

Sacred Heart School Sandringham

2020 Annual Report to the School Community



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Minimum Standards Attestation

I, Erin Macdonald, 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 2020 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.

08/06/2021

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

Our School Vision

Sacred Heart Parish School Sandringham is a responsive and dynamic environment which nurtures a community of learners that provides a safe and inclusive culture for all.

At the heart of our school we, the staff, students, parents, and community have established an environment of versatile, confident learners who view education as a lifelong journey.

Students are challenged to seek meaning, take risks and inquire about the world around them. Led by Jesus Christ and inspired by the Gospel, we at Sacred Heart are encouraged to make a difference in the world.



School Overview

School Overview

- Sacred Heart is a Catholic School with a proud history of 108 years of Catholic education in Sandringham. In a school where Gospel values are taught and lived, Sacred Heart supports children to develop positive self-esteem in a happy and secure environment where each child is treated with respect and justice. Pastoral care is a distinct feature of daily life at Sacred Heart.
- Our community is our strength. Our Parish Priest is the spiritual leader of our community. The staff are committed, and the parents are an enthusiastic, supportive, involved dynamic sector of the community. Our students are happy with school life, love learning and thrive in a warm, secure and caring environment. We are all very proud of our school.
- Sacred Heart Parish School was established by the Presentation Sisters in 1912 and was under their direction for seventy-six years. In 1989 the first lay Principal was appointed and while the community regretted the passing of the Presentation Sisters, the dedicated group of lay teachers have continued to look after the children in their care, striving to provide a warm community atmosphere and a caring pastoral approach.
- Sacred Heart Parish School caters for approximately 260 children. It is situated on the corner of Sandringham and Fernhill Roads, close to Port Phillip Bay, within walking distance to the beach, the shopping Centre and the railway station. Sacred Heart has well-maintained facilities and grounds, twelve separate classroom areas, an outdoor learning area, a library, Boardroom, a Reading Recovery, Mathematics Enrichment Centre, an Art studio, a hall used by the school and parish and a multipurpose complex.
- Sacred Heart Parish School offers a broad Inquiry Based curriculum, with particular emphasis on the importance of a well-structured Religious Education program from Prep to Year 6. The Victorian Curriculum provides the basis for curriculum planning through the eight key learning areas, thus providing a holistic comprehensive education for the children.
- Our curriculum embraces the gospel values of love, honesty, justice and compassion and is well supported by co-curricular programs, such as Religious Education, Inquiry Based Learning, a differentiated curriculum to cater for all students learning needs, Japanese, 1:1 iPad program, a Student Welfare Support Group, a gymnastic/dance programs, Bike Ed & Life Ed programs, interschool sport & camp, a secondary school transition program, Sailing, Extra Curricula running, gardening, coding, book and art clubs, Enrichment Maths program for extension and intervention, cyber safety programs for students and parents, Reading Recovery, local community initiatives, and an assessment and reporting policy which brings together many other disciplines and aspects of life.

Principal's Report

2020 was a year of heartache, resilience, and change. January saw our country scorched by bushfires. This catastrophe followed one of the worst extended periods of drought in history throughout many parts of Australia. Following the fires, the COVID-19 pandemic crept across the country in March and April. These events, and most particularly the pandemic, impacted on our school in ways we could never have imagined.

The global pandemic presented many unexpected challenges. The most striking memory of what is being commonly termed, an "extraordinary year", is the *extraordinary partnership exercised by our school community*. The school community has been incredible in what we have achieved. As the first wave and shock of the impact of the pandemic was felt across the country, what stood out most prominently was the faith of our staff and the hope they instilled in our school community. Outstanding creativity and ingenuity was evident in abundance among our teachers and staff, moving to offsite learning through a variety of modes, most of which was online. The process took extraordinary courage, patience, tenacity and perseverance. It involved long hours of careful and imaginative preparation. We didn't always get it right at first, but the common experience across the school was that we became more and more effective in engaging our students in their learning, despite the challenges.

'You can dream, create, design and build the most wonderful ideas in the world, but it requires people to make the dream a reality!' (Walt Disney), and whilst a **pandemic** was definitely not what we had in mind, it certainly required the construction of something innovative like we had never endured before, for the reality of online learning to come to fruition. Never before has a sector been asked to take all that it knows within a school context and reproduce it online within 10 days!! But the amazing educators worldwide managed to do this. Through the amazing partnership with our parents; our students continued to learn. Whilst it became abundantly clear that online was much more suited to our middle to upper students, our youngsters did a wonderful job and we will ensure that all additional support is available to them in the new year. Although the pandemic put a halt to many forms of traditional data, NAPLAN, CEMIS, the staff have worked extremely hard to ensure the growth of our students through various in-house testing, surveys, and data analysis.

2020 also saw a major change to our parish, with the retirement of our parish priest, Fr. Frank O'Loughlin. From July 2020 the parish and school of Sacred Heart became a part of the Bayside Catholic Mission, a combination of 6 parishes & schools in the Bayside area, with 3 priests. The parish and school are working through this transmission phase and determined to make this new chapter a successful one.

In 2020, Sacred Heart Parish School's enrolment was 279 across twelve classrooms. Classroom structures remained the same with 2 x Prep, 3 x 1/2, 4 x 3/4 and 3 x 5/6. Teaching and learning was conducted by a staff of 26: a leadership team of 6; classroom teachers and educational support officers; specialist teachers of LOTE Japanese, Performing Arts, Visual Arts, Physical Education, Literacy and Numeracy enrichment programs and Sport, and extra curricula clubs in gardening, running, coding and art.

Sacred Heart Parish School has made steady progress towards the achievement of its *School Improvement* goals due to the work of dedicated and professional staff. A commitment to working with parents and the wider community albeit online, to support student learning and wellbeing has also contributed to the school's growth. Term 3 & 4 of 2020 saw our Foundation staff embrace Professional Development in the Mathematic Strategic Support program, and through staff meetings, we continued to address our teachings of Religious Education and the Smart Spelling Program in English.

- Our school's philosophy of 'child first' recognises the importance of developing the independence and self-confidence of all children so that they are encouraged to discover their true potential in all aspects of life and learning. This inclusive and nurturing school environment assists children to develop a healthy respect for others as they work and learn together.
- Sacred Heart Parish School is very student-focused and the wellbeing of children is central to all activity. A very caring and supportive environment is evident and respect underpins relationships between staff and students.
- Sacred Heart Parish School provides a comprehensive differentiated curriculum which caters for the individual needs of the students, where teaching and learning is the major focus.
- There has been a rigorous focus on our NDCC students, ensuring that quality evidence is available to support their individual needs.
- The faith environment of the Sacred Heart Parish School permeates all facets of school life, making implicit and explicit the values and ethos of our Catholic school environment with a greater focus on our Catholic Social Teachings.

The school emphasised the needs of the students and a shared commitment to continuous improvement in all aspects of school life. *At the center of our school we (staff, students, parents, and community) have established a culture of versatile, confident learners who view education as a lifelong journey* is more than just a mantra at this school.

Sacred Heart Parish School is soundly placed to continue its improvement journey. There is a cohesive and energetic work place culture, an authentic Catholic environment for the development of faith in all members of the community, clear assessment of teacher development needs, committed leadership, a growing sense of partnership with a supportive community, and a readiness to accept the responsibility to meet individual student learning needs and improve outcomes for all students.



Education in Faith

Goals & Intended Outcomes

Goal: To continue to develop, appreciate and experience a deeper understanding of the Catholic tradition for all members of the school community.

Intended Outcomes:

More purposefully ensure that the inquiry approach in RE links faith, culture, and life and that it allows students to explore their own questions and ideas.

Achievements

COVID permitting: The school partakes in at least two masses per term. Some of these are:

Beginning of the Year school mass

Class masses

Class liturgies

Ash Wednesday liturgy

Easter liturgy

Feast of the Sacred Heart liturgy

Graduation Liturgy

End of the School Year liturgy

The school also organised and participated in whole school liturgies such as:

Remembrance Day

Prayer

As a whole school, we pray at each morning assemblies with new school prayer as well as Friday afternoon Assemblies each fortnight.

Prayer/Reflections

Each fortnight in the newsletter.

Sacraments

Fr David facilitated the Sacraments of Eucharist and Confirmation in Term 4.

VALUE ADDED

- Ensure that the Religious Education Curriculum is integral to the planning of inquiry.
- The items above have all 'added value' to the achievement and spiritual development of our students.

- Learning about social justice and Catholic Social Teachers has been integrated into the curriculum with reference to contemporary issues such as refugees, values education, life education and sustainability.
- Religious Education Leader has time to plan and facilitate RE throughout the school.
- Incorporating the ideas and expertise from the RE Collective across the school.
- Sacred Heart Parish supports and assistances the school RE program.
- To reflect a strong Catholic perspective across the curriculum.
- To strengthen religious attitudes and values in the lives of students.
- To model and be witnesses to the Gospel values as whole school community.



Learning & Teaching

Goals & Intended Outcomes

Goal: To develop and nurture an innovative, dynamic learning environment with a culture that promotes high personal achievement and values lifelong learning.

Intended Outcome: That achievement scores for English Years 3 - 6, especially Reading, and Mathematics will improve

Further moderate examples of work to ensure that student's achievement data truly reflect their expected level indicating

Achievements

- That learning outcomes for all students improves.
- *Continuation of staff PD in Strategic Mathematics Support*
- *All students to move through at least one Victorian Curriculum level over the appropriate time.*
- *In this COVID year, 100% of Yr. 1 students achieved level 11 or greater on Literacy Text Level assessment*
- *50% achieved level 20 or above on Literacy Text Level assessment*
- *10% of Yr 1 students achieved Level 28*
- A Better Education Survey conducted over 8 years from 2011 to 2019, indicates an upward trend in the overall academic score in English and Mathematics for the school.

STUDENT LEARNING OUTCOMES

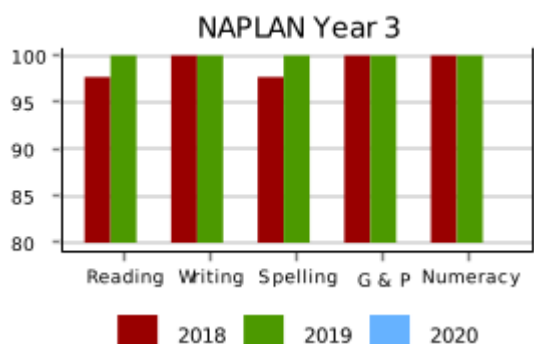
In the absence of NAPLAN data, the school focused on its formative, summative, and diagnostic assessments. The school also uses Essential Maths Assessment and Standardised assessments to accurately assess the students.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	97.7	100.0	2.3		
YR 03 Spelling	97.7	100.0	2.3		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	93.3	-6.7		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	94.6	100.0	5.4		

* 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.



Better Education www.bettereducation.org.au

Overall Academic Performance Rating Scale

○ 1-5 Trophies ● 6-10 ○ 60-100

Lowest: 1, 6, 60 - Highest: 5, 10, 100

Year	School	Postcode	State Overall Score	English	Maths	Total Enrolments	Sector	ICSEA
2011	Sacred Heart School, Sandringham, VIC, 3191	3191	★★★★★	★★★★	★★★	253	Non-government	
2012	Sacred Heart School, Sandringham, VIC, 3191	3191	★★★★	★★★★	★★★	253	Non-government	
2013	Sacred Heart School, Sandringham, VIC, 3191	3191	★★★★	★★★★	★★★	245	Non-government	
2014	Sacred Heart School, Sandringham, VIC, 3191	3191	★★★★	★★★★	★★★	249	Non-government	
2015	Sacred Heart School, Sandringham, VIC, 3191	3191	★★★★	★★★★	★★★	252	Non-government	
2016	Sacred Heart School, Sandringham, VIC, 3191	3191	★★★★	★★★★	★★★	273	Non-government	
2017	Sacred Heart School, Sandringham, VIC, 3191	3191	★★★★	★★★★	★★★	276	Non-government	
2018	Sacred Heart School, Sandringham, VIC, 3191	3191	★★★★	★★★★	★★★	267	Non-government	
2019	Sacred Heart School, Sandringham, VIC, 3191	3191	★★★★	★★★★	★★★	274	Non-government	1142



Student Wellbeing

Goals & Intended Outcomes

Goal: To value and empower all students as successful, responsible, and resilient lifelong learners prepared for global citizenship.

Intended Outcome: That student resilience improves as a result of explicit teaching and practice of a strength-based social and emotional learning program.

Achievements

- Student Wellbeing Leader provides and coordinates all our Educational, invention support and assistance programs provided to students.
- School Psychologist is available once per week.
- School Transition provided ongoing support to children through - Starting School Kindergarten to Prep, and Yr 6 to secondary school.
- The student experience survey indicated that students are generally very confident in their learning and have very high morale. Student-teacher relationships are positive and connectedness to peers is strong. Student behaviour is generally excellent but their perceptions of interruptive classroom behaviour can be improved.
- Each class dedicates the first weeks of the school year to a social skilling program including Life Education Van, focusing on school and classroom rules, social skills, personal development and bullying. The social skilling program has been developed from the Interpersonal Development learning focus statements in Victorian Curriculum. Interpersonal Development is integrated into all aspects of the curriculum. Social Skilling is taught continually throughout the year and is integrated into other key learning areas.
- Student Wellbeing Leader is allocated release time for 1 day a week.
- Playground and Classroom Behaviour Folders are used by staff to record and monitor student behaviour.
- Information about students with severe allergies is distributed to all staff members. Students with anaphylaxis each have a clearly labelled bag with their photograph on it storing their medication in the first aide room. All staff are aware of which children have anaphylaxis and where their medication is located and up to date with the Level 2 First Aid & Anaphylaxis training.
- 91% of staff attended an Asthma and Anaphylaxis training session in 2020. The school has fulfilled the requirements to become an Asthma friendly school. These requirements included Asthma education in all classes for students and in the newsletter for parents and cares, asthma training for staff members and Ventolin and spacers made readily available throughout the school.
- All absentees are followed up with a phone call to parents if the school has not received an email, voice message or written note.

VALUE ADDED

- We endeavour to uphold and sustain the policies and practices which foster the values of Dignity - inclusiveness, forgiveness, empathy, respect & compassion; Solidarity - stewardship, strength, resilience, courage, bravery and service to others; Integrity - honesty, loyalty, trust, responsibility; along with sharing, generosity, helpfulness and kindness. Our school and parish community provides a sense of wellbeing, belonging and inclusiveness, where our students are affirmed and cherished.
- *SWL = 1 day release per week*
- *Mini Vinnies program - fruit Tuesdays. Collection of fruit to donate to St. Vincent de Paul Soup Van. This is also to raise awareness of the plight of Homeless people and how we can help them. Yr 6 sleep over*
- *Donation Bin - giving good old clothes to those less fortunate.*
- *Buddy Programs*
- *Reading with a Buddy 1/2's & 3/4's*
- *Lego play daily.*
- *Pop up play*
- *Before school clubs - gardening, art, running*
- *Online Assemblies and fun activities*
- *Lunch time club - library*

STUDENT SATISFACTION

Our students were surveyed in house and the results are:

93% of students were excited about going to class

95.7% of student were focused on class activities

90.4% of students were excited to participate in class

91.6% of students interested in what was being taught

80.9% of students thought the school rules were fair

94.7% thought there was a positive energy in the school

95.7% thought their teachers were respectful towards them

96.8% of students believed that their teachers care about them

88% of students believed that their student leadership structures were effective

60.7% of students believe they have a good 'student voice'.

STUDENT ATTENDANCE

All absentees are followed up with a phone call to parents if the school has not received an email, voice message, or written note.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	96.4%
Y02	96.9%
Y03	96.2%
Y04	96.1%
Y05	97.1%
Y06	97.9%
Overall average attendance	96.8%



Child Safe Standards

Goals & Intended Outcomes

Sacred Heart Parish School has completed its Compliance Assessment tool as set out by the VRQA. All personnel of Sacred Heart Parish School are responsible for supporting the safety, participation, wellbeing and empowerment of children.

Sacred Heart Parish School is committed to providing a safe environment for all students and young people and takes active steps to protect them against abuse. To achieve this the school has developed and actively enforces Child Safety Strategies to ensure that any person involved in 'child connected work' is aware of their obligations and responsibilities for ensuring the safety of all children under their care. In accordance with requirements of the Victorian Government's Ministerial Order No. 870, Sacred Heart Parish School maintains a culture of 'zero tolerance' to child abuse and to support this has established minimum Child Safety Standards

Achievements

- Sacred Heart Parish School has developed all the necessary policies and codes of conduct as required by the VRQA.
- We have put up child safety and child friendly posters around the school and discussed these with the students
- Our parents and community are kept abreast of any changes or requirements through our newsletters or school apps.
- Child Safety is on the weekly staff meeting agenda and also addressed as needed.
- Ongoing Professional Development for teachers and non-teaching staff
- Staff are kept abreast of the 'PROJECT', Identifying and Responding to all Forms of Abuse in Victorian Schools.
- Our Student Leaders and SRC discuss and devise strategies to empower students with student voice, inclusion and problem solving
- We have a Child Safety Committee
- All new and current staff must have a sound knowledge and understanding of the Child Safe Standards and Child Safety - Risk Management practices

Leadership & Management

Goals & Intended Outcomes

Goal: To develop a distributed leadership culture that supports staff development and improved student outcomes - through an enhanced culture and practice of professional learning.

Intended Outcome: That a vibrant pedagogical culture where staff continuously reflect on their practice and look to improve their performance is evident.

More informal and formal feedback to staff.

Achievements

Assisting staff to develop confidence to impart professional feedback to a colleague has enable great leadership qualities to shine through. The leadership structure continued to be remodeled to place greater emphasis on shared and distributed leadership. The leadership team is strategic in its intent and support from other staff members in numerous teams has created greater understanding of the role descriptions. A greater level of staff empowerment and ownership has occurred and team roles are understood by all.

The leadership team is committed to creating a learning and pastoral environment which provides educational and social programs designed to develop and enhance the academic, physical, artistic and emotional skills of every student so they can be competent, multi-talented and responsible citizens. Graduates are allocated a mentor from among the teaching staff and all staff are buddied with another staff member not from the year level.

PLT meetings have concentrated on English, RE, Maths and Inquiry learning, assessment, reporting and planning. The Leadership Team run facilitator PLT meeting to assist and guide staff with the planning and moderation. The school is keen to further build its leadership capacity and to further develop its professional learning culture.

Capacity building and performance enhancement is an ongoing focus for the leadership team. The Parish Priest, the Education Board and the Parents and Friends Association are collaborative.

There is a continued emphasis on inclusiveness and teamwork with junior, middle and senior PLTs meeting weekly to collaborate, to share resources and ideas, to plan units of work and to share best practice. School officers and integration aides undertake professional learning relevant to their needs and to develop their expertise.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

The staff participated in 3 Whole School ~ Professional Learning days throughout 2020. These days focused on RE/Catholic Identity through the RE Collective, First Aid, Numeracy, Literacy, Spelling. Individual staff and Leadership Team participated either online or in person, in further PL, including Literacy Clusters, Student Wellbeing Clusters Reading Recovery, SWIF, RE &

Faith Development, ICT Training. The prep staff participated in Maths Intervention and Assessment.

Number of teachers who participated in PL in 2020	32
Average expenditure per teacher for PL	\$220

TEACHER SATISFACTION

A school-based survey focused on the areas of feedback,

The majority of staff would like feedback on a term basis from leadership and their colleagues. They would prefer this feedback to be more verbal than written.

They would also like to see greater use of data in the planning to assist with assessment.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	78.8%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	21.1%
Graduate	10.5%
Graduate Certificate	10.5%
Bachelor Degree	73.7%
Advanced Diploma	36.8%
No Qualifications Listed	10.5%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	20.7
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	4.7
Indigenous Teaching Staff (Headcount)	0.0



School Community

Goals & Intended Outcomes

Goal: To strengthen the partnership between Sacred Heart school, its parents, the parish and external partners.

Intended Outcome: That students, staff and other members of the school community have an awareness of, empathy with, and take action to assist others both within the school and wider communities.

Achievements

Sacred Heart Parish School places a very strong emphasis on creating a sense of belonging and catholic identity within the Sacred Heart Parish School and in developing links between the parish, school community and wider community.

The Principal and staff have dedicated considerable time to ensuring the continuation of this emphasis with things such as Grandparents and Special Friends morning, Parent Helpers course, the gardening and running clubs, assist with Family Masses and liturgies, etc.

The school has worked very hard to build stronger connections with its parent community and have established some excellent processes and activities to positively engage parents in the life of the school. The majority of parents felt that the school and staff handled the COVID lockdown well and that their children were well-supported. Some believed that the school/staff didn't do enough and that they were responsible to 'home school' their children

PARENT SATISFACTION

50 families completed a school-based survey. The majority were 'satisfied - very satisfied' with the quality of education, teaching, leadership; student safety and engagement, and the presentation of the school.

The majority were also 'agree-strongly agree' that their children are learning what they need to, that the work is interesting & challenging. They believe that the students respect each other, are motivated by their teachers and that they, the parents, know who to reach out to if they have any concerns.

Parent-Teacher discussions on student progress are held twice a year online were well received.

Future Directions

The effects of the COVID pandemic is reflective in our future enrolments. Discussions have started with MACS to look at future enrolments and the school's capacity to refurbish the existing educational facilities. It is important to communicate our school to the wider community and take on board what our parents, students and staff, would like to see in our school moving forward. As a Catholic school, we will continue to build our Catholic Identity of our community. We will continue to develop deeper understandings about our faith and traditions with our children and continue to provide opportunities for our parents to celebrate with their children in quality liturgical experiences.

We will continue to incorporate the Victorian Curriculum and the new Religious Education Curriculum with staff focusing on 'expert teachers and expert teaching' to educate 100% of our students 100% of the time. We continue to differentiate the curriculum to cater for 'all' students regardless of where they are on the learning spectrum.

Sacred Heart Parish School is steadfast in its commitment to ensuring that all children have access to expert teaching and learning opportunities that promote mastery of a broad range of skills and knowledge. Driving our school is the belief that students and their learning are at the centre of all that we do, and that constant learning by teachers is fundamental to school improvement. We will continue to generate opportunities for students to take responsibility for their learning.

