



Sacred Heart School

Diamond Creek

2021 Annual Report to the School Community



Registered School Number: 1623

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Contact Details

ADDRESS	25 Gipson Street Diamond Creek VIC 3089
PRINCIPAL	Jim O'Sullivan
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 9438 1590
EMAIL	principal@shdiamondcreek.catholic.edu.au
WEBSITE	www.shdiamondcreek.catholic.edu.au
E NUMBER	E1230

Minimum Standards Attestation

I, Jim O'Sullivan, attest that Sacred Heart School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 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.

16/03/2022

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

Working together to build a learning community that embraces faith, diversity and personal growth.

School Overview

Sacred Heart Primary School, Diamond Creek, was established in 1962 to serve a very widespread parish including the areas of Diamond Creek, Wattle Glen, Hurstbridge and other nearby areas.

Students at Sacred Heart enjoy the benefits of studying in a small school. All the children know each other across the year levels and develop strong and supportive relationships with classmates and other students. The school has a firm focus on student well-being and has developed a number of programs to support a culture of acceptance, caring and inclusiveness.

Sacred Heart utilises a personal goal setting and inquiry approach to learning, enabling students to ask questions, make informed judgments and take suitable action in their world. Solid literacy and numeracy programs reinforce this approach, as we endeavour to develop each child to their full potential within our caring and supportive community. The school's learning approach is designed to be responsive to each child's needs, and our desire is that all of our students will achieve continued success in their learning.

As a Catholic school, we are committed to the integration of faith, life and culture in the education of the whole child. We aim to nurture all aspects of our students' physical, social, emotional, intellectual and spiritual well-being.

Sacred Heart's vision for education celebrates our catholic identity and is based on the fundamental belief that all life is sacred. We strive to live as Jesus taught us as we pass on our Catholic tradition. "The love of Christ urges us on" is the motto of our founders, the Sisters of Charity, and is still very much at the heart of the school ethos today.

A feeling of strong parental interest and involvement pervades the whole school community. This is evidenced by the welcome presence of parents in the classrooms, on excursions, at working bees, participating on committees, (School Advisory Council, Parents Association, Parent Helpers), and celebrating the social life of our community through various fund-raising and community activities.

Principal's Report

The 2021 school year was another challenging year for all of us with the on-again/off-again cycle of on-site schooling or remote and flexible learning.

The staff of Sacred Heart, after reflecting on their experiences of 2020 and receiving feedback from families and students, decided to continue to provide remote learning through Google Classrooms and enthusiastically continued their learning curve to get the most out of Google Classrooms so that any student could access the learning materials in their homes as problem-free as possible.

After reflecting on their experiences of 2020 the staff decided that there needed to be 4 elements to any future provision of remote learning — the provision of a resource informing parents of each student's login details for all online programs and internet access; a timetable that as close as possible reflected a 'normal' school day, starting with a gathering meeting and ending with small group well-being sessions; the provision of both hard copy and online materials; regular communication with each family by classroom teachers, Learning Support Officers, Deputy Principal and Principal.

At the end of the 2020 school year Stage 1 (Learning areas and community spaces) of our whole school refurbishment program was completed, and our students and staff were able to enjoy learning in these bright collaborative spaces from the beginning of the 2021 school year. Stage 2 of this program will cover administration and staff facilities and will begin in late 2022

School Advisory Council Report

At the beginning of the 2021 school year, the Sacred Heart School Advisory Council began the process of unpacking the Melbourne Archdiocese Catholic Schools 'School Advisory Council Terms of Reference'.

The Terms of Reference document was a source of great discussion for the SAC as it required the consolidation of decision-making processes within the various committees in the parent community.

The SAC was also provided with a summary of the change of governance and its implications for Sacred Heart PS, Diamond Creek.

As a school community we celebrated the completion of Stage 1 of our Refurbishment Project and looked forward to the completion of Stage 2 once we had secured the funding for this project.

Education in Faith

Goals & Intended Outcomes

Throughout 2021 Sacred Heart staff continued to implement the Education in Faith goals from 2020.

These were:

- To strengthen the school as an authentically Catholic community that supports and engages students in a dialogue connecting faith and life.
- That students will value the importance of their faith as reflective and active members of a Catholic community.
- That students' behaviour will be more consistent with faith-based values.
- That contemporary pedagogy in RE enables students to explore their own questions in the light of the Catholic tradition.

Achievements

Despite the challenges brought about by intermittent periods of lock down, Sacred Heart was still able to, in times of on-site and remote learning, achieve the following:

- Inclusion of a link to the weekend Parish Mass at the start of the school Newsletter,
- Assembly or Google Meet at the start of each school day started with School Prayer,
- Regular Class and Whole School Liturgies,
- Continued to look at pedagogy, assessment & reporting in Religious Education within staff meetings,
- Professional learning in the Pedagogy of Encounter approach.

VALUE ADDED

We were successful in being accepted into the Partnering to Learn Initiative, where we are working with 2 other Catholic primary schools to implement the Pedagogy of Encounter in our schools.

Fr. Steven Rigo, Parish Priest, spoke at staff meetings addressing any concerns that staff had about the church's views on contemporary issues. So that our pedagogy and practices in RE enabled staff and students to explore their own questions in the light of the Catholic tradition.

We ensured that explicit links were made between acting compassionately and committing to social justice at a local, national and global level through the Mini Vinnies student group.

Learning & Teaching

Goals & Intended Outcomes

During 2021, despite the complications of COVID-19, we continued to implement the National School Improvement Tool recommendations from our last Review by:

- Implementing processes of support and accountability to ensure that improved teaching practices are implemented,
- Developing a comprehensive and systematic approach to the observation, feedback, mentoring and coaching of staff that includes protocols for coaching, observation and feedback conversations to ensure that there is a focus on reflection of practice, the cultivation of strong professional growth and consistency of classroom practice using the model of Plan, Engage, Reflect, Refine, Evaluate,
- Developing a shared understanding of differentiation/evaluate the effectiveness of differentiation strategies,
- Developing a consistent understanding of pedagogical vocabulary.

Achievements

- Reviewed and reflected on learning and teaching provisions during intermittent lock down periods and made appropriate adjustments,
- Maintained small group structures, included support programs, during extended lock down periods,
- Developed strong communication links with parents and students during extended lock down periods,
- Continued to explore contemporary strategies to implement the Victorian Curriculum and Horizons of Hope,
- Explored the use of Learning Intentions and Success Criteria to give students clear understandings of the purpose and methodology of their learning activities
- Investigated multiple sources of evidence over time to provide feedback to students to improve their perceptions of themselves as learners,
- Promoted and monitored consistency in organisational structures to ensure collaborative planning and teaching.

STUDENT LEARNING OUTCOMES

Staff observations, anecdotal evidence, work samples submitted during intermittent lock down periods indicated that students were maintaining appropriate levels of growth in their learning.

When students were on-site, staff ensured that a 'back to basics' approach intertwined with a strong student well-being approach was maintained.

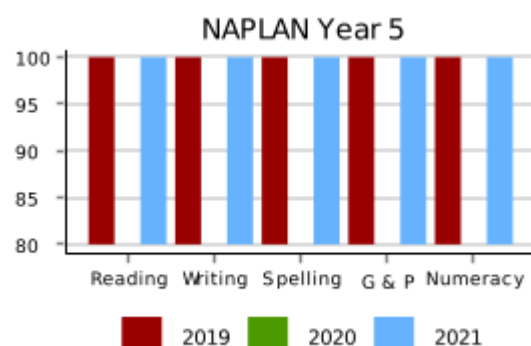
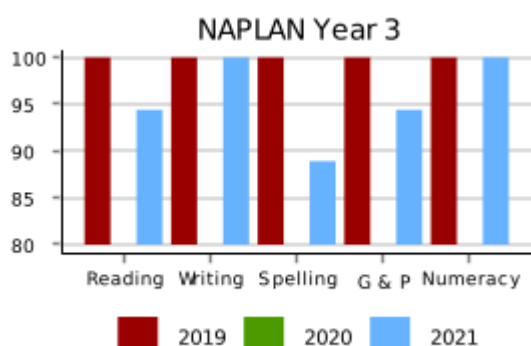
Formal assessments when students were on-site indicated that student confidence was low but that in most curriculum areas students had maintained a consistent level of growth. The area of writing (creativity and stamina) was an overall concern and was a focus in 2021.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	94.4	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	100.0	-	-	94.4	-
YR 03 Spelling	100.0	-	-	88.9	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To strengthen community understanding of student well-being, so that all students are empowered as learners and are responsible and respectful community members.

- That student behaviour reflects an understanding of difference within the community.
- That positive relationships within the community will improve student well-being.

Achievements

Throughout 2021 the following initiatives were continued to be implemented to improve student well-being.

- Better Buddies with Year 5 students partnering with Foundation students,
- Parenting Ideas articles in newsletter,
- Review of Behaviour Management Policy and Procedures,
- Continued involvement in School Wide Positive Behaviour Support Program,
- Maintained implementation of the School Wide Information System (SWIS) for recording student behaviour out on the yard and in classrooms and other internal areas, when students were on-site,
- Appointed as a Respectful Relationships Lead school,
- Partnered with The Resilience Project to support students and parent well-being,
- Implemented The Westmead Feelings Project to further support targeted students in Social and Emotional Learning.

VALUE ADDED

- During the times that students were on-site, we continued with the implementation of the SWIS data collection tool to analyse playground and classroom incidents. Four staff members trained and team developed,
- The continued implementation of Respectful Relationships and The Resilience Project across the school has strengthened teacher capabilities in SEL learning.
- Staff were provided with online training in further implementation of Respectful Relationship Units,
- All staff participated in Behaviour Management PL through the Teacher Professional Development Services online modules.

STUDENT SATISFACTION

Anecdotal evidence from parents and students throughout 2021 indicated an extremely high level of appreciation for the school's responses to Remote Learning,

When students returned to on-site learning, parents expressed a high level of appreciation and increased awareness of the effort that staff put into providing a quality learning and teaching environment for their families.

In the MACSSIS 2021 data students reported School - Teacher Relationships (73%), School Belonging (81%), Student Safety (71%).

STUDENT ATTENDANCE

During the provision of Remote Learning during the lock-down periods, attendance rates at the daily Google Classroom Meets and subsequent small group and whole class learning activities throughout the day were consistently high.

If a student was absent from a Morning Google Meet without explanation, the school's administration system would automatically send an electronic message to the family requesting information, as happens when students are on-site.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	90.4%
Y02	89.3%
Y03	90.8%
Y04	91.4%
Y05	88.9%
Y06	87.8%
Overall average attendance	89.8%

Child Safe Standards

Goals & Intended Outcomes

At Sacred Heart Primary School, Diamond Creek, we hold the care, safety and well-being of children and young people as a central and fundamental responsibility of our school.

Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety).

To this end we have a strong commitment to the care, safety and well-being of all students at our school.

We aim to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school. We have taken into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in

Ministerial Order No. 870, and our policy and procedures apply to school staff which includes school employees, volunteers, contractors and clergy.

The following principles underpin our commitment to child safety at Sacred Heart Primary School, Diamond Creek:

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their well-being and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, well-being and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Achievements

Throughout 2021, we have continued to:

- Adopt the Commitment to Child Safety formulated by the Catholic Education Commission of Victoria (CECV) as our own commitment,
- Review policies and the code of conduct for all employees in consultation with the school's Advisory Council,
- Consult our parent community about the policies and associated documents and sought their feedback,
- Publish the relevant documents on our school website with a short explanation accompanying each. Discuss the policies and procedures with all staff and have had all staff sign the Code of Conduct,
- Ensured that all new staff completed the online training modules around Mandatory Reporting and Discrimination,
- When recruiting and selecting employees, contractors and volunteers involved in child connected work, we make all reasonable efforts to:
- Confirm the applicant's Working with Children Check and National Police Check status and/or professional registration (as relevant),
- Obtain proof of personal identity and any professional or other qualifications,
- Verify the applicant's history of work involving children,
- Obtain references that address the applicant's suitability for the job and working with children.

We have processes for monitoring and assessing the continuing suitability of school staff to work with children, including regular reviews of the status of Working with Children Checks and staff professional registration requirements such as Victorian Institute of Teaching (VIT) registration.

Leadership & Management

Goals & Intended Outcomes

The focus on staff professional development in 2021 was on continuing to build Collaborative Learning Communities to increase middle leadership amongst staff.

Achievements

Despite the limitations of intermittent and sometimes extended lock down periods the Sacred Heart staff attended multiple professional learning experiences both before lock down and on-line during lock down.

Leadership staff attended their appropriate learning networks through Melbourne Archdiocese Catholic Schools, Eastern Region Office of Melbourne Archdiocese Catholic Schools or the relevant education authorities.

Staff also attended:

- Respectful Relationships Network and professional development
- Coaching and Mentoring PL
- Collaboration and Differentiation with Rob Brennan
- Westmeads Feelings Project
- The Resilience Project

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Despite the limitations of intermittent lock down periods the Sacred Heart staff attended multiple professional learning experiences outside of lock down and on-line during lock down.

Leadership and Specialist program staff attended their appropriate learning networks through Melbourne Archdiocese Catholic Schools (MACS), the Eastern Region Office of MACS or the relevant education authorities.

Some Professional Learning activities that staff have undertaken in 2021 are:

- Respectful Relationships Network and professional learning modules,
- The Pedagogy of Encounter,
- Coaching and Mentoring PL,
- The Leading Edge: Women in Education,
- Westmead Feelings Program,
- The Resilience Project,
- Whole School Behaviour Management,
- Child Information Sharing Scheme & Family Violence Information Sharing Scheme,

- Finance Clusters Meeting - Eastern Region,
- Pro Rata Holiday Pay & Leave Loading Workshop,
- 2021 ICON End of Year Processes,
- Intervention Framework Online Modules,
- Eastern NCCD Network Meetings,
- ZART Art PL,
- Foundational Pedagogies in Mathematics (F-6).

Number of teachers who participated in PL in 2021

20

Average expenditure per teacher for PL

\$750

TEACHER SATISFACTION

Overall feedback from staff was very positive both before and after lock down. Staff were grateful for the extremely positive feedback received from parents during and after lock down.

2021 MACSSIS data indicates that staff psychological safety was 82%, school climate was 93% and Staff leadership relationship was 93%

Anecdotal feedback from staff was that leadership had supported them in very tangible and affirming ways that recognised the stresses and demands of 2020/21

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

91.8%

ALL STAFF RETENTION RATE

Staff Retention Rate

85.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	11.1%
Graduate	0.0%
Graduate Certificate	11.1%
Bachelor Degree	33.3%
Advanced Diploma	11.1%
No Qualifications Listed	55.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	11.6
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	5.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Continue to build communication processes to enhance a culture of positive relationships built on mutual trust and support with all stakeholders

Continue to build communication processes that ensure all stakeholders have a shared understanding of the school's directions in all spheres.

Build staff capacity to foster authentic collaboration and dialogue around ongoing student achievement in learning and well-being, with parents, students and community.

Achievements

Greater promotion of school in the wider community through social media.

School Website continued to be upgraded including virtual tours and informational videos on curriculum areas.

Spring into Prep program continued to assist with transition from pre-school to primary school.

Students and staff were able to move into and enjoy the Stage 1 of School Refurbishment Program — classrooms refurbished, library moved and upgraded, Multi-purpose Room/Community Centre extended and refurbished and new gardens and seating areas added.

Funding for Stage 2 was successfully applied for through the Victorian Government Non-Government Schools Capital Grants. Stage 2 is planned to be completed by end of 2022.

PARENT SATISFACTION

MACSSIS data shows that parent satisfaction was high throughout 2021 with school climate (87%), Communication (81%) and School Fit (77%).

Throughout the intermittent lock-down period all families were contacted regularly by the Principal and the Deputy Principal to check on their well-being and to provide them with any updated information. Also, all staff, including Learning Support Officers, contacted families and students regularly to see how they were coping with remote Learning. Parent satisfaction with this communication and support was very high.

Parents were also very appreciative of the school's focus on well-being during the transition back to on-site learning.

Future Directions

The school has been successful in applying for funding to complete Stage 2 of our Refurbishment Program, the Administration, Staff and community resources.

Staff are focussing on embedding the strategies they acquired from their participation in mathematics professional learning throughout 2020/21.

Continuing to implement the Resilience Project and, as a Respectful Relationships Lead School, embedding awareness of and respect for diversity in the everyday culture of our students and staff.

Further investigation and implementation of the Pedagogy of Encounter approach, whereby students (and staff) can identify the sacred work of God in their everyday experiences.