



Sacred Heart School

Kew

2021

Annual Report to the School Community



Registered School Number: 590

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Our School Vision4

School Overview5

Principal’s Report6

School Advisory Council Report7

Education in Faith9

Learning & Teaching12

Student Wellbeing15

Child Safe Standards18

Leadership & Management19

School Community23

Contact Details

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

28/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

Sacred Heart Vision Statement

Sacred Heart gives us 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 Safety Standards.

Principal's Report

It is with immense pride, gratitude and admiration that I review the 2021 school year at Sacred Heart Kew. 2021 saw us live through yet another school year impacted by COVID-19. A period in our history where all school community members were challenged and tested, in all walks of life. As Albert Einstein famously said 'in the middle of every difficulty lies opportunity', 2021 definitely provided us with a few 'difficulties', but in turn, presented a number of opportunities. 'On again', 'off again' restrictions were once again our new 'normal', along with a return of remote learning, an extended '7 day lockdown', which seemed to last forever. Notwithstanding this, pride, gratitude and admiration are still the three words that I choose to describe the 2021 school year.

At Sacred Heart Kew we are blessed to have a team of brilliant staff members, who I am so very proud to lead. We are extremely fortunate to have an inspiring and knowledgeable group of teachers and support staff, guiding our children throughout their primary school years. Our staff collaborate successfully, planning rigorous and rich curriculum, as well as targeted assessment activities for all students in their care. Learning spaces are engaging and nurturing environments, allowing students to thrive spiritually, academically, socially, emotionally and physically. Our staff went 'above and beyond' during 2021, adapting the delivery of remote learning, partnering with parents to ensure all children were able to continue their learning.

At Sacred Heart Kew we are fortunate to have a vibrant and supportive parent community who I am so grateful for. As a school we are most appreciative of both our School Advisory Council and our Parents' Association members, who provide the voice for all parents in our school community. Our parents were able to meet early on in the year for our Welcome Drinks and our 'Ladies' were also able to celebrate the annual Ladies Lunch in May. All families were able to gather for our end of year 'Picnic in the Park' and we look forward to a return to our 'full' list of PA led school events next year. Bringing our whole school community together once again after the impacts of COVID-19 will be one of our main priorities in 2022. I sincerely thank all our parents for trusting our staff in the day to day education of their children and for their ongoing support of us as a staff team.

At Sacred Heart Kew our children are the stars that continue to shine bright, no matter what challenges or restrictions are placed upon or in front of them. My admiration for all our children is 'higher than high', as they provide us with an abundance of energy each and every day. Our children have continued to achieve excellent results right across all curriculum areas this year, including the annual NAPLAN testing. Our children are highly engaged learners, committed to individual improvement and supportive of others' learning journeys.

I thank Father John for his ongoing support of the school and of me as School Principal this year. Our Catholic faith continues to underpin all that we do here at Sacred Heart Kew, and provides us with strength and perseverance to carry on when faced with periods of adversity. 2021 will certainly be a year that no one will ever forget. As a school we will continue to give all hope for the future, setting high standards for overall growth and achievement of all our children, providing an environment that is safe, learning, growing and celebrating together.

Veritas Semper - Truth Always.

Ed Weekes

School Principal

School Advisory Council Report

It is my pleasure to present the Chairman's report for the School Advisory Council for 2021. This year has been a particularly difficult one for many of us, with the COVID pandemic causing more lockdowns and disruptions for Sacred Heart School and the wider community. We had several short lockdowns earlier in the year, then unfortunately, a much longer lockdown for most of Term 3. I would like to express my sincere gratitude and appreciation to the staff at Sacred Heart School, who have demonstrated an amazing ability to adapt at very short notice, and I would also like to say how impressed I have been with the resilience and fortitude shown by both staff and students during these trying time.

A major change this year has been the transfer of school governance from the local parish priest to a centralised corporate entity, known as Melbourne Archdiocese Catholic Schools Ltd (MACS), which is now responsible for the governance and operations of the schools. This has also meant changes to this forum, which is now called the School Advisory Council, rather than the Parish School Education Board, and we have recently received the new Terms of Reference.

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. The challenges of this year have demonstrated the dedication and flexibility of the teaching staff and students, I would like to recognise the extraordinary efforts from everyone during this time, with teachers having increased workloads, parents juggling home-schooling with other commitments, and students missing their friends and face-to-face teaching. I would also like to commend the school for their supportive role and their focus on wellbeing and relationships.

Parish

Like the school, Sacred Heart Parish was once again greatly affected by the COVID pandemic, with online masses during lockdown. 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. The Archdiocese of Melbourne has also begun discussions regarding major changes to parish structures, including possibly amalgamating with surrounding parishes in what will be termed Mission communities. This will be a major change for Sacred Heart Parish and has raised several important issues which are currently being discussed by the Parish Leadership Team in conjunction with parishioners, including which parishes we would merge with, 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 2022. The school has been cautious about finances during the pandemic, and the efforts and commitments of families in paying their fees, along with Parents and Friends initiatives have helped maintain the status quo.

Other tasks

A Masterplan for the school hall and classroom refurbishment is currently underway, and an architect has been engaged. The Master Plan will likely be completed within 2022, with works likely to begin in late 2022 or 2023. A pedestrian access has also been placed on Glenferrie Road, enabling better access to pedestrians to the school. Discussions about updating and beautifying

the front-of-school carpark are ongoing, with several options tabled to make the space more welcoming and usable for the school and parish.

School Advisory Council

There has been a recent change in structure to the School Advisory Council, from the previous Parish School Education Board. There will be the appointment of a new council member from the parish to fulfil the changes required. This year we welcomed Danielle Gerecke as Principal's Nominee, and we thank her for her valuable contributions to the committee.

On behalf of the Board, 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, and adaptability in the face of a difficult year
- All members of the School Advisory Council

We look forward to a bright future and hopefully more normal year in 2022.

Education in Faith

Goals & Intended Outcomes

2021 was another remarkable year which presented lockdowns and prolonged periods of Remote Learning in every school term. Despite these challenges, staff maintained a desire 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. No matter what challenges were presented, 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 continued 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 wellbeing needs, throughout our extended periods of remote learning.

Achievements

COVID operation guidelines and strict density requirements at the beginning of 2021 meant that our usual Opening School Mass could not be held. However, all new staff were welcomed and recognised during our Opening Year Staff Prayer led by the Religious Education Leader. All staff committed through prayer to our Staff Charter, rededicating themselves to the purpose of supporting students holistically through curriculum, faith knowledge and personal development. Students and our wider community were brought together early in the year through prayer at the Ash Wednesday liturgy (Prep - Year 4), with the Year 5 and 6 children attending Parish mass to acknowledge the start of Lent. We were fortunate to be able to implement a full program for Holy Week, including whole school liturgies led by students in our beautiful church and a whole-school art project to create new Stations of the Cross (inspired by the lead-light artwork of Swiss artist, Albert Chavez). These stations were mounted around the school and were a highlight of Holy Week for students and onsite visitors at the end of Term 1.

Social Justice continued to be a priority for us at Sacred Heart in 2021. Throughout the Lenten and Easter seasons, students were able to participate in two of our major social justice initiatives, Project Compassion and the much-missed Walk-A-Thon (with our school community generously supporting the work of CatholicCare for this event). Later in the year (August), another important social justice initiative was relaunched, our Food Drive. Even though we were sent back into lockdown mid-way through the drive, the school staff and community donated a substantial amount of essential food and items for the Brigidine Asylum Seeker Project. Our social justice programs were rounded off with the Christmas Giving Tree initiative once again providing much needed donations for St. Vincent De Paul.

Despite lockdown disruptions, students in Year 3 participated in the Sacramental teaching program for Reconciliation during Term 1 and were fortunate enough to receive their Sacrament, supported by their families, school and Parish, in spite of COVID-19 restrictions. Sacramental teaching programs for First Eucharist (Year 4) continued remotely in Term 3 and were initially offered remotely for the Confirmation program (Year 6) before the return to on-site learning in the middle of Term 4. Conferral of these important Sacraments (and those held over from 2020) were a special time for our community during Term 4.

Class Masses and Liturgies were planned by staff and celebrated where possible in our beautiful Church in Term 1, with the support of the Religious Education Leader and in consultation with the Parish Priest. During the extended lockdowns and restrictions throughout the remainder of the year, liturgies were held in classroom bubbles at school or at the height of the lockdown through a series of live online liturgies planned, hosted and delivered by the Religious Education Leader. During remote learning periods, classroom teachers 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 Religious Education Leader. All of these opportunities allowed for students to feel connected with each other and their faith.

Ongoing COVID restrictions meant that activities to celebrate the Feast of the Sacred Heart went digital in 2021. In the week leading up to our feast day, a live interactive poll allowed our whole community to suggest words and prayers to be generated into a daily Novena of Confidence to the Sacred Heart which was shared through the school. On the Feast day itself (June 11), all students completed a digital art project, creating a Jackson Pollock inspired "Drip-Art-Heart" and displayed them in an online gallery through Padlet. In lieu of our usual Mass, we were able to celebrate a whole-school liturgy, where the final Novena was prayed as a school and students' digital drip painting "heartwork" was shared.

Despite disruptions from restrictions and lockdowns, 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. Staff continued their professional development online, including undertaking whole staff professional learning around Christian Meditation and Religious Education Accreditation.

A staggered return for students to onsite learning in Term 4 allowed more opportunities to pray and worship together within class bubbles. A whole school liturgical Advent program forged ahead, live-streaming into classrooms and as operating guidelines were further expanded, students/staff were able to gather for a final End of Year Liturgy to celebrate the 2021 school year.

VALUE ADDED

During Remote Learning:

- Staff and students engaged in units of work across the whole school aligned with the Renewed Religious Education Curriculum Framework throughout the year.
- Provision of remote-teaching of Religious Education (as above)
- Daily prayer celebrated in Remote-teaching alongside Weekly prayers as part of daily student instructions.
- Renewal of Christian Meditation through professional learning and practice
- Staff planned and delivered class liturgies based on readings of the day (in dialogue with the Religious Education Leader and Parish Priest).

- Separate Religious Education website was launched to connect with the community during Lent in 2021.
- Social Justice initiatives supporting Caritas, CatholicCare, Brigidine Asylum Resource Centre and St. Vincent de Paul.
- Whole school art project to create new "Stations of the Cross" artwork for Holy Week.
- End of Year Liturgy celebrated with students and staff onsite in lieu of Mass.
- 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 Religious Education Leader and Parish Priest.
- The Horizons of Hope documents were used as the foundation documents for all Teaching and Learning planning.
- RE curriculum is 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) are embedded into practice, as planning and curriculum delivery tracking documents. These help to clearly show the links between the Renewed RE Framework and Victorian Curriculum documents.
- The Religious Education Leader is released to work with staff to plan both curriculum and liturgical celebrations.

Learning & Teaching

Goals & Intended Outcomes

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

Achievements

Despite the continuation of the COVID-19 pandemic, our school continued to provide both a rich, relevant and rigorous curriculum for our students in 2021. 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.

Our Learning Diversity Leader continued to support staff in the writing of Personal Learning Plans (PLP's), with Program Support Group meetings (PSG's) each term. Learning Support Officers were timetabled to classrooms on an equitable basis and supported students online during Remote Learning periods. 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 2021 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.
- Staff professional development in administration and analysis of PAT data.
- Developed teacher capacity to effectively utilise and analyse PAT Reading and PAT Maths.
- Preparation of termly Curriculum Letters 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.
- Continued to develop the role of Levelled Leaders to work with classroom teachers.
- Evaluated and refined the school's Data Plan to ensure assessments are updated and relevant.
- Analysed and used data in Professional Learning Teams to support personalised learning.
- 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.
- Provided consistent Remote Learning Guidelines across the school.
- Staff planned and recorded learning videos shared with students.
- Provided digital online resources to support remote learning.
- Modified Semester reporting in line with Victorian Government guidelines.
- Ongoing online professional learning activities via Zoom, Google Meets, WebEx etc.
- Staff trained in MiniLit (Literacy Intervention Program) to commence in 2022.

STUDENT LEARNING OUTCOMES

There has been no change in the NAPLAN data from 2019 to 2021 as all (100%) of children met the minimum standards. Our children continue to achieve excellent NAPLAN results.

In 2021, the following strategies were in place to improve student learning outcomes, including periods of Remote Learning:

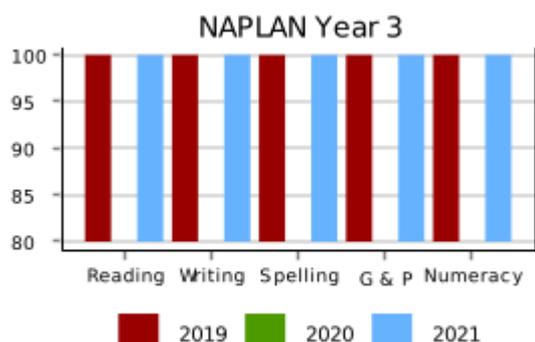
- Data analysis of pre-testing as per the school's Data Plan to cater for individual needs.
- Staff engaged in Professional Development to effectively administer and analyse PAT Reading (PATR) and PAT Maths (PATM).
- Level Leaders met twice a term with their teams to discuss: updating curriculum resources, 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.
- Staff prepared physical or digital learning materials to support students such as prerecorded instructional videos.
- ICT platforms such as Seesaw, Edmodo, Google Drive were used to upload student work samples and provide feedback to students.
- Google Meets continued to be used to host video conferences between students and teachers for whole class and small group lessons.
- Learning Support Officers (LSO's) supported students online during periods of Remote Learning.
- 2021 NAPLAN Data was analysed by staff to identify areas of success and areas for improvement for 2022 and beyond.

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

* 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 2021. 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

Achievements:

- Year 5 students were supported by Kate Wilde 'Human Development Workshop'.
- 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, Football, Cricket, Origami and Drawing. They were offered when all students were back on-site.
- 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.
- On-site Learning was offered for those students who were vulnerable during Lockdown periods.
- We continue to be an accredited eSmart school.
- All students participated in The Cyber Safety program, supporting responsible use of digital technologies.
- All staff participated in professional learning by The Cyber Safety Project.
- Online learning modules were offered to parents to support and guide their children with digital learning.
- Each classroom had 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.
- All staff completed an on-line Mandatory Reporting module assessment regarding 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.
- The Wellbeing Leader supported teachers with Circle Time and classroom visits.
- Program Support Group (PSG) meetings occurred once a term.
- Learning Support Officers (LSO's) continued to support students in the classroom.

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.
- Recorded School Assembly was provided each week (with both School Principal/Deputy Principal present).
- Wellbeing/Care packages were delivered by Leadership team members to the homes of all families during lockdown.
- Program Support Group (PSG) meetings continued remotely.

STUDENT SATISFACTION

MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey)

Student Detailed Results

How often do your teachers ask you to explain your answers? 2019 = 65% 2021 = 76%

How much do your teachers encourage you to your best? 2019 = 84% 2021 = 89%

How high are your teachers' expectations for you? 2019 = 84% 2021 = 90%

How often do your teachers seem excited to be teaching your classes? 2019 = 59% 2021 = 66%

How would you describe the behaviour expectations for the students at your school? 2019 = 73% 2021 = 76%

How many teachers are respectful towards you? 2019 = 80% 2021 = 82%

How supportive are the adults at your school? 2019 = 73% 2021 = 74%

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 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 Melbourne Archdiocese Catholic Schools (MACS) 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 | 96.3% |
| Y02 | 96.2% |
| Y03 | 96.1% |
| Y04 | 97.1% |
| Y05 | 96.8% |
| Y06 | 95.6% |
| 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 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 & 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 in 2021 included: School Principal, Deputy Principal/Learning and Teaching Leader, Religious Education Leader, both Junior and Senior Team Leaders and a representative for part-time staff.
- All staff set an individual professional learning goal and met with either Principal/Deputy Principal on an ongoing basis throughout the school year.
- 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.
- 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 Melbourne Archdiocese Catholic Schools (MACS) is consistently used across the school for all students on PLP's.
- Program Support Group Meetings were held each term as well as a whole staff meeting to develop Personalised Learning Plans.
- Student Goal Setting is based on the SACRED Goals that staff and students develop.
- 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.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- MACS 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
- NAPLAN
- Christian Meditation (School Closure Day)
- ACER PAT staff professional learning (School Closure day)
- nForma PD
- 2022 curriculum planning (School Closure day)
- Writing Moderation
- Child Safe Standards
- Reportable Conduct briefings
- Zones of Regulation
- OH&S training
- ICT staff development
- MiniLit staff development
- TAP (RE Accreditation)
- Liturgy/Mass formation
- Maths Online Interview

| | |
|---|-------|
| Number of teachers who participated in PL in 2021 | 32 |
| Average expenditure per teacher for PL | \$300 |

TEACHER SATISFACTION

MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey)
 Staff Detailed Results

How collegial are relationships between staff members at this school? 2019 = 84% 2021 = 91%

How much do your school leaders care about you as an individual? 2019 = 76% 2021 = 83%

How successful do you feel in your role? 2019 = 84% 2021 = 91%

How well are staff achievements celebrated? 2019 = 63% 2021 74%

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 | 93.5% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 84.4% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 25.0% |
| 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) | 2.0 |
| Teaching Staff (Headcount) | 28.0 |
| Teaching Staff (FTE) | 19.5 |
| Non-Teaching Staff (Headcount) | 7.0 |
| Non-Teaching Staff (FTE) | 5.6 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

School Community

Goals & Intended Outcomes

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.

- Regular and timely communication through our fortnightly newsletters, via Skoolbag App and email.
- Introduction of the Operoo online communication platform for parents to provide up-to-date medical information and excursion permission for their child.
- Continued 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 2021.
- School Assemblies each Monday morning 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 2021 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.
- 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

MACSSIS 2021 (Melbourne Archdiocese Catholic Schools - School Improvement Survey)

Family Detailed Results

In the past year, how often have you communicated with teachers at your child's school? 2019 = 53% 2021 = 64%

How involved have you been with a parent group(s) at your child's school? 2019 = 60% 2021 = 62%

How often do students demonstrate respect for one another? 2019 = 73% 2021 = 86%

To what extent does the school value your opinions? 2019 = 73% 2021 = 82%