



# ANNUAL REPORT TO THE SCHOOL COMMUNITY

2018

REGISTERED SCHOOL NUMBER: 0590

**SACRED HEART**  
CATHOLIC SCHOOL KEW



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## Contact Details

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E NUMBER	E1063

## Minimum Standards Attestation

I, Tony Hollamby, 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

15<sup>th</sup> April 2019

## Our School Vision

Sacred Heart gives all hope for the future

Empowers and inspires

Acts and transforms

Centred in Christ

## 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.

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 School. 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

### *Veritas Semper- Truth always*

As we approach the end of another successful year at Sacred Heart School it is important to take the time to evaluate and reflect on our achievements and the priorities for 2019.

At Sacred Heart our Catholic Identity is at the forefront and is reflected in all we do. Our staff are committed to providing an engaging learning environment, where learning is differentiated to meet students at their point of need. Professional Learning is structured to enhance staff expertise and ensure expert teaching and learning across all classes.

Our school participated in a Review this year where we were assessed against the nine domains of the National School Improvement Tool. The school was commended on its clear focus on high quality teaching and learning and its academic rigor. Of note was the commitment of staff to high growth and progress for all students.

Recommendations for the future were to sharpen the school improvement agenda focused on the analysis of student data to improve student learning outcomes, to embed a culture of mentoring, coaching and feedback and to continue to build community partnerships to support student learning.

The staff have worked collaboratively with a shared vision to develop a new School Improvement Plan for the next four years. This plan will enable continuous school improvement and ensure strong academic growth and well-being for all Sacred Heart students. I would like to thank our dedicated and professional staff

Of particular importance is the change of Leadership experienced by the school community, with the departure of our well respected Principal Julie David in October this year. The process for the appointment of a new principal is underway, and we are looking forward to a new Principal being appointed in the near future. In the meantime our staff, students and families have continued to work collaboratively to ensure a smooth end to the 2018 school year.

I would like to thank our dedicated and professional staff for their commitment to our students and families throughout 2018. I would also like to thank the parent community for their enthusiasm and support as partners in educating their children. Finally I would like to thank Father Madden for his support of students, staff and families in his first year as Parish Priest of Sacred Heart.

Tony Hollamby

Acting Principal

## School Education Board Report

The Sacred Heart Parish Education Board is constituted as an advisory body to Father John, as parish priest, and joint acting principals Kerry Bratby and Tony Hollamby, on matters concerning the development of the school and the education and welfare of the students. The Board met 3 times this year.

Sacred Heart is a vibrant school, with a welcoming faith community where the teachers inspire a passion for life and learning.

The school continues to obtain outstanding academic results and the school curriculum continues to evolve in accordance with Victorian Curriculum and Assessment Authority.

The Naplan results this year were outstanding showing the calibre of our teachers, commitment from our students and a reflection on the professional organisation that is Sacred Heart Primary school.

As well as providing excellent academic support for the students, the school staff facilitate a wide range of extra-curricular activities, camps, incursions and excursions to enhance our students' education. As an example, the Jamie Oliver Cooking incursion was a great hit with the kids and parents and was also a media event, which promoted our school in the local community.

The school and Parents Association have provided parents the opportunity to hear excellent presentations during the year, as demonstrated by:

- Dr Dave Collins spoke to the parents re the Braingro Program that the school implements as part of the Wellbeing initiatives.

This year has seen the completion of the exterior repairs to the church and the replacement of the junior adventure playground. A range of construction activities will be occurring over the main break including roof repairs, electrical and grounds work.

**Finance** The 2018 Annual Financial report will be published in the Annual Report uploaded to the school website in mid-2019.

We thank Bernard Negline for his work as the school accountant and keeping us in a well reported position throughout the year.

Whilst the school is in a solid financial position we cannot be complacent as the Federal Governments *Quality Schools* funding package is forecast to have a significant detrimental impact on future funding for Sacred Heart. Developments in this area will be closely monitored by the school.

On behalf of the Board, I would like to thank:

- Father John for his faith leadership;

- Julie David for her enthusiasm and guidance as school principal for three terms;
- Kerry Bratby and Tony Hollamby for taking over the reins and providing stable leadership for the last term whilst the search for a new principal continues; and
- All of the teachers and support staff for their dedication, care and teaching of our children.

### **Parents Association and Board**

A big thank you to Clare Hemmingway and the Parents Association for all of their hard work this year. The PA Committee and class reps have run a significant number of events and activities that help to deliver on their fund raising and friend raising objectives. They have been very active and have provided wonderfully for the school again this year.

Thank you to all of the members of the Board for their valued contributions over the last year and for volunteering their time.



## Education in Faith

### Goals and Intended Outcomes

Over the past four years we have focussed our energy on enriching our Religious Education curriculum to engage students, and reflect the contemporary context of the world we live in, while building an understanding of scripture and knowledge of Church traditions.

This year we have developed a new School Improvement Plan for 2019-2022. In Education in Faith we will build a shared vision of what our school values in relation to teaching and learning in a Catholic School. Using a range of sources of data, we will measure our effectiveness in teaching the RE curriculum. We will continue to refine reporting in Religious Education to provide information about student learning to parents.

### Achievements

The school year commenced with the Beginning of the School Year Mass. This was a wonderful community event celebrated by Father John Madden our Parish Priest.

The Religious Education Leader has worked alongside our staff in the preparation of class masses and liturgies. Father Madden has worked with staff in exploring Scripture through a theme to make the celebration of the Eucharist and class liturgies more meaningful and relevant in our lives.

Sacramental preparation has continued to be school based, with students participating in the sacraments through the parish supported by their families.

Our Catholic enrolment in 2018 was 95%, and our families highly value the Catholic identity of the school, the sacramental program and the social justice initiatives that their children participate in. The staff have undertaken professional learning this year to implement the Renewed Religious Education Framework. They have collaboratively developed a new Religious Education proforma to link RE with Inquiry Units across the curriculum. Staff plan together to develop the Religious Education and Inquiry Units within each level.

## VALUE ADDED

- Staff make authentic links between the RE curriculum and inquiry units of work when possible.
- Staff have worked with the RE Leader to use the RE standards to report on student progress in the end of year Student Reports.
- Religious Education Leader collaborated with staff in planning class masses, liturgies and in RE planning.
- Year 6 students ran lunchtime activities to ensure all children were engaged in activities and building friendships.
- We have continued to incorporate opportunities for authentic, meaningful and action based Social Justice, and make connections to Catholic Social Teaching principles to support inquiry and learning in RE.
- Horizons of Hope is used as the foundation document for the development of the Teaching & Learning cycle at Sacred Heart.
- We have commenced Integrating the RE curriculum into other areas.
  - o eg. scripture analysis and comprehension strategies, Bible passages and Mindsets
- We are consolidating the use of the new RE proforma for units of inquiry and further developing links between the new RE Framework and Victorian Curriculum documents.
- We have engaged in dialogue with students to make legitimate and plausible links between gospel values and everyday action.
- The RE Leader has been released to work with staff to plan both curriculum and liturgical celebrations with staff.

## Learning & Teaching

### Goals and Intended Outcomes

In the area of Learning and Teaching we have worked over the past four years to embed personalized learning in classrooms, and to ensure all students are challenged to achieve ongoing improvement, success and engagement in learning. There has also been a continued focus on enhancing student voice to promote resilience, confidence and independence.

Following the NSIT Review this year we have developed a strategic plan to ensure a shared vision and approach to teaching and learning at Sacred Heart, with an emphasis on using student data effectively across the curriculum to meet the learning of all children at their point of need.

### Achievements

We have been contacted by VCAA the Victorian Curriculum Assessment Authority and congratulated on achieving high learning growth between grade 3 and grade 5 for our students in NAPLAN. This is a great accolade for Sacred Heart School and is the result of our unrelenting focus on explicit teaching designed to improve student learning outcomes in Literacy and Numeracy.

In 2018 Team Leaders were again appointed for both the junior and senior grades and for the subject teachers and part time staff. These appointments have resulted in greater collaboration both within and across levels, in planning for student learning and providing support for all students. Staff too have acknowledged the greater opportunities for the sharing of ideas across the school.

Another practice leading to the improvement in student learning outcomes is the focus in all classes on making learning intentions visible and explicit to the children. This practice engages children and helps them to understand expectations about their learning. Teachers also make success criteria obvious to the students.

We have reviewed our Student Reports and ensured that they are aligned with both VCAA and Catholic Education Melbourne requirements.

Our focus on spelling has continued in 2018 and we have implemented the Smart Spelling Program across the school. All classroom teachers and LSOs will be given the opportunity to attend Professional Learning facilitated by Michelle Hutchison the author of this resource.

We have consolidated authentic links between the new Religious Education Framework and Victorian Curriculum documents and audited existing religious education curriculum

against this framework. This is outlined for each level. RE Planners are used consistently by all classroom teachers.

Learning Support Officers provide a daily summary of work undertaken with students in the classroom and student achievement. This is shared with the classroom teacher and the Learning Diversity Leader.

We continually monitor and refine the provision and allocation of learning support and resources to ensure all students have access to the resources necessary to support their learning growth.

We have successfully implemented the Nationally Consistent Collection of Data (NCCD) and all classroom and subject teachers implement and record adjustments made to support the learning needs of students with special learning needs.

Staff have received professional learning about and have subsequently implemented the revised Personalised Learning Plan format.

The Learning Diversity Leader is available before and after school three days a week to support parents and staff.

The school schedules termly meetings with parents, teachers and support agencies for all students on Personalized Learning Plans. (PLPs)

We regularly viewed system data such as NAPLAN, Tableau Data and school based assessments to plan for student learning and to determine future school directions.

### STUDENT LEARNING OUTCOMES

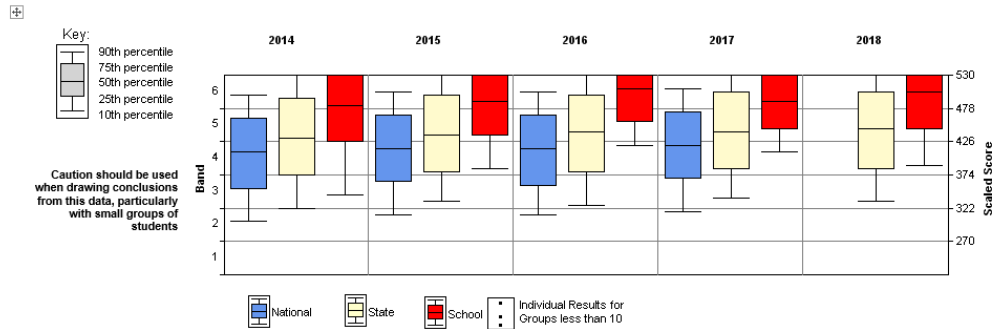
Our NAPLAN results have continued to improve with 75% of grade three students in 2018 situated in the Top 2 bands in Reading and 67% in the Top 2 bands for Numeracy. Our grade 5 students have performed very well with 80% of students in both Literacy and Numeracy situated in the top 2 bands in the state. Our school's results place us well above similar schools in our locality and above all but one school in Numeracy.

Our relative growth results indicate that 93% of our Year 5 matched cohort (i.e. students from Year 3 still in attendance at Sacred Heart in Year 5) have achieved medium or high relative growth in Reading and Numeracy. This is an excellent result and indicates the added value that our teaching and learning practices are providing for our students. These results saw a commendation from ACARA which in part stated, ***"I am pleased to advise that ACARA has identified your school as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN."***

## YEAR 3 READING

**Sacred Heart School**  
**Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)**  
 National Assessment Program - Literacy and Numeracy Tests 2018  
 Year 3 - READING, Gender: All, LBOTE: All, ATSI: All

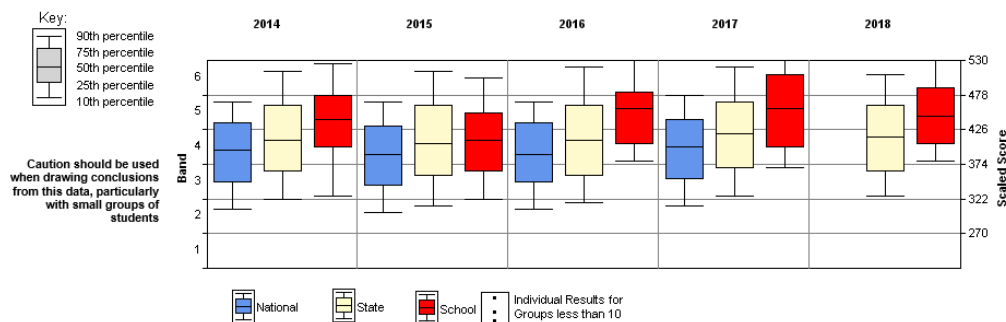
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## YEAR 3 NUMERACY

**Sacred Heart School**  
**Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)**  
 National Assessment Program - Literacy and Numeracy Tests 2018  
 Year 3 - NUMERACY, Gender: All, LBOTE: All, ATSI: All

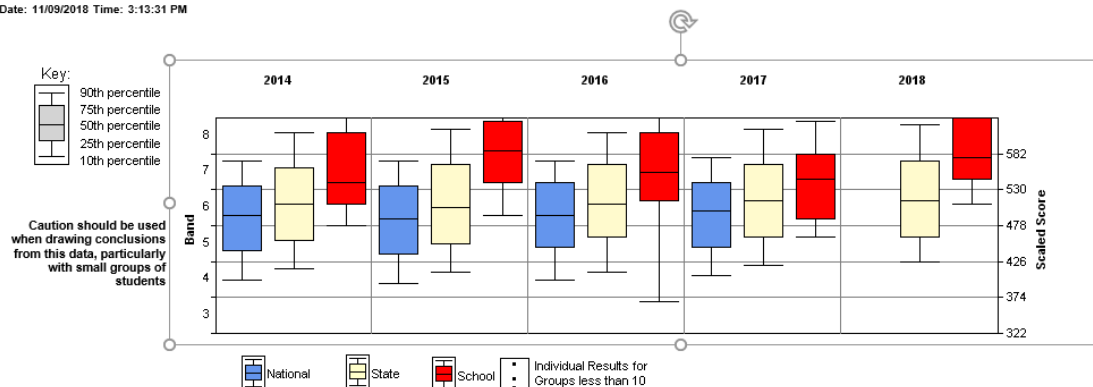
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## YEAR 5 READING

**Sacred Heart School**  
**Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)**  
 National Assessment Program - Literacy and Numeracy Tests 2018  
 Year 5 - READING, Gender: All, LBOTE: All, ATSI: All

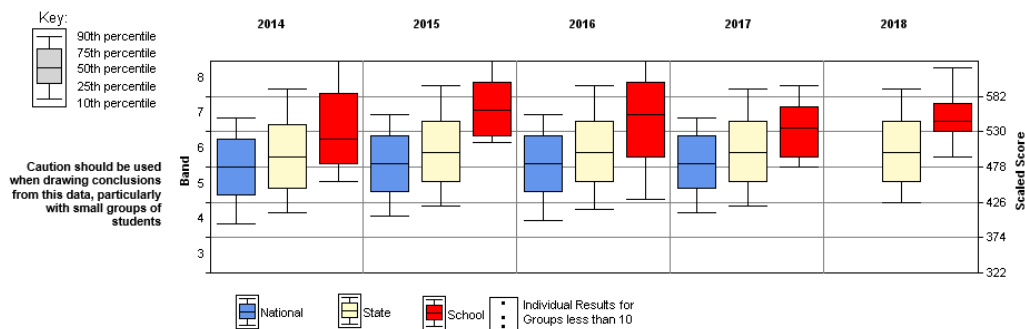
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## YEAR 5 NUMERACY

Sacred Heart School  
 Five Year Trend Data Report (2014, 2015, 2016, 2017, 2018)  
 National Assessment Program - Literacy and Numeracy Tests 2018  
 Year 5 - NUMERACY, Gender: All, LBOTE: All, ATSI: All

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## YEAR 3 – YEAR 5

## READING RELATIVE GROWTH

Sacred Heart School  
 Relative Growth Report  
 National Assessment Program - Literacy and Numeracy Tests 2018  
 READING ordered by Year 3 Student Scores  
 Year 5 - Class: All, Growth Category: All

Student Name	YR 3 Student Scores 2016		Relative growth for YR-3 to YR-5	YR 5 Student Scores 2018	
	Scaled Score	Band		Scaled Score	Band
	392	4	Medium	490	6
	402	4	High	553	7
	431	5	High	579	7
	442	5	Medium	540	7
	476	5	Medium	515	6
	476	5	High	637	>8
	488	6	Medium	566	7
	517	6	Medium	566	7
	534	>6	Medium	607	8
	534	>6	Medium	622	8
	553	>6	Low	527	6
	553	>6	High	654	>8
	576	>6	Medium	593	8
	604	>6	Medium	671	>8
	604	>6	High	690	>8

## YEAR 3 – YEAR 5

## NUMERACY RELATIVE GROWTH

Sacred Heart School  
 Relative Growth Report  
 National Assessment Program - Literacy and Numeracy Tests 2018  
 NUMERACY ordered by Year 3 Student Scores  
 Year 5 - Class: All, Growth Category: All

Student Name	YR 3 Student Scores 2016		Relative growth for YR-3 to YR-5	YR 5 Student Scores 2018	
	Scaled Score	Band		Scaled Score	Band
	384	4	Medium	462	5
	406	4	High	547	7
	406	4	High	617	8
	406	4	Medium	499	6
	406	4	High	584	8
	406	4	High	584	8
	429	5	Medium	530	7
	441	5	Medium	538	7
	441	5	High	555	7
	466	5	Medium	555	7
	466	5	Medium	555	7
	466	5	Medium	538	7
	466	5	Medium	530	7
	495	6	Low	522	6
	572	>6	High	685	>8

## Student Wellbeing

### Goals & Intended Outcomes

Our goal for the past four years has been to provide a positive school environment, where students feel a strong sense of connectedness to their peers.

Our focus for the next four year cycle developed in 2018, will be to ensure a personalised approach to learning, that reflects the diverse learning and wellbeing needs of Sacred Heart students ensuring their connectedness to school and engagement in learning.

### Achievements

In 2018 our school community continued to focus on promoting a positive school environment.

All staff at Sacred Heart are committed to the wellbeing of our students. Our Well-being/ Diversity Leader has worked collaboratively with staff to embed the Kids Matter Framework into school practice. In 2018 the school was accredited as a Kids Matter School, which is a recognition that our school programs and practices in relation to student wellbeing are embedded into our school culture.

The Student Services Leader, classroom teachers and Learning Support Officers continued to meet regularly to develop individual learning plans for students requiring assistance in some learning areas. Ongoing parent support meetings for these children develop partnerships between home and school in learning, and put a lens on social and emotional learning.

A Wellbeing team was formed to assist with the implementation of the National Consistent Collection of Data (NCCD) a mandated requirement of the federal Government. In 2018 we successfully implemented NCCD with all staff collecting data and evidence of adjustments in the classroom for students with special learning needs. This has ensured that these students are taught at their point of need.

The Better Buddies program has promoted strong relationships across the school, that ensure students feel a strong sense of belonging and connection to the school.

Cybersafety has continued to be a strong focus at Sacred Heart. Teachers regularly address issues relating to cyber safety and work with students to educate them how to keep themselves safe in an online environment.

Student Action Teams have continued to provide a voice for the students, enhanced decision making and enabled them to show initiative in providing school lunch time

activities and promoting social justice initiatives. This team meets twice a term with the Learning Diversity Leader and Principal and then reports back to their classmates.

Student Leadership is a strong component of a child's education at Sacred Heart School. Student leadership commences in Prep and continues across the school through the SRC. Grade 6 students attended a Leadership Program in Term One and have been involved in leadership opportunities across the school. Grade 6 students have been wonderful ambassadors for our school on Open Days, whole school and local community events and by conducting informative school tours.

#### VALUE ADDED

- The school has fully implemented the Child Safe Standards. This is supported by policies and processes that are embedded into school culture.
- The School Psychologist continued to be employed one day a week to support students and families.
- Christian Meditation for the whole school continued twice a week.
- The Better Buddies program has ensured strong relationships across the school, ensuring that that students feel a strong sense of belonging and connection to the school.
- Student voice is promoted through Class Meetings and Circle Time, fostering resilience and empathy for the needs of others.
- Regular Meetings were held for Class Captains/Environment Leaders.
- The BrainGro Program was implemented Prep-6 in 2018.
- A Parent Information Night with Dr Dave Collins was held on 5th September. This evening was attended by many parents. It had a focus on discussing the developing brain, how research in neuroscience, psychology and education can inform parents in helping to raise resilient, curious, and motivated young people.
- Passive play equipment was purchased for students to use at lunchtime, along with two cubby houses.
- Soccer goals were purchased for the oval
- The Grow Room was created to support the ongoing gardening program
- Spotlight on Learning at whole school assemblies continued.
- Lunchtime activities were led by Year 6 leaders. All students have the opportunity to vote on the types of activities they want to engage in.



- The Learning Diversity Leader has been available to all staff to support student learning. A component of this includes working one on one with students in classrooms when the need arises.
- A Staff Meeting was designated each term to support staff in personalising the learning and making adjustments for students when needed.
- Varied sporting opportunities were provided for students in athletics, swimming, cross country, Interschool Sport, Running Club
- The P-6 Camp Program continued in 2018 and provided highly valued hands on experiences for the students to both support the Inquiry Curriculum and the Personal and Social Capabilities Domain.
- External providers offered a variety of optional extra curricula activities including music, coding, skipping and tennis enhancing the range of interest based activities available for students.
- The school provided a range of programs such as Running Club, Ride 2 School, brain food, and other curriculum initiatives that support students and their families to develop a healthy life style.

## STUDENT SATISFACTION

The students at Sacred Heart 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 to achieve 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 and through our specialist programs in Music, Art, Physical Education, Mandarin classes and participation in a variety of local, regional and Victorian Sporting activities and competitions.

## 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 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 telephone the school to report their child's absence and to provide a reason for this absence.

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 arranged to assist the student with a positive return to school. The services of the school psychologist may be accessed if necessary.

## Child Safe Standards

### Goals and Intended Outcomes

#### Goal: To embed Ministerial Order No. 870 - Child Safe Standards

##### Intended Outcomes:

- Embed a culture of 'no tolerance' for child abuse
- Comply with the prescribed seven minimum child safe standards
- Continue to familiarize staff and parents in the community with Ministerial Order No. 870
- Embed procedures and protocols for volunteers and contractors in relation to the Child Safe Standards.
- Continue to familiarize our wider community about all aspects of our Child Safe Policy.
- Embed a Child Safe Code of Conduct for all staff and families at Sacred Heart
- Empower our students to learn and succeed in a safe, welcoming learning environment

##### Achievements

- Sacred Heart has met all components of the Child Safe Standards with the policies and processes mandated for compliance embedded into school culture.
- All classroom teachers addressed 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
- Teachers and non-teaching staff have received 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
- All volunteers have to present a current Working With Children Check before working with any student at our school
- Volunteers who will be working with students or driving students in their private cars must have a current Police Check
- Parents are made aware of our Child Safe Policies through the newsletter, the school website and this is also communicated to parents helping out in classrooms.
- All volunteers are required to sign the 'Responsibilities of a Volunteer' agreement and our Child Safe Code of Conduct before working with students

- All volunteers complete a 'Volunteer Application' form and new volunteers are invited to a briefing in relation to the Standards
- The school has a 'Child Safe' Team with student leaders and staff members
- All information relating to Child Safe at Sacred Heart was included in our 'Welcome Packs', placed on our website and sent out via our Skoolbag App. Any updates in this area are communicated in our weekly newsletter
- We continually engage our families and parish and local community in promoting child safety.
- Our Human Resources in relation to employment of staff, focus on the implementation of the required child safe policies and practices prior to employment.
- Student participation and empowerment strategies
- We have implemented 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

## Leadership & Management

### Goals & Intended Outcomes

The goals and Intended outcomes for the past four years have been to improve the collaborative, professional learning culture of the Sacred Heart staff. The new School Improvement Plan developed this year for 2019-2022 has a focus on consistent and quality practice, and embedding a culture of learning together through mentoring and feedback, to enhance teaching and learning and improve student outcomes.

### Achievements

- The Leadership Team worked collaboratively to complete the Victorian Minimum Standards documentation and the Child Safe Standards documents for the School Review.
- The school participated in the NSIT Review. This involved a comprehensive review of current school practice by two school reviewers against the nine Domains of the NSIT tool.
- The Leadership Team worked with the recommendations of the NSIT reviewers and developed a School Improvement Plan and an Annual Action Plan.
- The Victoria Curriculum is used with the new Religious Education Framework to plan for Inquiry Learning. Staff used 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.
- Membership of the Leadership Team continues to include the leaders of Religious Education, Junior Staff Team, Senior Staff Team and a representative for part-time staff.
- 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 now 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.
- The 'Learning Cycle' for Sacred Heart students was implemented and is visible in all learning spaces throughout the school.
- Annual Review Meetings are in line with the AITSL Standards and the School Improvement Plan

- We enhanced teacher capacity through Professional Learning, Junior, Senior and Subject and Part-Time Staff Team Meetings and team teaching and planning.
- We have 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.
- Subject teachers were available at Parent/Teacher Conferences in Term 3.
- The Principal continued to conduct 'Learning Walks' early in 2018 to provide effective feedback to staff. This practice requires further implementation and needs to be extended to leaders and all staff.
- Staff received Professional Learning in relation to new initiatives in Student Wellbeing and Student Services.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2018

- PLP Writing (Student Services)
- Coding
- SeeSaw – student learning experiences
- Google suite
- nForma (Roll and reporting)
- Mandatory Reporting (VIT Requirement)
- SMART Spelling
- Digital Curriculum
- eSmart
- Writing Moderation (Prep-6)
- Anaphylaxis and CPR
- Effective Intervention for Students with ASD
- Child Safe Standards
- Reportable Conduct briefings

- Victorian Curriculum
- Insight SRC feedback/analysis
- NAPLAN results –
- Hugh van Cuylenberg (Resilience Project)
- Visual Arts/Gardening (Staff Wellbeing)
- Reading Recovery (ongoing training)
- Catholic Education Melbourne Networks (Principal/DeputyPrincipal/Learning and Teaching/Religious Education/eLearning/Wellbeing/Students Services)
- Teaching and Learning Plan development

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	30
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$442.11

### TEACHER SATISFACTION

Staff are highly enthusiastic, professional and committed to the Sacred Heart community. They take pride in being a part of the Sacred Heart school and are eager to be involved in community celebrations.

Staff work collaboratively, plan together, teach together and learn from each other. They share the vision for the school and are aligned with the new School Improvement Plan that has been developed for 2019 to 2022.

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.

The staff continue to acknowledge the impeccable behaviour of our students and have a whole school consistent approach to behaviour management.

## School Community

### Goals and Intended Outcomes

Over the past year we have worked to engage in authentic partnerships that will improve student learning and wellbeing.

Our focus moving forward from the Review will be to further engage our families in their children's learning, and to strengthen local and global community partnerships to support student learning.

### Achievements

Sacred Heart School 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, the Skoolbag App and email.
- Seesaw provides a digital platform for parents to engage with their children's learning 24/7. In 2018 parent engagement in this platform was high.
- Sacred Heart offers the services of the school psychologist to support individual students and their families where required.
- School Assemblies each Monday provide each class with the opportunity to showcase their learning. These assemblies also recognize student achievement and showcase school values.
- Parent education sessions were provided in Maths, Cyber Safety, digital technologies and student wellbeing.
- Classroom Helpers training programs were offered for those wanting to assist in classrooms.
- Family Masses were held on a Sunday evening each month from June until November. These were well attended and provided a great opportunity to bring the Parish and school community together. The Youth Engagement Project facilitated the music and our students were invited to join this choir.
- Parents actively participate in sporting activities for the whole school, and also support their children and staff in District sporting opportunities.
- Our Parish 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. In 2018 they raised \$... to support the school.
- Our Parent Care Group provided support to families in need within the community. The Parents' Association has continued to attach 'doing something for others' at our events throughout the year.



- The big events for 2018 were;
- The Art Show- a wonderful showcase of student work. The Ladies Lunch, Prep Orientation Sessions, The Magnificent Men's Breakfast, the Mothers' Day Stall Tuck Shop and the Uniform Shop

#### PARENT SATISFACTION

Parents continue to work in partnership with the school in the education of their children. Attendance at Parent Education Sessions and at school showcase events is high. We seek a range of opportunities to receive parent feedback about school programs, teaching and learning, sacramental programs and initiatives. Parents highly value the work of staff and actively support their children's learning.

We responded to parent suggestions for extra curricula activities in 2017 by introducing Coding Club and Dance in 2018. These activities are well subscribed to.

We sought parent feedback from the school reporting process, and have incorporated these suggestions to make our reports more parent friendly.

Overall, our parents believe that our students feel connected to Sacred Heart and are motivated to learn.

## Future Directions

- Commence the implementation of the school's strategic School Improvement Plan for 2019-2022.
- Continue to strengthen parish, school and community partnerships
- Ensure a quality, broad curriculum that meets students at their point of need supported by resources to maximize learning for all.
- Implement an enrolment strategy to attract new enrolments and to retain students into the senior grades.
- Redevelop the school website in light of the current school vision for learning and our broad curriculum frameworks.
- Develop a five year Maintenance and Site Plan.
- Encourage more community based actions linked to Inquiry Based Learning.
- Investigate further use of contemporary tools to increase parent involvement and engagement in their children's education.

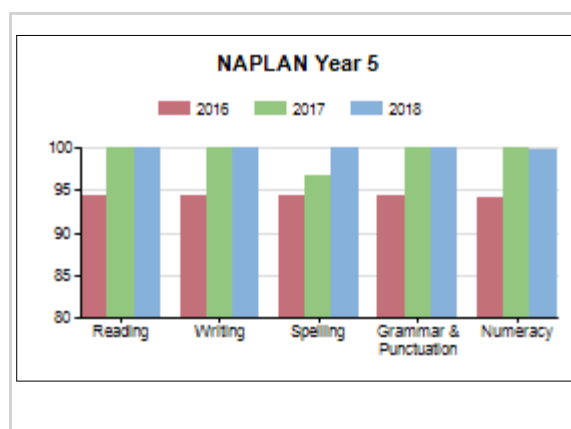
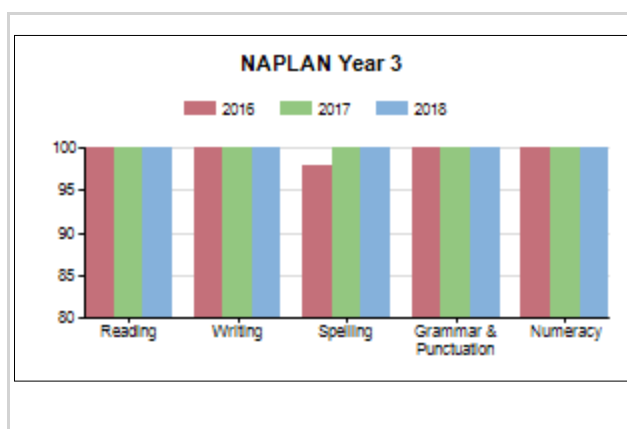
## School Performance Data Summary

E1063

Sacred Heart School, Kew

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	98.0	100.0	2.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	94.4	100.0	5.6	100.0	0.0
YR 05 Numeracy	94.1	100.0	5.9	100.0	0.0
YR 05 Reading	94.4	100.0	5.6	100.0	0.0
YR 05 Spelling	94.4	96.7	2.3	100.0	3.3
YR 05 Writing	94.4	100.0	5.6	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.9
Y02	94.9
Y03	95.7
Y04	92.9
Y05	94.5
Y06	95.2
Overall average attendance	94.4

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.6%

STAFF RETENTION RATE	
Staff Retention Rate	80.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.8%
Graduate	25.0%
Graduate Certificate	0.0%
Bachelor Degree	87.5%
Advanced Diploma	6.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	19.8
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	4.4
Indigenous Teaching Staff (Headcount)	0