



Our Lady of the Sacred Heart Primary Elmore

2020

Annual Report to the School Community



Registered School Number: 0661

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Our School Identity and Vision Statements.....3
- School Overview.....4
- Principal’s Report5
- Catholic Mission and Identity and Education in Faith.....6
- Learning & Teaching7
- Pastoral Wellbeing.....10
- Child Safe Standards.....13
- Leadership & Management14
- School Community17
- Future Directions18

Contact Details

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Minimum Standards Attestation

I, Elizabeth Trewick, attest that Our Lady of the Sacred Heart Primary 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 2020 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.

07/05/2021

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

Our School Identity and Vision Statements

Identity Statement

Our Lady of the Sacred Heart School is a community that is learning and living in the tradition of the Daughters of Our Lady of the Sacred Heart.

Vision Statement

We believe that Our Lady of the Sacred Heart School is a community in which:

- The OLSH story and traditions and the Gospel values are integral to our identity and principles
- The care, safety, wellbeing, and inclusion of all children is central to our purpose
- Our community builds partnerships between students, parents, and staff
- We educate the whole child in an engaging learning environment in which teamwork and collaboration are central to students reaching their potential
- All children have the opportunity to learn in a nurturing and stimulating environment
- Learning and teaching are fundamental to build independent and motivated learners
- Our teachers are active, passionate and engaging.

School Overview

Our Lady of the Sacred Heart School is a welcoming community that upholds the tradition of the Daughters of Our Lady of the Sacred Heart. *'We are HEART people who TOUCH the HEART of others.'*

In 2020, Our Lady of the Sacred Heart School had 4 multi-age classrooms and was proud of the commitment to providing learning for all. Teachers worked collaboratively to ensure effective, contemporary practice meets the needs of all students.

Our Lady of the Sacred Heart School educates approximately two-thirds of the primary school children in Elmore and the surrounding district.

Our Lady of the Sacred Heart School is 'committed to learning for all' and teachers are working to strengthen their capacity, expertise and confidence as leaders of learning, enhancing the evaluation of their impact on student learning.

Principal's Report

2020 was the year we had to reimagine the way we taught, learned and worked together. It was the year that you had the greatest impact on your child's learning, because you were their teacher for the best part of the year. As such, my 2020 report to the school community has been reimagined also.

At the end of 2019, we turned our structure on its head. We made the commitment to having a structure that was 4 classrooms with smaller numbers and higher levels of support. We put a library into every classroom and adopted the slogan You Matter. Everyone matters all the time, 2020 was the year to make sure everyone knew that they mattered.

We welcomed Kim Portwine and Glenda Bancell to our staff and 7 foundation students to our community. There was great excitement to have a music teacher at OLSH again. This was thanks to the curriculum enhancement strategy adopted by the Parents and Friends.

The year began with some uncertainty with talk of a worldwide virus. We were mindful of hygiene and put extra cleaning processes into place at school. So teaching and learning was going to look like something we had never imagined, remote and flexible learning.

Adapting was a word that would be used for much of 2020 due to COVID19. We were successful with this because we had parents and teachers that were committed to making sure every child had what they needed in order to achieve.

We had to change the way we included parents in school life, this was the greatest challenge of 2020 and in the 32 years I have been in education.

- Learning packs were prepared weekly and delivered to the homes of all students. The delivery route was 160kms round trip, east to west. It was important that all families had what they needed to support their child's learning.
- We even organised digital play dates for those that were feeling the isolation of being at home. We pulled in old skills and celebrated families learning together.
- How we celebrated changed, even when learning returned to the classrooms. Birthday's, graduations, Mothers & Father's Day
- Drop off and pick up looked very different, STOP-DROP & RUN added another dimension to the day. This was a time for teachers to connect with families. The teachers looked a treat in their hi-viz coats!

Who would have thought that we would spend half of our school year in lockdown and remote and flexible learning?

While we needed to connect in a digital world for much of the year we did what we had to do. When we were all at school, we made the most of every opportunity to learn and to have fun. Our grounds are spectacular and our learning spaces bright and engaging.

All the successes from 2020 are because we worked together for all the children at OLSH. We had their interests and achievements at the centre of every decision we made and every connection we had.

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

Intended Outcome

To continue building a culture of Catholicity through the story, tradition and history of the Daughters of Our Lady of the Sacred Heart.

Goals

Greater involvement of staff and students in planning school liturgies.

Teaching and Learning planning for purposeful teaching and learning in Religious Education.

Formulating a school-wide implementation plan for CEPD.

Achievements

In 2020, students and families participated in a range of activities, face to face and online, honouring the traditions of Our Lady of the Sacred Heart '*Learning and Living in Faith*'. The Feast of Our Lady of the Sacred Heart was celebrated virtually with a prayer slideshow distributed to families and a virtual disco.

Fr Ashley Caldwor continued to support staff and students visiting regularly and engaging with students in and out of the classroom.

The school and parish community gathered at the beginning of the school year. Mass was celebrated to welcome new families and commission Student Leaders and staff. Families and parishioners gathered to celebrate the Eucharist in the church before sharing wood-fired pizzas.

Due to COVID, the reception of Sacraments, Mission Day and the Northern Plains Student Conference was put on hold for 2020.

During remote learning, students continued to work towards an understanding of the traditions of Our Lady of the Sacred Heart School. The sacred space in the school foyer and hallway reflect the Catholic Identity of the School.

VALUE ADDED

Information about the Religious Education units being taught in classrooms was included in the newsletter to engage families in the learning in the classroom.

Project Compassion Hot Cross Bun fundraiser was held on Friday 27th March.

Virtual prayer sessions were held during Remote Learning. Families took time out of their day to pray together using a movie prepared by the staff.

Catholic Identity was linked through the newsletter, class Religious Education lessons, sacred spaces in the classroom and foyer and staff meeting prayer.

Learning & Teaching

Goals & Intended Outcomes

Intended Outcome

To cultivate a collaborative culture of student-centered learning that empowers all as global citizens.

Goals

Refine processes for decision-making connected with learning and teaching

To develop a partnership with St Monica's Kangaroo Flat for staff in all areas of learning and teaching

Achievements

The education program at Our Lady of the Sacred Heart School is based on the Victorian Curriculum. The school's curriculum encompasses Religious Education with faith development, social justice and developing knowledge. Teachers follow the Source of Life curriculum when teaching Religious Education. The literacy and maths programs emphasise explicit teaching in small focus groups and whole group tasks planned from data gathered from ongoing formative and summative assessment. Students participate in a specialist program incorporating the Arts, science, physical education and languages.

Staff continued to refine and maintain processes and procedures to ensure there is a consistent approach to the monitoring of all students. This in turn ensures that the guidelines for the collection of data for the National Consistent Collection of Data (NCCD) program are being met.

2020 was a year when a significant part of a student's learning happened in the home. Teachers worked to develop home learning programs that met all curriculum areas and supported families with students across a number of levels. Teachers and parents maintained strong communication and check-in processes to mirror that which would have happened in the classroom. Digital technology was vital for the success of home learning in 2020.

STUDENT LEARNING OUTCOMES

As there was no NAPLAN in 2020 due to COVID teachers continued to monitor student outcomes through other summative and formative assessments.

Reading growth was tracked using Fountas and Pinnell Benchmarking Systems.

February:

- Below Standard: 41%
- At Standard: 10 %
- Above Standard: 49%

November:

- Below Standard: 36%
- At Standard: 30 %
- Above Standard: 34%

Maths growth was tracked using the ACER PAT-Reading assessment given to students in October 2019 and October 2020.

2019:

- Below Standard: 22%
- At Standard: 45 %
- Above Standard: 33%

2020:

- Below Standard: 27%
- At Standard: 11%
- Above Standard: 62%

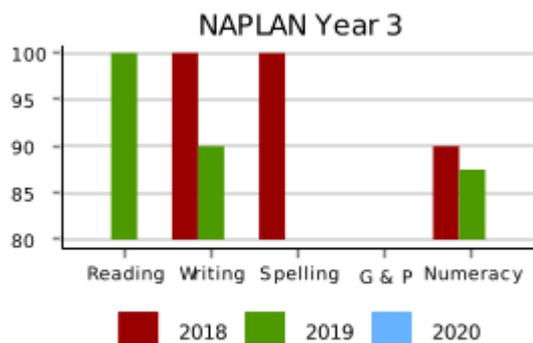
A number of other assessments were used in conjunction with Fountas and Pinnell for reading and PAT-M in mathematics to gather evidence to determine the next step in learning and to support the reporting process. Teachers closely analyse all data to triangulate their understandings of a student to communicate learning achievements and challenges to families.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	%	%
				*	*
YR 03 Grammar & Punctuation	55.6	80.0	24.4		
YR 03 Numeracy	90.0	87.5	-2.5		
YR 03 Reading	77.8	100.0	22.2		
YR 03 Spelling	100.0	80.0	24.4		
YR 03 Writing	100.0	90.0	-10.0		
YR 05 Grammar & Punctuation	**	**	**		
YR 05 Numeracy	**	**	**		
YR 05 Reading	**	**	**		
YR 05 Spelling	**	**	**		
YR 05 Writing	**	**	**		

* 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.



[Image.NaplanYear5]

Pastoral Wellbeing

Goals & Intended Outcomes

Intended Outcome:

At OLSH we support students to become resilient and independent learners by enhancing our relationships with families and the greater community.

Goal:

To look for opportunities for involving families in new ways in the school community and to reach out to those who do not readily volunteer at school

To ensure that the Social Emotional Learning component at OLSH has evidence of effectiveness, and identified theoretical framework, structured sessions, student assessment measures and has a parent/carer component. That this component also has staff professional learning available

The building of new relationships between students and community groups

Achievements

Behavioural management practices at Our Lady of the Sacred Heart School are based on four school expectations which are also Graduate Outcomes at OLSH and are taught and celebrated in the classroom and school yard. Students are recognised in the classroom and yard for working towards being:

- Self-Aware
- Compassionate
- Courageous
- Collaborative

Transition is a priority at Our Lady of the Sacred Heart School. In 2020 due to COVID guidelines, transition from preschool to school and primary school to secondary school was supported in a very different way. Virtual school tours were released on social media and through the community email list. Families were offered 1:1 tours when restrictions eased.

Communication was predominately digital due to the challenges of COVID and remote and flexible learning.

VALUE ADDED

Home - School communication continued to be a priority:

- The newsletter was sent to all families via email every Monday
- Text messages were sent to all families on a Sunday evening at 6.00 pm with reminders for the week ahead
- Teachers connected with families during remote and flexible learning with a phone call weekly. Learning conversations were held virtually

- The school website was updated to ensure the most current policies and downloads were available to all

Remote and flexible learning provided opportunities for regular Wellbeing Days. Staff and students were able to experience a variety of different learning experiences aimed at reducing the cognitive load for a day.

Parent Reps were able to support and include families in school events, maintaining communication in challenging times.

Students and families participated in dress-up days to recognise front line workers, sports they couldn't play and many more themes during remote and flexible learning. Photos of these days were shared on Seesaw and via social media.

STUDENT SATISFACTION

In 2020 students in Grades 3 - 6 participated in the INSIGHT SRC survey. The aggregate indicator suggested a decline of 7.4% in the areas of positive emotions, absence of negative emotions and the extent to which students feel emotionally connected to their school.

The results varied between the grades.

Grade 3 and 4 scores indicated that students do not feel overly positive at school and negative emotions are likely to be present. They do, however, like the school and feel connected to the school.

The **Grade 5 and 6** scores indicated that negative emotions are less likely to be present amongst students but they do not feel particularly emotionally connected to the school or feel very enthusiastic at school.

STUDENT ATTENDANCE

ATTENDANCE PROCEDURES

Face-to-face learning:

- SIMON is used to record all attendance
- Attendance is taken in the morning (9.00 am) and after lunch (2.30 pm) each day.
- Students that are absent at the beginning of each day are noted and the Administration Officer will make contact with parents if not communication has been received.
- Parents are required to log a students' absence on PAM (the OLSH Parent Access Module)
- In the event a child is absent for more than two consecutive days without notification, the Principal will call the parents to check on the reason for the absence.

Remote and flexible learning:

- During the first session of remote and flexible learning a text was sent to all families at 9.00 am, this would record student attendance for the morning Parents were required to respond by 10.00 am. Students that required onsite supervision had their attendance recorded in the usual manner
- During the second session of remote and flexible learning attendance was taken by teachers during the daily GOOGLE MEET. If a child was not learning on any give day, parents were required to log the absence on PAM (Parent Access Module)

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	89.6%
Y02	92.2%
Y03	83.4%
Y04	93.8%
Y05	92.4%
Y06	84.9%
Overall average attendance	89.4%

Child Safe Standards

Goals & Intended Outcomes

Intended Outcomes:

At OLSH we support students to become resilient and independent learners by enhancing our relationships with families and the greater community.

Goal:

- To embed a culture of Child-Safety at OLSH.

Achievements

All staff are members of the Child Safety team and participate in the review of policies and procedures in all areas of school life and these are embedded into every day practice.

All staff complete the Mandatory Reporting (DET) learning module.

The care, safety, wellbeing and inclusion of all children is central to our purpose at Our Lady of the Sacred Heart School. (Vision Statement)

Implementation of 'PROTECT', Identifying and Responding to all forms of Abuse in Victorian Schools'. The supporting documentation is on display and accessible in all staff areas.

Our Lady of the Sacred Heart School has a Child Safe Policy written for students.

Recruitment practices follow all child safe procedures.

A commitment to child safety is included in all formal and written communication.

Parents are encouraged to apply for and hold a Working with Children Check. Parents without a WWCC are not able to support students at school events or in the classroom.

Leadership & Management

Goals & Intended Outcomes

Intended Outcomes:

Develop Christ centred leaders who are courageous and authentic in their service of the mission of the Church and the local community.

Goals:

To write a Professional Learning Policy that is linked to the Australian Charter for Professional Learning.

To provide students with the opportunities, formation and skills to exercise leadership

Achievements

Our Lady of the Sacred Heart School Board met in person and virtually during 2020. Members of the Board completed the Fit and Proper Declaration after the Annual Meeting. They were eager to learn more about the change in governance and the resourcing of the school so that improving student outcomes was a priority.

Student Leadership began the year eager to make a difference and leave their mark on the community. Due to COVID, their plans were unable to be fully realised. A highlight was hosting a GOOGLE MEET with the student leaders to prepare for the return to school and how we could best support all students.

OLSH was reimaged for 2020 with the introduction of a fourth classroom to have smaller class sizes over Learning Support in classrooms. The library was transformed into a classroom and library books spread across each room on mobile trolleys.

Professional Development was undertaken by all staff and was aligned with school priorities.

PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2020
Words their Way Spelling
Religious Education Accreditation
VRQA Compliance Training
First Aid update
Seasons for Growth training
Growth Faculty - Simon Sinek virtual conference
Corwin - Visible Learning - School Capability Assessment.
Coaching Focus - Staff Professional Development
Professional Reading: The Magic Weaving Business

Number of teachers who participated in professional learning: 8
 Average expenditure per teacher for professional learning: \$1874

TEACHER SATISFACTION

Staff participated in the INSIGHT SRC survey in term 3 2020.
 The aggregate indicator suggests an increase of 0.3% in the areas of Curriculum Processes, Student Management, Quality Teaching, Engaging Practice, Respect for Students, Parent Partnerships, Teacher Confidence and Student Motivation.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	80.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	25.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	50.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	9.0
Teaching Staff (FTE)	6.2
Non-Teaching Staff (Headcount)	5.0
Non-Teaching Staff (FTE)	4.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Intended Outcomes:

To build strong partnerships with parents ensuring independent lifelong learners.

Goals:

To look for opportunities for involving families in new ways in the school community and to reach out to those who do not readily volunteer at school.

To involve and encourage families as active decision-makers and influencers in the life of the school.

Achievements

2020 was the year to involve and encourage families in the life of the school.

Parent Reps began their work, inviting and including all families at the beginning of the school year events. Communication was varied as the school acknowledges that families require different approaches depending on their circumstances.

The beginning of the year mass and pizza dinner was well attended.

During COVID, assemblies were held virtually. a GOOGLE MEET was held at 1.30 pm every Friday to finish the school week and celebrate the learning of all students.

The Grade 6 graduation celebration was held for immediate families and Grade 6 students only.

An end of year mass was held during the school day. Parents were invited to attend.

Most opportunities for community gatherings were unable to be held due to Coronavirus.

PARENT SATISFACTION

The Aggregate Data for 2020 increased by 1.6% in the Community Engagement Indicator. Scoring for the Community Engagement Indicators based on parents' feelings towards involvement in their child's education including approachability of staff, their satisfaction with the schools reporting and the extent to which they feel the school is focussed on improvement.

Future Directions

The future direction for Our Lady of the Sacred Heart School is exciting.

In 2021 the staff will begin a 3-year professional learning journey with Corwin learning more about the work of John Hattie and Visible Learning. This is being undertaken in partnership with St Patrick's Pyramid Hill and St Mary's Cohuna.

With a change in governance, the School Advisory Council is enthusiastic and eager to learn more about the functions of the school. There is much learning to do under the new structure and the roll-out of Frameworks and policies is being staggered for all schools.

Staff is committed to learning for all and are prepared to learn and share in best practice.

Most importantly, **VOICE** is the future direction of OLSH. Staff, student and parent voice is what will drive the future of Our Lady of the Sacred Heart School.