



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Sacred Heart School

1 Clifton Grove, PRESTON 3072

Principal: Mark Tierney

Web: www.shpreston.catholic.edu.au

Registration: 152, E Number: E1023

Principal's Attestation

I, Mark Tierney, attest that Sacred Heart School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2024

About this report

Sacred Heart School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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

The Sacred Heart Primary School community, is reflective of the vibrant and colourful diversity

of the Darebin municipality, and suburb of Preston, from which the school draws its students.

Sacred Heart Primary School was established in 1905 and has occupied its present site on Bell Street, since 1914.

Until 1991, when the first lay Principal was appointed, a Catholic primary education at Sacred Heart was under the stewardship of the Good Samaritan order of sisters. Today, the school services the primary education needs of the parish of Sacred Heart led by Parish Priest, Fr. Aloysius Nato.

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 is an integral part of Sacred Heart Parish, and both school and parish share a close relationship.

Sacred Heart School is very proud of its multi-cultural profile. Our students bring a wealth of diverse heritages to our school family. A diversity of heritages and mix of faith backgrounds, creates a culture of understanding, acceptance and celebration of our multiplicity.

Whilst the school privileges its Catholic identity, we recognize that our students of faith backgrounds other than Catholic, can enlighten us in our combined faith journeys.

Being one of the smaller schools within the Darebin municipality, we are able to present learning experiences that are not only contemporary, but are personable and relevant to the students we know well. Our staff take pride in the fact, "That all our students are known by more than just their name." Each staff member has a close relationship with every student, and the sense of every staff member being responsible for every student, is something we are proud of, and parents can take trust in.

In 2023, the school was made up of six classrooms, Year Prep, Year One, Year Two and composite Year Three/Four, Year Four/Five and Year Five/Six. The school also employed a Physical Education, Music (performing arts) and Italian specialist teachers. During 2023, the positions of staff leadership were, Deputy Principal, Religious Education Leader, Learning and

Teaching Leader, Maths and Literacy Leader.

At Sacred Heart, a sense of community is evidenced as staff and parents work together, with a focus on ensuring that the needs of the students are our priority at all times. Our commitment to a quality education that inspires, challenges and prepares our students, is achieved within a supportive school environment. Our ongoing commitment to improving student learning, is realised within a culture that values and respects the uniqueness of each child, ensuring they can reach their full potential.

Principal's Report

Our 2023 school year was another productive and successful year at Sacred Heart. Our school motto “students are at the heart of all we do”, was evidenced across our Wellbeing and Learning and Teaching practices. A consistent pedagogy based upon an understanding of where students are at in their learning and how they can achieve the next level of achievement in skills and knowledge was at the forefront of our Learning and Teaching goals. Facilitated Planning, Professional Learning Teams, Classroom Modelling and Team Teaching with and between our Learning and Teaching Coordinator and classroom teachers allowed for the continued improvement of classroom practices.

A commitment to the care of our students, understanding their needs and passion for giving our students the skills and self-awareness to develop into the best versions of themselves has been part of the culture of Sacred Heart School. Whilst our school takes pride in this commitment it is not in the least taken for granted and our Wellbeing Coordinator along with our Learning Diversity Coordinator continue to lead our staff in ensuring our student's wellbeing needs are being met.

I want to thank our dedicated, hard-working staff, who continue to work passionately with our students and their parents to ensure we have a vibrant school community with a genuine focus on learning and on the wellbeing of all our students.

Again, I would like to acknowledge our parents and carers for the way you continue to work with our school; your informed trust allows us to work together to achieve great outcomes for our students. We continue to put in place practices that facilitate communication between the school and home. Ensuring there is transparency about “school life” and the ability for parents to question and seek clarification when the need arises.

In particular I would like to thank our parents who are part of our School Advisory Council. Their passion for all things Sacred Heart has allowed our meetings to be the catalyst for ideas, initiatives and programs that enhance or students learning and wellbeing.

Central to our role as a Catholic school and as a faith community, we continue to give students and families opportunities to develop their faith through, prayer and liturgy. I would like to thank our Religious Education Leader for her work in 2023 organising whole school liturgies and prayers, and leading our teachers in planning units of work that are thought provoking and faith developing. We continue to privilege the Catholic Faith whilst becoming enlightened about the faith practices of the members of our school community who are not of the Catholic Faith.

I would like to acknowledge and thank our Parish Priest, Father Aloysius Nato, for his great support during the 2023 year. Sacred Heart Parish is very fortunate to have such a dedicated, wise, but humble faith leader.

Congratulations to everyone in the Sacred Heart School community for an outstanding 2023 year embracing the challenges that came our way and celebrating the successes. I look forward to continuing to ensure we provide Catholic education for families within our community, where our students have a healthy sense of self, feel successful and are confident learners.

Mark Tierney

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

To build an authentic Catholic Community that is in dialogue with our Contemporary World. Students, staff, and families can make meaningful connections between their lives, society, and the teaching and tradition of the Catholic Faith within a multi-faith community.

Achievements

The 2023 Opening of the School Year Mass was celebrated with our wider Sacred Heart Parish and provided an opportunity to continue strong ties with the parish community, as has occurred in previous years.

During the season of Lent, our students continued to learn about the role of Caritas through the Project Compassion campaign. In learning about those in need, they responded by raising an impressive amount of money for this organisation.

The events of Holy Week and Easter were recognised with great solemnity through whole school gatherings.

Reflections of the days of Holy Week were presented by classes to demonstrate and deepen their understanding of the significance of Jesus' death and resurrection.

The Year Three students who are Catholic, received the Sacrament of Reconciliation in Term Four and continued their faith journey at Sacred Heart Parish. The Year Four's received the Sacrament of Eucharist in Semester One in a faith filled sacrament which combined the Parish and students from the school in attendance to support the Eucharist candidates.

Whole School Assemblies occurred several times per term where students and families came

together to share their work and inquiry learning. These assemblies included prayers, reflections, hymns and songs of praise often focused on the class Religious Education topic and were well attended by members of the Sacred Heart community.

The Christmas Carols Night was celebrated in the school playground and was a wonderful faith focused celebration. This event invited school families and the wider parish community to come together to sing and reflect on Jesus' birth.

The school's direction for the Religious Education pedagogy allowed students to appreciate and understand the broader community in which they live through units of work that make connections between the Catholic faith and traditions and that of other religions. This contributes to an inclusive learning environment where student understandings and insights are enriched and respected. It encourages students to express their viewpoints and beliefs.

Teachers are supported through whole-school planning in Religious Education and were led in this during staff meetings by the Religious Education Leader. We continued to work closely with the Northern Zone Education in Faith consultants at MACS to further develop, broaden and deepen teachers' personal faith development and to enable the approach to teaching Religious Education at Sacred Heart be one which encourages our students to be faith filled, flourishing learners.

Teachers collaborated in teams and as a whole staff, to develop their understanding of Scripture. This collaboration enabled students to draw upon thinking processes and investigating skills and recontextualising the scripture to understand its impact in a modern world.

Prayer life continues to be an integral aspect of Sacred Heart; with a whole school focus in Term Three. This led to improved student voice and confidence in leading prayer; made visible in the classroom and school through prayer tables, crucifixes, the creation of meditation stones and sacred objects. Student knowledge of Catholic faith and tradition is embedded in the life of the school through prayer and liturgy. Students appreciate these experiences which are often connected to social justice activities and the liturgical calendar.

Catholic Social Teachings are embedded into curriculum planners and units of work that are designed to engage students on issues in and beyond their own community. Writing letters, raising awareness of issues in the community, and fundraising for specific causes are

broadening student perspectives on social justice issues and empowering them to have a voice.

Fundraising initiatives in 2023 included, Caritas Project Compassion, the Giving Tree for St. Vincent de Paul, and Mission Australia's Socktober Event and also fundraising for an ill member of the Sacred Heart community.

Value Added

Opening of the 2023 School Year Mass and morning tea

Sacrament of First Reconciliation

Sacrament of First Eucharist

Graduation Mass

Feast of the Sacred Heart Mass and parish morning tea

Christmas Carols Evening

Religious Education Leader attended both the New RE Leaders Network Professional Learning meeting and several RE Network meetings throughout the year.

Staff meeting on faith development and planning the RE curriculum with Pauline

Cicutto

Professional Learning (school closure day) with Pauline Cicutto and Beth Walsh (MACS RE consultants) on planning the RE curriculum and using the scope and sequence documents to inform our assessment and reporting.

Religious Education Leader attended Fanning the Flames Professional Learning at the Catholic Leadership Centre and shared this learning with staff.

Whole Staff attended an online webinar facilitated by MACS RE consultants on the Sacraments of Initiation.

Learning and Teaching

Goals & Intended Outcomes

To foster student empowerment and engagement in their learning.

To embed evidence and research based pedagogical practices.

To guide the collaborative approach of all staff in leading and implementing the improvement agenda.

Achievements

In 2023, Sacred Heart Primary School continued to demonstrate its commitment to excellence, achieving another successful academic year. This was demonstrated through the high-quality work produced and internal assessment results from Foundation through to Year 6, as well as our exceptional NAPLAN results. Upholding our school motto, 'students are at the heart of all that we do,' we remained dedicated to fostering a nurturing learning environment where each student's growth and development was prioritised.

Our facilitated planning process and team planning in both Mathematics and English continued to impact teaching and learning within the school. Through the continued practice of professional reading, collective dialogue, triangulation of data, and the utilisation of data walls, we strengthened our ability to address student learning needs and provide explicit teaching.

Our commitment to using data as a guiding principle has produced positive results, with noticeable enhancements observed in both internal assessments and NAPLAN outcomes. These results reaffirm our belief in continuous improvement and our dedication to helping every student reach their full potential.

As a school, we began to develop our understanding of explicit feedback in the classroom, aimed at fostering students' learning and engagement. This included a focus on understanding genuine feedback to enhance teaching practices and student outcomes.

In English, our commitment to writing pedagogy stayed strong, with a particular focus on enhancing students' writing skills. The Writer's Notebook program across levels saw a deepened shared understanding amongst students and teachers with a common language being used. The year saw the introduction of 'Colourful Semantics,' a strategy facilitated by our Speech Therapist to assist students in constructing sentences effectively. Additionally, all

staff actively participated in numerous professional learning sessions dedicated to refining the writing curriculum, enhancing oral language proficiency, and mastering the craft of writing. Furthermore, in term four, staff engaged with PAT assessments to triangulate data, aiding in the identification of students' next steps in their reading skills.

We celebrated Book Week, embracing the theme 'Read, Grow, Inspire.' Throughout the week, students immersed themselves in a range of activities and learning experiences. Book Week concluded with an assembly where they dressed up as characters from their favourite books, and the winner of Sacred Heart's chosen book of the week was announced.

In Mathematics, we continue to use Essential Assessment as a Foundation to Year 6 assessment tool to evaluate student progress and pinpoint areas for improvement. It served both as a pre and post-testing tool and as a learning aid across various Mathematics domains, accessible to both teachers and students alike. Additionally, staff were introduced to the new Ochre Education platform resources, which reinforce effective, evidence-based practices and align with the learning objectives outlined in the curriculum. The Maths leader continued to provide extra support to teachers by attending maths lessons across all year levels and providing feedback on how to improve the craft of teaching Numeracy at Sacred Heart.

We continued to work with Deborah Vietri to plan engaging Inquiry units and authentic learning experiences. Our focus was on implementing Vietri's model of Building, Investigating, and Applying to foster inquiry-based learning experiences across all curriculum areas.

We continue to value The Arts. Our students displayed their remarkable talents at the school concert titled 'The Greatest Show,' which was an amazing success. The evening featured student performances encompassing a variety of artistic expressions, including singing, dancing, musical instrument performances, and narrations. Families were invited to attend and enjoy the showcase of our students' creativity and skills.

We reported on student learning by using subject checklists aligned with the Victorian Curriculum framework and provided opportunities for student self-assessment to help set future learning goals. We continued to provide the use of contemporary tools to support teaching and learning such as chrome books, laptops, iPads, portable Activepanels and Sphero Balls for coding technology. Students also had the opportunity to showcase their learning to their families during assemblies and classroom expos.

Our school offered several leadership positions dedicated to student learning, including roles

such as Religious Education Leader, Learning and Teaching Leader, Numeracy Leader, Literacy Leader, Student Wellbeing Leader, Student Diversity Leader, and ICT Leader. Each leader actively participated in MACS networking days and engaged in other professional learning opportunities tailored to their specific role.

Student Learning Outcomes

In 2023, our NAPLAN results reflected extremely successful outcomes in both Year 3 and Year 5 assessments. We had 100% participation. Our approach, which involved facilitated planning with Literacy and Numeracy Leaders, and Professional Learning Teams (PLTs), empowered us to comprehensively analyse student work and assessments. This process facilitated the effective establishment of learning and teaching goals. Furthermore, it gave us the opportunity for productive professional discussions focused on data triangulation and identifying students' next learning steps, ensuring their comprehensive understanding across all subject areas

In Year 3, notable progress has been observed in Reading, Writing, Spelling, Grammar, Punctuation, and Numeracy, with our students meeting above proficient standards in all areas of Literacy. Results also indicate performance continues to be above the state average in both Literacy and Numeracy.

In Year 5, we've also seen consistent progress in Reading, Writing and Spelling and Numeracy with a slight decrease in Grammar and Punctuation. Notably, Writing proficiency stands at 92%. Our students' performance continues to be above the state average in Reading, Writing, Spelling, and Numeracy.

Our NAPLAN results for 2023 in both Literacy and Numeracy demonstrate ongoing positivity. We interpret these outcomes as a shared recognition of our Learning and Teaching objectives outlined in our School Improvement Plan. We attribute this success to teachers' consistent implementation of effective pedagogical strategies across all year levels, leading to increased student engagement in genuine learning experiences. Through facilitated planning in both Numeracy and Literacy, our focus at Sacred Heart is to persistently pursue advancement in all curriculum areas, including the exploration of additional methods to challenge students and target their specific individual needs.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	441	75%
	Year 5	470	42%
Numeracy	Year 3	404	56%
	Year 5	467	58%
Reading	Year 3	418	75%
	Year 5	498	83%
Spelling	Year 3	432	69%
	Year 5	488	75%
Writing	Year 3	439	80%
	Year 5	498	92%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

To maximise student's sense of personal wellbeing and their connectedness to school, community and their learning

That student, families and the school work together to promote physical, spiritual and emotional wellbeing

Achievements

A focus on Wellbeing is integral to the approach taken by all staff at Sacred Heart and is reflected in our vision statement where “...we challenge 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.”

In 2023, staff and families continued to build upon connections and strengthened students' sense of belonging to each other and the school community.

Staff meetings throughout the year had a clear focus and were guided by the 2023 Annual Action Plan to implement a whole-school approach to well-being. A shared social and emotional language has been embedded for use throughout the whole school. Guided by the Melbourne Archdiocese of Catholic Schools (MACS) eXcel Well-Being Framework which informed the approach to wellbeing at Sacred Heart in 2023.

A designated Wellbeing Room was created and established in 2023. The room was utilised by classes when holding wellbeing lessons, used for the Student Leader meetings and learning support staff used it to assist students in need of emotional regulation.

The wellbeing leader worked with the Year One/Two and Two/Three teachers and classes on implementing the Zones of Regulation and Social Detective (social thinking) program. The Year Three/Four teacher and students used the Social Stencil program to assist students social thinking and skills.

Staff continued to use the CASEL framework to underpin their work with students. The CASEL framework focuses on Social and Emotional Learning (SEL) and focuses on evidence based explicit SEL instruction. A weekly explicit Wellbeing lesson using the Department of Education's wellbeing program; Rights, Responsibilities, and Respectful Relationships was taught across all year levels in 2023.

All staff used Restorative Practices when engaging with students and reviewed the use of this practice during Professional Learning Team meetings during the year. Restorative

Practices enable the strengthening of relationships when challenges arise in the class or playground, so they can be resolved in a restorative and effective way. Further work focused on the strategy of using class circle time conversations within classes.

The School Representative Team met throughout each term and planned events to further enhance experiences, connection and student voice at Sacred Heart.

Lunchtime clubs were held at differing times of the year to provide students with opportunities to engage in lunchtime activities. These clubs were cross-age and based on interests initiated by the students, often led by school leaders.

A focus on increased connectedness within the parent and school community occurred in 2023 with special events such as a Harmony Day cultural dress parade and activities, Family Week celebrations and the Sacred Heart feast day which was celebrated with a Talent Show.

A Parent Information Evening was facilitated by our school counsellor, Melanie D'Vaz and the wellbeing leader, Kate Harris. The evening was on communicating with children in a post-Covid world and focussed on anxiety, communication, screen time, friendship and setting boundaries.

At Sacred Heart we continue to update ourselves on how we can best cater for the diverse needs of our student population, whether it is inclusiveness due to cultural, social and emotional or neurodiverse needs. In 2023 this included all staff taking part in Professional Development with a focus on the Disability Standards for Education, as well as a Professional Development school closure day on neuro affirming practices. This day was led by Emma-Rose Parsons, a psychologist who led the stitching staff and learning support officers in understanding and supporting neurodivergent students. We also continue to meet regularly for Program Support Group meetings with families of students with additional needs to set and review term goals.

Value Added

Wellbeing Leader attaining the Master's of Education-Wellbeing at the University of Melbourne.

Access to a range of Wellbeing Resources through Melbourne Archdiocese Catholic Schools and the Student Wellbeing Hub.

Implementation of Rights, Responsibilities, and Respectful Relationships program across all year levels.

Establishment of a designated Wellbeing Room within the school.

Parent Information Evening: Communication in a post-Covid World.

Harmony Day celebration and cultural dress Day.

Implementation of the Social Stencil, Social Detective and Zones of Regulation programs.

Catholic care counsellor, Melanie D'Vaz worked at Sacred Heart 1 day a week.

Lunchtime clubs including Chess, Art, Lego and Coding throughout different times of the year.

Yard duty Folders to assist in collecting data on student behaviours and to inform Restorative Practices and well-being initiatives in classes.

Introduction of a Reward System based on the awarding of points on yard for social and community leadership, and the continuation of the Good Samaritan Awards given out at School Assemblies for behaviour modelled on the teachings of the Good Samaritan Order.

School Closure Professional Development Day with Emma-Rose Parsons on neuro affirming practices.

Student Satisfaction

MACSSIS 2023 (Student Survey Results)

How much do your teachers encourage you to do your best? 89% (MACS average 86%)

How many of your teachers are respectful towards you? 91% (MACS average 80%)

When you don't succeed, how often do you try again? 77% (MACS average 75%)

How well do people at your school accept you for who you are? 73% (MACS average 69%)

How much do you feel like you belong at your school? 73% (MACS average 68%)

How often are people in your class kind and helpful? 71% (MACS average 59%)

How much do you feel like you belong at your school? 73% (MACS average 68%)

Are there any student leadership structures in your school, like a Student Representative Council? 100% (MACS average 95%)

Student Attendance

Student attendance is formally marked on our online data system in the morning and after lunch. Parents are able to inform the school in the event that their child will be absent. Phone, email and through the Skoolbag App are the main forums for contacting the school.

During 2019, State Government legislation that required all schools to make contact with the parents and/or guardians of students with an unexplained absence was in effect.

On these occasions, parents/guardians of students with an unexplained absence are contacted through our online data collection system. In the event of student non-attendance becoming an issue, contact is made with the family by the Principal to discuss the reason for this absence and plans to resolve this lack of attendance are discussed and implemented.

Note: The School Attendance Guidelines apply to all registered schools in Victoria and outline

procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations

Y01	87.2%
Y02	88.7%
Y03	91.8%
Y04	86.7%
Y05	92.6%
Y06	88.1%
Overall average attendance	89.2%

Leadership

Goals & Intended Outcomes

That teachers will work collegially to provide sustained authentic learning opportunities for all students.

That all members of the community are supported to become more confident, responsible and accountable learners.

Achievements

With the Principal in his sixth year of appointment at Sacred Heart, having been appointed for another five years after his initial five-year tenure, 2023 was again a year of consolidating and embedding recent whole school initiatives, and implementing change in areas of priority.

As with every year, a staff theme was introduced on the first day of the 2023 school year.

“Connection” was the theme for 2023. In the busy life of a school the ability to walk in another person's shoes is invaluable. Strong relationships between all stakeholders within the school community and sense of empathy allows a culture to develop where our school is regularly evaluating its practices and procedures and is motivated to embed strategies that will deliver the best outcomes for its students. This requires staff to engage in robust professional dialogue and share ideas in a collegial nonjudgmental environment

During 2023 we continued to work on our leadership model which had an emphasis on trust and associated shared responsibility. Staff feedback in 2023 showed that they felt more cognisant of whole school planning, that leadership were more transparent, and they were an integral part of the decision making and whole school planning process

The school leadership team continued to meet formally each fortnight and on more irregular intervals when the need arose. Each meeting had an agenda, with minutes of the meeting available to all staff. Any decisions made at these meetings which affected staff, needed to be discussed with the whole staff initially as a matter of protocol. Staff were encouraged to access this forum by asking a leader to be their spokesperson and address their item for discussion.

Facilitated planning was again a key initiative of 2023 and continued to be supported by a whole staff consensus as to its value, and a commitment to participate according to the agreed protocols and procedures. Leadership committed the necessary staffing to allow

facilitated to be implemented and sustained.

The principal again made it a priority to be part of this planning, and to give his curriculum leaders the trust and responsibility, to lead the staff into planning learning experiences that were relevant to each individual student.

An awareness of the worth of collective efficacy reinforced the facilitated planning process and was seen as being a catalyst for even more robust professional dialogue and sharing of ideas during these sessions.

Another emphasis in 2023 was on feedback. Staff have previously indicated a need for more effective feedback. Feedback based upon goal setting and implementing strategies to ensure continued improvement in all facets of teaching became a constant in our Professional Learning Teams and Staff Meetings in the second half of 2023.

The need to keep making Sacred Heart School a more prominent part of the Darebin municipality and continue the ongoing aim of making our school a school of choice for the children of local residents continued to be a priority. Going into the 2024 school year, we had 23 students enrolled in our Foundation class which was a great result for the hard work completed these past few years.

I would like to acknowledge the role of our passionate School Board in working with our staff sharing ideas to ensure that we continue to strive as a school for best practice ensuring our students are at the heart of everything we do.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Deborah Vietri continued to work with our staff, helping them to plan learning experiences that were authentic, relevant and engaging. An emphasis was on enabling our students to generate an inquiry focus and having teachers scaffold activities that would allow our students to develop, practice and use inquiry skills. From classroom experiences, our students developed learnings that would allow them to achieve answers to their inquiry questions. An emphasis was put on teachers to consider all curriculum areas as a vehicle for developing and practising inquiry skills and for doing research related to their inquiry. Again, teachers were asked to consider the areas of reading and writing as opportunities for enhancing the work our students were completing in inquiry.</p> <p>Our staff also worked with psychologist Emma Rose Parsons looking at how to cater to our neuro diverse students and supporting students with anxiety and those with challenging behaviours.</p> <p>Much of our professional development in 2023 was completed using the expertise of our staff through Professional Learning Teams and Staff Meetings. The leadership team members participated in the regular cluster meetings offered by MACS. Both the Principal and Deputy Principal were regular attendees at their respective cluster meetings. Our Religious Education Leader and Wellbeing leader also participated in the cluster meetings during the year.</p>	
Number of teachers who participated in PL in 2023	14
Average expenditure per teacher for PL	\$850.00

Teacher Satisfaction

MACSSIS 2023 (Staff Survey Results)

School Climate

2.3 How collegial are relationships between staff at this school?- 87% (MACS average 78%)

2.9 How positive is the tone the school leaders set for the culture of the school? - 100% (MACS average 69%)

Staff Leadership Relationships

3.2 I feel comfortable approaching members of the school leadership team for support - 100% (MACS average 83%)

3.4 There is trust between school leaders and staff - 94% (MACS average 71%)

3.6 I am confident that the school leaders work in the best interest of the school - 100% (MACS average 82%)

School Leadership

6.2 How positive is the tone that school leaders set for the culture of the school? - 94% (MACS average 69%)

6.8 To what extent do school leaders encourage multiple points of view? - 88% (MACS average 61%)

Teacher Qualifications	
Doctorate	0.0%
Masters	14.3%
Graduate	7.1%
Graduate Certificate	0.0%
Bachelor Degree	28.6%
Advanced Diploma	14.3%
No Qualifications Listed	35.7%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	15
Teaching Staff (FTE)	9.0
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	5.9
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To engage in authentic and purposeful partnership.

Student learning and well-being to be enhanced by strengthening connections between home, school, Parish and our broader, diverse community

Achievements

The priority in 2023 was the continued strengthening of relationships between the school and the parent community that had been affected over the previous couple of years, due to the pandemic, and to continue to seek opportunities to develop new relationships both within our school community, and between our school and the wider community. The lasting effects of the pandemic remained a concern for parents and students alike and continued to have an effect on our ability to engage effectively with the community, both within and outside our school.

As a school, we continue to recognise the importance of the joint relationship and shared role between families and school in educating their children. 'The students are at the heart of all we do' is the adage at our school and this relationship between the school and the parent community is central to the living out of this motto.

It continued to be a positive sign to be able to have parents back at our school in a more physical, meaningful and present way. Attendance at our school on important occasions, such as the Opening School Mass and Easter liturgies at the beginning of the year were a welcome experience for all at our school. Our Sacramental program was well attended as was our Whole School Assemblies and Parent Teacher Interviews. One of the highlights of the school year, if not the absolute standout occasion, was collaboratively experienced and attended by our parent and wider school community, 'The World's Greatest Show' at the Thornbury Theatre. Strong attendance was evident, and a great night was had by all, where close to 100% of the student population performed on stage. It was great to see the parent community come together to celebrate the artistic creations of all our students.

Another highlight was the Term 3 evening on Communication, held by the School Counsellor and Well Being Leader, which was well attended by the school community where we enjoyed each other's company. The annual Christmas Carols held in the school grounds on a warm

summer's evening were also a lovely way to complete what was an exciting year for our students and the wider community.

Our school newsletter continued to be an important source of information for parents, and a heightened emphasis was detailing students' work each week. This practice became embedded

in 2023, as teachers and students enjoyed sharing student learning and achievement through this portal and various social media platforms which were implemented in 2023.

In 2023, the School Board continued to play an integral role in the life of our school. We continued to meet twice a term. Our School Board was a very important platform for parent representatives to contribute ideas, question directions, and ask for clarification of the learning

activities our students were involved in.

Our principal maintained his position on the Gower Street Kindergarten Board of Management

and continued to participate in its monthly meetings.

Parent Satisfaction

MACSSIS 2023 (Parent Survey Results)

- How comfortable do you feel sharing information with the school staff? 89% (82% MACS average)
- To what extent does the school value your opinions? 89% (70% MACS average)
- How well do you understand the school's processes and procedures? 90% (68% MACS average)
- How approachable are the school leaders at your child's school? 89% (MACS average 82%)
- How likely is it that staff at this school would notice if something isn't right with your child?

70% (MACS average 64%)

- How well does the school value the diversity of children's backgrounds? 89% (MACS average 78%)

78%)

- How welcome do you feel when you enter the school ? 89% (MACS average 87%)

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.shpreston.catholic.edu.au