



# Sacred Heart Primary School Yarrowonga

## 2021 Annual Report to the School Community



Registered School Number: 401

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## Minimum Standards Attestation

I, Angela Gorman, attest that Sacred Heart Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

29/03/2022

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## Our School Identity and Vision Statements

### An Inspired Vision

Sacred Heart Primary School is a welcoming, faith filled community grounded in the Mercy Values and Catholic Social Teaching.

We strive for the pursuit of excellence whilst nurturing the whole child, embracing diversity, and celebrating each individual's uniqueness and strengths.

We empower our students to be lifelong learners with a focus on critical and creative thinking, curiosity, and positivity.

Students will become reflective and responsible contributors to an ever-changing global society.

### Our Purpose

In living our vision, through our purpose we will:

- Foster meaningful and authentic relationships with students, teachers, parents and the wider community.
- Provide a safe and supportive learning environment where our learners are empowered to think critically every day.
- Commit to continuously improving well-being, and learning and teaching through reflective practice and challenging the Status quo.

## School Overview

Sacred Heart Primary School was established by the Sisters of Mercy in 1890 and has been providing a quality Catholic education to families of Yarrawonga and surrounding districts for more than 122 years. Sacred Heart Primary School is a proud contributor to the wider community of Yarrawonga and actively strives to enhance and support these vital links with community.

During 2014 the Sacred Heart School Community finally completed our building program and officially opened our new school in Woods Road, Yarrawonga. The school was officially opened by Mrs Sharman Stone, Federal Member for Murray and The Most Reverend Bishop Leslie Tomlinson; Bishop of Sandhurst.

Sacred Heart is a member of a local education system called Catholic Education Yarrawonga (CEY) and is made up of two schools; Sacred Heart Primary School and Sacred Heart Secondary College. Our role is to assist each campus in working together on common educational issues, policies and the future provision of Catholic Education in our region.

We believe that talents are not simply chanced upon - they should be positively looked for and developed and therefore we provide a wide range of learning experiences in order to give every child an opportunity to strive to be their best. I believe Sacred Heart Primary School is a school of distinction - with great pride in its achievements, belief in its students and teaching staff, and a determination to encourage, support and drive to achieve potential.

## Principal's Report

Sacred Heart continues to make a lasting impression on the lives of those who are associated with our beautiful school. Many of our successful outcomes are achieved because of the fantastic relationships forged between staff, children and their families. I am extremely proud of the endeavours of our community who work diligently to make our vision become a reality.

I am very proud of what we were able to achieve and the way we were able to adapt and support the learning needs of our students and their families in a remote environment. Our staff worked in a remarkable way to provide learning experiences for all students across the school in a Google Classroom and online environment. Every student had access to a device and staff prepared lessons in exciting ways to engage the learning outcomes of students.

I would like to express my thanks to the leadership team for the fabulous work you do. The business of leadership is full-on and at times gruelling, especially this year! Sacred Hearts leadership continues to be optimistic and resilient, calm in crisis and energetic and positive at all times. This sets a wonderful tone for our school and models great leadership to our community.

As a school Principal, the quality of my staff and the potential we have for making a profound difference in the lives and the learning of the children in our care, has always been and continues to be of paramount importance to me. A key part of my role as Principal and as a member of our leadership team, is to continue to walk alongside, to lead, to model, to support and challenge each and every staff member to grow, both as people and as professionals. Our school relies on staff who are not only very good at what they do, but understand that students learn best, when they are working in a safe, respectful, supportive and creative learning environment. I feel very blessed to work with the calibre of staff I have and as each term goes by, we are seeing the incredible fruits of all our planning, hard work and collaboration.

Thank you to Mr Ben Griffin, our Deputy Principal. Ben has been instrumental in the leading of our Learning and Teaching team - bringing experience, influencing and challenging practice whilst providing support and guidance for all. Ben has been a wonderful support during the endless closures we experienced this year. His calm and positive disposition helped keep morale high during a very challenging year.

Thank you to our School Advisory Council. Although it was difficult meeting via Google meet you were an excellent sounding board for the complexities we faced as a result of COVID. Your input and advice has and will always be valued. Your commitment and dedication to the school and parish community of Sacred heart Yarrawonga is much appreciated.

Finally, to Father Steve - thank you for the level of trust you offer me to fulfil my role. Your continued support and interest in our wonderful school and its community is much appreciated.

## Catholic Mission and Identity and Education in Faith

### Goals & Intended Outcomes

- Enrich staff knowledge of scripture and spirituality
- Know and understand our ECSI data
- Restructure of our Sacramental Program (for 2021)

### Achievements

Throughout 2021, three staff members completed the Accreditation to teach Religious Education and another three commenced the Accreditation to Teach in a Catholic School. A process has been developed for all teaching staff to obtain their Accreditation and in December two staff members were accepted into the Accreditation Courses for the next two years.

Professional development sessions led by Mrs. Meegan McInness (Catholic Identity Leader) on the Source of Life Curriculum were undertaken by staff. Sessions focussed on the planning, teaching and evaluation of the Source of Life Units of work taught in Religious Education lessons across the school. This support offered by Meegan ensured students were accessing quality lessons and consistency in our approach in both remote and face to face learning.

We were lucky to be able to celebrate our opening and closing school liturgies together as a whole school. Unfortunately our parents and carers were unable to be present with us however the energy and enthusiasm of our students in their participation and singing made these two events very celebratory and memorable.

Our ECSI data was also collected this year. We were lucky to be able to attend professional learning at the beginning of the year led by Mr David Walker (CES). We had a very positive engagement from staff and students.

### VALUE ADDED

- Catholic Identity articles in all our newsletters
- Development of our school student leaders in preparing for and assisting to lead multiple whole school liturgies and rituals throughout the year.
- Celebration of our Mercy Charism
- Online Liturgical Celebrations - e.g. ANZAC day, Grandparents Day,
- Steps in Faith Sacramental program
- Focus on social justice issues, responding in prayer and action to issues facing our own and wider communities.

- CARITAS Support: Project Compassion and CARITAS K's
- RE network days
- Indigenous network days
- Whole school meditation twice a week
- Three staff members completed RE accreditation
- Continue to unpack Catholic Social Teaching during planning and then
- Make connections with social justice actions in RE units.

## Learning & Teaching

### Goals & Intended Outcomes

- Embed a rigorous system of data collection and analysis where evidence is used to monitor and track improvements and progress for individual students and cohorts of students
- Strengthen whole school performance and learning culture. This culture to be characterised by high levels of collective efficacy, optimism, high expectations and success

### Achievements

Sacred Heart bases all learning on the Victorian Curriculum, however covering all eight domains has been challenging with the consistent COVID school closures. We have worked hard at integrating all learning areas through an Inquiry/Investigation Learning approach but at times we have had to strip back teaching to a 'needs to know, nice to know basis. Our curriculum encompasses Religious Education with faith development, Christian Praxis, scripture knowledge and social justice incorporated in all areas of the school life. Literacy and mathematical programs this year have continued to emphasise explicit teaching using information gained from ongoing assessment and data analysis.

We have dedicated much time and learning in developing our knowledge in analysing and using data to inform practice. We have refined our assessment schedule so ensure we are able to effectively tracking our student's growth and at the same time provide teachers with curriculum-relevant information Therefore continuing to reinforce data as something that informs teaching and learning, rather than as a reflection of the capability of individual students and labelling.

The Professional Learning Team meetings continued to provided opportunities for building the professional capacity of staff ensuring teaching and learning opportunities were aligned with current research and contemporary practices. Teaching Teams met to engage in evidence-based dialogue that identifies the level of student achievement and measures the effectiveness of the student experience. Teams were supported to incorporate and embed practices that focus on improving the level of achievement of all students in Mathematics and English.

### STUDENT LEARNING OUTCOMES

In NAPLAN, between 2019 (Yr 3) and 2021 (Yr 5), students made expected growth in all areas. The average score for both Yr 3s and Yr 5s in all curriculum areas is at the expected level when compared with schools with students with the same starting score and similar backgrounds.

Other standardised testing used to measure data and growth are PAT Reading and Maths, and Fountas and Pinnell for reading comprehension. Our PAT data shows our students are equal to and higher than the norm reference in Maths and higher in all year levels in Reading. Our Fountas and Pinnell data has allowed us to measure growth in reading comprehension, which

has been at and above the expected level and has allowed teachers to target their teaching even further.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	98.2	-	-	94.9	-
YR 03 Numeracy	100.0	-	-	98.3	-
YR 03 Reading	94.5	-	-	98.3	-
YR 03 Spelling	92.9	-	-	94.9	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	96.8	-	-	94.9	-
YR 05 Numeracy	100.0	-	-	96.6	-
YR 05 Reading	98.4	-	-	96.6	-
YR 05 Spelling	96.8	-	-	96.6	-
YR 05 Writing	96.7	-	-	94.7	-

\* 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.



## Pastoral Wellbeing

### Goals & Intended Outcomes

- To promote a safe and happy environment which makes it possible for all to contribute to a culture that fosters inclusiveness, positive relationships and wellbeing

### Achievements

Sacred Heart is committed to the well-being of all in our School community and this year Pastoral well-being was high on our radar. Students and staff were spending much more time at home so the physical connections and constant check-ins with students was very challenging for all. Positive Behavior Intervention and Support (PBIS) has continued to be the framework for ensuring Salutogenic outcomes for students, staff and parents. Our expectation of Safety, respect and always being your best in online and face to face environments are known and practiced, resulting in minimal behavior issues. (Especially with the frequent transitions back to school)

We have continued to work with Patrice Goldman (Pastoral Well-being Leader) who continued to support us in refining our practices, processes and procedures. Our behavior support team meets on a fortnightly basis to continually evaluate and implement accommodation to support all students to flourish in our school environment.

2020 saw the continuation of the Respectful Relationship Program. Respectful Relationships support our schools to promote and model respect, positive attitudes and behaviours. Teaching our children how to build healthy relationships, resilience and confidence. We were thrilled to be appointed Lead School - support 4 schools in our region in the planning and implementation of the program. Although check-ins and meetings were less frequent as we would like, this network is a great learning forum as well as an emotional support for our schools. Special thanks goes to Mrs Patrice Goldman and Mr Ben Griffin for all their work in this space.

Mrs Nada Nolan continued to facilitate the Seasons for Growth education program for children, who have experienced significant change or loss. The core intentions of the program are to assist in the development of resilience and emotional literacy to promote social and emotional well-being. The program is educational in nature and does not provide therapy.

This year we also have experienced a significant rise in students presenting with anxiety. We introduce a new program 'Chill Skills.' In the program students learn skills that can carry them through life's ups and downs. They learn to relax and understand it is a skill that is learnt, takes time and most importantly is an ongoing practice that is an essential part of maintaining our well-being.

#### VALUE ADDED

- John Mitchell Pastoral Well-being (Ed. Officer CEO Sand)
- Regular visits from CEO speech pathologist working with individual students, parents, teachers and teacher assistance (face to face and online)
- Regular program support meetings with parents, child and specialist staff (face to face and online)

- Camps: Grade 5 -Ballarat
- First Aide training
- Affirmation of our students, through Friday awards, continues to be a positive means of instilling values and respect.
- Seasons for Growth Program
- Whole school approach to Respectful Relationships
- Father's Day drive through breakfast
- Parent Forums. - Communication
- Chill Skills program
- Staff appreciation activities (termly)

## STUDENT SATISFACTION

Student well-being surveys conducted at school in term one showed a high percentage of our students felt happy and safe at school. Students have a positive connection to staff and peers and felt overall they were learning at school. The many lock-downs did have an impact on students well-being and engagement in learning. Approx. half our parents felt the remote learning work was just right and a quarter found it either to hard or to easy. Student data toward the end of the year showed som of our students lacking stamina and motivation to learn.

## STUDENT ATTENDANCE

Classroom rolls are administered every morning and afternoon on SIMON. In the event a student's absence is registered and unexplained, a text message is immediately sent through to a student's parent or carer requesting them to account for the absence. If the text is not responded to, we will follow up with a phone call.

If students are absent on a frequent basis, our Enrolment Officer would inform our Pastoral Well-being Leader who would then consult with the principal. In most cases this is to arrange a meeting with the parents, which usually results in support structures being introduced for students to attend school on a more regular basis

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.4%
Y02	95.2%
Y03	94.2%
Y04	94.8%
Y05	94.5%
Y06	93.2%
Overall average attendance	94.4%

## Child Safe Standards

### Goals & Intended Outcomes

- To implement and embed the whole school curriculum program "Resilience, Rights and Respectful Relationships" from F-6

### Achievements

Refined and embedded our Volunteer Induction program within the School Community:

- The embedding of policies and commitments into everyday practice.
- Training of teachers, non-teaching staff and volunteers.

Regular and ongoing whole staff professional learning opportunities focused on PROTECT website, documentation and processes for reporting:

- Mandatory Reporting
- Disability Standards.
- Staff handbook - school expectations.

Implementation of Respectful relationship:

- Strategies addressing the principle of inclusion.
- Continuation of being a Lead school supporting Sacred Heart College (Yarrawonga) , St Joseph (Cobram) and St Joseph ( Numurkah).

## Leadership & Management

### Goals & Intended Outcomes

To continue to develop a professional learning culture that is centred on continuous improvement of student learning outcomes.

- That an environment is created that supports and encourages teacher engagement.
- Development of a new school strategic plan

### Achievements

The school's response to the directives from Catholic Education Sandhurst involved the active collaboration between home, school and parish in support of its students, their families and the wider community throughout the pandemic. We were most proud of our collective efforts to ensure the continuity of learning during the unprecedented and most challenging times. The success of the student experience can be attributed to the exceptional response of the staff to leadership direction in support of all families.

The following initiatives were implemented by the school: -

Onsite supervision in support of students whose parents were essential service employees, students deemed vulnerable, and students with additional needs identified by families and teachers as requiring the support of the school environment to complete learning tasks.

Development of an online portal ( Google Classroom and or Google sites) for students across the school which provided a daily outline of tasks and activities appropriate to the age and stage of all students. The tasks provided enabling and extension prompts to support differentiation and included video recordings of the content or skill being taught.

Access to online learning and teaching opportunities where students were able to engage in whole class and small group discussions, observe the teacher modelling what success looks like, ask clarifying questions, receive immediate feedback on their progress and have the learning either enabled with the support of scaffolds or extended to attain a higher level of achievement.

Preparation of learning packs for families to collect at the commencement of each remote learning period complete with stationery items and learning materials. Also included in the packs were supports and scaffolds for planned units of work to support all students, and in particular, students with additional learning needs

Access to digital technologies (iPads) to facilitate remote learning as well as ensuring families were supported to access the Google Classroom and any links attached to particular activities

Classroom Teachers and School Leaders made regular phone contact and Google meet calls with parents to check in on students as they progressed through the remote learning period. Adjustments to the program were often discussed in support of the students' level of achievement and in response to mental health and well-being concerns raised.

Fortnightly Google meets for parents while in lock down with the Principal and Deputy discussing any questions and concerns they have.

We engaged in a comprehensive process to reflect on the current state of our school to discern together the priorities and vision that will drive our next strategic plan. Staff, parents and students participated in an interactive series of forums, interviews and surveys. The process provided an assessment of the strengths of our school, the positive culture and quality education that Sacred Heart provides for our students and community. It also revealed the challenges as well.

## PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

The unprecedented challenges experienced by the school in response to the pandemic resulted in the cancellation of professional development opportunities offered by external providers. Instead, the school drew on the expertise, skill and knowledge of its existing leadership team to support the teachers to navigate the remote learning experience for our students.

- Master's Degree Evidence Based Teaching - 4 staff
- Ben Crowe. - Leadership and Development - 4 staff
- Learning Trajectory. - whole school (2 days)
- Christian meditation - whole school
- Source of Life - planning and Assessment - whole school
- Apple Education - Ipads (3 days) whole school
- Well-being for kids - 1 staff
- Chill skills - whole staff
- RRRR professional learning - 4 staff
- RE Accreditation - 5 staff
- Formative assessment - whole staff
- RE networks days
- Learner Diversity network days
- Deputy Principal network days

## TEACHER SATISFACTION

With two years of disruption and 2021 feeling the most disrupted with endless stopping and starting our have continued to reaming positive. Our data indicates our teachers are satisfied and engaged in their work at Sacred Heart. The team-based environments have been essential

in offering the supports and expertise that staff requires and staff are feeling a sense of achievement. We know if staff are learning and supported, that we are best placed to achieve continued success in both face to face and remote learning environments.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.7%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	84.6%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
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Masters	3.1%
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Graduate	15.6%
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Graduate Certificate	0.0%
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Bachelor Degree	100.0%
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Advanced Diploma	15.6%
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No Qualifications Listed	0.0%
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#### STAFF COMPOSITION

Principal Class (Headcount)	2.0
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Teaching Staff (Headcount)	36.0
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Teaching Staff (FTE)	32.3
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Non-Teaching Staff (Headcount)	13.0
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Non-Teaching Staff (FTE)	9.2
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Indigenous Teaching Staff (Headcount)	0.0
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## School Community

### Goals & Intended Outcomes

To develop community partnerships which foster authentic relationships within our local and global communities.

- That stronger connections between school families and the parish continue to be developed

### Achievements

Our school endeavoured to build genuine and authentic partnerships between school, home and parish to develop a strong sense of belonging and connectedness to our Sacred heart community. Unfortunately, the direction for schools limiting parent and community access remained firmly in place and our adherence to the Catholic Education Commission of Victoria guidelines was non-negotiable. As a school we had to think creatively and problem solve with new and innovative ideas. We managed to achieve a balance with our adherence to Covid-19 restrictions and our desire to maintain community connection. As we were not able to gather as a wider school community in 2021, all majority school events were cancelled. However, in an effort to support our students and their families to remain connected, the school offered opportunities for community engagement including activities such as: -

- Access to quality teaching and learning opportunities planned and prepared by the staff to ensure continuity of learning during the lock down -
- Regular phone contact with families to check in on the wellbeing and learning progression of each child
- Class and year level social gatherings via zoom - themed morning meetings where children were encouraged to dress in simple costumes, e.g. silly hats and crazy socks -
- Online Virtual Disco
- Father's Day drive through sausage sizzle
- Fortnightly Google Meets with principal and deputy
- Online book week
- Fun and exciting drive through learning pack pick up
- Staff tick toc
- Whole School Mass (online)
- Whole School Assemblies (online)

We were grateful we could celebrate our end of year liturgy with our whole school community. For our outgoing grade 6s we were able to enjoy a meal at the Mulwala ski club with parents. This was a wonderful opportunity to share all they have achieved during their time at Sacred Heart.

Transition with our new Foundations students was limited. After our first transition the whole school was closed for 2 weeks due to a significant COVID outbreak within the school.

## PARENT SATISFACTION

We engaged in a comprehensive process to reflect on the current state of our school to discern together the priorities and vision that will drive our next strategic plan. Parents participated in a variety of interactive forums, interviews and surveys. This process provided parents with the opportunity to voice what they believed was working well and where we as a school community need to focus in the future. On the whole parents acknowledged the positive culture and quality education that Sacred Heart provides for our students and community. However after the past two years they would like to see more opportunities present at the school and the wellbeing of the student was being developed and nurtured.

## Future Directions

### Catholic Identity

- Provide professional learning to enable staff to explore our Mercy Spirituality and the biblical foundation of Catholic Social teaching.
- Provide regular opportunities for staff and parents to participate in liturgical celebrations
- Provide professional learning for teachers in areas including Shared Christian Praxis, Source of Life Curriculum

### Learning and teaching

- Engage in current research re: evidence based/best practice
- Identify non-negotiables of best practice - reduce variation between grades/year levels
- Develop consistency in approach to planning and assessment

### Pastoral Wellbeing

- Develop our understanding of mental health and its impact on the foundation of learning
- Continue to embed strong and consistent strategies to embed PBIS across our school

### Leadership

- Lead a process in which school-wide improvement agenda is developed that is research based and measurable
- Enhance capacity of staff to build a culture within teams to promote healthy, professional and collaborative working relationships