



# Sacred Heart Primary School

## Yarrawonga

2022

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 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.

24/03/2023

**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](http://www.acnc.gov.au)

## Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

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.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond  
Executive Director  
Catholic Education Sandhurst Ltd

## Vision and Mission

### Our School Identity and Vision Statements

#### Our 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 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 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. 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 who joined our school community this year as 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.

Thank you to the School Advisory Council. You are an excellent sounding board for all projects we have undertaken and your input and advice has always been valued. Your commitment and dedication to school and parish community of Sacred heart Yarrawonga is much appreciated.

Arn Gorman

## Catholic Identity and Mission

### Goals & Intended Outcomes

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

### Achievements

Our Catholic Identity and Religious Education forms the foundation for everything that we do at Sacred Heart. Staff are led and assisted very capably by Meegan McInness (REC) and the Leadership Team. Our Catholic Culture and Mercy Charism are purposely visible and central to all that we do.

We gathered at the beginning of the school year with our Opening Mass and welcomed new students, families and particularly our 63 new foundation students to the Sacred Heart Community. Year 6 students processed in with their new foundation buddies and were a wonderful example and helped them as they became familiar with our rituals.

Throughout the year special liturgies were celebrated, including Ash Wednesday, Grandparents Day, Father's Day and the Feast of the Sacred Heart. The End of Year Mass was a wonderful celebration of all that had been achieved throughout the year. Grade 6 students were presented with their Graduation Certificates and families and staff leaving Sacred Heart were acknowledged and thanked for their tremendous contributions to the life of the school. Our Liturgies are always beautiful celebrations with everyone fully participating in the responses and singing.

After waiting for two years to celebrate sacraments with our students 72 candidates made their First Communion and Confirmation celebrated by Bishop Shane McInley. This was a significant celebration for the children, their families and also in the life of our parish. We were also thrilled to have 36 of our students make their Sacrament of Reconciliation.

Fundraising for Social Justice continues to be a strong focus in our school community. These include the Lenten focus on CARITAS, generous donations to St. Vincent de Paul during our Feast of Sacred Heart celebrations and our Rosie Cullen Foundation.

### VALUE ADDED

Catholic Identity articles published in newsletter

Liturgical events are promoted through social media

Celebration of Mercy Charism through liturgies, staff induction, prayer and symbolism throughout the school

Mercy Values of Compassion, courage, hospitality, justice, respect and service are the drivers of our student leadership program

Liturgical Celebrations e.g. ANZAC day, Grandparents day, Mother's Day...

Steps in Faith sacramental program

Focus on Social justice issues, responding in prayer and action to issues facing our own wider communities

CARITAS Support: Project compassion and CARITAS K's

Catholic Identity network days

Whole school meditation twice a week

Three staff members completed RE accreditation

Continue to unpack Catholic social teaching during planning and making connections with Social justice actions in RE units

Professional learning on Catholic Social teachings and Books of the Old Testament with David Walker and Kevin Lawlor

## Learning and Teaching

### Goals & Intended Outcomes

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

### Achievements

2022 saw the launch of our new Strategic Plan. Our key focus in Learning and Teaching was to delve deeply into our whole school practice (P-2) to highlight the consistency and coherence in our planning, assessment and practice. Although we are looking for improvement in all curriculum areas, our focus for 2022 was to focus heavily on our approach to reading.

We adopted a workshop approach to literacy (in particular reading) which provides a teaching structure that includes the integration of the three English language modes: Reading and Viewing, Writing and Speaking and Listening (Victorian Curriculum and Assessment Authority (VCAA), 2017 and (Victorian Curriculum and Assessment Authority (VCAA), 2020, Victorian Curriculum Foundation-10.

The Workshop approach supports teachers incorporating the high impact teaching strategies which we know 'reliably increases student learning wherever they are applied'. The gradual release of responsibility practices include the explicit description, modelled, shared, guided and independent practice of reading concepts or skills. This supports teachers to differentiate the learning and promote student engagement with their literacy learning.

Our professional learning was led by Kirsten Leary Literacy leader and Matt Dwyer Numeracy leader with the support of the learning and teaching team. Kirsten was part of the Teacher Excellence Program for 2022 and through this network of highly accomplished teachers she was able to further develop her leadership in leading change throughout the school

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

Professional Learning Team Meetings and Professional Learning Community Meetings were coordinated by the Leadership Team and attended by all staff regularly. They focused on data analysis and development of skills in the area of reading and numeracy. They also involved Unit & Whole School planning for improved student outcomes. Other areas of focus during these meetings included an analysis of how best to use learning spaces to improve learning outcomes and how to plan and teach achieving 'high achievement's for students of all ability levels.

### STUDENT LEARNING OUTCOMES

NAPLAN results identify that our 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 been at or above the expected level and has allowed teachers to target their teaching even further

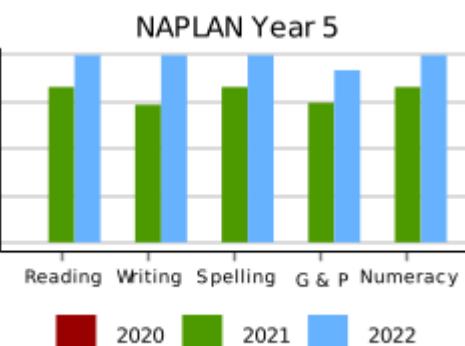
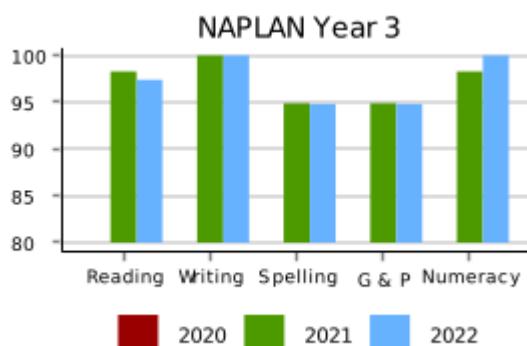
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%	*		%	
	*	*		*	
YR 03 Grammar & Punctuation	-	94.9		-	94.8 -0.1
YR 03 Numeracy	-	98.3		-	100.0 1.7
YR 03 Reading	-	98.3		-	97.4 -0.9
YR 03 Spelling	-	94.9		-	94.8 -0.1
YR 03 Writing	-	100.0		-	100.0 0.0
YR 05 Grammar & Punctuation	-	94.9		-	98.4 3.5
YR 05 Numeracy	-	96.6		-	100.0 3.4
YR 05 Reading	-	96.6		-	100.0 3.4
YR 05 Spelling	-	96.6		-	100.0 3.4
YR 05 Writing	-	94.7		-	100.0 5.3

\* 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

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

### Achievements

All student Wellbeing programs continued to operate effectively as a means of ensuring Sacred Heart is a 'well' school. Patrice Goldman continued in the role of Wellbeing leader and led a very capable team in ensuring the Wellbeing of students remained a significant focus throughout the year.

2022 saw the continuation of our 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. This network is a great learning forum as well as an emotional support for our schools.

To further support both the RRRR and PBIS (Positive Behaviour Intervention and support) program we have been lucky to receive the financial support of the Yarrawonga Play project to engage in the Resilience Project. The Resilience project complimented and enhanced our social / emotional curriculum providing valuable learning for staff, students and families in developing the skills of Gratitude, Empathy and Mindfulness (GEM).

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 experienced a rise in students presenting with anxiety. We have continued to run our program Chill Skills and Peaceful kids. In both programs 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

Our student buddy program continues to thrive. Our Year 6 students thoroughly enjoyed supporting their Prep buddies throughout the year. They attended Mass, community events and completed many learning activities together.

All staff completed necessary updates for First Aid and Anaphylaxis training. All staff also completed the Mandatory Reporting e-Module.

### VALUE ADDED

Alternative Play ( lunchtime)

Resilience project  
Resilience project conference  
Wellbeing network meetings  
Chill skills  
Peaceful kids  
Seasons for Growth  
PSG meeting  
Father's Day breakfast  
Ladies night out  
PBIS termly bbq  
GEM awards  
Student wards  
Christian meditation  
Fire Carriers  
Grade 4 camp - Harrietville  
Grade 5 camp - Ballarat  
Grade 6 camp - Canberra  
Feast Of Sacred Heart Day  
Blue earth Program  
Swimming and Athletic carnival  
Jump Rope for Heart  
Brave hearts  
Camp quality  
Excursions  
inter school sport  
Grade 6 graduation luncheon  
Lions Club public speaking competition

## 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 enjoyed being and learning at school.

## 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	89.9%
Y02	89.5%
Y03	90.6%
Y04	87.3%
Y05	88.6%
Y06	85.7%
Overall average attendance	88.6%

## 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.

Creation of online induction and learning modules via Policy connect platform for all staff re: Child Safe Standards and school expectations:

- Implementation of ‘PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools’.

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.
- Becoming a Lead school supporting Sacred Heart College (Yarrawonga), St Joseph's (Cobram) and St Joseph's (Numurkah)

## Leadership

### Goals & Intended Outcomes

To encourage leadership by all staff through a collaborative disseminated leadership model

To nurture a positive and relevant environment where we will create capacity for parental engagement, which will inspire and enhance student learning

To develop a more strategic/systematic approach to reviewing & developing school policies, responding to school wide data results and system initiatives

### Intended Outcomes

Improved leadership capacity for all staff.

Leadership Team Professional Development

The development of programs and opportunities that encourage Student Leadership in supported, achievable ways

Provision of a safe, welcoming environment for our parents that fosters inclusion, understanding, creativity and embraces parental engagement in a wide range of areas

The development of a strategic & systematic approach to reviewing and developing School Policies & Procedures, and our schools interpretation and response to data including:

- NAPLAN
- Resilience Project Well being Survey
- ECSIP data
- School Review Recommendation
- Fountas & Pinnell
- PAT M & PAT R
- Locally developed formative and summative assessments

### Achievements

This year our Professional Learning meetings focused on our continued improvement in the area of Reading and Numeracy, in particular, Reading Comprehension, focusing on building teacher capacity in the area of enabling high achievement amongst our learners. These meetings were led by Kirsten Leary (Literacy leader) Matthew Dwyer (Numeracy Leader) and Ben Griffin Deputy Principal

With the Support of Andrea O'Connor (CES Leader of Pedagogy) and Matt Knight (Education and Leadership Consultant) we also engaged in professional learning in developing effective strategies and processes for data analysis. This learning included scaffolding to teachers implementing data inquiry cycles which consisted of : coaching, modelling, and classroom observations.

Seven of our Middle leaders also participated in Growth Coaching 3 day professional learning.

Arn Gorman (Principal) and Ben Griffin (Deputy Principal) also completed Masters in Evidence Based practice from Melbourne University.

Student leadership has continued to develop and gain authenticity at Sacred Heart. Our weekly assembly is a credit to our student leaders. It is a wonderful celebration of our school week and is well attended by school families.

## **EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

### **Description of Professional Learning undertaken in 2022**

VACPSA Conference (Principal & Deputy Principal)

Resilience Project (All Staff)

Teacher Excellence Project (Kirsten Leary)

MAV Conference x 5

Sue Larkey - Autism Conference x 8

Readers Workshop - whole school, small group, learning walk, feedback (Matt Knight) ongoing

Aspire Higher Leadership (Growth Coaching) (middle leaders x 6)

Catholic Social Teaching (whole school)

Data driven practice. - Andrea O'Connor (CES) ongoing (whole school)

Resilience Project (whole School) ongoing

Administration PD - ICON, FBT, Budget

Shared Christian Praxis / Source of Life

Number of teachers who participated in PL in 2022

40

Average expenditure per teacher for PL

\$468

## **TEACHER SATISFACTION**

Our school 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	85.0%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	87.2%
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**TEACHER QUALIFICATIONS**

Doctorate	0.0%
Masters	3.2%
Graduate	16.1%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	12.9%
No Qualifications Listed	0.0%

**STAFF COMPOSITION**

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	34.0
Teaching Staff (FTE)	30.9
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	10.6
Indigenous Teaching Staff (Headcount)	0.0

# Community Engagement

## 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 contentedness to our Sacred Heart community. We continued managed and achieve a balance with our adherence to Covid-19 restrictions and our desire to maintain community connection. As we were able to gather as a wider school community in 2022 the majority of school events were celebrated in a similar but different ways.

With schools now open, our community began its recovery from what only can be referred to as a two year 'critical incident'. Although everyone perceives life is now going back to the 'normal' there is much from a community perspective we are only beginning to recover from.

### Achievements

The commencement of an upgrade of our school oval, an additional play area for children which will include more choice for a variety of outdoor activities as well as community groups

Maintaining the learning environment, both inside and out, is stimulating, purposeful and safe for all.

Ongoing involvement in the Parish through school liturgies, Spirit Day, CARITAS, Family and community invitations to school Masses and celebrations, Father's Day breakfast, Open days and learning walks to name a few.

Ongoing involvement with the local community in a variety of ways, some which include Lions Club, NAIDOC week, Reconciliation Mass, Yarrawonga health Obesity project, local tree planting, connections with local kinders, Woods Point Aged Care, Tungamah and Yarrawonga Men's Shed,

Enact the Sacred Heart Cyclic Maintenance Plan ensuring school buildings and grounds are well maintained.

## 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 are driving our next strategic plan.

On the whole parents acknowledged the positive culture and quality education that Sacred Heart provides for our students and community. Their request to see more opportunities presented at the school focusing on the wellbeing of the student saw the implementation of the Resilience Project that not only focused on our students, but the professional development of staff and whole school community.

## Future Directions

### Annual Action Plan

#### Key Strategic Intent 2023:

##### **Catholic Identity and Wellbeing**

Explore, develop and implement a Wellbeing Framework reflecting our Mercy Charism and Catholic culture across the school. This will be achieved by identifying the needs of the school as a whole community and acknowledgement of the strong correlation between student and staff safety, student and staff wellbeing, and learning and quality teaching

##### Action

- Audit of current wellbeing, pastoral and social justice initiatives & practices
- Continue to provide opportunities for families to engage and participate in school events
- Continue to build staff culture of collaboration and joy in all aspects of school life

##### Measures of success

- A framework that reflects the RTI / PBIS framework highlighting three tiers of intervention reflective of our Catholic culture
- Identified tier 2 or 3 interventions supporting students social and emotional learning

##### **Learning and Teaching**

Explore and embed evidence-based practices and contemporary best practice that achieve improved educational outcomes

Continue to embed our clear and explicit whole school approach to bring about improvement in teacher practice and student learning

##### Action

- Agreed approach to collaborative planning and practice
- Continued focus on embedding our whole school approach
- Continue to use data as feedback on our practice as well as student progress.
- Provide continuous feedback and mentoring to build capacity of staff

##### Measures of success

- Implementing readers workshop with fidelity
- Data (formative and summative) forms the foundation of all decisions, self reflection, planning and students progress.
- Data informed enabling and extending prompts
- Research informed, evidence-based practices are evident in practice

## **Community Engagement and Sustainability**

Rebuild parent and family engagement with the school through actively fostering strong relationships with students, families and staff and a collaborative and innovative approach to reinvigorating parent and family commitment and involvement

### Action

- Improve home- to- school relationship and communication to encourage effective and appropriate parental and family engagement in student learning and to ensure that this relationship is open, transparent and effective, with prompt handling of concerns and increased opportunities for parents to be an active part of their children's learning journey

### Measures of success

- Continued participation in the "Resilience Project"
- Higher engagement of families participating in the Resilience project
- Development of a communication strategy