principal will report this to Melbourne Archdiocese Catholic Schools (MACS) and this will result in further action. In the case of school refusal, the Principal or Deputy Principal will contact the parents to ascertain the reasons for the student's non-attendance. An action 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.

#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	90.1%
Y02	89.8%
Y03	91.1%
Y04	91.2%
Y05	95.1%
Y06	92.6%
Overall average attendance	91.6%

## 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 were provided with professional development and information regarding the new 11 Child Safe Standards.
- All classroom teachers address aspects of the new 11 Child Safe Standards at our beginning of the year 'Curriculum Evening' in February.
- All classroom teachers planned and embedded the new 11 Child Safe Standards within the teaching and learning curriculum program throughout the year.
- All volunteers at our school are made aware of and comply with our Child Safe Policies and procedures.
- 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/School Tours.
- 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.

## Leadership

### 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 in 2022 included: School Principal, Deputy Principal/Learning and Teaching Leader, Religious Education Leader and Literacy and Numeracy Leaders.
- The Victorian 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 met twice weekly for a Staff Meeting and a Professional Learning Team Meeting.
- Junior and Senior Team Meetings are embedded in Term Meeting Schedules 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 (PLP's) proforma from Melbourne Archdiocese Catholic Schools (MACS) is consistently used across the school for all students on PLP's.
- Program Support Group (PSG's) meetings were held each term as well as a whole staff meeting to develop Personalised Learning Plans (PLP's).
- Student Goal Setting is based on the SACRED Goals that staff and students develop.
- Annual Review Meetings (ARM's) 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'.
- The staff regularly evaluate and review student reports in nForma, in line with the Victorian Curriculum.
- Changed Assemblies to Friday afternoon to allow for uninterrupted Literacy blocks.
- Engaged external provider (tech in edu) on a fortnightly basis to work with and support classroom teachers in planning the Digital Technologies curriculum and provide professional development for staff.



- Staff updated training in the areas of: Warden Training with Dynamiq for Emergency Management, Occupational Health and Safety, Return to Work Coordinator, First Aid, CPR and Anaphylaxis.
- Undertook formal School Review as part of the 4 year (School Review cycle).
- Updated Safety Data Sheets (SDS) for all locations in the school.
- Conducted termly Emergency Drills.
- Engaged First Nations Artist in Residence, Annie Brigdale, to work with staff and students to develop our own unique Acknowledgement of Country which has been visually represented and communicated through a large scale outdoor mural.
- Embedded Staff Induction Program and allocated a mentor for new staff members.
- School leaders worked closely with external networks to bring expertise and examples of current (evidenced based) practice back to our school.
- Increased focus on student leaders in the roles of Class Captains and Environmental Monitors.
- School leadership updated and implemented new policies, available on the school website.
- Devised 'non-negotiables' documents for Literacy and Mathematics.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

Some of the Professional Learning activities that staff have undertaken in 2022 include:

- MACS Network Days - Student Wellbeing, Learning Diversity, ICT, Religious Education, Literacy, Learning & Teaching, Principal, Deputy Principal and Admin
- Eastern Region School Improvement Learning Collaborative (SILC) program with Dr Simon Breakspear
- Eastern Region School Improvement Learning Collaborative (SILC) program with Dr Lyn Sharratt
- CPR and Anaphylaxis training
- Mandatory Reporting - compliance
- SMART Spelling
- NCCD
- NAPLAN
- Fanning the Flame - Steve Lawrence (School Closure Day)
- 2023 curriculum planning (School Closure day)
- Writing Moderation
- Child Safe Standards
- Reportable Conduct briefings

- Zones of Regulation
- OH&S training
- ICT staff development
- Liturgy/Mass formation
- Developing Vocabulary
- Athletics
- Maths Online - Professor John Munroe

Number of teachers who participated in PL in 2022	30
Average expenditure per teacher for PL	\$500

### TEACHER SATISFACTION

MACSSIS 2022 (Melbourne Archdiocese Catholic Schools - School Improvement Survey)  
Staff Detailed Results

Perceptions of the quality and coherence of professional learning opportunities 2021 = 47%  
2022 = 71%

How positive are the attitudes of your colleagues? 2021 = 74% 2022 = 83%

How positive is the working environment at your school? 2021 = 78% 2022 = 83%

I am confident that the school leaders work in the best interest of the school 2021 = 74%  
2022 = 92%

The school leadership team treats the staff fairly 2021 = 74% 2022 = 83%

School leaders are supportive when I face challenges at work 2021 = 78% 2022 = 92%

School leaders are respectful towards me 2021 = 91% 2022 = 100%

School leaders are understanding when challenges arise in my personal life 2021 = 87%  
2022 = 92%

How knowledgeable are school leaders about learning and teaching practices? 2021 = 57%  
2022 = 75%

How clearly does the school leadership team communicate a vision for learning and teaching  
at your school? 2021 = 57% 2022 = 83%

How involved is the school leadership team in helping teachers address instructional issues in  
their classrooms? 2021 = 39% 2022 = 63%

How effectively do school leaders communicate important information to teachers? 2021 =  
65% 2022 = 83%

How well are staff achievements celebrated? 2021 = 74% 2022 = 83%

How comfortable do you feel experimenting with a new teaching approach at this school,  
even if the approach might not work? 2021 = 48% 2022 = 63%

To what extent have professional learning experiences in the past year improved teachers' practice in your school? 2021 = 39% 2022 = 83%

How aware are the teachers at your school of your school's improvement plan? 2021 = 65% 2022 = 83%

How clearly do your programs and initiatives you implement in your school align with our school's improvement plan? 2021 = 62% 2022 = 91%

How often does the school leadership team invite discussion on the Catholic mission of the school? 2021 = 43% 2022 = 67%

How important is staff leadership of prayer in this school? 2021 = 82% 2022 = 96%

To what extent is respect for Catholic beliefs emphasised at your school? 2021 = 74% 2022 = 88%

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.2%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	74.2%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	33.3%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	83.3%
Advanced Diploma	8.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	28.0
Teaching Staff (FTE)	20.1
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	7.7
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

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

### Achievements

- Regular and timely communication through our fortnightly newsletters, via Skoolbag App, Operoo and email.
- Continued use of Seesaw (online digital learning platform).
- School Assemblies provides 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 2022 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 at sporting activities for the whole school, and also support their children and staff in District sporting opportunities.
- Our School Advisory Council provided support and advice to the Parish Priest and Principal on matters relating to policies, finance and maintenance.
- Our Parent Care Group continued to provide support to families in need within the community.
- The Parents' Association (PA) 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 PA organised a number of school events for: Prep-6 Disco, Bunnings BBQ, Prep Welcome Dinner, Whole School Welcome, Art Show Cocktail Party, Mother's and Father's Day Stalls, Ladies Lunch and an inaugural Men's Lunch and Year 6 Graduation.
- The PA organised food and Morning Teas for various school events, such as: Sports Day, Mother's Day, Father's Day, Grandparents Day and Christmas Carols.
- Our first Maths Parent Engagement Morning was well attended by our families and provided an opportunity for parents to work on maths related tasks in classrooms.
- The PA supported and funded the Artist in Residence project with First Nations Artist Anne Brigdale.
- The biennial Art Show took place in Term 4 showcasing the creative talents of our students.
- The Art Show Cocktail Party which included live and silent auctions, was well attended by our parents.

- Georgina Manning facilitated a parent seminar (5 Secrets to build Confidence and Resilience in children).
- Body Safety Australia led a parent workshop for families as part of the Year 3-6 Human Sexuality Program.
- Environmental Monitors participated in a sustainability incursion run by Earth Crusaders, focusing on recycling soft plastics and making a beeswax food wrap.
- Garden Club continued throughout the year, providing opportunities for children to interact with nature and learn about sustainability.
- Garden Club members planted a range of succulents which were sold to the community. Funds raised enabled the purchase of a 'Beehive', located in the Brisbane ranges.
- Students from Xavier College completed their Social Justice program for one week.
- Established an ongoing relationship with Petit Early Learning Centre which gave our Year 5 students the opportunity to partner and support preschool students.
- Celebrated Book Week with a number of events: character dress up, author and illustrator visit (Gus Gordon) and the Scholastic Book Fair.
- Welcomed local authors Belinda and Zoe Lui to talk to Year 3/4 students about their writing experiences.
- Selected staff and students visited Mercy Place Abbotsford to deliver Christmas gifts and sing carols to the aged residents.

## PARENT SATISFACTION

MACSSIS 2022 (Melbourne Archdiocese Catholic Schools - School Improvement Survey)  
Family Detailed Results

Based on your experience with the school, how likely are you to recommend the school to prospective families? 2021 = 73% 2022 = 97%

To what extent does your child feel that they belong at this school? 2021 = 79% 2022 = 94%

How well do the classroom learning experiences offered at the school match your child's interests? 2021 = 43% 2022 = 77%

How well do your child's teachers meet your child's learning needs? 2021 = 71% 2022 = 84%

How approachable are the staff at your child's school? 2021 = 85% 2022 = 100%

How approachable are the school leaders at your child's school? 2021 = 77% 2022 = 94%

How welcome do you feel when you enter the school? 2021 = 85% 2022 = 100%