

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



## Sacred Heart School Corryong

2019

REGISTERED SCHOOL NUMBER: 1642



## Contents

|                                      |    |
|--------------------------------------|----|
| Contact Details .....                | 2  |
| Minimum Standards Attestation.....   | 2  |
| Our School Vision.....               | 3  |
| School Overview .....                | 4  |
| Principal’s Report .....             | 5  |
| Education in Faith .....             | 6  |
| Learning & Teaching .....            | 7  |
| Student Wellbeing .....              | 8  |
| Child Safe Standards .....           | 10 |
| Leadership & Management.....         | 11 |
| School Community.....                | 13 |
| School Performance Data Summary..... | 14 |

## Contact Details

|                           |   |
|---------------------------|---|
| <b>ADDRESS</b>            | 111-115 Hansen Street<br>Corryong VIC 3707  |
| <b>PRINCIPAL</b>          | Mr Michael O’Riley with appointment of Mrs Zoe Nugent for 2020                                |
| <b>PARISH PRIEST</b>      | Father Jospheh Luka until December 2019, followed by Father Pantaleon Amaya Jr                |
| <b>SCHOOL BOARD CHAIR</b> | Mr David Yule   |
| <b>TELEPHONE</b>          | (02) 6076 1138  |
| <b>EMAIL</b>              | principal@shcorryong.catholic.edu.au  |
| <b>WEBSITE</b>            | <a href="https://www.shcorryong.catholic.edu.au/">https://www.shcorryong.catholic.edu.au/</a> |
| <b>E NUMBER</b>           | E3044   |

## Minimum Standards Attestation

I, Zoe Nugent, 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 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.

26<sup>th</sup> March 2020

## Our School Vision

### Identity Statement

Sacred Heart is an inclusive school united in Jesus and committed through action to live the Josephite story as we learn, love and grow.

### Vision Statement

Sacred Heart School:

Nurtures the dignity and value of each person;

Develops a relationship with Jesus as central to how we live and love;

Our choices and actions reflect awareness, compassion and commitment to others;

Creates learning that is purposeful and innovative; and

Parents, students and staff work collaboratively to create a safe, supportive and stimulating learning environment.

### Graduate Outcomes:

Sacred Heart students live life in Jesus' name by being:

People of integrity with strong sense of justice;

**Responsible** for their actions, knowing they make a difference;

Flexible & resilient with **respect** for themselves, others and the environment; Creative problem solvers, critical and reflective thinkers who strive to achieve their best;

Effective communicators who work collaboratively and **safely** in range of environments;

Inquiring **learners** willing to take responsible risks, ask questions and support others.

## School Overview

Sacred Heart School is a Catholic School within the Sandhurst Diocese. Established in 1953 by the Sisters of St Joseph and expanded to include Years 7 and 8 in 2009, due to lack of numbers the secondary component finished in 2015. Sacred Heart School (SHS) offers a faith based and contemporary learning environment, for students from Foundation to Year 6. For 2019 the enrolment was 56 students.

At the rooftop of the country, SHS is well placed to inspire students with the horizon of vastness and possibility, while being grounded in the daily realities demanded by the natural environment. SHS is committed to offering a Catholic education that liberates, empowers and motivates students to use their gifts with confidence, creativity and generosity as encapsulated in our motto, *together in faith, hope and charity we grow*.

As a small school each student and family shapes the learning experience. Everyone is valued. Our diversity contributes to the vibrant and inclusive learning environment that defines Sacred Heart School, demanding responsiveness and flexibility in teaching and learning programs where the uniqueness of the individual is celebrated.

In partnership with parents, SHS is a beacon of relating, learning and community. Strengthened through their formative experience of inclusive education at SHS, flexible, contemporary, global learning, students are skilled to both thrive in this place of great beauty, or to step out onto the many roads that lead from this deep centre.

## Principal's Report

2019 was another great year for our school.

The children's learning continued because of solid teaching and learning programmes. At the beginning of Term 3, Mrs Zoe Nugent was appointed Principal to commence in 2020. In December, it was announced that our Parish Priest, Father Joseph Luka was moving to Camden in the Wollongong diocese.

There were many highlights throughout the year particularly regarding our liturgical celebrations. The celebration of Eucharist on the feast of Christ the King was very special for our ten communicants. Our whole school Masses were also very special and meaningful for the children.

During 2019 our V.R.Q.A. review was a key event, we were overwhelmed with an extremely positive report which highlighted many strengths of our school. We should be very proud that our school was affirmed with current teaching practices embedded and with happy students and staff. It was also confirmed, by our reviewer, that our documentation was outstanding. Our ongoing support to St. Patricks, Trundle, continued throughout the year as we reached out to the school, children and parents during their time of need. A visit to Corryong by staff and children was a major highlight.

The Education Board continues to be an invaluable support to the school. I value the contribution of the board.

Sacred Heart Parents and Friends were once again a vital part of our community taking responsibility for much of the social and fundraising aspects of the school. Through their efforts were able to employ a music teacher, one day a week, for which we were most grateful.

Other highlights of 2019

- Very successful VRQA Review
- Ongoing connection with St Patrick's school; with them visiting us here in Corryong
- School Camps: Melbourne Urban Camp and Borambola Outdoor Education Camp
- Community Christmas Carols
- Sporting events; swimming carnival, Cross Country, Athletics Carnival
- Sacred Heart Parish Memorial Service
- Special Celebrations-Mother's Day and Father's Day and Grandparents Day.
- Ride/Walks to School days each term

This report reflects Sacred Heart's commitment to our students.

I take this opportunity to especially thank Fr. Joseph for his leadership of our school and parish and wish him every success in his future appointment.

Michael O'Riley

Principal

## Education in Faith

### Goals & Intended Outcomes

The following goals identified in the Annual Action Plan were achieved:  
Students became active participants in Masses, preparing and taking on roles during celebrations.

Participation in the celebration of prayer, liturgies, Mass, Feast Days and the Sacramental program following the liturgical calendar, is nurtured.

### Achievements

Josephite Feast Days were celebrated (St Joseph's Day, Feast of the Sacred Heart, St Mary of the Cross MacKillop Feast Day) keeping the faith accessible to all of our student and staff cohort.

Catholic Education Personal Development course supported by Catholic Education staff was offered for students and families. Staff professional development in Source of Life, from CEO staff was extremely valuable.

Class Masses were held as opportunities for students and staff to actively engage in liturgical celebrations and allowed opportunities for spiritual development.

#### VALUE ADDED

- Student opportunity for outreach through being on the roster for Corryong Meals on Wheels.
- Students visit the Nursing Home each term to lead prayer for the residents.
- Displays were maintained in the church foyer, Lacey Centre and local shops.
- Sacramental Program (Reconciliation and Communion) solid participation of 10 students.
- Participation by students in local ANZAC and Remembrance Day commemoration services.
- Teachers seeking RE accreditation through further study.

## Learning & Teaching

### Goals & Intended Outcomes

The following goals identified in the Annual Action Plan were realised:

Begin to develop a culture of peer review practice amongst staff.

Collaborate with CEO staff to develop updated school Numeracy Curriculum and processes that are responsive to the needs of our students and best practice.

To expand opportunities for students to engage in the Arts.

### Achievements

Extensive professional development for teachers to as to “Why we teach Maths this way at Sacred Heart” aided the curriculum development. With invaluable support from Catholic Education Learning Consultants, the staff worked incredibly hard together to develop a Numeracy Scope and Sequence for Sacred Heart School where numeracy is embedded into all parts of the curriculum and we look forward to trialling it in Terms 1 and 2 of 2020.

Student’s engagement in the Arts were expanded with students submitting works for the Sandhurst Mackillop Arts Show. Two students receiving “highly commended” awards and a Year Three student winning Mackillop Spiritual Art Award for Year Three to Six.

Years Three to Six students participated in the “Festival of the Sacred” at Catholic College in Wodonga and were so highly engaged that they asked for it again in 2020. The use of ASPA in the program brought a wealth of experience and engaged musical teaching experience that our students craved. A music teacher was employed at Sacred Heart School to further develop the opportunities for students to engage in the creative arts. This was a wonderful opportunity for collaboration between the local government school as well for a travelling end of year concert between outlying towns.

### STUDENT LEARNING OUTCOMES

NAPLAN data indicates significant improvement in numeracy and solid growth in other areas tested.

Year 3 and 5 Reading, Writing, Grammar and Spelling have continued to make progress in 2019 and sit within the State average.

Positive progress has been made with Numeracy with students in Year 3 and 5 sitting above the State average.



## Student Wellbeing

### Goals & Intended Outcomes

For the School to develop a consistent program of Social and Emotional Learning, underpinned by the principles of PBIS. For staff to develop a social / emotional learning program across all grades to connect learning and behaviour.

Implement Rights, Resilience and Respectful Relationships program

Create a safe work environment for all stakeholders

### Achievements

Sacred Heart the Four 'R's' (Rights, Resilience and Respectful Relationships Program) has been implemented into the classrooms in Years Three to Six. Teachers have been engaged in with ongoing professional development of PBIS with external consultants and CEO staff. A Behaviour Support Team has been created and the staff continue to build their capacity in to support all students to feel safe at Sacred Heart School and for them to build their understanding and use of calming and resilience building class strategies. Sacred Heart School's Chaplain has been a vital link in the pastoral care chain and will be sorely missed when he moves on from us in 2020. His replacement for 2020 will receive significant support and training via CEO and outside organisations to ensure that students receive the high level of continued support.

#### VALUE ADDED

- Sporting events; athletics, cross country, swimming including State Championships
- "Ablaze Youth Event" with Fr Rob Galea
- Linking the parent/parish and school community with specific Morning Tea/Breakfasts
- Sacramental Program run by the school
- Parent days in open classrooms
- Parent/Teachers reinstated after feedback from parents about wanting a connection with the teacher not only goal setting by their child.
- Ping Pong a Thon
- Classroom helper within the classroom and in the grounds
- Student's PBIS poster artwork permanently fixed to brickwork at the front of the school

## STUDENT ATTENDANCE

School attendance is paramount to Sacred Heart Student success, absenteeism results in missed learning and impacts on the development and maintenance of friendships. Sacred Heart is a small community school in an isolated setting in Victoria's high country. Families are well known to the school and non-attendance is managed through personal contact with parents. Teachers monitor attendance and unexplained absences are followed up with phone calls. From the front office.

Student medical appointments in Albury / Wodonga account for a number of absenteeism where a full day is required to access these services and siblings often accompany the family to the appointments. At harvest time, non-attendance increases as students traditionally are needed to help on the farm.

The principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained.

The principal will ensure parents of students with high levels of unexplained or unapproved absences are contacted, with the view to developing and implementing strategies to minimise absences.

Ongoing unexplained absences, or lack of cooperation regarding student attendance may result in a formal attendance conference being organised. Unresolved attendance issues will be reported to the Department of Human Services.

2019 saw Sacred Heart use the services of CEO Pastoral Wellbeing Team to facilitate conversation with families with regular absentees to determine how the school could best support the families to encourage daily attendance.

Morning and afternoon rolls provide documented evidence of student attendance, the school also records parent contact in SIMON.

## Child Safe Standards

### Goals and Intended Outcomes

The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child friendly environment where children feel safe and are free to enjoy life to the full without any impediments for their safety.

The school staff spent many hours developing a school safe policy and its implementation. Through many consultative meetings with School Board, Staff and Parents; I believe the school consulted widely to implement our Child Safe Standards.

The School continues to work closely with the children to embed a culture of child safety. Our child safety policy will be reviewed each year.

### Achievements

- The embedding of policies and commitments into every day practice
- Training of teachers, non-teaching staff and volunteers
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies
- Strategies addressing the principle of inclusion
- Child safety Team/Committee structures
- Engagement of Families and communities in promoting child safety
- Human Resources practices
- Child safety – Risk Management practices

We have ensured that the school's policy is well known by all staff and parents and used appropriately. The school's child safety policy is reviewed in the context of school self-evaluation undertaken as part of the school accountability framework.

Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this. Be alert to the specific needs of children in need, those with special educational needs and young carers.

Encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them.

## Leadership & Management

### Goals & Intended Outcomes

- To develop support strategies to assist in significant staffing changes
- Professional Learning Committees
- Google Suite to be used to house and gather student data to ensure all appropriate staff have access to relevant documentation
- Improving school leadership opportunities across the school

### Achievements

SRC leaders were implemented across grades from Year 2 to Year 6 with the anticipation of holding a review Term 3 as to the effectiveness of the SRC model trialled.

We had great participation from students but felt as though the model trialled was not effective utilising the enthusiasm effectively.

Term 4 saw a review student leadership processes with students completing a formal process for consideration for SRC 2020. Staff will continue to develop role description suited to the SRC model at Sacred Heart, to improve the clarity of the role description.

Review and update of staff role descriptions including Senior Leading Teacher etc.

Appointment of Zoe Nugent as Principal mid 2019 to ensure that there was seamless transition into 2020 with Leadership and expectations of staff.

#### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

##### DESCRIPTION OF PL UNDERTAKEN IN 2019

Catholic Education Religious Education development

Source of Life with Maria Weatherill

First Aid: CPR

Staff worked with Dan Petro, John Mitchell to further develop our PBIS strategies

Work with David Williams about ICT in the classrooms and the best was to foster student engagement

Numeracy Curriculum Formation

##### NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

12

##### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,150

### TEACHER SATISFACTION

Insight SRC data indicates that a strong staff team has developed at our school through collaborative practices and that trusting relationships have been formed. Staff members collaborate, share ideas and solve problems together, leading to a shared understanding and alignment of team goals.

The school has experienced consistent and significant improvement in student learning outcomes evidenced by the NAPLAN data.

## School Community

### Goals & Intended Outcomes

- Ongoing empowerment of parents through opportunities to share in professional learning and community engagement as part of our school.
- School Parents, Staff and students actively involved in Community event Man from Snowy River Festival.
- Maintenance of the school to be a priority to ensure all learning spaces are safe and pleasing for all.
- Teacher resource area was refurbished which allows all resources to be housed in one area.

### Achievements

Parent Engagement remained a priority for our school.

A strong School Board has worked tirelessly in partnership with the Parents and Friends to support the school with all our endeavours.

Ongoing improvement to our grounds: shade sails.

Parents and staff workshops with John Mitchell.

Staff/Parent/Student team participated in local Swimming Carnival, Small Schools Cross Country & Athletics Carnival.

#### PARENT SATISFACTION

Insight SRC data provides positive feedback about our parent satisfaction with the Community

Engagement Aggregate Indicator showing steady improvement over the past three years with scores of 75.0 (2016), 83.1 (2017) and 84.5 (2018).

Parent partnerships are a clear strength at our school.

## School Performance Data Summary

**E3044**  
**Sacred Heart School, Corryong**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

| NAPLAN TESTS | -2<br>% | -1<br>% | -2 - -1<br>Changes<br>% | % | -1 -<br>Changes<br>% |
|--------------|---------|---------|-------------------------|---|----------------------|
|--------------|---------|---------|-------------------------|---|----------------------|

#### YR 03 statement

Most students in Years 3 were at the expected level in writing, and numeracy. After extensive work in Numeracy, the school has been building a focus on improvements in Literacy.

|                             |       |       |     |       |     |
|-----------------------------|-------|-------|-----|-------|-----|
| YR 05 Grammar & Punctuation | 90.9  | 100.0 | 9.1 | 100.0 | 0.0 |
| YR 05 Numeracy              | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 05 Reading               | 90.9  | 100.0 | 9.1 | 100.0 | 0.0 |
| YR 05 Spelling              | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 05 Writing               | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |

Our NAPLAN results demonstrate that numeracy levels for Years 3 and 5 are continuing to improve.

Spelling and Grammar are still a concern, but the school has focused on the areas this year and will be part of the Spiral of Inquiry for 2020. Teachers have observed an improvement in this area.

| <b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b> | <b>%</b> |
|--|----------|
| Overall average attendance                           | 87.60    |
| Foundation   | 81.72    |
| Year One   | 91.21    |
| Year Two   | 92.37    |
| Year Three   | 82.38    |
| Year Four  | 87.90    |
| Year Five  | 92.04    |
| Year Six   | 86.58    |

| <b>TEACHING STAFF ATTENDANCE RATE</b> |       |
|---------------------------------------|-------|
| Teaching Staff Attendance Rate        | 88.3% |

| <b>STAFF RETENTION RATE</b> |       |
|-----------------------------|-------|
| Staff Retention Rate        | 76.9% |

| <b>TEACHER QUALIFICATIONS</b> |        |
|-------------------------------|--------|
| Doctorate                     | 0.0%   |
| Masters                       | 25.0%  |
| Graduate                      | 0.0%   |
| Graduate Certificate          | 0.0%   |
| Bachelor Degree               | 100.0% |
| Advanced Diploma              | 0.0%   |
| No Qualifications Listed      | 0.0%   |



| STAFF COMPOSITION                     |       |
|---------------------------------------|-------|
| Principal Class (Headcount)           | 1     |
| Teaching Staff (Headcount)            | 6     |
| Teaching Staff (FTE)                  | 5.8   |
| Non-Teaching Staff (Headcount)        | 7     |
| Non-Teaching Staff (FTE)              | 4.601 |
| 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](http://www.acnc.gov.au)

