



Sacred Heart School Casterton

2022 Annual Report to the School Community



Registered School Number: 413

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview5

Principal’s Report7

School Advisory Council Report9

Catholic Identity and Mission10

Learning and Teaching12

Student Wellbeing16

Child Safe Standards20

Leadership23

Community Engagement27

Future Directions30

Contact Details

ADDRESS	39 Robertson Street Casterton VIC 3311
PRINCIPAL	Suzie McManus
TELEPHONE	03 5581 1131
EMAIL	[SchoolEmail]
WEBSITE	www.shcasterton.catholic.edu.au
E NUMBER	E2021

Minimum Standards Attestation

I, Suzie McManus, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

29/03/2023

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

The Diocese of Ballarat Catholic Education Limited (DOBCEL) is now in its second year of governance of schools. In 2022 two additional schools - Damascus College and St Francis Xavier transferred their governance to DOBCEL, a total 58 schools in the Diocese are governed by DOBCEL.

Across our diocese, schools governed by DOBCEL provide distinctive Catholic education from the Murray to the Sea. This support is operationalised by Catholic Education Ballarat and is responsible for the implementation of DOBCEL strategies, policies and procedures, and overseeing the day to day running of our schools.

The role of DOBCEL is to lead, provide service to, and partner with schools to enable every student to flourish and every student, staff member and family to experience the presence of the risen Christ in our schools.

We recognise the extraordinary servant leadership of all our school staff, leaders and Principals during 2022 as they supported their school communities through a myriad of challenges that included staff shortages, covid disruption, implications of widespread flooding and Enterprise Bargaining negotiations. We recognise the commitment and focus all school staff give to the students and families in their care in the spirit of the Gospels. Their commitment has been unwavering.

We thank families for their commitment to partnership with our schools in Catholic Education again in 2022 to support all our students to flourish.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Vision and Mission



SACRED HEART
PARISH PRIMARY SCHOOL

RESPECT YOUR SCHOOL | **HELP OTHERS SUCCEED**

educating in the spirit of Jesus Christ • Support, challenge and transform through our commitment to

DO YOUR BEST

At Sacred Heart,
we will ignite a passion for
learning and mercy
that inspires all to make
the world a better place

Faith	Loyalty	Community	Kindness	Forgiveness
Mercy	Justice	Compassion	Respect	Diversity

School Overview

Sacred Heart School is located in Casterton, a country town of around 1,600 people situated on the Glenelg River. Casterton is 365 km west of Melbourne, 38 km from the South Australian border. The school is situated on top of a hill which is incorporated into the school logo. Sacred Heart is on a large block with many trees and an expanse of green lawn that is visible from each of the three classrooms. The school building has clean, simple lines that have stood the test of time. The school motto, "Sacred Heart Community, Where Hearts are Sacred" is proudly emblazoned in our front foyer, and it is on this motto that we base our school vision and mission.

Catholic education arrived in Casterton in 1902 in the form of four Sisters of Mercy from Yarrowonga. They began teaching primary aged children from their residence, from there the school grew and became known as Sacred Heart School. Sacred Heart School was run by the Sisters of Mercy, with the assistance of a number of lay teachers until the appointment of the first lay principal, in 1983.

Over 120 years, the school has built a reputation for care and commitment in the local community. With small classes, Sacred Heart staff are able to develop good working relationships with students and their families. Staff work together to develop a rich curriculum where faith, culture and life are in dialogue and where learners are empowered to shape and enrich their world with meaning, purpose and hope derived from their encounter with life and the teachings of Jesus. In this context, approaches to curriculum and teaching, which are deeply rooted in faith, must empower students with the essential knowledge, skills and capacities for active citizenship and lifelong learning. With this in mind, we endeavour to provide facilities and resources that complement our mission.

Sacred Heart is an integral part of Sacred Heart Parish supported by our Canonical Administrator, Fr. Gerge Kuruvila who started in his role as Parish Priest mid 2020.

The school works in collaboration with two nearby Catholic Schools, forming what is known as the 'Western Trinity Catholic School Network'. The teachers and learning support officers at St Joseph's, Coleraine and St Malachy's, Edenhope work as one staff to develop School Improvement Plans and achieve Annual Action Plan goals. This unique working relationship is comprehensively supported by Catholic Education Office Ballarat staff.

Enrolment

2022 enrolment numbers indicate that we had 34 pupils enrolled (February Census) from 22 families.

Class breakdown:

Foundation	6
Grade 1	2
Grade 2	4
Grade 3	8
Grade 4	5
Grade 5	3
Grade 6	7

Classroom Organisation

The children are broken into the following class groupings:

Teacher	Grades	Student numbers
Mrs Karen Hausler	F-1	8
Ms Chloe Finnigan	2/3	11
Ms Katherine Jarrad	4/5/6	15

Four days a week, the students from all three classrooms break off into small groups for two half-hour sessions (one in numeracy and one in literacy). The groups were organised according to current data and the focus of the lessons is planned by the teachers twice a term. During this learning time, some of the groups complete intervention programs. Every staff member is utilised to take groups, with the students needing the most support or extension allocated to an experienced teacher.

We are fortunate to have the parish church, hall and car park across the road. This is important to our liturgical and social celebrations and gives us many opportunities to enhance and grow our identity and sense of community.

Principal's Report

I am pleased to be able to present this report on the growth and development of Sacred Heart School through 2022. The following outline offers a summary of key decisions, events and achievements of the school, that are detailed in the body of this document.

COVID 19

Our school year was impacted by COVID-19 in terms of staff and student absenteeism. Some students and staff contracted the virus more than once throughout the year and many students were confined to home with other illnesses. Absenteeism was highest in Term 3 and many children continued to fall ill in Term 4. We normally only send home one or two letters to families alerting them to low attendance rates per year- this year we sent letters to half of our families.

School Wide Positive Behaviour Support

We continued our work with Anne Ruddell from Catholic Education Office Ballarat in refining our structures, professional mindsets and practices and took on a number of strategies intended to increase positive relationships and learning experiences around behaviour for both students and staff. Ongoing support was received from Anne in the form of PLTs and the students made regular videos highlighting expected behaviours and they were shared at weekly assemblies.

School Chaplain

Janette Rovers from CatholicCare continued to support students and their families with regular counselling sessions. She will finish work with Catholic Care in 2023.

Janette continued to support staff in managing students who require scaffolded assistance with emotional regulation and run our transition to secondary school program, START. The chaplaincy role is funded through the Catholic Education Office Ballarat.

Professional Learning

All staff participated in coaching conversations in Term 2 and 4 with one-on-one meetings with one of the Western Trinity Principals. At the meetings, they reflected on their goals and wrote in new actions that supported the Western Trinity's Annual Action Plan Priorities. We introduced the inclusion of the whole staff PD on our school closure days where the LSOs also engaged in PD which was targeted at their needs. Rather than being given tasks such as change displays and cover library books for the day they participated in PD on dyslexia, phonological awareness, supporting students in mathematics and an introduction to Autism Spectrum Disorder. The admin staff had time together to discuss protocols and procedures relevant to their roles.

Literacy & Numeracy

Kate Plush resigned from her role as Learning and Teaching Leader for the Western Trinity at the end of 2021. Her resignation meant that the Principals met to discuss how we can make the role manageable both financially and to make sure the role continues in spite of staff changes. We decided to ask for expressions of interest for a POL2 position from each school. Time release and support from CEB would be organised on a needs basis. Chloe Finnigan (Sacred Heart), Patrick Sinnot (St Joseph's) and Cara Watt (St Malachy's) became the Learning and Teaching Team (now known as the LaTT). They participated in the Leading 4 Learning program offered by CEB and with support from the Guiding Coalition, focused on the area of Writing and Scaffolding Literacy.

Tutor Funding

We employed a teacher as a tutor in Term 3 and 4 using the government grant money for catching kids up who have fallen behind during the lockdowns last year. We chose to run intervention in Maths and Reading for two groups, three days a week and a selection of children were given one 45 minute SEL lesson a week for five weeks.

Student Leadership

Our new model of shared leadership and increased student voice was much more successful this year with no lockdowns; the students were able to grasp their role and responsibilities by the end of the year. They became more confident in airing their ideas, sharing information and plans with the student body. Each leader shared their future wishes for their area for the coming year and worked with the grade 4 and 5 students to hand over their titles.

School Advisory Council

With the change of governance structure (DOBCEL), the role of the SAC has changed significantly, we worked with Tony Dalton both at a SAC meeting and at the Southern ZOne Principals' Meeting on the role of the SAC and how to engage school families in the work of the SAC.

Suzie McManus

School Advisory Council Report

2022 allowed Sacred Heart's School Advisory Board to meet in person once again to discuss matters and future ideas for the school. During one meeting, we met with Tony Dalton and share our thoughts on what we believed our SAC's purpose to be. This gave us a focussed and shared understanding of the committee going forward.

The relationship between Casterton and Sacred Heart is strong and wonderfully supported. The school should pride itself on being well represented within the community, as demonstrated with the Kelpie Parade, the Peace Pole ceremony and the ANZAC day march. Community engagement was also shown to be a focal part of Mini Vinnies. The student's of Sacred Heart ran a drive-through lunch which was supported by the Casterton community. They, in turn, were able to donate the funds back to St Vinnies for those going through hardship.

In going forward, we had to sadly say goodbye to some families who have been with Sacred Heart for many years and have been invaluable in their contributions to the school. We now welcome new members of the SAC, especially Susan Joyce who has taken over as chairperson. We wish everyone the best for 2023.

Colleen Koch

SAC Chair

Catholic Identity and Mission

Goals & Intended Outcomes

- To enhance our Catholic Identity (Annual Action Plan Goal 3)
- Create a communal culture of learning and faith development in partnership with staff, students, families and the wider community
- To deepen staff, student and parent understanding of the meaning of Catholic identity in today's world
- Develop a whole school approach to consistent and purposeful teaching of the new Religious Education Curriculum: Awakenings
- Deepen the integration of Catholic Values across the curriculum
- Improve parent understanding of the religious nature of a Catholic School
- Expand opportunities for student leadership within the school and the wider community through Mini Vinnies
- To develop common understandings of the role of the Parish Priest in the light of the new governance structure.

Achievements

- Religious Education units of work were planned with teachers from the Western Trinity schools and supported by Catholic Education Office staff.
- PD in the 'Worlds of the Text', Recontextualization and Values Education were run by CEB staff.
- Students were supported by experienced staff to explore ways to lead morning prayer in creative and reverent ways.
- Mini Vinnies members were commissioned at the start of the year and met regularly to plan and reflect on their projects and fundraising.
- Parents were educated about Catholic Identity through the newsletter and School Advisory Council meetings.
- Our school involved students, staff and parents in many religious events through Mini Vinnies such as the St. Vincent de Paul Winter Appeal, Mission Month Activities and the Christmas Appeal.
- A whole school Mass combined with our Award Ceremony was held in the last week of the year.
- The traditional Sacred Heart Feast Day Family Breakfast was able to be held for the first time in three years.
- Students were consulted on a range of issues that affected them, eg. how to fundraise for the underprivileged and raise awareness of social justice issues and in regards to setting work expectations for projects and assignments through the Mini Vinnies Student Committee.

VALUE ADDED

- Student Leaders commissioned at a school led liturgy followed by a family dinner.
- Two separate visits from St Malachy's and St Joseph's students to gain an understanding of what Mini Vinnies is and how we run our group.
- Senior Class visited the local St Vinnies shop to see what they do and how it fits in with what we were doing at school.
- Mini Vinnies invited St Vinnies rep, Frank McInerney, to their meetings to plan projects like the Winter Appeal.
- Attended the Rotary Peace Pole Prayer Vigil for Ukraine and the students read the Prayers of the Faithful, written by staff and students of our school.
- Shrove Tuesday was recognized with pancakes which were prepared by parents.
- Attendance of Ash Wednesday Mass - first Mass in a while due to restrictions.
- Principal attended a two day faith-formation retreat.
- Staff attended a half day faith formation session led by our REL.
- Staff attend a half day PD on an introduction to Prayer, navigating the Bible and Liturgical Calendar with Anothny Clifford (retired Principal)
- PD in the 'Worlds of the Text', Recontextualization and Values Education were run by CEB staff.
- Catholic Education Week celebrations included a Liturgy, Winter Woollies Event, the Peace Pole visit and National Simultaneous Storytime.
- Feast of the Sacred Heart of Jesus - shared family breakfast where most families attended.
- Visit to Saint Mary MacKillop Centre by F-1 class with St Joseph's and St Malachy's students.
- Mission Month liturgy was run by Grade 5/6 students.
- Mission Month's goal was to raise awareness rather than fundraising.
- Christmas Appeal this year the St Vincent de Paul Society has asked us to work on collecting cash donations instead of items for a hamper. The Mini Vinnies team came up with a series of events and strategies to raise money including a Drive Thru lunch, raffle, zipper dooper sales and popcorn sold at our school concert.
- We completed Level 1 of the Catholic Earthcare Australia Schools' program and are well on the way to completing Level 2.

Learning and Teaching

Goals & Intended Outcomes

During 2022, teaching and learning professional development focused on;

- linking reading, writing and spelling to improve student outcomes in Literacy.
- enriching Catholic Social Teaching learning and outcomes in Religion

Achievements

Placing in the top 3 for the competition is 1st - George Robbins, 2nd - Marlee Robbins & equal 3rd - April Henty-Anderson & Zoe Withers. A

The development of the Learning and Teaching Team (LaTT) has been successful in developing confidence and knowledge around running a Scaffolding Literacy sequence in their class. NAPLAN data shows an increase in student achievement in Writing.

Teaching staff unpacked the PAT data in October and as a result developed a sequence of explicit lessons on inferencing and retrieving information from texts which were delivered in Term 4. This model of small group focused teaching for 30 minutes each day will continue in 2023.

Through the development and revision of Essential Curriculum Standards for our school in Writing and Spelling, the teachers' knowledge of the curriculum and how to teach each of these subject areas has improved.

Mid-year PAT Adaptive testing showed a small decrease in the percentage of students below level in both Reading and Maths; Below being 25th percentile or lower, and Above being over the 75th percentile.

Catholic EarthCare Schools-Level 1 Certificate- A Catholic Earthcare school cares for our common home through prayer, dialogue, education and action to hear the cry of the earth and the cry of the poor.

STUDENT LEARNING OUTCOMES

PAT M -78% of students were at or above standard (Stanine 4-9) in Mathematics in October 2022; an decrease of 7% on the previous year. Only 22% of students were significantly below (6 students). 0 students in Stanine 1 and only one student in stanine 2. 77% of students experienced expected or high growth from 2021 to 2022.

PAT R - 65% of students were at or above standard (Stanine 4-9) in Reading in October 2022, with 35% significantly below (10 students) and 14% (4 students) in Stanine 1. 81% of students experienced expected or high growth from 2021 to 2022.

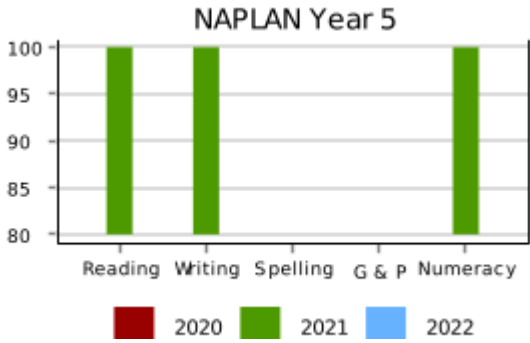
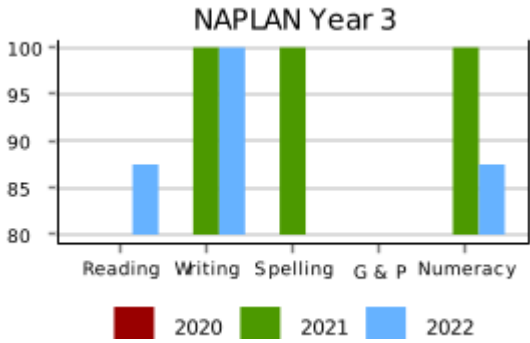
We did not do PATS in October, instead choosing to do SWST- 43% of students are at or above standard. This continues to be an area of concern and a priority in 2023.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	[naplan.p revY3.sc hoolGP. minimum StandardsStr]	-	75.0	35.0
YR 03 Numeracy	-	100.0	-	87.5	-12.5
YR 03 Reading	-	**	-	87.5	**
YR 03 Spelling	-	100.0	-	62.5	-37.5
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	71.4	-	**	**
YR 05 Numeracy	-	100.0	-	[naplan. y5.scho olNM.mi nimumSt andards Str]	**
YR 05 Reading	-	100.0	-	**	**
YR 05 Spelling	-	71.4	-	**	**
YR 05 Writing	-	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 improve student wellbeing outcomes (Annual Action Plan Goal 2)
- To support students in becoming confident, engaged and reflective learners
- Fully implement the “Respectful Relationships Curriculum Program” and to implement its associated practices
- Identify and use evidence based student self-assessment and self-reporting practices, such as, using rubrics (proficiency scales and marking guides) designed by teachers and used by the students in assessment and reporting
- Ensure a whole school approach to sharing and displaying learning intentions and success criteria
- Learning intentions and success criteria were shared with the parent community
- Establish and implement whole school behavioural expectations
- Students have a voice in decision making
- Employment of a school counsellor
- Implement a transition program for Grade 6 students

Achievements

- The Resilience Project Partnership Program- Teachers, students, parents and carers all receive tailored presentations that teach the GEM principles, and inspire regular practise. To support long term change and embed mental health strategies, Partnership Schools deliver a year-long curriculum, mapped to Australian Curriculum Framework.
- Staff attended an online TRP in Action workshop designed to inspire teachers, give them new ideas & resources for their classroom and excite them to maximise the impact and engagement of The Resilience Project partnership program.
- The students’ responses in their termly wellbeing check in were used to gauge how they were travelling emotionally.
- PLC has focused our attention on improving how we write and share learning intentions and success criteria with students; this has assisted in students knowing what is expected of them in class.
- Each class held weekly class meetings to create a platform for student voice around child safety, behaviour, topics of learning and class and school climate.
- The Student Council Leader attended each class meeting and reported back to the Student Leadership team successes and challenges to be shared at the assembly that week.
- START Program for Grade 6 students run by School Counsellor for 6 six weeks in Term 4 as support to transition to secondary school.
- A Stepping into Leadership program ran for six weeks for the Grade 5 students.

- Grade 6 students celebrated their graduation from primary school by giving a speech at the Graduation Liturgy and Awards Ceremony.
- Students participated in activities promoting anti-bullying strategies (Bullying No Way day and Day for Daniel)
-
- Grade 3-6 students attend a wellbeing day in Merino funded by DET, part of the funding went towards the provision of a set of PLANKS for each school that participated in the disengagement research that DET is undertaking.
- School Counsellor held regular meetings with the Principal to ensure all students were being supported.

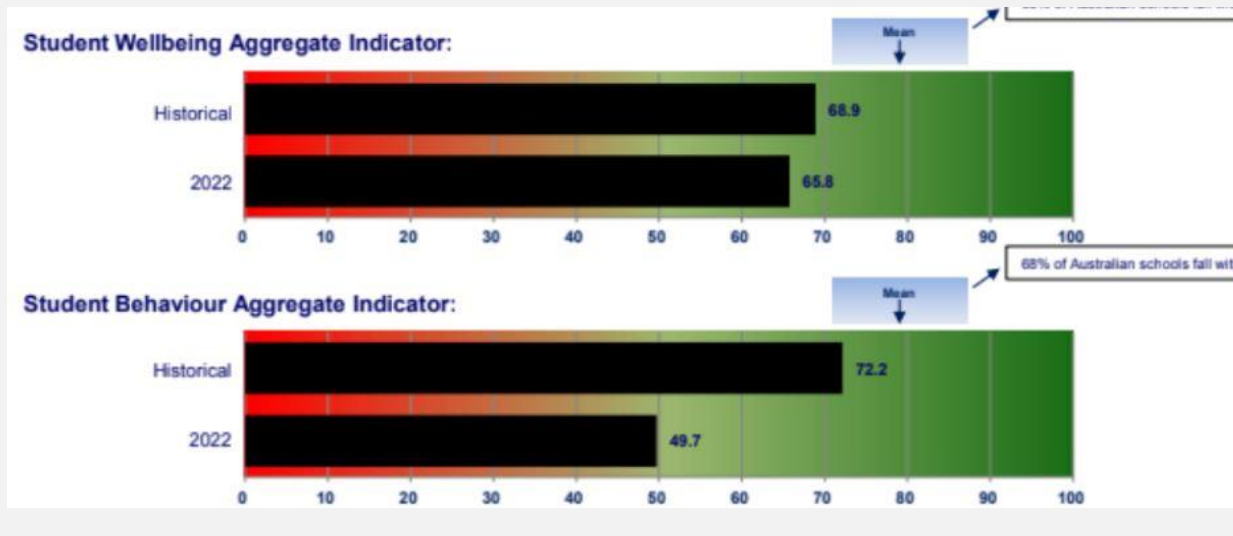
VALUE ADDED

- Promoted and encouraged student leadership with Year 5/6 students
- Led by the Wellbeing Leader, the school recognised and celebrated National Anti Bullying Day and Day for Daniel as proactive ways to promote positive wellbeing strategies.
- Published articles about what has been happening in our school and what the students have been learning about, written by staff and students, in the local newspaper, 'The Casterton News' every fortnight during the year.
- Staff and students supported the continuation of the school's student Mini Vinnies group.
- Provide Pastoral Care to school families in many ways, one being by supplying meals to families in need when necessary'
- Devised and implemented Personalised Learning Plans and held termly support meetings for students with special needs and those deemed at risk.
- The student wellbeing leaders were invited to unpack the Student Wellbeing Survey results and came up with some ideas to address the areas of concern.
- PLANKS day in Merino in Term 1 Funding provided by and surveys completed to measure impact of strategies taught.

STUDENT SATISFACTION

According to the Insight SRC survey, Grade 5/6 students scored low in the areas of personal development, eagerness to learn and desire to learn, connectedness to peers. They felt that cyberbullying was not an issue and that collaboration was very high as was their teachers encouraging them to learn.

Grade 3/4 students scored low in learning confidence and safety. Students in $\frac{3}{4}$ had very high morale, teacher empathy and purposeful teaching and stimulating learning. They also felt well-connected to their peers.



STUDENT ATTENDANCE

Attendance is recorded in the web based password protected site SIMON. Attendance is monitored carefully. Parents are required to send notification to the school of their child's absence via a handwritten note, an email or through the Skoolbag app indicating the reason for their child's absence from school, either prior to or on the morning of the absence. If a student's absence is unexplained by 9:30am without notification, the school contacts the family for verification of non attendance. Any students with an attendance percentage below 90% are monitored carefully. If the percentage does not improve over time or dips below 85%, the school contacts the families concerned. The school asks parents if there are any concerns or reasons for absences that the school is unaware of. The school explains to parents that poor attendance often negatively affects academic progress and isolates students socially and emotionally. In severe cases, poor attendance is reported to the Catholic Education Office and the Department of Education.

Student attendance data for Semester 2 shows a significant increase in absenteeism. COVID and other illnesses explain many absences, but staff are concerned about the impact on student learning outcomes.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	85.6%
Y02	84.7%
Y03	88.8%
Y04	84.9%
Y05	87.4%
Y06	87.5%
Overall average attendance	86.5%

Child Safe Standards

Goals & Intended Outcomes

- The school to be compliant with the Child Safe Standards.
- Staff and parents to be familiar with the eleven standards and were provided with regular updates and briefings.
- All staff complete Mandatory Reporting Modules and are aware of their obligations by law. Review all Child Safe policies and procedures.
- Resilience Project

Achievements

- Delivery of the Relationships and Sexuality Program in Term 4, which was written by the Catholic Education Office Ballarat.
- Staff and parents have embraced the expectations placed on all adults in relation to ensuring student safety and are aware of the steps involved in making a report if there are concerns about student safety.
- Over the past 12 months, Sacred Heart School has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountability for people working with our students.
- The continued application of our student well-being program, Respectful Relationships, has encouraged the students to engage in conversations about their welfare and safety, which addresses Child Safety Standard 7. These Child Safety initiatives have formed the foundation for our students' 'Code of Conduct.'
- New Child Safe Standards advertised widely, and the Principal attended briefing in the lead up to the new standards coming into effect.
- Briefings on new DOBCEL Child Safe Policies run at staff meetings by Elle Guthrie.
- Small group lessons from the REspectful Relationships program were run over six weeks to build resilience and develop better friendships

DEVELOPMENT OF POLICIES AND COMMITMENTS

Sacred Heart School has continued to broaden its comprehensive suite of Child Safety policies & procedural documents to incorporate aspects relating to the following:

- Failure to Protect and Failure to Disclose legislation expressly outlined.
- Working With Children Check Requirements — To reflect changes to the WWCC that came into effect in August 2017;
- Organisational Duty of Care — Defining the school's statutory 'duty of care' to take all 'reasonable precautions' to protect students and young people under their care;
- Reportable Conduct Scheme — Outlining how the school responds to allegations of child abuse and child-related misconduct by employees & volunteers;
- School Attendance Guidelines — Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern

- Student Friendly Version of the Child Safe Policy.
- Training and awareness raising strategies were advertised in staff memos and newsletter as they arise.
- All Sacred Heart School staff members participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind.
- Staff members have participated in a variety of training initiatives including:
 - On-line Mandatory Reporting Modules (Annually);
 - Protect — Responding to Suspected Student Sexual Offending;
 - The School's Child Safety Policy & Code of Conduct (Annually);
 - Reportable Conduct Scheme Requirements;
 - Organisational Duty of Care;
 - Risk Management — Excursions & Camps;
 - Risk Management of all on site activities in relation to Child Safety
 - School Attendance Requirements

CONSULTATION WITH THE COMMUNITY

Sacred Heart School has continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

HUMAN RESOURCES PRACTICES

Sacred Heart School continues to implement Human Administrative & Human Resource practices ensuring its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in Child Safety practices.

To achieve this, the school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)

- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers

- Sacred Heart School maintains detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected Work'.
- The Principal is the 'Child Safety Officer'.

Leadership

Goals & Intended Outcomes

- To strengthen the school's culture of professional learning, feedback and recognition
- To improve role clarity
- Use data effectively to plan, monitor and assess student learning
- Whole school Professional Learning opportunities
- Investigate and unpack the AITSL Professional Teaching Standards through writing Professional Learning Plans with all teachers
- To build leadership capacity
- All key teaching staff to be part of a PLC team, where a range of leadership skills are shared amongst the group and were developed
- Improve student voice and a sense of ownership through Student Leadership roles.
- To provide support to individual teachers and PLC teams through a Learning and Teaching Leadership team.
- To support a second-year Principal.

Achievements

[LMAchievements]

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

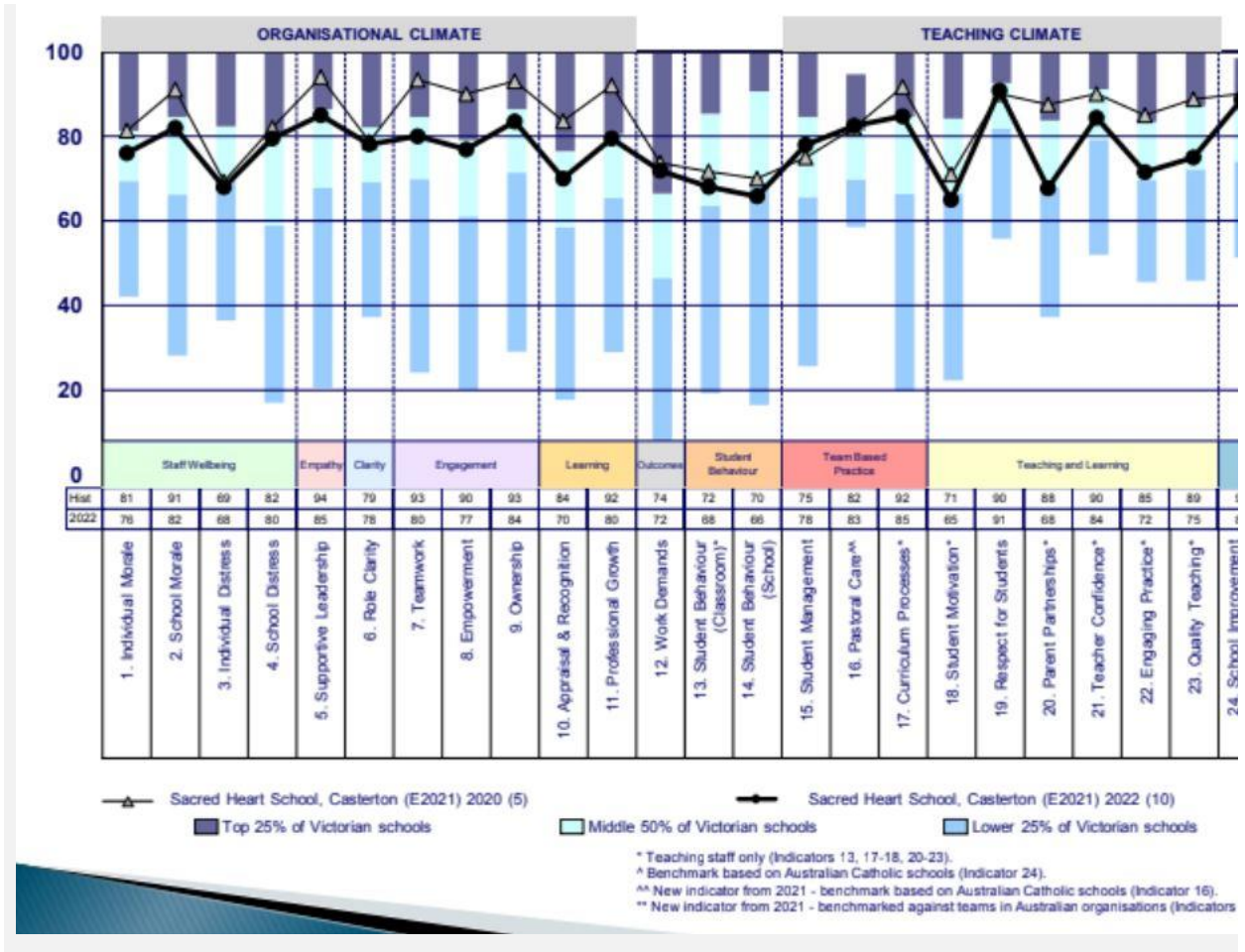
- The Religious Education Leader (REL) attended three days of REL network meetings
- All staff attended a school closure day which included Child Safety Briefing, Mandatory Reporting Briefing, OHS Briefing and PLC.
- Teacher attend a Worlds of the Text RE PD day run by Kate Lawry (CEB)
- ECSI Data day with sessions on Recontextualisation and Values Education
- Teachers were allocated release time devoted to unpacking PAT Data run by CEB Education Officers.
- LaTT attended six PD days in Ballarat - completing Year 1 of the Learning 4 Learning Project
- LSOs attended numerous online session about Autism Spectrum Disorder
- LSOs attended two days of school -run PD on Dyslexia, Phonological Awareness, ASD, Mathematics and Screeners used by teachers.
- CPR, Anaphylaxis and Asthma updates
- PLTs run by Education Officers in Running Records, Scripture and Mathematics.

- Six Early Literacy Inquiry Project days run by Helen Bettes were attended by our Prep teacher.
- Whole staff attended the SWPBS introductory day and two follow-up PLTS run by Anne Ruddell.- Developed Minors and Majors, Flowchart of responses, acknowledgement token system
- Principal attended the four day VACPSP conference in Lorne.
- Teachers and LSOs attended a half day PD run by the Learning Diversity Leader to deepen understanding of information on the NCCD students' profiles.
- Preparation day for 2023 School Review attended by Principal and 5/6 teacher
- Teachers and LSO had two 'coaching conversations' with John O'Sullivan.
- Principal attended Zoom and one face-to-face meetings with a mentor principal throughout Semester One.
- The Resilience Project in Action Workshop - all teaching staff attend the 1.5hr online PD

Number of teachers who participated in PL in 2022	7
Average expenditure per teacher for PL	\$1160

TEACHER SATISFACTION

The Teaching Climate and Organisations Climate Indicators in the 2022 Insight SRC Survey both show a drop in a number of areas including staff well-being, appraisal and recognition, and teamwork. The results in the last survey (2020) may have been influenced by the closeness of staff during each lock down; teachers worked closely with each other and the impact of their efforts was immediately recognisable. The pandemic was in its early stages when the last survey was completed and the long term impact of parent disengagement, student behaviour and staff burnout may explain some of our results.



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

96.4%

ALL STAFF RETENTION RATE

Staff Retention Rate

83.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	25.0%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	0.0%
No Qualifications Listed	25.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	6.0
Teaching Staff (FTE)	4.1
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	4.0
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

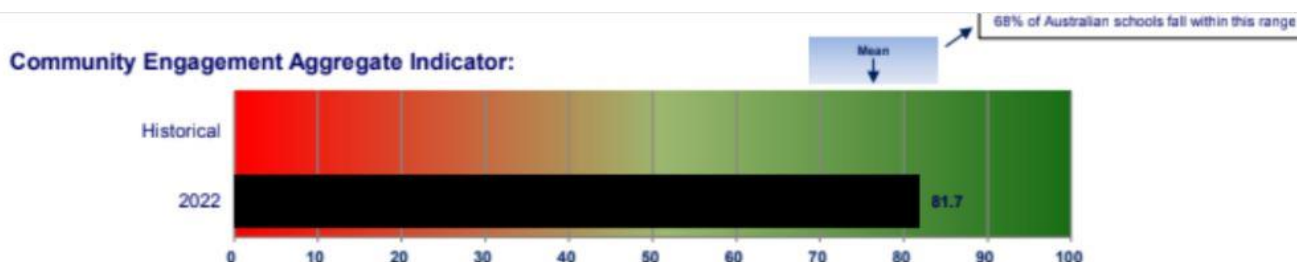
- To strengthen parent and community involvement in all aspects of school life
- Identify opportunities for students to issue personal invitations to parents and the wider community to participate in school community activities
- Participate in a variety of community events
- To develop a sense of welcome from Sacred Heart School to the wider community and a willingness to be a part of community events
- To strengthen relations between Sacred Heart and the Casterton Kindergarten and other schools in the local area

Achievements

- The school continued with the Stepping Stones to School Program which is aimed at forming a Memorandum of Understanding about school and kinder visits for staff from each setting and school and kinder students visiting each setting to further enhance partnerships between the school and the local kinder.
- Coverage of school functions and events by the Casterton Newspaper during the year.
- Students competed in the local schools Sports Association days.
- The school catered at the Volunteers' Afternoon Tea- food and beverages served by the students.
- The school invited the local state primary school, Casterton Primary School, to join with us to create one float for the Kelpie Parade, held on the Queen's Birthday long weekend. We visited the Primary School to make the banner and the schools walked together in the parade- the theme being "Extending the Hand of Friendship"
- Students attended the ANZAC Service and parade and for the first time since COVID started, entered the ANZAC writing competition.
- Students participated in Clean up Australia Day.
- Networking with Diocesan principals created the opportunity for us to attend a "Come and Try" day at Monivae College.
- Lions Club Speeches- Congratulations to April Henty-Anderson & Zoe Withers who were awarded a prize for their outstanding speeches, and a place in the Finals where they represented Sacred Heart School beautifully.
- Learning Walks- Family and Community Engagement Consultant, Tony Dalton, ran one Learning Walk and a workshop with the SAC. Three new families came for a look at the learning that was happening in each classroom. In the pre-walk session the parents were asked to think of a question they have about learning at Sacred Heart, then to take photos of things in each room that helps them to answer the questions. The facilitator's role is to point out things along the way that might answer people's questions and to highlight things that they might not otherwise notice.

- Open invitation to all families to attend the SAC meetings- two new families attended the workshop with Tony Dalton.
- Kevin Cummins, CEB, spent two days recording a promotional video which showcased the school and involved interviewing staff, parents and students.
- Update of our radio advertisement to include the students' perspective. The ad has been the same for over four years and needed updating.

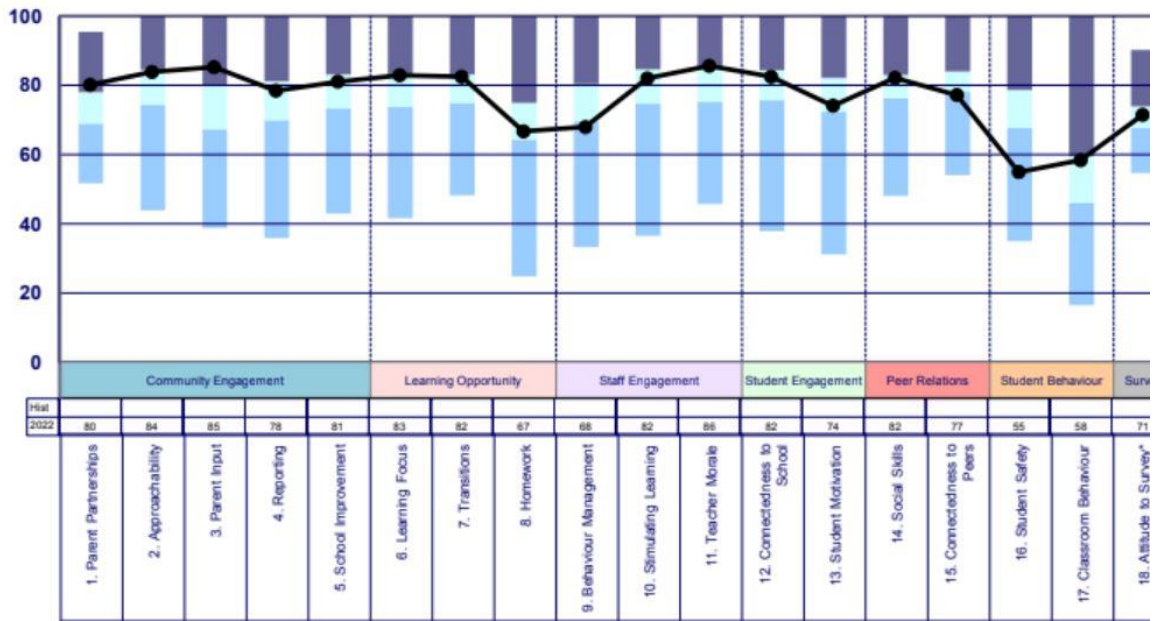
Parent teacher interviews were changed to student-led conversations where the students shared work from the semester for part of the interview and parents had the opportunity to speak with the teacher for the other part of the meeting. Meeting times extended to 20 minutes in order to promote deeper discussion



PARENT SATISFACTION

Parents indicate that they are satisfied with the work we are doing. Their main concerns are around student behaviour and student safety. We believe that a few students impact on the larger student population and the results reflect what parents hear from their children rather than their understanding of what processes we have in place to manage student behaviour and keeping student safe.

Parent opinion – actual scores ...



* Historical data not available

Source: Most Recent Survey (2021) 2022 (n=...)

Future Directions

For Sacred Heart, 2023 is a School Review year, which means our five-year School Improvement Framework is currently under review. In 2023, we will complete the final actions from the previous review report.

Our Annual Action Plan goals are:

Develop teacher capabilities to engage all students through the use of teaching practices that are agreed, evidence-based and effective.

Develop a whole school, proactive consistent and sustainable approach to positive, respectful relationships and behaviours.

Link Scripture to action, which is reflected in living a life informed by the Gospel.