



Sacred Heart School Preston

2021 Annual Report to the School Community



Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Our School Vision4

School Overview5

Principal’s Report7

Education in Faith9

Learning & Teaching11

Student Wellbeing15

Child Safe Standards18

Leadership & Management20

School Community23

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Minimum Standards Attestation

I, Mark Tierney, 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.

21/03/2022

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 Preston is a Catholic Parish Primary School, inspired by the gospel values of Jesus, that welcomes a multi-faith community.
- We value the traditions and principles of the Good Samaritan Sisters founded on compassion and service.
- Our contemporary learning environment is purposeful, engaging and connected to real life. It challenges all to be confident, resilient and active learners striving for excellence.
- In partnership with families, parish and the wider community, we embrace and celebrate diversity and build positive relationships.
- At Sacred Heart the students are at the heart of everything we do.

School Overview

The Sacred Heart Primary School community, is reflective of the vibrant and colourful diversity of the Darebin municipality, and suburb of Preston, from which the school draws its students.

Sacred Heart Primary School was established in 1905 and has occupied its present site on Bell Street, since 1914. Until 1991, when the first lay Principal was appointed, a Catholic primary education at Sacred Heart was under the stewardship of the Good Samaritan order of sisters.

Today, the school services the primary education needs of the parish of Sacred Heart led by Parish Priest, Fr. Eloysius Nato. The school is in a distinctly Catholic "pocket" of Preston and has as its neighbours, the church and presbytery, Parade Secondary College and Samaritan Inn. The school is an integral part of Sacred Heart Parish, and both school and parish share a close relationship.

Sacred Heart School, is very proud of its multi-cultural profile. Our students bring a wealth of diverse heritages to our school family. A diversity of heritages and mix of faith backgrounds, creates a culture of understanding, acceptance and celebration of our multiplicity. Whilst the school privileges its Catholic identity, we recognize that our students of faith backgrounds other than Catholic, can enlighten us in our combined faith journeys.

Being one of the smaller schools within the Darebin municipality, we are able to present learning experiences that are not only contemporary, but are personable and relevant to the students we know well. Our staff take pride in the fact, "That all our students are known by more than just their name." Each staff member is cognizant of every student, and the sense of every staff member being responsible for every student, is something we are proud of, and parents can take trust in.

In 2021, the school was made up of six classrooms, Year Prep, Year One, Year Two and composite Year Three/Four, Year Four/Five and Year Five/Six. The school also employed a Physical Education, Music (performing arts) and Italian specialist teachers.

During 2021, the positions of staff leadership were, Deputy Principal, Religious Education Leader, Learning and Teaching Leader, Maths and Literacy Leader.

At Sacred Heart, a sense of community is evidenced as staff and parents work together, with a focus on ensuring that the needs of the students are our priority at all times. Our commitment to a quality education that inspires, challenges and prepares our students, is achieved within a supportive school environment. Our ongoing commitment to improving student learning, is realised within a culture that values and respects the uniqueness of each child, ensuring they can reach their full potential.

Principal's Report

As the 2020 school year ended and planning for 2021 was completed with a confidence in a return to normality, little did we know that the challenges that we had so recently faced would be so inherent in 2021. As when I wrote my 2020 Principal's report for the Annual Report to the Community, so the 2021 school year needs to be contextualised within the challenges presented by the COVID19 pandemic.

The 2021 school year again saw along with all schools and many institutions that are an inherent part of our communities, our Sacred Heart Primary School have to close its doors for all but students of deemed essential workers and students who we adjudged needed to be in the school setting to alleviate welfare and critical wellbeing issues.

During the periods of offsite learning we had a similar number of students engaged in learning from home. It must be admitted however that our school reached out to more students as time went on and concerns about welfare and wellbeing of some students in particular became a challenge that needed to be addressed.

As in 2020, the unofficial school mantra we proudly espouse, "Our Students are at the Heart of Everything We Do" became the heart stone which gave us direction as we navigated the ever-changing landscape presented with offsite learning.

The one positive going into a second year punctuated with extensive periods of offsite learning, was that our staff were well versed in the challenges our students and their families faced and were able to implement a home based learning program that best fit our student's learning and wellbeing.

Each time our students returned to onsite learning and bringing some normality with our school open for all and our students back in their classrooms, we were aware that for our students there would be a need for reconnection with the school and their peers. A curriculum had to be taught, but student success would be conditional upon their ability to reuse their interpersonal skills, skills that had been parked during extensive periods working from home.

Our teachers placed on emphasis on creating the conditions for connection and confidence and on the skills to be able to interact and work with peers.

I would again like to thank the Sacred Heart staff for their dedication and enthusiasm in providing a quality education for our students that fit the needs imposed by another very demanding year. I would like to thank them for their care and concern for our students, and support of families. Again in 2021 I was very aware of a Sacred Heart School staff who recognise their role as a vocation.

Thank you to the members of our school leadership team. Your guidance and empathy with our teachers mostly through the interactive medium of Zoom allowed our culture of continued diligence to permeate our school despite the demands of 2021. Your understanding in navigating our staff through the different demands when school resumed onsite showed great wisdom.

To our parents and guardians, can I assure you that I do not take your willingness to work hand in hand with us for granted. Thank you for your support, cooperation and informed trust as we worked together for continued student achievement.

I would like to acknowledge the role of our School Board. During 2021 we meet regularly via the Zoom medium. The School Board again was an important conduit between parents and the school, especially during the periods of offsite learning, and were able to give a parent's

perspective on how the school was performing in its role of educating its students. For your passion, ideas and support, I thank you on behalf of the Sacred Heart School community.

Thank you to our students, your ability to cope with the challenges of two interrupted years of learning has been incredible. Whether on a google meet at home or face to face with your teachers in the classroom, a smiling disposition and a desire to work cooperatively with your peers and teachers has always been evident.

I would like to thank our Parish Priest Father Eloysius Nato, for his support and keen desire to be involved in the life of our school during 2021. Despite Father Eloysius newness to the role and its inherent challenges, our goal of continuing to strengthen the school and parish relationship whilst being tested with COVID protocols, was achieved with a spirit of commitment and care.

Yours Sincerely

Mark Tierney

Education in Faith

Goals & Intended Outcomes

- To build an authentic Catholic Community that is in dialogue with our Contemporary World
- That students, staff and families are able to make meaningful connections between their lives, society and the teaching and tradition of the Catholic Faith within a multi faith community

Achievements

The 2021 liturgical school year for our school community commenced with the celebration of Confirmation for our Year Six students and those students who had graduated in 2020. It was a fitting way to start the year, when 2020 had been a time of cancelled community celebrations of our shared faith.

As in previous years, our Opening of the School Year Mass celebrated with our wider Sacred Heart Parish was an opportunity to continue our overt link to our parish. I remember some of our elderly parishioners approaching me after Mass to say thank you and express how much they loved to see the younger children at Mass.

During the season of Lent, our students continued to learn about the role of Caritas working for those in need; they responded by raising an impressive amount of money for this organisation. The term finished with our students presenting the Way of the Cross for our parents and wider parish community. In a thought-provoking ceremony, our Religious Education Leader and some students washed the feet of representatives of our school and wider parish including Sister Stella, a member of the Good Samaritan order of sisters who had worked at Sacred Heart in the very early eighties.

Sadly Sister Stella passed away at the end of 2021 after a short illness. Sister Stella had been a regular visitor to our school for the past three and a half years. She would use our photocopier in her pastoral work. Stella was well known to our students and teachers and her presence in our school gave us a tangible link to the Good Samaritan order of sisters who established our school over one hundred years ago.

Again in 2021, little were we to know, that these liturgies would be the last we would be able to celebrate until the very end of 2021, when we were able to celebrate our Year Six graduating class with an outdoor para-liturgy.

Our Year Six graduating class leave a legacy item each year, so that their contribution to the life of our school is remembered. After a year in which some of our students had experienced the loss of loved ones, they decided to create and leave for Sacred Heart School, a prayer garden. On the evening of the opening of the garden, a Good Samaritan rose was planted to remember Sister Stella and a member of our parish who was a close friend of her, was present to witness the planting of the rose.

The challenge of planning for and implementing experiences that continued our student's learning within a Catholic framework, was consistently at the forefront of our teachers thinking as our students commenced and then continued their education at home. Some of the practices that are inherent within a Catholic school were compromised, and in cases such as participating in liturgy, were not permissible because of COVID protocols. During the periods of school closure all

students had a daily morning meeting, prayer was incorporated into the routine as would be characteristic of a class routine during more normal times.

Our students in the sacramental grades (first Reconciliation and Eucharist) commenced and completed their preparation as sacramental candidates. Because the celebration of the Sacraments had to be postponed on a number of occasions, it was planned that the students would receive them in early 2022.

For the sphere Religious Dimension, Dr Mary Lovelock made some recommendations and commented in her report based upon her review of our school and presented to the school community:

The school's direction for the RE pedagogy is allowing students to appreciate and understand the broader community in which they live through units of work that make connections between Catholic faith and traditions and that of other religions. This is contributing to an inclusive learning environment where student understandings and insights are being enriched and respected. It encourages students to express their viewpoints and beliefs.

Teachers are supported through whole school planning in RE which is leading to greater familiarity with the curriculum, ensuring that it is covered at each year level. Teachers collaborate to develop their understanding of Scripture and to provide engaging activities for students that draw on thinking processes and investigating skills.

Student knowledge of Catholic faith and tradition is embedded in the life of the school through prayer and liturgy. Students appreciate these experiences which are often connected to social justice activities and the liturgical calendar.

Social justice is embedded into curriculum planners and units of work are designed to engage students on issues in and beyond their own community. Writing letters, raising awareness of issues in the community and fundraising for specific causes are broadening student perspectives on social justice issues and empowering them to have a voice.

VALUE ADDED

Opening of the 2021 School Year Mass

Graduation 2021 Para-liturgy

Establishment of Prayer Garden

Sacrament of Confirmation

Way of the Cross

Sacrament Preparation: First Reconciliation and First Eucharist

October: Year Five and Six dedication to the Rosary

Learning & Teaching

Goals & Intended Outcomes

- To foster student empowerment and engagement in their learning.
- To embed evidence and research based pedagogical practices
- To guide the collaborative approach of all staff in leading and implementing the improvement agenda.

Achievements

In 2021 staff and students continued to show resilience and flexibility in their ability to switch between remote learning and face to face learning with 4 sets of lockdowns across Melbourne.

The school underwent review with Dr Mary Lovelock. The process proved to be invaluable in setting up the school's direction and goals for the next 4 years. This process was predominantly conducted remotely due to restrictions in place across Melbourne, however the staff once again adapted and worked collaboratively to show Sacred Heart's growth over the past 4 years.

Staff continued to build upon our facilitated planning process - consolidating our Mathematics and Literacy models which incorporates professional reading, collective dialogue, triangulation of data and the use of data walls to help target student learning needs.

In Literacy we began to focus more closely on the pedagogy behind oral language. Our Prep and Year One teachers along with our learning and teaching leader attended MACS facilitated professional development in "Enhancing Literacy through Pedagogical play."

All staff engaged in many professional learning sessions throughout the year on the EAL curriculum and Oral language. Staff engaged with PAT assessment in term 4 to help triangulate their data and identify the students next steps in their reading skills.

We were able to celebrate Book Week online. This year the theme was Old Worlds, New Worlds, Other worlds. The whole school joined online for our first Whole school Assembly and students and teachers dressed up as a character from one of their favourite books. The school's student leaders announced the winner of Sacred Heart's favourite book week, voted by the students.

In Mathematics, we continue to use Essential Assessment as a P-6 assessment tool to review student achievement and areas for improvement. This is used for both Pre and Post testing as well as a learning tool throughout Mathematics learning areas that can be facilitated by both teacher and student themselves.

We continue to use structured whole school planning models for across learning areas, especially focusing on how we build Inquiry learning experiences through Deborah Vietri's model of Building, Investigating and Applying.

We also confirmed our partnership with Deborah Vietri to work with teams next year through this model.

We continue to value The Arts area at our school and are privileged to have a music program offered to all year levels for both semesters, as well as a choir from Years 3-6.

Throughout term 3, our Year 4, 5 and 6 students auditioned online for positions in our upcoming whole school performance of Peter Pan. Students then rehearsed online in the hope of performing live in term 4. Each class from Prep to Year 4 were given a song from the musical where they

had to not only learn the song but choreograph, and design and make costumes for their scene. The whole school performance proved to be the vehicle of ensuring staff and students worked collaboratively for the remainder of the year. A huge catalyst in ensuring the health and wellbeing for all.

Students from all year levels were not only excited by the return to school a few weeks into term 4 but were engaged in the learning of working towards putting on a live performance for our community to see. The final production at Thornbury Theatre was a huge success. The families and staff were so proud of the student's achievements on this night. We continue to report on student learning through the implementation of subject checklists using the Victorian Curriculum as our framework and provide opportunities for student self-assessment to help set future learning goals. We continue to provide the use of contemporary tools to support teaching and learning such as chrome books, laptops, Ipads, portable Activepanels and Spheroballs (coding technology). Students continued to celebrate their learning across a range of Year Levels at Gatherings throughout term 4. It was wonderful to see so many parents enter the school doors again.

There are several positions of leadership focused on student learning - Religious Education Leader, Learning and Teaching Leader, Numeracy Leader, Literacy Leader, Student Wellbeing Leader, Student Diversity Leader and ICT Leader. All leaders participate in MACS networking days and other professional learning suitable for their role.

STUDENT LEARNING OUTCOMES

In regard to our NAPLAN results, we continue to sustain positive results. Our model of facilitated planning and PLTs has provided an opportunity to analyse student work and their assessments to formulate goals in learning and teaching. It has also provided a catalyst for professional learning conversations around the triangulation of data and how we identify students' next steps in their learning to ensure students have a deep understanding in each learning area.

In Reading, there has been high growth when looking at the same students over a 2 year period(Year 3 2019 and Year 5 2021). Our results continue to be above the National mean and just below the state mean.

In Writing, Grammar and Punctuation and Numeracy, there has been steady growth when looking at the same students over a 2 year period. (Year 3 2019 and Year 5 2021). Our results demonstrate that we are above the National mean in Grammar and Punctuation and Numeracy and just below the National mean for Writing and Spelling.

NAPLAN Results across the review period in both Literacy and Numeracy continue to be encouraging. We feel that the results reflect a common understanding of the Learning and Teaching goals as part of our School Improvement Plan. We believe that teachers have

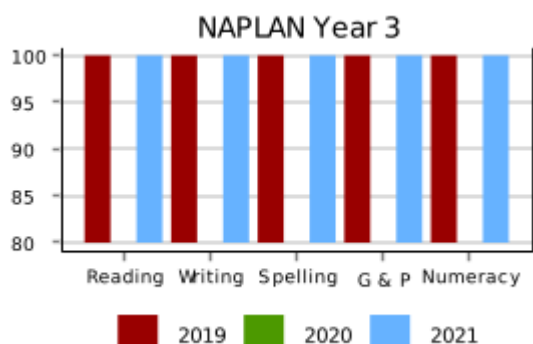
established a consistent approach that ensures effective pedagogy across P-6, which has helped to enhance student engagement in authentic learning. Through Facilitated Planning in both Numeracy and Literacy, the challenge for us at Sacred Heart is to continue to strive for improvement in all areas of the curriculum including exploring further ways in which we challenge students and target their individual needs.

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	90.9	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	91.7	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	90.9	-	-	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

- To maximise student's sense of personal wellbeing and their connectedness to school, community and their learning
- That students, families and the school work together to promote physical, spiritual and emotional wellbeing

Achievements


The mental and physical health and wellbeing of every member of the Sacred Heart Community was of the utmost importance at our school in 2021, as the year presented significant challenges due to the pandemic.

The staff, students and parents showed kindness towards one another, resilience and determination during another challenging year of uncertainty and lockdowns.

The school provided opportunities for close communication with parents and teachers during lockdowns. This enabled a quick response if there was a wellbeing need, to support with devices or provide times for social check-ins with friends.

During Term Three, whilst in lockdown, the school's music teacher, Kate Harris, began organising a whole school musical. She worked with Larry Edwards, a drama and production consultant to conduct drama workshops and music lessons online. Students auditioned for acting roles online and the experience generated a great deal of positivity amongst the students and staff as we worked towards a common goal as a whole school. The effect on the community's wellbeing and mental health can not be understated.

Staff and students were involved in all areas of the production from props, costumes and staging and when we returned to onsite learning during Term 4, the students continued to practice. The impact on the school community having created the musical together, persevering through multiple lockdowns to then perform at the Thornbury Theatre with a full audience was a wonderful achievement.

	
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VALUE ADDED

- A wellbeing check in online form was created for each learning team to share with their class twice a week, the mental health and wellbeing of students could be monitored. The data for this was collected and acted upon with staff and the wellbeing leader meeting regularly to check in with individual students when needed.
- Staff conducted a wellbeing check in online form during Term 3 and 4, as we headed into the 6th lockdown to ensure the leadership team could support each other and all staff members.
- During lockdown an online Trivia night for students in Year 5/6 and their families, along with a staff online trivia night aimed at reconnecting which were great successes.
- Throughout the year, programs such as Peaceful Kids, meditation, mindfulness and social and emotional check ins were used to support all students.
- Times were provided with individuals, with class groups and with small interest based groups. These were provided by class teachers, specialist teachers, school leaders and Learning Support Staff.
- Social group meets were organised with different groups of students to allow them to maintain social connections.
- Parent Facebook community continued to provide support to the parent and guardian community.
- Attendance by Wellbeing Leader at online and in person Wellbeing Network meetings
- A range of remote learning and return to onsite learning wellbeing resources were provided by Melbourne Archdiocese Catholic Schools that staff accessed.

STUDENT SATISFACTION

CEMSIS 2021 (Student Survey Results)

- How often do your teachers take time to make sure you understand the material? 88% (MACS average 83%)
- How would you describe the energy at this school? 90% (MACS average 77%)
- How excited would you be to have your teachers again? 93% (MACS average 77%)
- How supportive are the adults at your school? 88% (MACS average 82%)
- How much do you feel like you belong at your school? 83% (MACS average 72%)
- How hard do you try at school? 90% (MACS average 87%)

- Do adults at your school know students well enough to know if something isn't right? 83% (MACS average 79%)

STUDENT ATTENDANCE

Student attendance is formally marked on our online data system in the morning and after lunch. Parents are able to inform the school in the event that their child will be absent. Phone, email and through the Skoolbag App are the main forums for contacting the school.

During 2019, State Government legislation that required all schools to make contact with the parents and/or guardians of students with an unexplained absence was in effect. On these occasions, parents/guardians of students with an unexplained absence are contacted through our online data collection system.

In the event of student non-attendance becoming an issue, contact is made with the family by the Principal to discuss the reason for this absence, and plans to resolve this lack of attendance are discussed and implemented.

Schools must contact parents /guardians about any unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students.

Note: The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	93.4%
Y02	91.8%
Y03	96.6%
Y04	89.2%
Y05	94.3%
Y06	94.6%
Overall average attendance	93.3%

Child Safe Standards

Goals & Intended Outcomes

The goals for the 2021 Year were to:

- Uphold the primacy of the safety and wellbeing of children and young people in the Sacred Heart School community
- Empower and give protocols for families, children, young people and staff at Sacred Heart School to have a voice and raise concerns
- Ensure rigorous risk-management and employment practices

Achievements

At Sacred Heart Primary School, we recognise our obligation to ensure that our student's safety is embedded into our culture, and that our practices, policies and protocols are consistently reviewed, to provide surety that our ethical imperative of keeping children safe is recognised, understood, valued and upheld by all staff, volunteers and community members within the school.

Sacred Heart's leadership has incorporated all requirements of Ministerial Order 870 (Child Safe Standards - Managing the Risk of Child Abuse in Schools - 2015) into the appropriate school's policies, procedures and all school environments (all school environments include (a) the school campus; (b) online school environments and; (c) other locations provided by the school for a child's use including, without limitation, locations used for school camps, Sporting events, excursions, competitions and other events).

Strategies we have used to implement a culture of child safety at Sacred Heart Primary School include:

- Establish a Child Safety Committee
- Develop appropriate practices, policies and protocols that establish strong and clear governance arrangements
- Utilise staff meetings for all school staff to develop a high degree of awareness of the child safety reforms, other related legislation and the school's practices, policies and protocols
- Being especially vigilant in supporting the wellbeing of our most vulnerable children
- Foster a culture of transparency and open communication which empowers all members of the community to discuss child safety and raise any concerns about child abuse
- Enable professional learning and training of staff to build deeper understandings of child safety and prevention of abuse.
- Establish a system for regular review and improvement of child safety related policies and practices.

In 2021 staff continued to work to achieve a school culture, where child safety was given precedence in all decisions made both at a class and whole school level, creating an environment for our students to feel safe and to be safe. Staff were expected to continue to uphold high principles and standards, when it came to child safety. As a school, we promoted models of behaviour between adults and children, based on mutual respect and consideration.

Child safety protocols and procedures were revisited as the year progressed, during start up at the beginning of the year, as part of staff meetings, and on occasions when the need arose. On each of these occasions, we ensured that school personnel had appropriate learning to develop their knowledge of, openness to, and ability to address child safety matters.

Staff meetings continued to provide opportunities to clarify and confirm legislative obligations, policy and procedures in relation to our student's protection and wellbeing.

Leadership & Management

Goals & Intended Outcomes

- That teachers will work collegially to provide sustained authentic learning opportunities for all students
- That all members of the community are supported to become more confident, responsible and accountable learners

Achievements

As is the case in all spheres to be discussed in this report, the decisions made and actions implemented in the Leadership and Management Sphere, were predicated by the implications of the COVID 19 pandemic and the associated extended closure of our school, Sacred Heart.

A priority for our leadership team revolved around the need to support our teachers with their planning of learning experiences for our students working offsite, assure when warranted about their continued diligence and passion and provide direction as we became more cognisant of the challenges our students working offsite were experiencing. The need to be constantly evaluating our expectations of our students and to provide learning experiences that fit the needs of our students and were realistically attainable given the unusual setting for their learning, was a constant priority.

Our curriculum leaders (as will be explained in greater detail in the Learning and Teaching part of this report) were committed to not let the tyranny of distance interrupt our school's facilitated planning between teachers. Each week teams would ZOOM into a meeting with our Learning and Teaching, Literacy and Maths coordinators to evaluate and plan the following week's learning activities for their students.

A commitment in 2019 to utilize the expertise of curriculum consultant Deborah Vietri was adhered to in 2020, despite teachers planning offsite. Deborah worked with the staff each term with the goal of ensuring our teachers were providing engaging, high quality learning opportunities for all our students, when they were learning offsite and when back in their classrooms. Again Deborah Vietri's work with our staff will be explored in more detail in the Learning and Teaching section of this report.

Even though only a small cohort of staff were required to be at school to teach the small number of students who were onsite, a commitment was made to continue to have a staff meeting each week as usual, but via the interactive platform provided by ZOOM.

As the period of school closure developed into month's of staff separation and online only connection with their students, staff wellbeing became a heightened priority. A socialisation initiative was implemented by members of leadership ably assisted by other staff, when they organised a number of evening online trivia nights. These nights were well frequented and with much laughter had, were a great antidote to the loneliness caused by isolation from colleagues and the stresses caused by offsite learning. Teaching is a social activity and leadership recognised the importance of the staff coming together even if it was only online.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

In 2021 our staff were enthusiastic about the prospect of again working with educational consultant Deborah Vietri, continuing with and enhancing the work completed in the two previous years. Deborah continued to work with our staff, helping them to plan learning experiences that were authentic, relevant and engaging. An emphasis continued to be on enabling our students to generate an inquiry focus and having teachers scaffold activities that would allow our students to develop, practice and use inquiry skills. From classroom experiences, our students developed learnings that would allow them to achieve answers to their inquiry questions. An emphasis for teachers was to consider all curriculum areas as a vehicle for developing and practising inquiry skills and for doing research related to their inquiry. Again, teachers were asked to consider the areas of reading and writing as opportunities for enhancing the work our students were completing in inquiry.

In Literacy, we began to focus more closely on the pedagogy behind oral language. Our Prep and Year One teachers along with our learning and teaching leader attended MACS facilitated professional development in "Enhancing Literacy through Pedagogical play."

Our school leaders, in particular Deputy Principal, Religious Education, Well being and Learning and Teaching along with our Principal attended relevant cluster meetings conducted by MACS.

Number of teachers who participated in PL in 2021	9
Average expenditure per teacher for PL	\$1000

TEACHER SATISFACTION

CEMSIS 2021 (Staff Survey Results)

- There is trust between school leaders and staff - 90% (MACS average 71%)
- The school leadership team treats the staff fairly - 95% (MACS average 76%)
- How positive is the tone the school leaders set for the culture of the school? - 100% (MACS average 73%)
- On most days how enthusiastic are the students about being at school? - 85% (MACS average 76%)
- How collegial are relationships between staff members at this school? - 90% (MACS average 79%)
- How positive is the working environment at your school? - 85% (MACS average 73%)
- How respectful are students in this school to staff? - 85% (MACS average 80%)
- How respectful are staff in this school to students? - 95% (MACS average 95%)
- School leaders are supportive when I face challenges at work - 95% (MACS average 81%)

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	80.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	25.0%
Graduate	16.7%
Graduate Certificate	0.0%
Bachelor Degree	41.7%
Advanced Diploma	33.3%
No Qualifications Listed	50.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	9.7
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	5.5
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

- To engage in authentic and purposeful partnership
- Student learning and wellbeing to be enhanced by strengthening connections between home, school, Parish and our broader, diverse community

Achievements

The priority in 2021 was the continued strengthening of relationships that had been developed in the previous couple of years, and to continue to seek opportunities to develop new relationships both within our school community, and between our school and the wider community.

Little did we know as we approached the end of Term One, that the Covid pandemic would continue to conspire against our ability, or at least challenge our capacity, to interact with the community both within and outside our school.

As a school, we recognise the importance of the joint relationship and shared role between families and school in educating our students. Because parental involvement is highly valued, we had to put into place other avenues that would allow parents to maintain contact with our school and be aware of the learning their children were participating in. Our school newsletter continued to be an important source of information for parents, and a heightened emphasis was detailing students' work each week. As the period of school closure increased, the teachers of our students in Years Three to Six began to "check in" with groups of students on a rostered basis. Parents and guardians were encouraged to be part of these meetings. As well, events such as an Online Trivia Night were created by the senior teachers at the school to connect parents and families in difficult times. In the Years Prep to Two, phone calls were made to students and their parents. Our Year Prep to Year Two teachers also organised online activities with groups of students that parents and guardians were encouraged to be part of.

In 2021, the School Board continued to play an integral role in the life of our school. We continued to meet twice a term via ZOOM. Our School Board was a very important platform for parent representatives to contribute ideas, question directions, and ask for clarification of the offsite learning activities our students were involved in. The School Board's reporting on what was happening at home saw modifications to classroom programs and the implementation of some of their suggestions.

Our Principal maintained his position on the Gower Street Kindergarten Board of Management and continued to participate in its monthly ZOOM meetings.

Finally, as 2021 had a theme amongst staff of 'Legacy', an initiative was put in place to establish a working party across the three key stakeholders in any school; parents and guardians, teachers and students. The idea was for a working party to be formed amongst these three groups to create a Sacred Heart RAP (Reconciliation Action Plan). Parents were asked to volunteer and did so, students and staff were keen and all was ready to proceed until Covid 19 reared again and made meeting impossible throughout the year. The parents, staff and students who were keen to join this Working party are still part of the school community in 2022 and we intend to go ahead with

the RAP, as a lasting legacy item of the school's commitment to true reconciliation between us and First Nation people.

Furthermore, out Year 5 students attended the City of Darebin Yarning Conference (albeit online) and we will be sending four future leaders of our school to attend the Road to Reconciliation Day, 2022 with Parade College, Bundoora.

PARENT SATISFACTION

CEMSIS 2021 (Parent Survey Results)

- How comfortable do you feel sharing information with the school staff? 94% (74% MACS average)
- To what extent does the school value your opinions? 94% (74% MACS average)
- How well do you understand the schools processes and procedures? 88% (73% MACS average)
- How approachable are the school leaders at your child's school? 88% (Macs average 84%)
- How motivating are the classroom learning experiences at your child's school? 88% (76%)
- How likely is it that staff at this school would notice if something isn't right with your child? 88% (MACS average 66%)
- How well do the teachers at the school support you to engage in your child's learning 81% (MACS average 71%)
- How well does the school consider your families cultural background? 88% (MACS average 79%)
- How comfortable is your child in asking for help from school adults? 88% (73%)