



Our Lady of the Sacred Heart Primary Elmore

2022

Annual Report to the School Community



Registered School Number: 661

Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Governing Authority Report	3
Vision and Mission	4
School Overview	5
Principal's Report	6
Parish Priest's Report	7
School Advisory Council Report	8
Catholic Identity and Mission	9
Learning and Teaching	11
Student Wellbeing	14
Child Safe Standards	16
Leadership	17
Community Engagement	20
Future Directions	21

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Minimum Standards Attestation

I, Craig Simpson, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

14/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

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

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

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

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

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

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

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

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Vision and Mission

Our Mission:

Our Lady of the Sacred Heart School is a community 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, well-being and inclusion of all children are 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 building independent and motivated learners.
- Our teachers are active passionate and engaging

School Overview

Our Lady of the Sacred Heart Primary School in Elmore, is steeped in tradition and has formed an integral part in the lives of the many locals who have passed through our doors.

As a school, we are dedicated to ensuring that every child is given access to the skills and knowledge that will positively shape the remainder of their lives.

School should be a place where students are affirmed, challenged and encouraged to push beyond the limits that they themselves, or society, might otherwise place upon them. Our children should leave school not limited in their thoughts and expectations of themselves, but rather, believe that they are capable of being a positive contributor to the world.

As a Catholic school, OLSH is dedicated to the teachings of Jesus and the values of the Catholic Church. We are part of the Catholic Diocese of Sandhurst and Fr. Ashley Caldow is the leader of our broader parish community.

Our staff are inspired by the knowledge that we are a major influence on the lives of the students we get to work with every day. We acknowledge that we are partners with parents, and the broader community, in shaping student's lives and in positively influencing their everyday choices. We know that we get better by working together and that positive relationships, coupled with appropriate challenge, helps everyone to improve at what they do.

Our children deserve nothing less than our best endeavours to help them fulfill their potential. As a staff, we are totally dedicated to ensuring that the teaching methods we adopt and the learning opportunities we bestow upon the children are informed by the best evidence we have available as to how learning happens. We will continue to learn and grow together, for our own development and most importantly for that of the children we have the honour of working with.

Principal's Report

2022 was a year of resetting and resettling. As a school, we had many things to adjust to. Just being back in our school space on a permanent basis was a form of adjustment. This was combined with 2022 being my first year in the school community, which was thoroughly rewarding and enjoyable. The OLSH school community welcomed me with open arms and were keen to embrace new learning and all the subtle differences that come with being a new leader in the school.

The students at OLSH were delightful to work with. Instantly I was struck by their desire to learn, have fun and engage in all aspects of school life.

The school parents have been extremely welcoming and friendly. I enjoyed getting to meet everyone and in beginning to understand what is important for them and how as a school we can work in partnership to help all children in our care become the absolute best versions of themselves.

The staff at OLSH made it extremely easy for me to come in and begin working with them and getting to know them as people as well as educators. Each staff member has a desire to improve and to become the best educator they can be and to support their learners in maximizing their learning potential. They have been a delight to work with.

In term 4, we were delighted to welcome the junior learners from St. Joseph's Rochester into our school, who had their school inundated in the floods, which impacted many communities along Victoria's river systems. They utilised the Chevi Centre for most of the term and they joined in with our students at break times in the school yard, which was absolutely delightful. In the end, we were sad to see them go.

Following Covid, it was nice for the school community to be able to reclaim some events that have been important in the past. This includes the running of Mission Day, which was a huge success, the end of year Mass, which was attended to by virtually all of our community, and the myriad other events that take place over the course of a school year.

In conclusion, I would like to sincerely thank the entire OLSH and Elmore community for the warm welcome you have given to me and I look forward to continuing our work together in the future.

Craig Simpson

Parish Priest's Report

Not available

School Advisory Council Report

In 2022 our Advisory Council welcomed Craig to the school as our new school principal.

Meetings were held once per term, with the option of meeting more regularly should the need arise. The main items for discussion throughout the year centred around the building and maintenance priorities of the school looking ahead.

We were fortunate enough to receive a Shade Sail grant, which will be used to create an outdoor learning space. Many other smaller jobs are on the table, and hopefully these will be ticked off in 2023. This includes an upgrade to our COLA surface, repair of the Chevi Centre ceiling, an overhaul of the senior play equipment and some other smaller maintenance jobs around the school.

Ken Westgarth continues to provide great service to the school as our grounds and maintenance person. He has also been utilised to keep the back paddock mowed on a regular basis.

As an Advisory Council, we would like to sincerely thank Liz Trewick for the time, energy and passion that she put into our school over the many years she taught here and was school principal. Our school is indebted to her service.

Yours sincerely,

Scott O'Sullivan

Catholic Identity and Mission

Goals & Intended Outcomes

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

Achievements

Goals

Greater involvement of staff and students in planning school liturgies

Greater opportunity for formation of students and staff in communicating the understanding that Social Justice activity is a direct implication of the teachings of Jesus

Planning for purposeful teaching and learning in Religious Education.

Achievements

- The Beginning and End of Year mass was celebrated with a large number of the community attending mass and a community dinner.
- Our Lady of the Sacred Heart Feast Day was celebrated with a liturgy
- Following two years of no Sacraments and Mission Day, we were able to reintroduce these important events back into our school calendar in 2022. Denise Nihill did a wonderful job of coordinating the sacramental program, with some children baptised, receiving Eucharist and Confirmation.
- The Northern Plains Cluster Student Leadership Day was held with Grade 5 & 6 learners from Kerang, Pyramid Hill, Cohuna, Echuca, Rochester, Elmore, Heathcote and Inglewood
- The staff participated in a day focused on prayer and sustainability

VALUE ADDED

- The reignition of our Sacreamental Program
- Religious Education was a focus display in the hallway for all learners and their families
- Religious Education classes reflected the same intent on learning using evidence based practices as seen in other subject areas
- Classes pray morning and afternoon and the sacred spaces reflect the time of the Church Year
- Denise Nihill participated in Religious Education Leader Network meetings

Learning and Teaching

Goals & Intended Outcomes

To activate evidence-based teaching and learning practices into all areas of the curriculum

Goals

- For all teaching staff to be exposed to the PEN principles and to explore way in which these can be implemented into our everyday teaching practices
- To develop and implement a Model of Instruction which reflects what research tells us about how we learn best

Achievements

- Staff meetings were used to watch clips related to each of the PEN principles. This was followed by a discussion about how this might be implemented in each learning space
- A set model of instruction was introduced to the staff which incorporated the following elements:
 - Prime Me - preparing students for learning to come
 - Show Me - using images, worked examples, models and clear precise explanations to introduce new learning
 - Let Me - actively engaging students in the act of learning so that they progressively take on more responsibility for their learning choices as they become capable
 - Check Me - ensuring that we regularly check in on student progress
 - Extend Me - once students have mastered the basic concepts we ensure that they are then extended into richer more challenging concepts
 - Remember Me - using retrieval, spacing and interleaving to support students in moving learning into their long term memories
- 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
- English and Mathematics programs emphasise evidence based practices, including explicit teaching, focussed learning groups and the use of data to inform next steps in learning and teaching
- Students participated in music, physical education and science classes as part of our specialist program
- Auslan was introduced across the school, with the Teacher as Co-learner model being implemented
- Guidelines for the collection of data for the National Consistent Collection of Data (NCCD) program were carefully followed
- Learning conversations were reintroduced with these taking place at the beginning of Term 3.

STUDENT LEARNING OUTCOMES

Learners at Our Lady of the Sacred Heart School sat NAPLAN in 2022 using the online platform.

As there are less than 10 students in the grades that sat NAPLAN the school is unable to share data, as it would breach the privacy of individual's results. Teachers have analysed the results from this year and the school will continue to implement a rigorous schedule for teaching and learning in the areas of Literacy and Numeracy to continue to raise the level of achievement across the school.

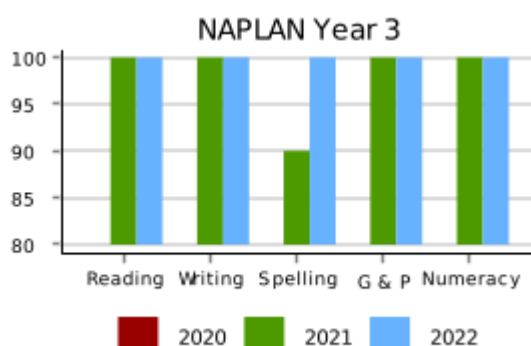
Teachers closely analyse all data (PAT – Mathematics, PAT – Reading, Essential Assessment, Fountas and Pinnell Benchmark Assessment System, Decodable Readers Australia SPARKLE Kit, MAI – Maths Assessment Interview and P – 2 Literacy Assessments) to triangulate their understandings of a student's achievement and the required next learning.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	90.0	-	100.0	10.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	**	**
YR 05 Numeracy	-	100.0	-	**	**
YR 05 Reading	-	100.0	-	**	**
YR 05 Spelling	-	87.5	-	**	**
YR 05 Writing	-	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

Intended Outcomes

To use the example of Jesus as we aim to assist all our students to be thoughtful contributors to the community and who are kind, confident and true to themselves, whilst being able to navigate the challenges that life throws up.

Goals

- To open up lines of communication with parents through both formal and informal means
- To make available to staff training in an appropriate social, emotional program which supports all of our learners
- The building of new relationships between students and community groups

Achievements

- Staff were encouraged to allow students to take acceptable risks when playing in the yard. This involved not intervening too quickly when we noticed the children doing something that might be deemed risky. This is to ensure that students come to know how to regulate their own behaviours and when to pull back from something when it no longer feels safe
- The new Child Safe Standards were rolled out to our staff and reinforced during our meeting times
- Our one foundation student for 2023 was given multiple opportunities to come in and join in the regular classroom activities throughout Term 4
- The digital platforms, SIMON, PAM, Seesaw and GOOGLE were used to maintain communication and connection with families.

VALUE ADDED

- Communication continued to be a priority:
 - The newsletter was sent to all families via email every Thursday
 - Seesaw was used as a communication tool for teachers and families. This platform was also used for Assessment and Reporting
 - SIMON EVERYWHERE (app) was again used by all OLSH families to make using PAM (Parent Access Module of SIMON) easier and more efficient for all families.

- Weekly assemblies were conducted every Thursday afternoon and were lead by our senior students. Individual student efforts throughout the week were recognised during this time
- Parents were encouraged to come back into school following covid restrictions. This was taken up to some degree
- Coles Supermarkets continued to be a sponsor in a digital partnership between The Resilience Project and Our Lady of the Sacred Heart School

STUDENT SATISFACTION

Information is unavailable at this time.

STUDENT ATTENDANCE

Our school role is taken twice daily. Once at 9.00am and then again at 2.30pm. We use SIMON as a means of recording absenteeism. If a child is not at school, and no reason has been provided by parents for this absence, then a call is made home, by the office, to ensure that everything is alright.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	84.5%
Y02	88.9%
Y03	85.0%
Y04	84.4%
Y05	83.6%
Y06	85.4%
Overall average attendance	85.3%

Child Safe Standards

Goals & Intended Outcomes

Intended Outcomes

To use the example of Jesus as we aim to assist all our students to be thoughtful contributors to the community and who are kind, confident and true to themselves, whilst being able to navigate the challenges that life throws up.

Goals

To update our understandings of, and practices around, child safety

Achievements

- In 2022, Our Lady of the Sacred Heart School continued to work on embedding the Child Safe

Standards throughout the whole school, educating our community and children, ensuring a safe and nurturing culture for all in our school.

- A commitment statement to Child Safety is included in all formal and written communication.
- The Vision statement includes a reference to Child Safety and is visible in all areas of the school.
- Continual education of teachers, non-teaching staff and volunteers
- Active promotion of Working with Children Checks for all volunteers, including Parent Reps and the School Advisory Council, for all events within our school.
- All staff are members of the Child Safety Team and participate in the review of policies and

procedures in all areas of school life. This includes the completion of the Mandatory Reporting (DEECD) learning module.

- Continued 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.
- Child Safety is a part of the Induction program at OLSH.

Leadership

Goals & Intended Outcomes

Intended Outcomes

That all staff see themselves as capable individuals who have the capacity to individually and collectively improve the quality of their work and the impact they have on the students of our school..

Goals

All staff participate in our ‘cultural sessions’

- This includes knowing about self determination theory and the three elements that contribute to thriving individuals
 - Autonomy - I have appropriate choice and control within my role
 - Competence - I am able to demonstrate improvement in what I do
 - Connectedness - I am connected to those people that I work with
- This also includes staff understanding what makes for an effective team and what collective efficacy entails. This is to be done via
 - Building psychological safety - I am safe to speak my mind
 - Being vulnerable - knowing that vulnerability builds trust
 - Shared Purpose - knowing what we are collectively working towards
- To provide students with the opportunities, formation and skills to exercise leadership

Achievements

- All staff participated in our full day cultural sessions. This included:
 - Knowing what helps individuals to thrive
 - Knowing how we can build a strong, collaborative team of adult learners
- The shared mission agreement was re-signed by the Parish and School to ensure the connection between parish and school was fostered.
- The School Advisory Council met face-to-face during 2022

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In-house professional learning:

- Self-determination theory

- Building a strong culture
- PEN principles - from the Science of Learning Research Centre
- Developing a Model of Instruction for all staff to follow
- Having a model of how a lesson should look
- Understanding the importance of knowledge in impacting learning

External professional learning:

- Visible Learning - 1 staff day,
- First Aid
- Religious Education supported by Catholic Education Sandhurst
- Behaviour Management supported by Catholic Education Sandhurst
- Religious Education Network meetings hosted by Catholic Education Sandhurst

Number of teachers who participated in PL in 2022	11
Average expenditure per teacher for PL	\$260

TEACHER SATISFACTION

No data available, as nothing has been put in place yet to replace Insight SRC data.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.9%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	16.7%
Graduate	16.7%
Graduate Certificate	16.7%
Bachelor Degree	83.3%
Advanced Diploma	33.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	9.0
Teaching Staff (FTE)	6.6
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	6.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Intended Outcomes

To build strong relationships with the parents and broader community

Goals

To look for opportunities for involving families in new ways in the school community and to reach

out to families as they re-engage in school life

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

Achievements

- 2022 began with a mass and community gathering. Most families attended and helped welcome the new school year back.
- Parent Reps were assigned to classrooms for the year which also supported new reps to learn from their more experienced partner.
- Guidelines for parents entering the school changed with the increase in COVID cases and the return of remote learning.
- The end of year Mass was held in the church with a picnic tea to follow at school. It was attended by most families. Our senior students performed several songs at this gathering.
- Senior students participated worked with food share to help support those people in our community who require additional help and food supplies
- Mission Day was a raging success, with approximately \$3000 raised to support the OLSH sisters of Sudan

PARENT SATISFACTION

No Insight SRC surveys were available to complete this section.

Future Directions

To create a Masterplan for the school grounds and buildings

To continue to implement evidence-based practices in our learning and teaching

To ensure that our learners have the opportunity to contribute to the life and well being of the community

To continue to use the life of Jesus as our example of how to be the best people we can be, who live out the gospel values

To cater for the learning needs of all students in our care