



ANNUAL REPORT TO THE SCHOOL COMMUNITY



**SACRED HEART SCHOOL
CASTERTON**

2019

REGISTERED SCHOOL NUMBER: 0413



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School Captains lay wreath at ANZAC Day Ceremony

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E NUMBER	0413

Minimum Standards Attestation

I, Evan Wrobel, attest that Sacred Heart School, Casterton is compliant with:

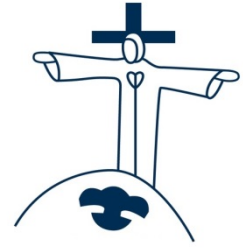
- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 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 School.

1 May 2020

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 well supported by our Canonical Administrator, Fr Patrick Mugavin, Priest in Residence, Fr John Corrigan, who moved away in March and we welcomed Fr Anthony Nagatho in April.

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 an outdoor basketball court.

Sacred Heart School began 2019 with an enrolment of 52 students in three multi age classes:

Foundation/1 = 20 students

Year 2/3 = 14 students

Year 4/5/6 = 18

The school had an influx of Refugee and Skilled Migrant family students throughout 2019, catering for 10 students from an English as an Additional Language (EAL) background. Countries other than Australia that students came from include Zimbabwe, Sri Lanka, India, Rwanda, Burundi and the Democratic Republic of Congo.

The Annual Action Plan goals for Sacred Heart School were;

- To improve student Writing and Spelling outcomes
- To improve student wellbeing outcomes
- To enhance our Catholic Identity



Cricket Victoria School Clinic

Principal's Report

Sacred Heart began the 2019 school year with 52 students and fifteen staff members, which included two full time staff members and thirteen who worked part time. 2019 was my fifth year as Principal of Sacred Heart and my fifth year in the role as principal. Our Parish Priest, Canonical Administrator and the parent community have been very supportive of me in my five 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 2019 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, in the high achieving range and those behind standard 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 2019. 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 took part in these learning intervention programs.

As our school undertook a major school review in 2018, in 2019 the school developed three new strategic goals to work towards for the next five years. The school implemented three Annual Action Goals to fulfil the priorities set out for us from the Strategic Plan during the next five years.

One of the key highlights of 2019 was being able to use the funds awarded to our school from the Country Education Project Rural Scholarship in 2018. The school used the funds from the scholarship in 2019 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 and to support each other with skills and strategies when beginning new programs, which have been successfully run in other schools.

Two highlights for staff included one staff member earning a 30 Year Service Award in Catholic Education. Joy Harvey, our Library Technician has worked at Sacred Heart for 30 Years. What terrific dedication. The other major staff highlight included our Indonesian Teacher receiving the Partnership Award from the Catholic Education Office Ballarat. Both awards were presented at the Catholic Education Week Dinner in May 2019.

2019 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

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

Achievements

- A Religious Education cyclical two year plan for two levels for Junior, Middle and Senior School 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 using the new Awakenings Religious Education Curriculum with Religious Education Advisors from the Catholic Education Office Ballarat and with teachers from neighbouring schools, which in turn, enabled staff to produce rich units of work
- Teachers' understanding of the methodology of Shared Christian Praxis was enhanced
- Teachers have used 'Godly Play' materials in teaching Scripture, especially in liturgical celebrations
- 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 4 – 6 students joined the Mini Vinnies group
- Parents were educated about Catholic identity through the newsletter and School Advisory Council meetings
- Our school involved students, staff and parents in many religious events through Mini Vinnies such as the St. Vincent de Paul Winter Appeal and Mission Week Activities
- 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
- Parents from African backgrounds were invited to sing hymns at school religious celebrations throughout the year
- Students were consulted on a range of issues that affected them, eg. how to fundraise for the under privileged and raising awareness of social justice issues and in regards to setting work expectations for projects and assignments through the Mini Vinnies Student Committee.

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, about the new Awakenings Curriculum and in ECSI
- Staff combined with two other schools to attend a two-day Religious Education Conference and Retreat. Day One focussed on the new Awakenings Curriculum and was led by two advisors from the Catholic Education Office Ballarat. Day Two focussed on faith formation activities for staff, which was run by the principals of the three schools in attendance
- Teachers planned Religious Education units with the Religious Education Advisors from Catholic Education Ballarat 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
- 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



Grandparents Day Prayer Service 2019

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), School Christmas Carols and Christmas Carols in the town at various events
- The school joined the Stepping Stones to School Program aimed at forming a Memorandum of Understanding about school and kinder visits for staff from each setting and school and kinder students visiting each setting to further enhance partnerships between the school and the local kinder
- 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.
- Year 5/6 students participated in the Lion's Club Young Youth of the Year speeches competition.

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
- Working Bees
- Fundraising activities
- School Sports events
- The School Community Advisory Council meetings and functions were well attended throughout the year

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.

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

- Western Trinity Schools, which met on a weekly basis, to further develop leadership capacity in each school
- The Leadership 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.
- Our Wellbeing Leader continued in her second year in this position. This teacher worked across three schools, one day per week in each setting in our Western Trinity Schools Network
- The Wellbeing Leader led 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. She also engaged our whole school community in proactive nationally recognised wellbeing days including the National Day of Action Against Bullying.
- 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 2019 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 increased their understanding of the AITSL Professional Teaching Standards as these were referenced and used in Professional Learning Plans
- An experienced teacher mentored a first year graduate teacher throughout the year



Sorry Day Prayer Service

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- A two Day of Religious Education Professional Development was held in February, which was organized by the Principals of the Western Trinity Schools. Day One was focused on the Updated Religious Education curriculum and was led by staff from the Catholic Education Office Ballarat. Day Two was a staff faith formation day, led by the three Western Trinity Principals.
- Two lead teachers attended a Professional Learning Communities Schools Tour in Melbourne for two days
- The Religious Education Leader (REL) attended three days of REL network meetings and attended the Two Day Diocesan Religious Education Conference
- The Learning Diversity Leader (Special Needs Leader) attended two Professional Development and Network meetings days
- Principal and the Learning Diversity Leader attended 1 day of NCCD training
- School Closure Day devoted to Spelling and the purpose of PLC teams
- The Learning and Teaching Leader attended two days of professional development about Scaffolded Literacy with two lead teachers from our local network. These three teachers led a one day professional development for all staff and for staff from two neighbouring schools about Scaffolded Literacy
- Our Indonesian Teacher began working as a Languages Indonesian Coach for the South West Languages Cluster, leading 4 planning days during 2019.
- Our Languages teacher, along with her cluster of teachers was awarded the Diocese of Ballarat School Advisory Council Partnership Award for innovative curriculum and partnering work in May 2019.
- CPR, Anaphylaxis and ASTHMA training
- Teaching staff attended four Professional Learning Team Meetings about English as an Additional Language / Dialect, specifically about the EAL Continuum, Reporting and Assessing, providing safe and nurturing learning environments and language rich lessons.
- One teacher began her Accreditation to Teach Religious Education in a Catholic School, completing two subjects out of four through Yarra Theological College.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

7

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1099.80

TEACHER SATISFACTION

According to the school’s most recent Insight SRC Staff Survey Results, teacher’s knowledge of ‘Curriculum Processes’ scored in the 92nd percentile, which is in the top 8% of all Victorian primary schools. 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 2019, teaching and learning professional development focused on;
 - improving Writing and Spelling student learning outcomes (Annual Action Plan Goal 1)
 - becoming a Professional Learning Community
 - provide a safe, nurturing learning space for all students and especially for students from a diverse range of backgrounds including Burundi, Rwanda, India, Sri Lanka and the Democratic Republic of Congo all of which were refugees or new arrivals to Australia

Achievements

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 school continued its 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 Writing and Spelling. The Junior and Senior teams were reformed and new teachers were inducted to each PLC team. As there were three graduate teachers employed across the three schools, during staff induction in January, all staff were briefed on how a PLC works and time was spent on building team relationships, norms, data and file storage practices. 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 programmed 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 for our three sports days, those being the Athletics, Cross Country and Swimming carnivals.

Through the development and revision of Essential Curriculum Standards for our school in Writing and Spelling, the teachers' knowledge of the curriculum and how to teach each of these subject areas has improved. Students 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 2020.

Our school community was fortunate to have eight students enrol at the school who were part of a skilled migrant scheme to rural areas. We also had a Sri Lankan family enrol who had been to Australia for less than two years and two students enrol who were new arrivals from India. The school worked tirelessly to integrate the students into the school, with support of the English as an Additional Language / Dialect (EAL/D) Coach from the Catholic Education Office Ballarat. All of these students were supported by their teachers and Learning Support Officers to improve their language acquisition, social and emotional skills. It was pleasing to see the gains that our EAL/D students made throughout the year.

STUDENT LEARNING OUTCOMES

According to the NAPLAN results from 2017, 2018 and 2019 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 Grammar, Punctuation and Spelling in 2020 to ensure that all students meet the national minimum standards.



Wicked Wildlife Incursion June 2019

Wellbeing

Goals & Intended Outcomes

- To improve student wellbeing outcomes (Annual Action Plan Goal 2)
- To support students in becoming confident, engaged and reflective learners
- Fully implement the “Respectful Relationships Curriculum Program” and to implement its associated practices
- Identify and use evidence based student self-assessment and self-reporting practices, such as, using rubrics (proficiency scales and marking guides) designed by teachers and used by the students in assessment and reporting
- Ensure a whole school approach to sharing and displaying learning intentions and success criteria
- Learning intentions and success criteria are shared with the parent community
- Establish and implement whole school behavioural expectations
- 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
- Teaching staff members several Professional Learning Team Meetings about Wellbeing. Topics included Positive Behaviour Management, Restraint Training, Wellbeing Survey Data analysis and goal setting on a termly basis, 7 Keys to a positive school environment
- 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. Social and Emotional lessons in 2019 were supplemented with the program called ‘My Wellbeing Journal.’
- 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. This has assisted in students knowing what is expected of them in class.
- The Year 4/5/6 Class implemented weekly class meetings to create a platform for student voice around child safety, behaviour, topics of learning and class and school climate. They also begun to further develop student leadership roles for the future.



Sacred Heart Feast Day – Family Breakfast

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
- Led by the Wellbeing Leader, the school recognised and celebrated National Anti Bullying Day and Day for Daniel as proactive ways to promote positive wellbeing strategies
- 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
- The school welcomed many new students in 2019, which came from a diverse range of backgrounds and nationalities including Burundi, Rwanda, India, Sri Lanka and the Democratic Republic of Congo all of which were refugees or new arrivals to Australia
- 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

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. 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 our student well-being program Respectful Relationships has encouraged the students to engage in conversations about their welfare and safety, which addresses Child Safety Standard 7. These Child Safety initiatives have formed the foundation for our students' 'Code of Conduct.'
- The school is compliant with the Child Safe Standards. Staff and Parents are familiar with the seven standards within the Child Safe Standards and are provided 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.
- 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. This program was also supplemented by the 'My Wellbeing Journal Program.'
- The Relationships and Sexuality Program written by the Catholic Education Office Ballarat was implemented in 2019
- **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:
 - Failure to Protect and Failure to Disclose legislation expressly outlined.
 - *Working With Children Check Requirements* – To reflect changes to the WWCC that came into effect in August 2017;
 - *Organisational Duty of Care* – Defining the school's statutory 'duty of care' to take all 'reasonable precautions' to protect students and young people under their care;
 - *Reportable Conduct Scheme* – Outlining how the school responds to allegations of child abuse and child-related misconduct by employees & volunteers;
 - *School Attendance Guidelines* – Defining the school process for monitoring student attendance and strategies to be implemented where their safety or welfare is of concern
 - *Student Friendly Version of the Child Safe Policy* – The Year 4/5/6 Class scripted and created a video for the school community, explaining the how our school creates a Child Safe School Culture
- **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;
 - Risk Management of all on site activities in relation to Child Safety
 - School Attendance Requirements
- **Consultation with the community**
 - Sacred Heart School has continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school’s Code of Conduct and its expectations of those who intend to participate in ‘Child Connected Work’.
 - The school’s Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.
- **Human Resources Practices**
 - Sacred Heart School continues to implement Human Administrative & Human Resource practices 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’



Year 5/6 Soup Project

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 2019 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. Year 3 cohort data would suggest there are concerns around a few students being below the minimum national standard in Writing and Spelling. The school will focus on these two areas in 2020.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	87.6
Y02	87.8
Y03	90.1
Y04	88.5
Y05	93.9
Y06	92.3
Overall average attendance	90.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	97.2%

ALL STAFF RETENTION RATE	
Staff Retention Rate	93.3%

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)	2
Teaching Staff (Headcount)	7
Teaching Staff (FTE)	3.6
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	5.6
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