



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**SACRED HEART SCHOOL
KEW**

2019

REGISTERED SCHOOL NUMBER: 0590

SACRED HEART
CATHOLIC SCHOOL KEW



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Contact Details

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PRINCIPAL	Mr Ed Weekes
PARISH PRIEST	Father John Madden
SCHOOL BOARD CHAIR	William Fleming
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E NUMBER	1063

Minimum Standards Attestation

I, Ed Weekes, attest that Sacred Heart School, Kew 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

16 June, 2020

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, 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

Principal's Report

Veritas Semper - Truth Always

As the 2019 school year at Sacred Heart, Kew comes to a close, we look back with pride at the many events and achievements that have shaped our school this year.

At Sacred Heart, we are extremely fortunate to have an inspiring and knowledgeable group of teachers and support staff, guiding our students 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. Professional development for staff this year has focused on developing a whole school approach to Spelling, along with additional learning, centred around Zones of Regulation, further strengthening our positive wellbeing approach and strategies used here at Sacred Heart.

The students at Sacred Heart have continued to achieve excellent results right across all curriculum areas this year, including the annual NAPLAN testing. Our students are highly engaged learners, committed to individual improvement and supportive of others' learning journeys. Our parents are important members of our school community. In 2019, our parents continued to contribute in various ways to the ongoing success of our school, (Parents Association, Parish School Education Board, classroom helpers, school canteen and uniform shop helpers), are just a few ways our parents added to our positive school community and culture at Sacred Heart, Kew. We are most appreciative of our parents' involvement, with our parent community once again, raising significant money to support our students' learning, whilst also attending to the more important task of 'friend-raising', assisting those less fortunate in our world.

In 2019, the school was fortunate to have Tony Hollamby and Kerry Bratby leading the school in Acting Principal roles for the first half of the year. In Term 3, Caroline Sheehan was appointed to the role of Acting Principal. We are incredibly grateful to Kerry, Tony and Caroline for their leadership during this time and thank them, and our staff, who have worked hard to ensure that Sacred Heart has maintained its momentum over the past 12 months.

I would like to thank all members of the Sacred Heart community for the warm welcome and introductions over the last two months as I settle into life at Sacred Heart, Kew as School Principal. I feel incredibly fortunate to have joined such a vibrant and supportive community and look forward to leading Sacred Heart through the next chapter of our bright future. Finally, I would like to thank Father John Madden for his support of students, staff and families in his role as Parish Priest of Sacred Heart, Kew.

Ed Weekes

School Principal

School Education Board Report

The Parish School Education Board is constituted as an advisory body to Father John, as parish priest, and through its Principal, on matters concerning the development of the school and the education and welfare of the students. The Board met four times this year.

School

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 excellent 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.

The school and Parents' Association have delivered numerous highlights for the year including: Sacred Heart Sports Day, presentation on Cyber Safety and Young People by Susan McLean, Parish Class and Family Masses, White Night Trivia, Footsteps Dance performance, The Resilience project and many wonderful camps and excursions.

Finance

The 2019 Annual Financial report will be published in the Annual Report uploaded to the school website in mid-2020. We thank Bernard Negline for his work as the school accountant and keeping us in a well reported position throughout the year.

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

- Father John for his faith leadership
- The Principal team over the course of the 2019 academic year: Kerry Bratby, Tony Hollamby, Caroline Sheehan and now Ed Weekes. They all did an outstanding job and we thank them all wholeheartedly.
- All of the teachers and support staff for their dedication, care and teaching of our children.
- All the members of the Parish School Education Board.

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 & Intended Outcomes

Over the past year we have continued to take a relational approach to engage students in all areas of the Religious Education renewed curriculum framework at Sacred Heart. The focus has been on living genuine Catholic lives in our particular context and in an increasingly secular and pluralistic society. Teachers have continued to help students engage with scripture, participate in sacraments, explore contemporary issues in the world through the lens of Catholic Social Teaching, influenced by our Catholic tradition.

A shared vision of what our school values in relation to teaching and learning in a Catholic context has been developed. We have continued to refine curriculum delivery to satisfy all requirements of the Victorian Curriculum and the Renewed Religious Education Curriculum Framework and matched this to our context at Sacred Heart. This curriculum delivery is inclusive of all students and reflects their diverse learning and well-being needs.

Achievements

The school year commenced with Father John Madden, our Parish Priest, celebrating the Beginning of the School Year Mass.

The sacramental teaching program remained school based and all administration for sacraments transferred to the Parish. Students continued to participate and be supported by their families, the school and Parish to receive the Sacrament of Reconciliation in Year 3, First Eucharist in Year 4 and Confirmation in Year 6.

Staff prepared class Masses and Liturgies, with the support of the Religious Education Leader. These celebrations have been highlights throughout the year. Father John was available to provide guidance and support to staff when working with scripture and Dr Rose-Marie Prosser provided professional learning for staff on delving deeper into the historical-cultural background of scripture texts, as a way to deepen understanding and further bring scripture alive.

In Semester 2, 2018, 12 months ahead of the mandated timeline, we experimented with reporting on the Renewed Religious Education Curriculum Framework using a new format in our reporting package. In 2019, reporting on the Renewed Religious Education Curriculum Framework in this way became embedded practice. Moderation in Religious Education across the whole school confirmed for staff that reporting using the Achievement Standards, incorporating the Learning Descriptors from the Renewed Religious Education Curriculum Framework was the way forward at Sacred Heart, due to the Achievement Standards being too broad and open to interpretation when used on their own.

VALUE ADDED

- Staff and students engage in units of work across the whole school focused on Catholic Social Teaching principles throughout the year.
- There were particular whole school focuses on Catholic Social Teaching and social justice during the liturgical seasons of Lent and Advent.
- The Sacred Heart School community carols were a highlight for all children, families and staff.
- Staff make authentic links between inquiry units of work and the RE curriculum when possible.
- It is embedded practice that staff use the RE learning descriptors to report on student progress in Student Reports twice a year.
- Staff plan class Masses and Liturgies with support from the RE Leader.
- Year 6 students continued to run lunchtime activities to ensure all children were engaged in activities and building friendships.
- Opportunities for authentic, meaningful and action based Social Justice have continued to be incorporated throughout the school with links made to Catholic Social Teaching principles and implemented through inquiry and RE learning.
- The Horizons of Hope documents are used as the foundation documents for all the Teaching & Learning pedagogy documents at Sacred Heart.
- RE curriculum is integrated into other learning areas where it can be done authentically
 - o e.g. scripture analysis and comprehension strategies, Bible passages and Mindsets.
- The revised RE proforma for units of inquiry are established as planning and curriculum delivery tracking documents. These help to clearly show the links between the Renewed RE Framework and Victorian Curriculum documents.
- The RE Leader is released to work with staff to plan both curriculum and liturgical celebrations.

Learning & Teaching

Goals & Intended Outcomes

Our focus this year in Learning and Teaching has centred on maximising learning growth for all students. The Sacred Heart Pedagogical Framework was finalised. This clearly states the school's expectations around curriculum and teaching and learning practices. This framework outlines the shared vision of what our school values in relation to teaching and learning in a Catholic context and assists in the induction of staff new to our school's specific context.

The teaching practices and policies currently in place at Sacred Heart were reviewed during our NSIT review undertaken in 2018.

This year at Sacred Heart has been unprecedented. In the twelve months to Term 4, 2019 the school did not have a permanently appointed principal. Three acting principals administered the school during this time. The Sacred Heart staff worked to maintain our academic trajectory and the ongoing improvement of student learning outcomes. Sustaining momentum and morale in these extraordinary circumstances was an overarching goal for 2019. Under the guidance of the interim principals our goals as stated in the SIP and AAP directed our practice.

Mr Ed Weekes was appointed as principal of Sacred Heart in Term 4, 2019.

Achievements

CEM staff from the Eastern Regional Office presented Sacred Heart Kew's Tableau data collated on our behalf. This data demonstrated excellent growth and achievement. Sacred Heart longitudinal data is collated in February and is available to all staff.

The Learning & Teaching Leader and Junior and Senior Team Leaders continue to ensure greater collaboration within and across levels at school and cohesive curriculum provision. The Religious Education Curriculum Framework underpins the Religious Education program.

Digital Technology is used widely across all grade levels. The Digital Technology Leader was released from classroom duties for the duration of Term 4 to undertake an audit of the existing stock and to commence a 5 year plan for the ongoing provision of Digital Technologies.

Under the leadership of our Learning Diversity Leader our practices related to the provision of differentiated curriculum have been refined. PLP's are written using the CEM prescribed template with PSG's scheduled for Weeks 6 and 7 of each term. Learning Support Officers are timetabled to classrooms on an equitable basis. A school appointed and funded counsellor is available to consult with parents, students and teachers on a weekly basis.

We continue to implement the Nationally Consistent Collection of Data (NCCD). All classroom and subject teachers plan, implement and record adjustments designed to support the identified requirements of students with special needs. Academic trackers are maintained.

STUDENT LEARNING OUTCOMES

NAPLAN

Sacred Heart Kew students moved to the online platform for NAPLAN in 2019.

Our Year 3 cohort comprised 47 students – 23 girls, 24 boys. Our Year 5 cohort comprised 21 students – 9 girls, 12 boys.

In 2019 our retained students from 2017 numbered 18 out of an original class of 49. Many of our Year 3 students avail themselves of places at independent schools within our locale. Scholarships are awarded to high performing students.

The Year 5 class had 3 enrolments between 2017 – 2019, bringing the total number to 21.

NAPLAN results remain strong.

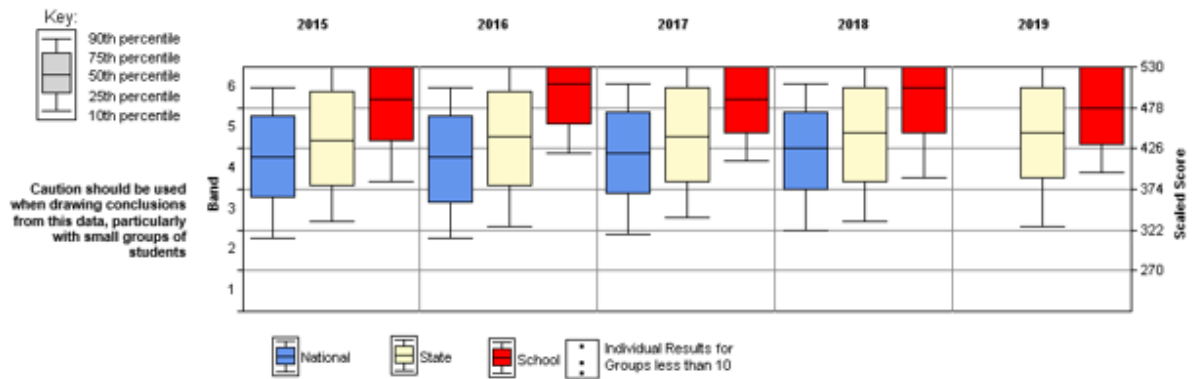
78% of Year 3 students are in the Top 2 bands for Reading. 66% of Year 3 students are in Top 2 bands for Numeracy.

67% of Year 5 students are in the Top 2 bands for Reading. 52% of Year 5 students are in Top 2 bands for Numeracy.

Year 3 NAPLAN DATA

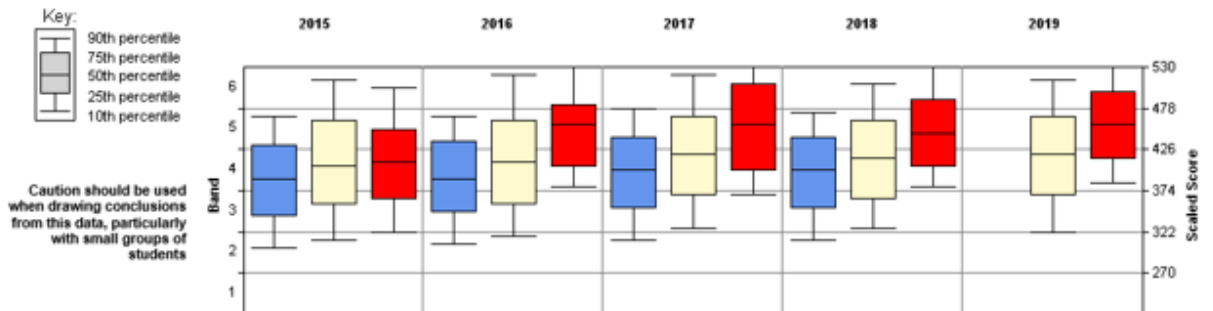
Sacred Heart School
Five Year Trend Data Report (2015, 2016, 2017, 2018, 2019)
 National Assessment Program - Literacy and Numeracy Tests 2019
 Year 3 - READING, Gender: All, LBOTE: All, ATSI: All

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Sacred Heart School
Five Year Trend Data Report (2015, 2016, 2017, 2018, 2019)
 National Assessment Program - Literacy and Numeracy Tests 2019
 Year 3 - NUMERACY, Gender: All, LBOTE: All, ATSI: All

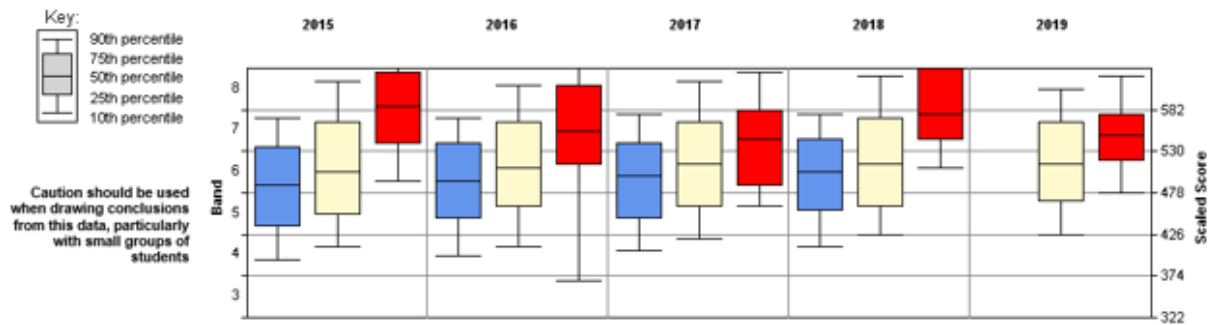
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Year 5 NAPLAN DATA

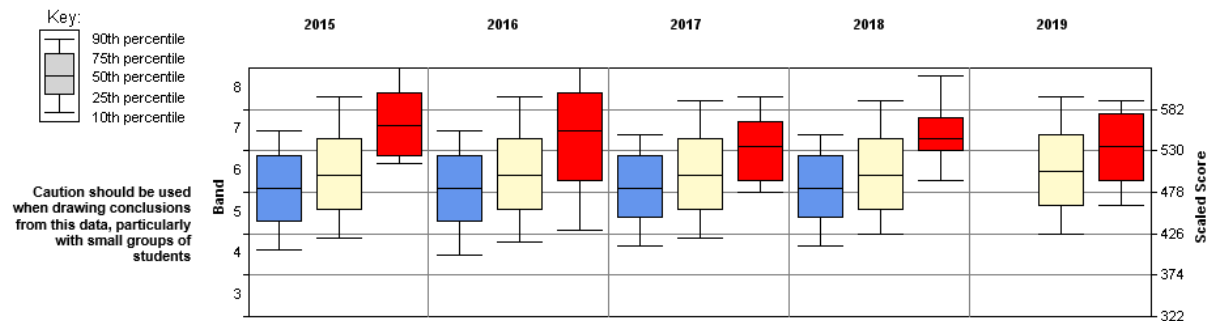
Sacred Heart School
Five Year Trend Data Report (2015, 2016, 2017, 2018, 2019)
 National Assessment Program - Literacy and Numeracy Tests 2019
 Year 5 - READING, Gender: All, LBOTE: All, ATSI: All

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Sacred Heart School
Five Year Trend Data Report (2015, 2016, 2017, 2018, 2019)
 National Assessment Program - Literacy and Numeracy Tests 2019
 Year 5 - NUMERACY, Gender: All, LBOTE: All, ATSI: All

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RELATIVE GROWTH DATA (21 Year 5 students - matched cohort of 18 retained students.)

In Reading 83% of retained students achieved medium to high growth.

Sacred Heart School
Relative Growth Report
National Assessment Program - Literacy and Numeracy Tests 2019
READING ordered by Year 3 Student Scores
- Class: All, Growth Category: All
Date: 14/10/2019 Time: 1:25:47 PM

Student Name	YR 3 Student Scores 2017		Relative growth for YR-3 to YR-5	YR 5 Student Scores 2019	
	Scaled Score	Band		Scaled Score	Band
	489	6	Medium	539	7
	489	6	High	619	8
	489	6	Medium	555	7
	664	>6	Low	578	7
	576	>6	Low	529	6
	516	6	Medium	579	7
	438	5	High	544	7
	N/A	N/A	-	463	5
	412	4	High	551	7
	N/A	N/A	-	458	5
	476	5	High	572	7
	614	>6	High	640	>8
	450	5	Medium	527	6
	560	>6	High	635	>8
	544	>6	Medium	561	7
	614	>6	Low	534	7
	412	4	Medium	508	6
	560	>6	Medium	597	8
	438	5	Medium	506	6
	489	6	Medium	550	7
	425	4	Medium	494	6

In Numeracy 94% of retained students achieved medium to high growth.

Sacred Heart School
Relative Growth Report
National Assessment Program - Literacy and Numeracy Tests 2019
NUMERACY ordered by Year 3 Student Scores
Year 5 - Class: All, Growth Category: All
Date: 05/09/2019 Time: 9:00:52 AM

Student Name	YR 3 Student Scores 2017		Relative growth for YR-3 to YR-5	YR 5 Student Scores 2019	
	Scaled Score	Band		Scaled Score	Band
	N/A	N/A	-	470	5
	N/A	N/A	-	484	6
	354	3	Medium	463	5
	366	3	High	512	6
	366	3	Medium	462	5
	377	4	High	523	6
	377	4	Medium	453	5
	377	4	High	498	6
	399	4	High	515	6
	421	4	High	536	7
	421	4	Medium	513	6
	443	5	High	569	7
	455	5	High	562	7
	466	5	High	578	7
	478	6	High	613	8
	478	6	Medium	546	7
	504	6	Medium	549	7
	519	6	Medium	594	8
	519	6	Medium	576	7
	534	>6	Medium	591	8
	551	>6	Medium	582	7

Student Wellbeing

Achievements

All staff at Sacred Heart, Kew are committed to the wellbeing of our students. Our Student Wellbeing/Learning Diversity Leader has worked collaboratively with staff throughout the year to continue to embed the Kids Matter Framework as well as introduce new learning based on research and government requirements.

The Resilience Project

In August, Martin Heppell from 'The Resilience Project' presented 3 separate sessions for teachers, parents and students. This highly engaging whole school approach aims to support positive mental health strategies and to build resilience and happiness. This was well attended by parents. Classroom teachers apply the 3 fundamental teachings throughout their learning program, which are: gratitude, empathy/kindness and mindfulness.

Seasons for Growth

Through the relationship established with 'The School Focused Youth Service Coordinator' (City of Boroondara), 4 teachers were trained in the Seasons for Growth program. This program was facilitated in small groups and is based on research that highlights the importance of social support and the need to practise new skills to cope effectively with change and loss. Students who were not leaving Sacred Heart in Year 4 participated in this program during Term 4. The program focuses on issues such as self-esteem, managing feelings, problem solving, decision making, effective communication and support networks.

Respectful Relationships

Staff and students engaged in Respectful Relationships education through staff meetings and whole class lessons. Respectful Relationships is a whole school approach to the primary prevention of gender based violence. At Sacred Heart teachers used the government provided learning materials: 'Rights, Responsibilities and Respectful Relationships' to support their lessons as well as linking it to the Victorian Curriculum, Personal and Social Capabilities.

NCCD

The Wellbeing team continued to meet, assisting with the implementation of the National Consistent Collection of Data (NCCD,) a mandated requirement of the Federal Government. In 2019 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. Learning Support Officers were engaged in this process, offering their feedback to classroom teachers and Learning Diversity Leader.

Year 6 Leadership/Student Voice

Our Senior school children continue to lead our school through various Leadership activities. Year 6 students attended a Leadership Program in Term One and have been involved in leadership opportunities across the school and wider community again in 2019. Our School Captains, House Captains, Class Captains and Environmental Monitors, led various Social Justice initiatives this year. Our Year Six Leaders were once again wonderful ambassadors for our school on Open Days, conducting informative school tours for prospective parents.

VALUE ADDED

- The school has continued to maintain and refine Child Safe Standards across the whole community. This is supported by policies and processes that are embedded into our school culture.
- The Resilience Project ran sessions for parents, all students and all staff. The three key messages that teachers implement into their learning programs are: Gratitude, Empathy/Kindness and Mindfulness.
- The School Psychologist continued to be employed one day a week to support students, teachers and families.
- Christian Meditation for the whole school continued twice a week on a Tuesday and Friday morning.
- The Year 6 students continued to be buddies to our Prep students. This has ensured strong relationships across the school, allowing students to feel a strong sense of belonging and connection to our school.
- Student voice is promoted through Class Meetings, Circle Time and the Respectful Relationships framework, fostering resilience and empathy, for the needs of others.
- Regular Meetings were held with Class Captains/Environmental Monitors with Principal and Student Wellbeing Leader.
- 'Growing up Online' - Cyber Safety with Susan McLean - A Parent Information Night was held in 2019. This night outlined to parents the importance of knowing what their child is doing online as well as potential dangers. It provided parents with safety tips to support Internet use at home. Students in Years 3 - 6 also participated in a workshop called 'How to be a good digital citizen'. This session helped children understand the rules and laws around internet usage as well as staying safe online.
- 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.
- Student Wellbeing Leader continued to work with staff to share learnings from the Berry Street Education Model.
- Year 1/2 students participated in the 'Learn to Be Safe with Emmy and Friends' program.
- Scheduled staff meetings continued, specifically focusing on student wellbeing needs considered important for the school, arising from the Annual Action Plan.

- 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 and Interschool Sport.
- The Prep - Year 6 Camp Program continued in 2019 and provided highly valued hands on experiences for the students, supporting both the Inquiry Curriculum and the Personal and Social Capabilities Domain.
- External providers offered a variety of optional extracurricular activities including music, coding, skipping and tennis, enhancing the range of interest based activities available for students.
- Transition Programs: Maintained regular communication between local kindergartens and regional secondary colleges
- Conducted effective transition program for the incoming Foundation students and their parents
- Whole school involvement in the National Day of Action Against Violence and Bullying
- Whole school involvement in Day for Daniel
- Staff PLT's were held to unpack the RRRR framework
- RRRR framework was implemented in lessons from Prep - Year 6
- Whole school implementation of The Zones of Regulation. All staff participated in training facilitated by Jaye van Klaveren – Occupational Therapist.
- 4 teachers were trained in the Seasons For Growth program
- Ongoing relationship with Tamar Spatz – Boroondara School Focused Youth Service Coordinator continued.
- The Learning Diversity Leader, classroom teachers and Learning Support Officers continued to meet regularly to develop individual learning plans for students requiring assistance in specific learning areas

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, achieving their goals.

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

STUDENT ATTENDANCE

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

The Attendance Roll is a legal document and is kept strictly in accordance with mandated guidelines. Attendance is noted twice daily, each morning before 9.00am and in the afternoon after 2.00pm. The attendance roll at Sacred Heart 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 devised 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: 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 continues to refine Child Safe practices, policies and processes. These are now embedded into our school culture.
- All classroom teachers address aspects of the Child Safe Standards at our beginning of the year 'Curriculum Evening' in February.
- All volunteers at our school are made aware of and comply with our Child Safe Policies
- New families, contractors or visitors to our school are presented with a copy of our Child Safe Code of Conduct.
- Volunteers who will be working with students or driving students in their private cars must have a current Police Check.
- All volunteers are required to sign a 'Volunteer Application' form and new volunteers are invited to a briefing in relation to the Child Safe Standards. Volunteers also complete: Child Safe Code of Conduct, presenting their WWCC, before working with students.
- All information relating to Child Safe practices at Sacred Heart are included in our 'Welcome Packs'. This information is also placed on our school website and sent out via our Skoolbag App. Any updates in this area are communicated in our newsletters.
- This is also communicated to prospective parents/families at School Open Days.
- Teachers and non-teaching staff continue to receive ongoing professional learning in relation to Reportable Conduct and our Child Safe Policies.
- Staff are aware of how to identify the type of risks that students could face and follow through with a risk management process to reduce the likelihood of this risk occurring
- Risk Assessments are completed for all incursions/excursions/camps and school events
- The school has a 'Child Safe' team with student leaders and staff members.
- Student participation and empowerment strategies include our Child - Code of Conduct.
- Our Human Resources in relation to employment of staff, focus on the implementation of the required child safe policies and practices prior to employment. This includes Child Safe questions embedded into advertising/interview processes for potential new staff.
- We continue to implement 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'. Staff are kept up to date on any relevant changes each term.

Leadership & Management

Goals & Intended Outcomes

- Continue to provide consistent and quality practice.
- 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 an Annual Action Plan.
- Membership of the Leadership Team continues to include the leaders of Religious Education, both Junior and Senior Team staff and a representative for part-time staff.
- The Victoria Curriculum is used with the new Religious Education Framework to plan for Inquiry Learning. Staff continued to use the Victorian Curriculum for their planning.
- Staff meet twice weekly for a Staff Meeting and a Professional Learning Team Meeting.
- AITSL standards are promoted and highlighted on meeting agendas.
- Fortnightly Junior and Senior Team Meetings are embedded to discuss 'teaching and learning' and the effective use of data and moderation of student work.
- Professional learning has been provided to staff to support them to analyse and use data to enhance student learning opportunities.
- The Personalised Learning Plan proforma from Catholic Education Melbourne is 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.
- 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.
- Acting Principals' were in place from Term 1 – 3, 2019. New Principal appointed and commenced in Term 4, 2019.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

- CEM Network Days – Student Wellbeing, Learning Diversity, ICT, Religious Education, Literacy, Learning & Teaching, Principal, Deputy Principal and Admin
- CPR and Anaphylaxis training
- Epilepsy training; Mandatory Reporting – compliance
- SMART Spelling
- Positive Behaviour & Support Plans
- NAPLAN Online Training
- Data & Evidence and Pedagogical Framework (School Closure day)
- nForma PD
- Seasons for Growth Program
- Personal Faith Formation (Dr Rose-Marie Prosser)
- The Resilience Project (Martin Heppell)
- ACU Mathematics Conference
- Curriculum audit & 2020 planning (School Closure day)
- Writing Moderation
- Child Safe Standards
- Reportable Conduct briefings
- Zones of Regulation
- OH&S training
- ICT - Cyber Safety (Susan McLean) and (Seesaw)

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

30

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$450

TEACHER SATISFACTION**2019 CEMSIS DATA (Staff Data)**

- How positive is the working environment at your school?

School Positive = 92%

- How respectful are students in this school to staff?

School Positive = 100%

- How respectful are staff in this school to students?

School Positive = 96%

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

- We have ensured regular and timely communication through our fortnightly newsletters, via Skoolbag App and email.
- We have continued to make use of Seesaw (online digital learning platform). This has engaged parents in their children's learning, allowing them to share in their child's daily learning tasks.
- School Assemblies each Monday provide each class with the opportunity to showcase their learning. These assemblies also recognise student achievement and showcase school values.
- Parent education sessions were provided including: Cyber Safety and Student Wellbeing
- Classroom Helpers training programs were offered for those wanting to assist in classrooms.
- Sacred Heart offers the services of the school psychologist to support individual students and their families where required.
- Parents actively participate in sporting activities for the whole school, and also support their children and staff in District sporting opportunities.
- Our Parish School Education Board provided support and advice to the Parish Priest and Principal on matters relating to policies, finance and maintenance.
- The Parents' Association is a vibrant group who engage the community in a variety of activities throughout the year with the purpose of fundraising and building community. The Parents' Association has continued to attach 'doing something for others' at our events throughout the year (friend-raising).
- Our Parent Care Group provided support to families in need within the community.
- **The big events for 2019 included:**
 - Sports Day, Open Days, Footy Day, Wonderful Women's Breakfast, Grandparents Day and Mass, Footsteps Dance Performance, The Resilience Project, Ladies Lunch, White Night Trivia, Prep Orientation Sessions, The Magnificent Men's Breakfast, Tuck Shop, Uniform Shop, Christmas Carols and Year 6 Graduation.

PARENT SATISFACTION

In 2019, Parents continued to work in partnership with the school, supporting the education of their children. Parent attendance at School Assemblies and other school facilitated education sessions was high throughout the year, as was attendance at Parent Association organised events.

2019 CEMSIS DATA (Family Data)

- How much of a sense of belonging does your child feel at this school?

School Positive = 100%

- How well does your school support you in to engage in your child's learning?

School Positive = 93%

- Based on your experience with the school, how likely are you to recommend the school to prospective families?

School Positive = 100%

Future Directions

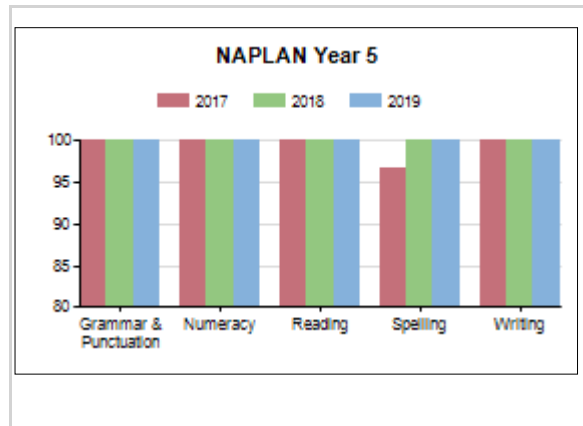
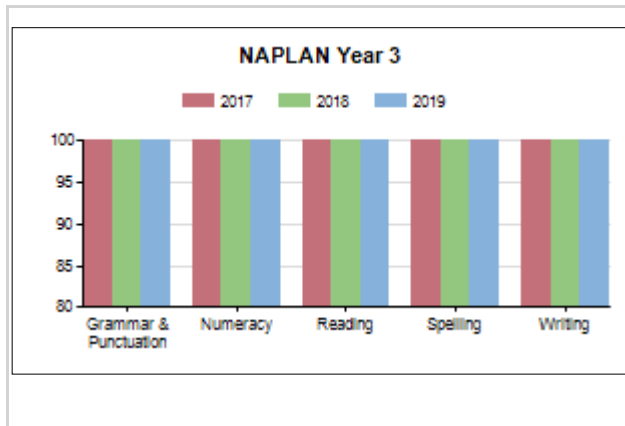
- Continue to strengthen parish, school and community partnerships.
- Ensure a quality, broad curriculum that meets students at their point of need, supported by resources to maximise learning for all.
- Implement an enrolment strategy to attract new enrolments and to retain students into the senior grades.
- Develop a five year Maintenance and Site Plan (Master Plan).
- 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	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 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	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	96.7	100.0	3.3	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.7
Y02	94.5
Y03	94.5
Y04	93.0
Y05	93.8
Y06	95.8
Overall average attendance	94.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.4%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	84.4%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	26.7%
Graduate	13.3%
Graduate Certificate	0.0%
Bachelor Degree	86.7%
Advanced Diploma	6.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	16.4
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	7.6
Indigenous Teaching Staff (Headcount)	0