2013 ANNUAL REPORT TO THE SCHOOL COMMUNITY

Sacred Heart School
Preston

REGISTERED SCHOOL NUMBER: 0152
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3072 Victoria

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PARISH PRIEST Rev Michael Knight SVD

SCHOOL BOARD CHAIR Mrs Lisa Bueno

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Minimum Standards Attestation

I, Pamela Hallett, 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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
Our School Vision

Sacred Heart Preston is a Catholic Parish Primary School, inspired by the gospel values of Jesus, that welcomes a multi-faith community.

We value the traditions and principles of the Good Samaritan Sisters founded on compassion and service.

Our contemporary learning environment is purposeful, engaging and connected to real life.

It challenges all to be confident, resilient and active learners striving for excellence.

In partnership with families and the wider community, we embrace and celebrate diversity and build positive relationships.

At Sacred Heart the students are at the heart of everything we do.
School Overview

Sacred Heart Primary School was established in 1905 and has occupied the present school buildings since 1914. Since that time, Catholic primary education at Sacred Heart was under the stewardship of the Good Samaritan sisters until 1991 when a lay Principal was appointed. The present Principal is in the fourth year of her appointment.

The school is located in the Northern Zone of Catholic Education in a mixed residential/commercial/industrial area of Preston, part of the City of Darebin. Preston is approximately eleven kilometres north of Melbourne and services the primary education needs of the parish of Sacred Heart led by Parish Priest, Fr. Michael Knight. The school is in a distinctly Catholic “pocket” of Preston and has as its neighbours, the church and presbytery, Parade Secondary College and Samaritan Inn.

The school’s present population of 143 students consists of a very high proportion of LBOTE students 78% and a high percentage of students from single parent family 19%. With an SES factor of 97 and 34.6% of families eligible to receive EMA payments, the school can be characterized as being representative of the low socio economic profile of many of the residents of the area with only 22% of parents categorized as qualified professionals or ‘white collar’ workers and 51.7% of parents categorized as ‘blue collar’ workers. Compulsory tuition charges are regarded as affordable by the majority of parents and Fee collection is currently at 87% (2012) which is below the median of 90% of like schools. The school has noted that the current gentrification of the Preston area with high rental prices and high house costs may mitigate against a predicted growth in enrolments (SIR data) as many families in 2013 may be unable to afford the rising housing costs in the area. P – 6 Student retention in 2012 was 84.9% (below CEOM 95% benchmark) with a number of families relocating to more affordable outer suburbs.

The school has endeavoured to meet the learning needs of students of various ethnic and cultural backgrounds and is very proud of its multi faith, multi-cultural profile. Key characteristics of the current family population profile are as follows~ 43% Catholic, 8% Orthodox, 4% Other Christian, 15% Buddhist, 5% Hindu and 25% No-Religion. 43.06% of the current student population in the Prep class is Catholic.

There are many languages other than English being spoken at home. These include 25% Vietnamese, 16% Chinese, 6% Arabic, 5%Italian, 3% Cook Islander Maori, 6%
other languages. 30% of the student population has English as their first language that is spoken in the home.

I wish to acknowledge all the staff for their commitment to the students at Sacred Heart Preston throughout the 2013 school year. I wish to thank the School Leadership Team who greatly assisted the Principal throughout the year. In 2013 that has been Maria Barnes (Deputy Principal and Numeracy and Literacy Leader), Jenny Del Prete (Religious Education and Student Wellbeing Leader), Martin Fitzpatrick (Teaching and Learning Leader).
Principal's Report

In 2013 Sacred Heart was able to continue to utilize the resources and new learning spaces that had been built in 2010 as part of the BER. The Year 5/6 teachers also modified the learning spaces in the senior area to develop independence and foster students in a more personalised environment. The upgraded learning spaces have encouraged all the staff to review their own pedagogy, continuing to focus on the Learning and Teaching practices that provide the best learning outcomes for our students.

2013 saw the continuation and consolidation of the National Partnerships in Numeracy, a program that has been of great benefit to all the teachers resulting in improved teaching practices that have impacted directly on student outcomes in Numeracy. Even though the program wasn’t funded as well as in previous years, we were able to provide a Numeracy Leader and access the coaches from CEOM for Professional Learning each term. Passion Projects were again held in Term 3, with student voice directing areas of learning the students wanted to pursue – again, a very successful time with much excitement about the learning happening in the school! Extra-curricular activities included a camp to Lyrebird Park for the senior students, our continuing involvement with Preston Toastmasters and whole school participation in “Dance Fever”. It is fitting, at this point, to acknowledge the great work carried out by all the staff at Sacred Heart and thank them for their commitment and dedication to ensuring that all students are encouraged to reach their full potential.

Fr Bill and Fr Stephen continue to show great support to Sacred Heart School Community and I thank them for this. The students at our School are welcoming of all who join our school community and the senior students have worked very hard to also be supportive of others in our parish and extended community. I have been impressed with the leadership initiative the students display and the SRC and Environment Group, capably coordinated by Maria Barnes, make a valuable contribution to the life of the school.

Finally, I wish to thank all the parents for their contributions to, and support of, our school. The School Board members have also played a great part in ensuring our community socialises and works well together, with a separate P&F entity being established this year. They are a great support to our Parish Priest, Fr Bill Burt, and myself. Our aim for the future is to continue to extend a warm welcome to all families, acknowledging that we can all play a valuable role in the life of our school.
Education in Faith

Goals & Intended Outcomes

- To further enhance the Catholic identity and culture of the Sacred Heart community.

- Achievements

  - Beginning of Year staff mass and whole day professional development led by Pauline Zappula to create a new vision statement. Staff had the opportunity to reflect upon the history of our school with a special emphasis on the traditions of The Good Samaritan Sisters and The Good Samaritan New Testament story.

  - Staff Meetings and PLTs were held each term with a particular focus according to needs: Lent/Easter, Reconciliation, Advent, Church Celebrations (whole school planning of special masses- end of school year mass).

  - Whole School Inquiry Unit: ‘The Good Samaritan' which culminated in a Gathering to share knowledge and reflect upon what it means to be a ‘good samaritan’.

  - Sacred Heart hosted the Northern Zone Leadership Mass.

  - Wednesday morning prayer reflection was introduced at the weekly meeting.

  - Preston Mosque visit and tour by staff to gain a better understanding of the Muslim faith.

  - Parent involvement has increased due to a greater parental involvement in Church celebrations, for example: reading at school masses, special offertory representation/roles within the mass. Parents were invited to offer their services through the school newsletter. We also had parents volunteer to read prayers in Vietnamese and Mandarin.

  - ‘Gatherings’ continued - where students come together to share their work and ideas in group levels P-2 and 3-6. The Gatherings included prayers/reflections/songs about their Religious Education topic.
- School/ Parish links have continued to be strengthened through grade level time
tabled masses on specified Sundays throughout the year.

- Reconciliation was held in the Church presbytery which provided a quiet and
reflective setting and students continued the tradition of making a school stole to be
worn for each sacrament which they will take with them on leaving in Grade 6.

- Sacraments of Penance and First Eucharist were celebrated this year.

- Continued whole school reflection for Easter, school community invited and
encouraged to attend. Grade 5/6 Inquiry unit 'We As A Nation' linked the Crucifixion
with the Holocaust. Their presentation was also performed at CRC Syddenham for the
CEOM Network Meeting.

- Our ongoing Community Service project with all students involved in organising
the Giving Tree for St.Vincent DePaul, Preston Conference. Our community ties with
Spectrum (Respite Centre for the elderly) were strengthened as grade prep visited and
sang their Jolly Phonics songs, Grade 1/2 students sang Christmas Carols. Grade 5/6
students worked with different cultural groups to develop intercultural understandings,
for example Japanese students learnt to play Mahjong and Vietnamese students
assisted with cooking.

- Continued whole school celebrations: Welcome Mass and BBQ, Alleluia Mass,
Mother’s Day Mass, Father’s Day Mass, Sacred Heart Feast Day Mass (whole school
celebrations and Parish/school shared morning tea). Christmas Carol night for whole
school community.

- Grade 6 Graduation Mass where students planned and took an active part in their
final school mass.
Learning & Teaching

Goals & Intended Outcomes

- To engage students in purposeful learning that optimises student outcomes.
- That there is a shared understanding amongst staff of effective teaching and learning across all areas of the curriculum
- That the staff understanding and implementation of the National Curriculum across the areas of English, Maths, History and Science is embedded from Prep to Year 6.
- That student performance across all areas of the curriculum, particularly in Literacy will improve.
- That student performance in Maths will continue to improve and be sustained.
- That students will be prepared for an ever changing future through engagement in a stimulating and purposeful learning environment.

Achievements

In 2013 we have identified the following achievements in the area of Learning and Teaching

- Professional Learning which is aimed at improving student learning and outcomes e.g. National Partnerships in Numeracy (P-6), Kids Matter (Kimochi Dolls Social Skills Program, BluEarth, Restorative Practice).
- Further Investigations and actions in contemporary practice, including:
  - A more contemporary setting in the Year 5/6 area.
  - PD ‘What is a 21st Century Global Learner?’ with Prof. Y Zhao.
  - PD to further develop Throughlines across all areas of the curriculum, including Religious Education.
- Continued staff professional development on AusVELS and the Australian Curriculum.
- Continued membership to Learning and Teaching Network, with a focus on contemporary learning and teaching.
- Positions of Leadership focused on student learning – Learning and Teaching Leader, Numeracy Leader, Literacy Leader and Student Well Being Leader.
- Continued to develop students’ self-assessments. Students from Years 3-6 lead Parent Teacher exchanges about their learning.
- The facilitated use of support staff across the school provides targeted support to students e.g. Reading Recovery, Literacy Intervention and classroom support.
- The continued diversity in the extra-curricular programs offered e.g. Interschool Sport, Swimming, Toastmasters, Dance Fever, Passion Projects.
Students continued to celebrate their learning across a range of Year Levels at weekly Gatherings throughout the year, which included healthy parent attendance.

The sustained improvement in Literacy results in Prep – Year Two from Pre-test (February) to post test (November).

Continued positive results in the National Achievement Program for Literacy and Numeracy (refer to table below)

Transition program offered to Year Six students has been continued and further embedded into the school.

<table>
<thead>
<tr>
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<th></th>
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<tr>
<td>YEAR 3 READING</td>
<td>100%</td>
<td>100%</td>
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<td>100%</td>
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<td>0%</td>
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<td>0%</td>
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<tr>
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<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
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<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
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<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
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<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
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<td>94%</td>
<td>0%</td>
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<tr>
<td>YEAR 5 WRITING</td>
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<td>0%</td>
<td>95%</td>
<td>-5%</td>
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<tr>
<td>YEAR 5 SPELLING</td>
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<td>-6%</td>
<td>89%</td>
<td>-5%</td>
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<tr>
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<td>83%</td>
<td>-11%</td>
<td>95%</td>
<td>+12%</td>
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<tr>
<td>YEAR 5 NUMERACY</td>
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<td>94%</td>
<td>-6%</td>
<td>100%</td>
<td>+6%</td>
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</table>

In regard to our NAPLAN results, the trend in Year 3 shows continued sustained improvement across all areas of Literacy and Numeracy. In Year 5, the trend data has shown continued sustained improvement in Reading and Writing. Data shows decline in Year 5 Spelling, Grammar and punctuation and Numeracy. Further investigation indicates that this decline in these areas is due to a small cohort of students (2).
NAPLAN Results across the review period in both Literacy and Numeracy have been encouraging. We feel that the results reflect a common understanding of the Learning and teaching goals as part of our School Improvement Plan. We believe that teachers have established a consistent approach that ensures effective pedagogy across P-6, which has helped to enhance student engagement in authentic learning.

The challenge for us at Sacred Heart is to maintain our excellent results whilst exploring further ways in which our more competent students can be challenged and extended.
Student Wellbeing

Goals & Intended Outcomes

- To improve student wellbeing through authentic engagement.

Achievements

- Average student attendance in 2013 was **94.34%**

- Participated in the following programs to support student engagement – Dance Fever, Year 6 Transition program, Buddy Program, Passion Projects, Year 6 Leadership program, Toastmasters, AEDI Darebin Council meetings.

- The introduction of Bluearth program.

- The introduction of Kidsmatter through establishing a Kidsmatter Action Team.

- A ‘Wellbeing Night’ to launch Kidsmatter and provide parents with a Bluearth, Circle Time and Kimochi dolls demonstration.

- Behavioral Management Strategies regularly discussed by staff.

- Beginning of year whole school “Start Up” program.

- Further development of the school playground and the introduction of the Environment group.

- Continued Special Needs Support and Procedures – ILP’s, PSG’s funding applications, LNSLN Program.

- Continued Buddies program.

- Student Leadership Programs – SRC and Year 6 leaders, including a Wellbeing Captain.

- School Counsellor role continued.

- Involvement in Student Wellbeing Cluster.

- The implementation of Circle Time (to include Restorative Practice and Kimochi dolls). The continuation of Kimochi Captains and a Kimochi Station within the playground.

- Ongoing staff training in Restorative Practices.
• Participation in National Day Against Bullying and Violence.

• Pyjama and Hot Dog Fundraiser for the homeless.

• ‘Yuk Yum Club’ continued (where each week students (on a roster basis) get to try new foods). This year there were parent volunteers providing new foods.
Leadership & Management

Goals & Intended Outcomes

- To strengthen the organizational health of Sacred Heart.
- To provide a range of Professional Learning experiences to continually improve our practice.
- To ensure that school resources continue to be enhanced and well managed.

Achievements

In 2013 we have identified the following as achievements in Leadership and Management:

- Maintained (with assistance of the ICT technician) a robust infrastructure for ICT to support management, operations, teaching, and learning.
  - The three administrative support personnel attended CEO Professional Development.
  - Professional Learning activities were targeted in the following manner – weekly Staff Meetings, weekly Professional Learning Team meetings. Staff holding Positions of Leadership attended Network meetings in the following areas; Principal, Deputy Principal, Religious Education Coordinator, Curriculum Coordinator, Numeracy Coordinator, Student Wellbeing Coordinator and Literacy Coordinator.
  - School Closure days were used for Spirituality In Service (School Vision), Numeracy Partnership Days and Whole School Administration and Future Planning. Individual teachers attended Professional Learning activities to improve their professional practice e.g. Literacy Networks, SINE Numeracy P-2 (6 teachers), Reading Recovery Network and seminar (5 days), Italian Language Network, ICT and Digital Resources, Principal Conference linked to QELI in QLD, Leadership Team attending the ICOT Conference in New Zealand, EMQ Emergency Management,
eSmart – cyber-bullying PD, ACARA National Curriculum PD, Change2 Professional Learning for 4 staff

- Weekly administration briefings allow for staff consultation on organizational matters.
- Annual Review meetings for staff assist with communication and feedback

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>93.88%</th>
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<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>88.24%</td>
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**TEACHER QUALIFICATIONS**

<table>
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<th>DOCTORATE</th>
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<tr>
<td>MASTERS</td>
<td>11.76 %</td>
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<tr>
<td>GRADUATE</td>
<td>18.75 %</td>
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<td>CERTIFICATE GRADUATE</td>
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<td>DEGREE BACHELOR</td>
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<tr>
<td>DIPLOMA ADVANCED</td>
<td>43.75 %</td>
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<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>12.5 %</td>
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**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2013**

All teachers participated in the National Numeracy Partnership Professional Learning as well as upgrading their ICT skills to match the new technology purchased as part of the BER Grant. The whole staff participated in Professional Learning related to Spirituality Development and several staff were involved in Professional Networks – Religious Education/Leadership/Learning and Teaching that supported their Leadership Roles within the school. Administrative staff attended a 2 day Professional Development to enhance and upgrade their skills.

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 21 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL   | $1,600 |
## STAFF COMPOSITION

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<tr>
<th>Category</th>
<th>Count/Units</th>
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<td>Principal Class</td>
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<tr>
<td>FTE Teaching Staff</td>
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<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
<td>2,358</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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School Community

Goals & Intended Outcomes
In 2013 we identified the following achievements in the area of School community.

- To enhance community connectedness.
- To increase parent involvement in students’ learning experiences.

Achievements

Links to other education facilities.

- Transition program linked to Santa Maria College and Parade College.
- Parade College Students assisting on Sports day.
- Student Teachers from Australian Catholic University.
- Work Experience Students.

Parent Community

- School Board Continued
- Established Parents and Friends Committee.
- Parent Participation in School Masses.
- Promotion of Parenting Courses through the newsletter.
- Held cooking lessons with parents as instructors.(Pear-Share Day)
- Parents supporting the cross-country training.

Local Community

- Continued Passion Projects in collaboration with Parade College.
- Continued ongoing relationships with Sacred Heart Parish.
- Involvement in the Spectrum Elderly (Italian/Croatian/Chinese) Program
- Working with a graphic artist to design and enhance the school environment
A range of community experiences to enhance student learning  ~ externally

A range of community experiences to enhance student learning  ~ internally
- eg. School visits, guest speakers, various Sporting groups etc
- Involvement of Toastmasters Group in Year 6 Leadership Program.
- Parent Training for Classroom support.
- Whole School Involvement in Italian Day.

**Parent Satisfaction**

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<th>Module Title</th>
<th>2010 Actual Score</th>
<th>2011 Actual Score</th>
<th>2012 Actual Score</th>
<th>2013 Actual Score</th>
<th>2013 % Rank</th>
<th>2013 % Favourable</th>
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## Financial Performance

### REPORTING FRAMEWORK

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<td>School fees</td>
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<td>Private income</td>
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<td>State government recurrent grants</td>
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<td>Australian government recurrent grants</td>
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<td>Tuition</td>
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<td>Tuition</td>
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<td>Government capital grants</td>
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</tr>
<tr>
<td>Capital fees and levies</td>
<td>60,860</td>
</tr>
<tr>
<td>Other capital income</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>60,860</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>27,400</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>88,225</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>66,525</td>
</tr>
</tbody>
</table>