



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**SACRED HEART SCHOOL
CASTERTON**

2018

REGISTERED SCHOOL NUMBER: 0413



Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	4
Principal’s Report	5
Catholic School Culture	6
Community Engagement	8
Leadership and Stewardship	13
Learning and Teaching	15
Wellbeing.....	10
Child Safe Standards	85
Future Directions	177
School Performance Data Summary	189

Contact Details

ADDRESS	39 Robertson Street Casterton VIC 3311
PRINCIPAL	Mr Evan Wrobel
PARISH PRIEST/ GOVERNING AUTHORITY	Fr. Patrick Mugavin
SCHOOL ADVISORY COUNCIL or BOARD CHAIR	Colleen Koch
TELEPHONE	(03) 5581 1131
EMAIL	principal@shcasterton.catholic.edu.au
WEBSITE	http://www.shcasterton.catholic.edu.au
E NUMBER	E2021

Minimum Standards Attestation

I, Evan Wrobel, attest that Sacred Heart School, Casterton 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

6th May, 2019

Our School Vision

Our Motto

Sacred Heart Community, *Where Hearts are Sacred.*



Our Vision

At Sacred Heart School in partnership with our community and open to God's presence, we pursue fullness of life for all.

Our Mission

Sacred Heart Catholic School uses the five areas of effective Catholic schooling to fulfil its Vision. Sacred Heart is compliant with the 'Child Safety Standards.'

CATHOLIC IDENTITY

- Inspire to be like Jesus by promoting compassion and care for all
- Continue the Mercy tradition of outreach; carrying forth Gospel values

COMMUNITY ENGAGEMENT

- At Sacred Heart we actively seek ways to enhance student learning and wellbeing by partnering with families, parish and the wider community

LEADERSHIP AND STEWARDSHIP

- Staff and school leaders work collaboratively to improve student learning and wellbeing

LEARNING AND TEACHING

- The school is driven by a deep belief that every student is capable of being a successful learner
- We provide learning experiences that are current, relevant, needs based and rigorous

WELLBEING

- The school promotes and supports positive, respectful relationships between all members of the school community
- The school promotes and protects the right of all to learn and to be safe in the teaching and learning environment.

Sacred Heart School commits to providing a **safe and nurturing culture** for all children.

School Overview

Sacred Heart School is located in Casterton, a country town of around 1,685 people on the Glenelg River. Casterton is in Victoria's southwest, 365 km west of Melbourne.

Sacred Heart School is a Catholic Parish Primary school, proud of its history and service to the people of Casterton and district. Sacred Heart has provided Catholic education in Casterton since 1902 when four Sisters of Mercy from Yarrawonga; Mother Mary of the Sacred Heart, Sisters M. Xavier, Patrick and Brigid, arrived and set up classes in a private residence in Robertson Street and began a primary school known as Sacred Heart School. The present school building in Robertson Street was officially opened in 1958 with 130 pupils and three teachers.

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.

Sacred Heart School has built a reputation for care and commitment in the local community. With small classes Sacred Heart staff are able to develop close relationships with students and their families. The staff are committed to providing a stimulating, creative and challenging environment which allows for the students' individual needs.

Sacred Heart is an integral part of Sacred Heart Parish and is currently well supported by our Priest in Residence, Fr John Corrigan and Canonical Administrator, Fr Patrick Mugavin.

Within a supportive and creative environment, with Christ as its centre, Sacred Heart School strives to engender in its students a sense of self worth and the ability and desire to live a vital role in the Church and Australian society.

A long history of strong parental and community support means that Sacred Heart School is well resourced with a new sports stadium and art room, three classrooms, a multi-purpose room, a well stocked library, administrative offices, a meeting room and a staff room. Students have a large play area with an adventure playground and the stadium has an indoor basketball court.

Sacred Heart School began 2018 with an enrolment of 39 students in two multi age classes:

Foundation/1/2 = 18 students

Year 3/4/5/6 = 21 students

Sacred Heart School finished the year with an enrolment of 41 students.

Sacred Heart's main objective in 2018 was to ensure that teaching pedagogy and professional learning accommodates for the twenty first century learner in order to create a dynamic learning environment leading to improved student engagement. The school worked towards this objective by working towards becoming a Professional Learning Community and implementing practices from the Response to Intervention (RTI) Framework, with the assistance of the company called Solution Tree and the Catholic Education Office Ballarat. Our school also continued it's collaborative work with The Western Trinity Network School's, those being St. Malachy's, Edenhope and St. Joseph's, Coleraine to design learning cycles (units of work) to improve student learning outcomes. Our aim is to have 100% of students performing academically at the Victorian Curriculum standards or higher.

Principal's Report

Sacred Heart began the 2018 school year with thirty nine students and ten staff members, which included one full time staff member and nine who worked part time. 2018 was my fourth year as Principal of Sacred Heart and my fourth year in the role as principal. Our Parish Priest, Canonical Administrator and the parent community have been very supportive of me in my four years at Sacred Heart.

Our 'Western Trinity' collaboration with St Malachy's School, Edenhope and St. Joseph's School, Coleraine, increased our level of professional accountability and as a result, our student learning data continued to increase. Teaching staff displayed dedication to their role by putting in countless hours throughout the year to improve their teaching capabilities, finding new ways to support and extend the learning demonstrated by their students. Our NAPLAN results in 2018 shows an increase in students working at the minimum national standards or higher, which is satisfactory improvement across all key learning areas. We feel that this success can be directly attributed to the work undertaken collaboratively to build our school into a high-functioning Professional Learning Community.

Our success can also be linked to implementing strategies from the Response To Intervention (RTI) framework. This involved staff working collaboratively to identify students who are at educational risk to take part in Boost lessons in class. Boost lessons also focused attention on students in the average range and the high achieving students. Staff also worked collaboratively to run intervention programs for those students who were deemed to be well below standard for their year level. The school's support staff also worked tirelessly throughout 2018. Our Learning Support Officers are trained to run the MiniLit Program as well as other Literacy intervention programs. We have seen pleasing learning growth with students who attended these learning intervention programs.

Our school undertook a major school review in 2018. The staff used the School Improvement Framework and the Characteristics of Highly Effective Catholic Schools, both written by Catholic Education Office, Ballarat as the key documents to review our practices in the key aspects of effective schools. Our school had much to celebrate and developed three new strategic goals to work towards for the next five years.

One of the key highlights of 2018 was having our school being awarded with the Country Education Project Rural Scholarship. The school is using the funds from the scholarship to set up a collaborative network for our Learning Support Officers and Special Education Teachers from our Western Trinity Network to discuss how they implement intervention programs for students at risk in 2019.

2018 has been a great year where everyone has worked as a team and I thank the staff, students and parents for their loyalty and dedication to the school. It has been a privilege to work with them all. Thank you.

Evan Wrobel

Catholic School Culture

Goals & Intended Outcomes

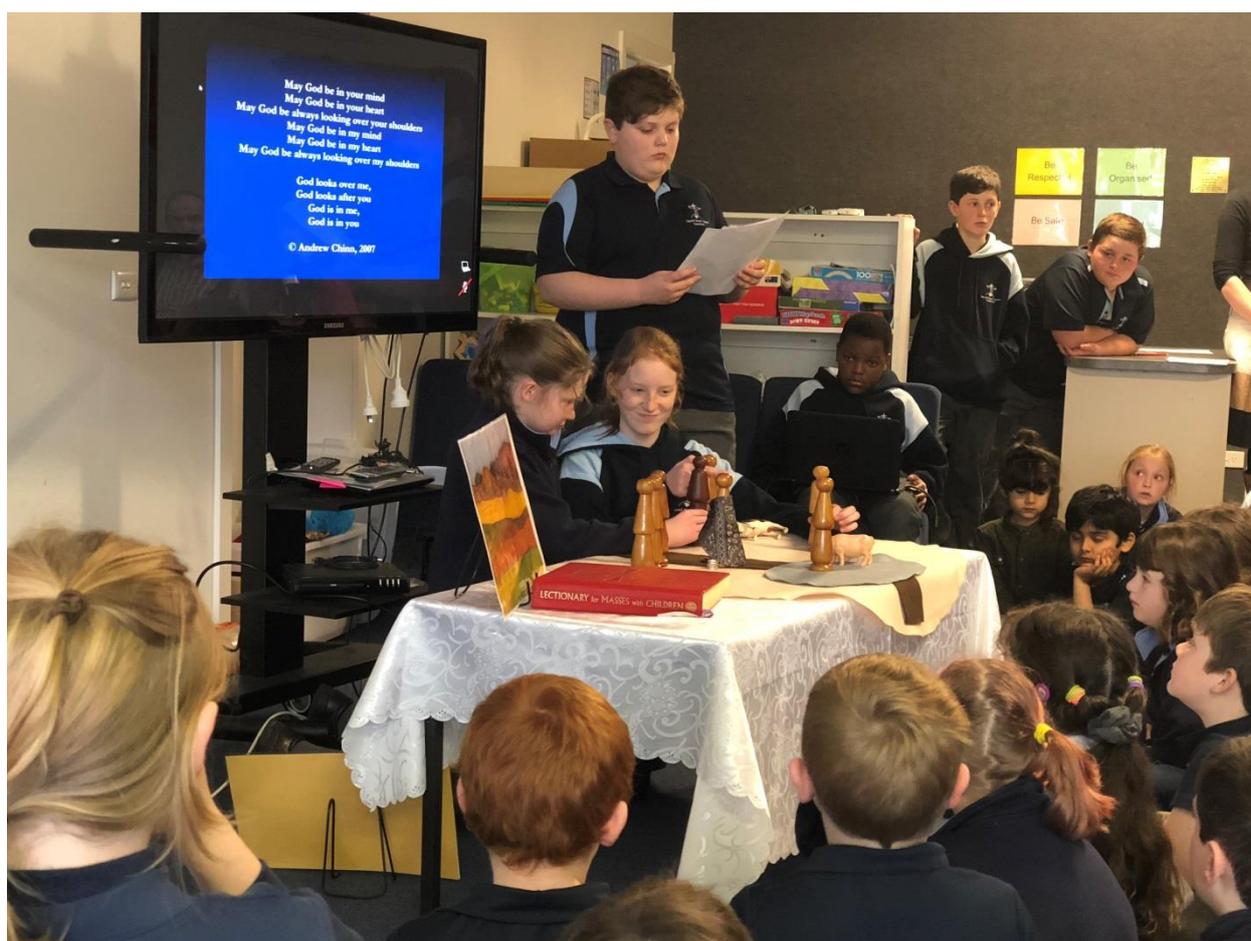
- Create a communal culture of learning and faith development in partnership with staff, students, families and the wider community
- To deepen staff, student and parent understanding of the meaning of Catholic identity in today's world
- Develop a whole school approach to consistent and purposeful teaching of the Religious Education Curriculum: Awakenings
- Deepen the integration of Catholic Values across the curriculum
- Professional Learning about Catholic Social Teaching
- Improve parent information about the religious nature of a Catholic School
- A well-planned cyclical and age appropriate Religious Education Program which supports a consistent and purposeful approach in the teaching of Religious Education throughout the school, in conjunction with the Western Trinity Schools, in which our teachers plan units of work for Religious Education with teachers from other schools
- Teachers integrate Catholic values and Religious Education across the curriculum
- Parents accept that Sacred Heart is first and foremost a Catholic School

Achievements

- A Religious Education cyclical two year plan for two levels, Junior and Middle/Senior has been developed and followed, which is in line with two small neighbouring Catholic schools. Teachers were given the opportunity to plan units of work with teachers from neighbouring schools, which in turn, enabled staff to produce richer units of work
- Teachers' understanding of the methodology of Shared Christian Praxis was enhanced
- Teachers have used 'Godly Play' materials in teaching Scripture, more regularly
- A highlight of the year for the staff was attending a Religious Education Professional Development day organised by our local network of Catholic Schools called 'Sow and Grow. This day included workshops that our staff attended about Enhancing Catholic Schools Identity, Godly Play, Scripture and Prayer
- Students took turns to prepare and lead class prayer with a partner, in a creative and reverent way, each morning
- Mini Vinnies members were invited to continue their projects and fundraising. One hundred percent of the Year 3 – 6 students joined the Mini Vinnies group
- Parents were educated about Catholic identity through the newsletter and School Advisory Council meetings
- Our school has involved students, staff and parents in many religious events through Mini Vinnies such as Meals on Wheels and the St. Vincent de Paul Winter Appeal
- Grandparents Day Liturgy, our celebrations for the schools' feast day and our End of Year Mass combined with our Awards Night and Carols were also highlights

VALUE ADDED

- Professional readings were read and discussed using a range of discussion protocols at staff meetings, which focused on the use of Shared Christian Praxis in Awakenings Curriculum and in ECSI
- Teachers planned Religious Education units with the Religious Education Leader and at planning days with teachers from the two neighbouring small Catholic schools
- In each classroom the students took responsibility for leading prayer in the mornings with a partner
- Our Social Justice group, Mini Vinnies, continued their Social Justice and fund raising activities. Children and staff took part in organising and supporting a number of fund raising activities for Caritas and Children’s Catholic Mission during the year.
- All staff and school families were included in school liturgies and celebrations eg Holy Week liturgies; Pentecost, Mission Day, School Feast Day, End of Year Mass and Graduation etc
- Our association with St Vincent de Paul Society members has been further strengthened through the St Vincent de Paul members visiting the school for both meetings and social occasions throughout the year. eg The St Vincent de Paul members provided a BBQ lunch for the students at the end of the year where the Mini Vinnies presented a donation towards their Christmas Appeal.



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 community was actively engaged in community events such as; ANZAC Day ceremonies, Kelpie Festival, Casterton Show, Paint Casterton REaD (an early literacy initiative for the town with collective efforts from each school and Early Learning Institutions in the district)
- Foundation/1/2 and the Year 3-6 students spent time at the Kindergarten to improve the transition from Kinder to school
- Involvement, support and engagement from parents, grandparents and friends at school events such as, Parent Information Nights, School Barbeques, Working Bees, Open Days, Book Week Parade with all students and the local Kinder class, Liturgies, Fund Raising events, Grandparents Day
- Coverage of school functions and events by the Casterton Newspaper during the year
- Students competed successfully in the local schools Sports Association sports days and many went on to District and Zone level.
- Visits to the Casterton Kinder were made by the Foundation/1/2 Class. The Four Year Old Kinder class also visited our Foundation/1/2 class at school.
- Year 5/6 students participated in the Lion's Club Young Youth of the Year speeches competition.
- Students took an active role in ANZAC Day ceremonies, the Kelpie Festival Parade, the Casterton Show, School Concert, Christmas Carols in the town and at the End of Year Mass.

PARENT SATISFACTION

Parents showed their satisfaction with the school through their involvement in:

- School Liturgies – many of our class or whole school liturgies had more than 50% of parents turn up
- Staff worked with students to plan learning activities to be completed with their parents after liturgies, which the students then worked on with their family. This allowed the students to not only show what they have been doing at school, but engaged their parents in a learning task with them, which further improves learning outcomes for students
- Parent Classroom Helpers support was welcomed
- Assistance on excursions and camps
- Working Bees
- Fundraising activities

- School Sports events
- The School Community Advisory Council meetings and functions were well attended throughout the year
- Support for end of year Concert

Insight SRC Data results from parents indicate that they rate general satisfaction of the school climate at Sacred Heart within the top 9% of Victorian schools population.



St. Joachim and St. Anne's Feast Day (Grandparents Day), July 2018

Leadership & Stewardship

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 are developed

Achievements

- A Leadership Team was developed. The team included a lead teacher and principal, from each of the Western Trinity Schools meeting on a fortnightly basis, to further develop leadership capacity in each school. The team oversaw the topics or learning cycles covered in each Year Level and analysed student outcomes data to gauge teacher effectiveness and student progress. This information was used to plan professional development for teachers throughout the year.
- A new Wellbeing Leader position was created and a new teacher was employed. This teacher worked across our three Western Trinity Schools Network
- The Wellbeing Leader worked in our school one day per week, leading staff and students in effective Wellbeing practices. She collected data about student wellbeing from surveys completed by students and led staff to develop goals and actions to improve student and staff wellbeing
- The School Community Advisory Council continued to support the school in many ways from fund raising to policy development
- All staff attended Professional Learning in 2018 appropriate to their role within the school
- Annual Action Plans and policies were created with the input of all teaching staff and the principal to cater for the needs of students
- Staff members were provided opportunities to meet with the Principal to discuss professional goals through a coaching method and Professional Learning Plans were developed for all teaching staff. The development of Staff Professional Learning Plans incorporated the Annual Review Meeting
- Teachers become more familiar with the AITSL Professional Teaching Standards as these were referenced and used in Professional Learning Plans. Staff members developed their Professional Learning Plans using the growth coaching method to devise their own goals and achievements were celebrated

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

- PLC – Response to Intervention Professional Development
- 1 day of Religious Education Professional Development called 'Sow and Grow.'
- Two PLC Network Days were attended by the principal and the Learning and Teaching Leader to see what other schools were doing as a PLC school and to show case our PLC Writing work.
- Religious Education Leader (REL) attended four days of REL network meetings

- Principal attended the Two Day Diocesan Religious Education Conference
- Special Needs Coordinator network meetings - three days
- School Closure Day devoted to Spelling and the purpose of PLC teams
- CPR, Anaphylaxis and ASTHMA training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	5
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$798

TEACHER SATISFACTION

According to the school’s most recent Insight SRC Staff Survey Results, teachers knowledge of ‘Curriculum Processes’ scored in the 92 percentile, which is in the top 8% of all Victorian primary school. This terrific score is attributed to our work in becoming a Professional Learning Community and our work in implementing the Response to Intervention Framework in our school.



Learning & Teaching

Goals & Intended Outcomes

- During 2018, the professional development focus was on
 - becoming a Professional Learning Community (PLC) to improve student learning outcomes in Writing, Spelling and Numeracy
 - for all students to develop respectful relationships

Achievements

During 2018, the professional development focus was on becoming a Professional Learning Community (PLC). The staff continued its focus on the three Big PLC Ideas, which include building a collaborative culture, focusing on results and focusing on learning. The third big idea contains six key questions that, as a school, we constantly revert to and they include: 'What do we want the students to learn?' 'How will we know if they have learned?' 'What will we do if they don't learn?' 'What will we do if they already know it?' 'How will we increase our instructional competence?' and 'How will we coordinate our efforts as a school?'

Our continued collaborative work with our two neighbouring Catholic primary schools, St. Malachy's, Edenhope and St. Joseph's, Coleraine, 'The Western Trinity Network.' The network used the PLC model to improve student learning outcomes across the three schools, with a specific focus on Numeracy, Writing and Spelling. The Junior and Senior team was reformed and new teachers were inducted to each PLC team. Each school combined for planning sessions to compare student data, write student pre and post assessments according to the Victorian Curriculum and plan lessons together with the aim of improving students results in post assessments compared to pre assessments. These planning sessions were conducted via video conference machines on a weekly basis during release times that are programed at the same time in each school. One or two face to face planning days per term, where teachers get together to plan for the term ahead were also scheduled. The schools also combined together for our three sports days, those being the Athletics, Cross Country and Swimming carnivals.

Through the development of Essential Curriculum Standards for our school in Writing, Spelling and Numeracy, the teachers' knowledge of the curriculum and how to teach each of these subject areas has vastly improved. Every student in the school met the minimum curriculum standards in Numeracy as set out in the Victorian Curriculum. Students also improved their ability in Writing and Spelling. However, not every student met the minimum curriculum standards for their year level for Writing and Spelling. These two areas will continue to be part of the school's Annual Action Plan in 2019.

STUDENT LEARNING OUTCOMES

According to the NAPLAN results from 2016, 2017 and 2018 all students in Years 3 and 5 were at the expected level in Reading, Writing and Numeracy. Nearly every student in Year 3 and 5 met the minimum national standards in Spelling and Grammar and Punctuation during the previous three years. The school's efforts in improving student learning outcomes in Numeracy have been effective as in the past not every student had been at standard in Maths. Therefore, the school will continue its focus on Writing and Spelling in 2019 to ensure that all students meet the national minimum standards.

Wellbeing

Goals & Intended Outcomes

- To support students in becoming confident, engaged and reflective learners
- For all students to develop respectful relationships
- Fully implement the “Respectful Relationships Curriculum Program” and to implement its associated practices
- Expand opportunities for student leadership within the school and the wider community through Mini Vinnies
- 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 are shared with the parent community
- Students have a voice in decision making

Achievements

- Year 6 students took on the role of school leaders, eg in charge of running weekly school assemblies, leading the flag raising ceremony each Monday morning, actively supporting their Foundation and Year 1 Buddies, monitoring harmonious relationships and promoting inclusiveness especially on the playground
- Students were consulted on a range of issues that affected them, eg. how to fundraise for the under privileged and raise awareness of social justice issues and in regards to setting work expectations for projects and assignments through the Mini Vinnies Student Committee. All Year 3-6 students joined this committee
- All staff members attended a one day Respectful Relationships Professional Development
- The Respectful Relationships Curriculum was implemented in all year levels during the year. The staff who taught the program reported that they found the lessons to be worthwhile and enjoyed delivering the lessons. Students reported that they liked the activities.
- All teaching staff attended a one day Professional Develop course with Tom Hierck called, 7 Keys to a Positive Classroom Environment
- PLC has focused our attention on improving how we write and share learning intentions with students by giving students ‘Proficiency Scales.’ These ‘Proficiency Scales’ provide lists to the students with the skills they need for partially meeting their grade level, meeting their grade level standards and how to exceed the expected standards in child friendly language.



VALUE ADDED

- Promoted and encouraged student leadership with Year 5/6 students
- Taken part in community events such as the Kelpie Festival, ANZAC Day Ceremonies, Lion's Club Peace Poster Competition, Lion's Young Youth of the Year Public Competition, Casterton Show Story Writing Competition, Christmas Carols etc
- Celebrated student successes eg Yr 6 student who competed in the finals of the District Lions Club Young Youth of the Year competition
- Published articles about what has been happening at 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
- Supported the continuation of the school Mini Vinnies student group
- Welcomed families and community members to all school celebrations eg Opening School BBQ, Sacred Heart Feast Day, Grandparents Day, sports events, School Concert etc
- 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 support meetings for students with special needs and those deemed at risk

STUDENT SATISFACTION

Students results from the most recent Insight SRC surveys indicates that students feel as though they are well liked by their peers, they are motivated and feel that their school work is meaningful.

STUDENT ATTENDANCE

Attendance is recorded in the web based password protected site called 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 and follow up. Any students with an attendance percentage below 90% is tracked. 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 reason 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.

Child Safe Standards

Goals and Intended Outcomes

- 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 accountabilities for people working with our students. The continued application of student well-being program Respectful Relationships have 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 a student's 'Code of Conduct'.
- The school is compliant with the Child Safe Standards. Staff and Parents are familiar with the seven standards within the Standards with regular updates and briefings. All staff completed Mandatory Reporting training and are aware of their obligations by law. Both Staff and Parents have been accepting of the expectations in which the Standards have placed on all adults in relation to ensuring all students are safe and how to make a report if there are concerns about student safety. The school incorporated the phrase 'child safe' into its vision and discussed together with staff, parents and students what this looks and feels like.
- Review all Child Safe policies and procedures.

Achievements

- The successful implementation of the Respectful Relationships Social and Emotional Learning Curriculum, which has provided a platform for student empowerment about their rights and responsibilities in relation to the Child Safe Standards.
- **The 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:
 - *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.
- **Training and awareness raising strategies**
 - 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;
 - 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 to ensure 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'

Future Directions

Sacred Heart School, Casterton had its major school review in 2018. The following table outlines the school’s three strategic goals for the next five years.

<p>Key Priorities <i>Key improvements that will maximise student outcomes</i></p>	<p>Links to relevant Components of the Key Aspects of Schooling <i>(CHECS components that will drive the realisation of these priorities.)</i></p>	<p>Suggested Strategies and actions</p>
<p>Develop teacher capabilities to engage all students through the use of teaching practices that are agreed, evidenced-based and effective.</p>	<p>Vision and Mission Catholic School Culture 1.1</p> <p>Leadership & Stewardship 3.1, 3.2, 3.3, 3.4,</p> <p>Learning & Teaching 4.2, 4.3</p>	<ul style="list-style-type: none"> ● The principles of Universal Design of Learning ● Gather and interpret data to inform teaching practice ● Develop teacher understanding of the Victorian Curriculum ● Develop coaching and mentoring strategies ● Establish consistent and effective feedback and goal setting methods with students. ● Develop clear communication between intervention programs and classroom practices
<p>Link Scripture to action which is reflected in living a life informed by the Gospel embracing the diversity of the School Community.</p>	<p>Catholic School Culture 1.1, 1.2, 1.3</p> <p>Community Engagement 2.1, 2.2</p> <p>Wellbeing 5.1</p>	<ul style="list-style-type: none"> ● New ‘Awakenings’ curriculum incorporating Catholic Social Teaching ● Share analysis of ECSI data to enhance our Catholic school identity ● Promote and embrace cultural diversity and inclusiveness through dialogue eg. in Liturgies
<p>Develop a whole school proactive, consistent and sustainable approach to positive, respectful relationships and behaviours.</p>	<p>Community Engagement 2.1</p> <p>Leadership & Stewardship 3.2</p> <p>Learning & Teaching 4.2, 4.5</p> <p>Wellbeing 5.1, 5.2, 5.3</p>	<ul style="list-style-type: none"> ● Embed practices of the Respectful Relationships program ● Establish a School-Wide Positive Behaviour Support approach including SEL Boost (Tier 2) lessons ● Quarterly Wellbeing school surveys with staff and students to inform SPBS ● Engage community welfare support services

School Performance Data Summary

E2021
Sacred Heart School, Casterton

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

There are fewer than 10 students in Year 3 and Year 5 who sat the 2018 NAPLAN. Due to possible breaches of the privacy of their results this data will not be shared.

The results demonstrate that literacy and numeracy levels across Years 3 and 5 are at the expected level and are improving. Writing and Spelling are a concern. The school has focused on these areas.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.0
Y02	89.6
Y03	86.5
Y04	94.2
Y05	90.8
Y06	93.0
Overall average attendance	91.0

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.3%
--------------------------------	-------

STAFF RETENTION RATE	
Staff Retention Rate	100.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.0%
Graduate	20.0%
Graduate Certificate	20.0%
Bachelor Degree	100.0%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	6
Teaching Staff (FTE)	3.6
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	1.9
Indigenous Teaching Staff (Headcount)	0

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