



Sacred Heart School Croydon

2020

Annual Report to the School Community



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Contact Details

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Minimum Standards Attestation

I, Michael Russo, 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.

10/06/2021

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 Primary School is a community where all members grow in the knowledge, spirit and life of the Catholic Church.

We strive to live the Gospel values guided by the teachings of Jesus.

By providing a well-balanced curriculum, we endeavour to create a learning environment in which all children are taught the skills necessary for them to reach their full potential.

Each individual is supported, encouraged and challenged to undertake a meaningful role in society.

School Overview

Sacred Heart School began in 1993 as an amalgamation of St Edmund's School Croydon and St Francis De Sales School, East Ringwood. Sacred Heart was established as part of a new parish, Sacred Heart Croydon, sited at the former Monastery of the Missionaries of the Sacred Heart.

The new state-of-the-art learning space has been very well-designed with maximum learning opportunities in a vibrant and engaging space that will see us continue on our exciting learning journey for many years to come. This now means that in the last 8 years Sacred Heart has been rebuilt to cater to the learning needs of the 21-century learner.

Enrolments reached 467 in 2020 with an average class size of 23 students. The school's structure is stable. Our current practice is to group the children in junior, middle and senior levels: three groups of Preps, five groups of students in Years 1 and 2, six groups of students in Years 3 and 4 and five groups of students in Years 5 and 6. The emphasis on these groupings is on the individual needs of the students. We continue to have a strong response to enrolments in Prep each year with a waiting list for some families.

Personalised learning and learning sprints continue to be a major focus for our school. The purpose behind this Professional learning is to increase engagement amongst our students and "To actively engage students in their learning". During 2020 we also had to adapt our teaching and learning to provide a remote learning program for the 21 weeks of lock down in response to the COVID-19 Pandemic.

We continue to follow the Victorian Curriculum and Education in Faith forms an integral part of our Inquiry based units of work with teachers spending time planning their units with the RE Leader and Learning and Teaching Leader.

Sacred Heart regards parents as co-educators and welcomes and encourages their participation. Our parents are actively involved in the many aspects of the life of our school. The Sacred Heart Education Board is a dynamic group of parents who work with the staff to achieve the goals derived from the Annual Action Plan.

The Parents and Friends committee are a highly active group in our school community. We are very appreciative of the ongoing support in providing the school with outstanding physical resources and curriculum. Parents, where possible are involved within classroom programs, excursions, sports activities, family events, school celebrations, etc. We are very grateful for their commitment and hard work.

The School has established many leading programs in line with current educational philosophies and the Victorian Curriculum. Inquiry learning is well established at Sacred Heart School, with a strong emphasis on teaching thinking across the curriculum. Student Wellbeing is a priority, with a designated budget for personal and programs, and specific programs focusing on student wellbeing: Leadership and Social Skills programs, Buddies programs across the School, and Values Education is all embedded in the School's curriculum. The School is part of the RE Curriculum Renewal Project. Sacred Heart staff are on a continual professional learning journey to ensure all students are the best they can be.

Principal's Report

I also write on behalf of Therese Stewart, Acting Principal Terms 1-3 in 2020.

Sacred Heart is a wonderful school that has an excellent reputation in the local community as indicated by the consistent enrolments each year and the formation of a waiting list for Foundation. Sacred Heart Primary School provides a high quality of education for our students evidenced by a number of achievements in 2020.

We have a group of highly dedicated and caring staff who are committed to the students and the continuing development our Catholic ethos. We are truly fortunate to work with such a wonderful cohort of students who demonstrate a care of each other and willingness to learn. Their enthusiasm and respectful behaviour are a credit to themselves and their families. Our parents are involved in many ways and contribute daily to the school with their time and skills.

Parental involvement is welcomed and appreciated at Sacred Heart. There is a real and active partnership between our parents and the school, and they are to be commended for what they have done over this past year. We pride ourselves on our close connections within the school and our local area.

Following review in 2019 with a focus on Engagement, staff professional learning focussed around this theme. The school is committed to continued growth and progress and ensuring positive outcomes for all students. Increased professional learning activities that include teacher learning walks, structured professional learning teams and goal setting meetings has resulted in a greater degree of shared pedagogy with the aim to build teacher capacity. We strive at all times to be a genuine learning community. This was none more so evident than when we had to transform our teaching and learning practices due to 21 weeks of lock down in response to the COVID-19 pandemic. The remote learning program was robust and continued to evolve to meet the needs of the students. The onsite program was also well-supported by all staff

All staff share a genuine commitment to nurturing the wellbeing of students and a number of programs and practices which support this have been implemented in the school. Student learning and wellbeing is at the centre of all school decisions and growing a strong, connected Catholic community is a high priority.

It is important to thank the wonderful students led by our School Captains, the School Education Board, our dedicated Parents and Friends Committee, the hard-working staff and the parents and the Parent Representatives. Thanks also to Therese Stewart who led the school during the first three terms of 2020, prior to my appointment commencing in term 4 2020.

We have a wonderful school community at Sacred Heart and everyone needs to be acknowledged and thanked for their contribution.

Sacred Heart is very fortunate to have such a wonderful Parish Priest in Fr Len Size who gave very generously of his time and was always a welcome presence in our school. He retired in June 2020, and we welcomed Fr Melvin Libanes who is our new parish priest during the testing times of lock down during mid 2020.

Michael Russo

Principal

Education in Faith

Goals & Intended Outcomes

- To strengthen the school as a Catholic community.
- Improve the engagement of students in Religious Education

Achievements

- All Staff engaged in Professional Learning - Meditation
- Ensured the inquiry process is explored through a Catholic lens.
- Ensured explicit links are made between acting compassionately and committing to social justice at a local, national and global level in a Catholic context.
- Student focus group formed to explore thinking around prayer, liturgy and Sacraments
- Continued to implement tools/strategies for students to reflect on their learning in Religious Education
- Participation in liturgies and celebrations for students, staff and parents.
- Education in faith planning meetings

VALUE ADDED

- Level masses on a Saturday evening - pre Covid restrictions
- Weekly class masses with parishioners
- Professional learning for all staff
- Parent/child sacramental workshops with Maria Forde
- Continued incorporation of Education in Faith into Inquiry based units of work where possible.
- Social Justice activities including supporting Caritas and St Vincent de Paul
- Faith nights for Families in Prep to Year 2
- Sacramental Program for Reconciliation, Eucharist and Confirmation.
- Ensuring the Inquiry process is explored through a Catholic lens.
- Staff to lead prayer at the beginning of Staff meetings

Learning & Teaching

Goals & Intended Outcomes

Goals

- To embed a strong culture of personalised learning to enable students to achieve their expected learning growth and beyond.

Intended Outcomes

- That the rate of learning growth will improve.
- That literacy and numeracy outcomes will improve
- That the teaching climate will improve.

Achievements

- Continued to develop a shared culture of learning between parent/student/teacher and parish community.
- Continue to build teams that focus on student assessment and data to inform teaching
- Developed a robust and differentiated remote learning program (21 weeks)
- Staff can identify Professional Learning and how it connects to the overall goals of the school
- Continued to develop family engagement with the school community - particularly through remote learning platform
- Developed a shared understanding of Teaching Sprints, enabling teachers to change their teaching practise and target specific student needs.
- Continued to analyse data (NAPLAN, SINE, Westwood, PAT-M, PAT-R, Pre and Post Assessment tasks from F-6) effectively to identify areas of student need and growth.
- Implemented various strategies with a particular emphasis on student engagement
- NAPLAN not conducted due to lock down in Victoria
- Implemented Literacy Intervention Groups: ERIK, PERI, Rainbow Reading, Levelled Literacy Intervention (LLI) and adapted these to online media.

STUDENT LEARNING OUTCOMES

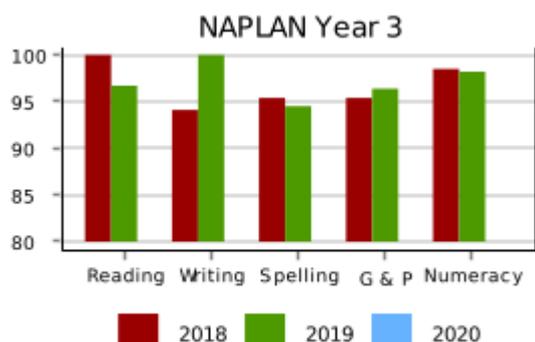
- Continued to analyse data (NAPLAN, SINE, Westwood, PAT-M, PAT-R, Pre and Post Assessment tasks from F-6) effectively to identify areas of student need and growth.
- Teaching to student needs from the results of these assessments along with adaptations for the remote learning program.
- A shift from relying on student achievement to also tracking growth with the collection of data in digital data walls for literacy and numeracy.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	95.4	96.4	1.0		
YR 03 Numeracy	98.5	98.2	-0.3		
YR 03 Reading	100.0	96.7	-3.3		
YR 03 Spelling	95.4	94.5	-0.9		
YR 03 Writing	94.1	100.0	5.9		
YR 05 Grammar & Punctuation	91.9	98.5	6.6		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	96.7	100.0	3.3		
YR 05 Spelling	93.5	98.5	5.0		
YR 05 Writing	95.2	100.0	4.8		

* 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

Goals & Intended Outcomes

- To strengthen the whole school approach to Student Wellbeing

Intended Outcomes

- That students are positive, resilient and engaged learners.
- That Classroom Behaviour improves.
- That the Emotional Well Being of Students improves.

Achievements

- Embedding existing practices within a framework for social and emotional learning that encompasses: the Victorian Curriculum Personal and Social Capability: self-awareness
- A whole school consistent approach to behaviour development.
- Professional development, including induction, to develop shared understandings and expectations of SEL strategies including Circle Time, Restorative Practices, Bounce Back, Values Education and Resilience, Rights and Respectful Relationships.
- The embedding of the Respectful Relationships student committee who attended a student run forum. These students with guidance and support created an action plan in consultation with the principal to introduce and develop friendship strategies in our playground.
- A whole school approach highlighting the importance of Harmony Day and the National Day against Bullying and Violence.
- Through the Student Representative Council we worked together to create child centred posters and videos using language to support their understandings of school rules, values and restorative practices. The SRC also provided great support in their online format to eh wider student population during the lock down period of 21 weeks.

VALUE ADDED

- Continuation of "Bucket filling" and Bounce Back social skills programs
- Use of Restorative practices approach to help students take responsibility for their actions and its impact on others actions and restore/repair relationships
- Whole school Buddies program especially for Year 6's and Foundation students
- Beginning of school year Foundation BBQ for the children and families to get to know each other better
- Circle Time Strategy

- Student Leadership Program: Year 5 and 6
- Lunchtime Clubs - e.g. gardening club, chess club, art club, Lego club and Library Club
- Junior Play Club (Peer Support Group) - run by 6 seniors once per week at play time. Creating structured activities for the juniors.
- Active After School Program (Sports)
- Instrumental Music Program
- Values program
- Student Representative Council
- Rights, Resilient and Respectful Relationships Committee

STUDENT SATISFACTION

Our student data from surveys conducted post lock down periods indicated high levels of connectedness to peers and school. This also translated into active engagement in the remote learning program and was also supported by parent feedback about their child's participation in the online format developed. Where possible school wide activities were preserved and adapted to the remote conditions and learning made to feel like "fun" were much appreciated by the student population across levels.

STUDENT ATTENDANCE

- The role is taken twice per day for all students.
- On the issue of non-attendance Sacred Heart will contact parents for an unexplained absence
- Parents are able to inform the school if their children are away through the school app or by phoning the school office each day
- An automatic SMS message is sent through our Attendance program Nforma to alert parents that their child is away with an explanation.
- The school will work with families to implement a plan to ensure the child is at school.
- If the family is having difficulties getting a child to school, we will contact Child First for advice and put into place their recommendations.
- The school newsletter has regular articles on the importance of having children at school on time and regularly.
- We follow the motto "It's not ok to be away"

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	96.6%
Y02	96.6%
Y03	97.0%
Y04	96.3%
Y05	96.6%
Y06	96.2%
Overall average attendance	96.5%

Child Safe Standards

Goals & Intended Outcomes

- Child Safe requirements have been consistently communicated with staff, students and parents through newsletter updates, policy updates, school website updates, letters home to families and through signage implemented around the school.
- Policies are readily available from the Sacred Heart Google Drive (for staff), website and administration office.
- Child Safety is a standing agenda item when conducting school board meetings leadership team meetings and staff meetings.
- Students learn about their rights through our Wellbeing and Social Skills programs.

Achievements

- Sacred Heart is proactive in the ongoing implementation and review of their child safe strategies and the steps they take to bring about cultural change in our school community ensuring the safety and wellbeing of all students by.
- Regular updating and embedding of policies and commitments into every day practice of the school through Education Board consultation, staff meetings and newsletter to parents.
- Professional learning of teachers, non-teaching staff and volunteers.
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' and compulsory completion of the Mandatory Reporting module for all staff members.
- Staff PL in relation to reportable conduct and the changes to the VIT Code of Conduct.
- Student participation and empowerment strategies through class groups and student representative council meetings, school captains and year 6 leaders.
- Strategies addressing the principles of inclusion for all members of the school community
- Child safety Team/Committee structures ensuring the Child Safe Standards are adhered to.
- Engagement of Families and communities in promoting child safety through meetings and school newsletters
- Child safety - Risk Management practices for excursions, school camps and whole school activities using Student Activity Locator and Risk Assessments.

Leadership & Management

Goals & Intended Outcomes

Goals

To embed a strong and sustainable professional learning culture of mutual trust and support with a focus on school improvement.

Intended Outcomes

- That teamwork and empowerment will improve.
- That staff learning will improve.

Achievements

- Further self-assessment against the 5 domains of the Performance and Development Culture for Catholic Schools Guide.
- Strengthened instructional leadership capacity to build teamwork and professional growth.
- Change2 team continued to lead staff professional learning through the Teaching Sprint process which was targeted to classroom practice.
- Teacher PL moved to online format during lock down periods with a self-paced model implemented with accountability structures inbuilt.
- Performance and development cycle included reflection, goal setting, feedback and review.
- Provided Education in Faith professional learning to assist staff in making links between inquiry-based learning and Education in Faith.
- Professional learning team meetings focussing on student needs identified in summative and formative data.
- Leadership team continued to work with leaders from Catholic Education Melbourne Eastern Office developing plans for various improvement strategies.
- The School Leadership Team met on a fortnightly basis to facilitate the implementation of the Annual Action Plan and general day to day school business
- Strengthened leadership capacity at team planning meetings
- Level team professional development opportunities in line with School Improvement and Annual action plan.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- All school leaders attended Network Meetings: - Principal Network, Deputy Principal Network, Religious Education Network, Learning and Teaching Network, Wellbeing Network, Digital Technology Network and Library Network meetings each term (online or in person)

- Learning Support Officers updated their qualifications to a Certificate 4
- Prep Teacher and Resource Centre Teacher accessed ZART Art professional learning for Bookweek and then provided professional learning for staff
- Educational Consultant - Ryan Dunn provided whole staff professional in line with our Annual Action Plan
- Monash University PL in the area of Mathematics for a level team comprising 5 staff members
- Educational Consultant Ryan Dunn PL for staff in the area of Growing Maths Pedagogy
- Staff member attended PL at Monash University and CEM around Language Conventions and Italian
- Staff PL was undertaken via digital access during the periods of lockdown in 2020.

Number of teachers who participated in PL in 2020	57
Average expenditure per teacher for PL	\$312

TEACHER SATISFACTION

Teachers at Sacred Heart have a positive outlook on the way the school is working and their part in the important work that we all do. The school Improvement surveys from staff indicate have for a number of years indicated a strong school climate, the quality and character of school life. Staff describe this as 'the heart and soul of the school'. Therefore, staff have a very positive outlook on school life at Sacred Heart.

School leadership is strong as staff generally feel that there are clear goals, curriculum management is clear and well-defined. Teachers are professional in their approach to planning and there is adequate allocation of resources to promote student learning and growth

Staff welcome working collaboratively and work well together as teams. They feel supported in their work environment with each other. This provided great collegial support to all when working remotely for 21 weeks.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.4%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	16.7%
Graduate	8.3%
Graduate Certificate	4.2%
Bachelor Degree	95.8%
Advanced Diploma	25.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	38.0
Teaching Staff (FTE)	30.5
Non-Teaching Staff (Headcount)	21.0
Non-Teaching Staff (FTE)	14.2
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal

- To strengthen partnerships with families and local community to support students' learning.

Intended Outcomes

- That families will have a greater understanding of their child's learning.
- That parent partnerships improve.

Achievements

- The twilight school parent information evening which was enjoyed by all and there was huge attendance
- Beginning of School Year Prep family picnic on the oval.
- Welcome to Prep Family Mass
- Level Masses held each term for all levels over the course of the year. Families are welcomed into the parish community through the Mass- when possible in 2020
- Students continue to attend Parish Masses during school time - early 2020
- Learning in the coffee shop - parents early 2020
- A very active parents and friends committee dedicated to social and fundraising, with many plans placed on hold during 2020.
- Connection with Mingarra - the children visit Mingarra, a retirement village next to the school and interact with the residents on a regular basis when regulations permitted in 2020
- Sacraments - we have children from Year 3-6 take part in the Sacrament preparation program each year (online format 2020)
- Cyber Safety evening for parents to stay informed as to what the current trends are using the www and tips for parents as to how their children can stay safe
- Classroom helper courses - Literacy and Maths organised by our Learning and Teaching Leader and our Literacy Leader

PARENT SATISFACTION

Sacred Heart families feel that the school is a good fit for their children.

The majority of parents felt that Sacred Heart catered for their child and their needs

Families were more involved in the learning process than ever before through the successful remote learning program

Families indicated their child's needs were met through remote learning and that staff were tracking achievement and growth

Parents realised and accepted that many of the value add social activities had to be rested for 2020 due to COVID 19 restrictions.

The parents are very invested in the community of Sacred Heart School