



Sacred Heart School Preston

2022 Annual Report to the School Community



Registered School Number: 152

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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 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.

20/03/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Acting 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. Eloysius 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 is cognizant of 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 2022, 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 2022, 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

The year 2022 promised a return to relative normality after two years of challenging schooling resulting from the COVID pandemic. The experiences encapsulated by the phrase "school life" that we had taken for granted pre COVID, were again awaited by students and staff with a sense of enthusiasm and feeling of confidence.

Despite an enthusiasm and a yearning of committed staff for our students to "catch up" after two years of interruption, we were always aware of the need for our students to reconnect with their peers and teachers. The sense of interruption and a feeling that the ways of the world were out of their control became evident amongst our students. Anxiety levels were heightened in a proportion of our students and the need to redevelop interpersonal skills underutilised in the preceding two years became a high priority.

In short, the concerns about the welfare and well-being of our students continued to be a challenge despite the return to "normality". As in 2020 and 2021, the unofficial school mantra we proudly espouse, "Our Students are at the Heart of Everything We Do" became the heart stone which gave us direction as we navigated the return to the familiar landscape of our students being back at school.

Our teachers placed an emphasis on creating the conditions for connection, confidence, risk taking and on the skills to be able to interact and work with peers. I would again like to thank the Sacred Heart Staff for their dedication and enthusiasm in providing a quality education for our students and experiences that allow our students to grow into the best versions of themselves. I would like to thank them again for their care and concern for our students, and support of families.

Thank you to the members of our school leadership team. Your continued empathetic guidance of our teachers allowed our culture of continued diligence to permeate our school. Your ability to provide a culture of collaboration allowed practices to be implemented with a sense of ownership and commitment.

To our parents and guardians, your willingness to work collaboratively with us never ceases to amaze me especially when I hear stories from other Principals who are challenged to establish a culture of trust with parents. Thank you for your support, cooperation and informed trust as we worked together for continued student achievement.

I would like to acknowledge the role of our School Board. The School Board again was an important conduit between parents and the school. For your passion, ideas and support, I thank you on behalf of the Sacred Heart School Community.

Thank you to our students. A school is a very quiet place without energetic, enthusiastic students. To walk the corridors and visit classrooms in 2022 was to see and hear students working diligently with their peers, smiling faces and inquisitive minds. Thank you for your desire to work cooperatively with your peers and teachers.

I would like to thank our Parish Priest Father Aloysius Nato, for his support and keen desire to be involved in the life of our school during 2022. In his second year as our Sacred Heart Parish Priest, Father Aloysius presented many ideas to help continue strengthening the school and parish relationship, and as in 2021, in a spirit of commitment and care.

Yours Sincerely

Mark Tierney

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 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 their understanding and the significance of Jesus' death and resurrection.

Two Sacraments of Reconciliation were held in 2022. Due to the continued impact of covid social distancing limitations the sacrament for the Year Three candidates in 2021 was postponed. The Year Four's celebrated their Reconciliation and received the Sacrament of Eucharist in Semester One. The Sacrament of Confirmation was celebrated with Bishop Terry Curtain in 2022. It was a wonderful experience for our students in Years Five and Six to confirm their faith in front of their families and parish community. The Year Three students who are Catholic received the Sacrament of Reconciliation in Term Four and continued their faith journey at Sacred Heart Parish.

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 and 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 Sacred Heart Church 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.

In 2022, we began to work closely with the Northern Zone Education in Faith consultants at MACS to further develop, broaden and deepen teachers' personal faith development and how we approach the teaching of Religious Education at Sacred Heart. This involved staff meetings, two school closure days, and a renewed emphasis on how and what we teach in Religious Education after many interruptions during the pandemic and lock-downs in 2020 and 2021.

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.

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 2022 included Caritas Pacific Tonga Appeal, Caritas Project Compassion, the Giving Tree for St. Vincent de Paul, and Mission Australia's Socktober Event.

VALUE ADDED

Opening of the 2022 School Year Mass

Sacrament of First Reconciliation

Sacrament of First Eucharist

Sacrament of Confirmation

Graduation Mass

Feast of the Sacred Heart Mass and parish morning tea

Creation of an artwork by school leaders and the RE leader depicting the Good Samaritan

Religious Education Leader attended both the New RE Leaders Network

Professional Learning meeting and several RE Network meetings throughout the year.

Staff Professional Learning:

- 2 staff meetings with staff on faith development and RE curriculum with Pauline Cicutto (MACS RE consultant)
- School Closure Day on Pedagogy of Encounter and the RE curriculum with Pauline Cicutto (MACS RE Consultant)
- School Closure Day on Faith Development with Sister Rita Malavisi

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

2022 proved to be another successful academic year for Sacred Heart Primary school. This was not only demonstrated through the high quality work produced and internal assessment results from Foundation through to Year 6, but also as evidenced in our exceptional NAPLAN results. Our facilitated planning process in both Mathematics and English continued to impact teaching and learning within the school. With the continued practice of professional reading, collective dialogue, triangulation of data and the use of data walls we were able to further target student learning needs.

In English, we continued to focus more closely on the pedagogy behind oral language. All staff engaged in many professional learning sessions throughout the year on the EAL curriculum, Oral language and the art of Writing. Staff engaged with PAT assessment in term 4 to help triangulate their data and identify the students next steps in their reading skills.

We celebrated Book Week; "Dreaming with eyes open". The students participated in many activities throughout the week and concluded with an assembly whereby the students dressed up as their favourite character from a book, and the announcement of the winner of Sacred Heart's favourite nominated book week book.

In Mathematics, we continue to use Essential Assessment as a P-6 assessment tool to review student achievement and areas for improvement. This is used for both Pre and Post testing as well as a learning tool throughout Mathematics learning areas that can be facilitated by both teacher and student themselves.

We continue to use structured whole school planning models to develop all curriculum areas, especially focusing on how we build Inquiry learning experiences through Deborah Vietri's model of Building, Investigating and Applying. We also confirmed our partnership with Deborah Vietri to work with teams next year through this model.

We continue to value The Arts. The students showcase their visual art talents at the Term 4 Art exhibition. This was a successful night whereby the school choir opened the event sharing their talents with the community followed by the Visual Art exhibition on the ground floor of the school building. The art pieces displayed included charcoal drawings, 3D creations, and abstract art, with some pieces accompanied by soundscapes the students had created themselves. Families were able to meander through the school and look at all art pieces from Foundation - Year 6.

We continue to report on student learning through the implementation of subject checklists using the Victorian Curriculum as our framework and provide opportunities for student self-assessment to help set future learning goals. We continue to provide the use of contemporary tools to support teaching and learning such as chrome books, laptops, Ipads, portable Activepanels and Spheroballs (coding technology).

Students continued to celebrate their learning across a range of Year Levels at Gatherings throughout the school year. It was wonderful to see so many parents/ guardians/ family members support the students

There are several positions of leadership focused on student learning - Religious Education Leader, Learning and Teaching Leader, Numeracy Leader, Literacy Leader, Student Well being Leader, Student Diversity Leader and ICT Leader. All leaders participate in MACS networking days and other professional learning suitable for their role.

STUDENT LEARNING OUTCOMES

In regard to our NAPLAN results, we had an extremely successful assessment year in both Year 3 and Year 5. Our model of facilitated planning and PLTs has provided an opportunity to analyse student work and their assessments to formulate goals in learning and teaching. It has also provided a catalyst for professional learning conversations around the triangulation of data and how we identify students' next steps in their learning to ensure students have a deep understanding in each learning area.

In Year 3 we have seen significant growth in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy and our results continue to be above the state mean.

In Year 5 we have seen steady growth in Reading, Writing, Spelling, and Numeracy. There was a small decrease in our Grammar and Punctuation. We continue to be above the state mean in Reading, Writing, Spelling, and Numeracy.

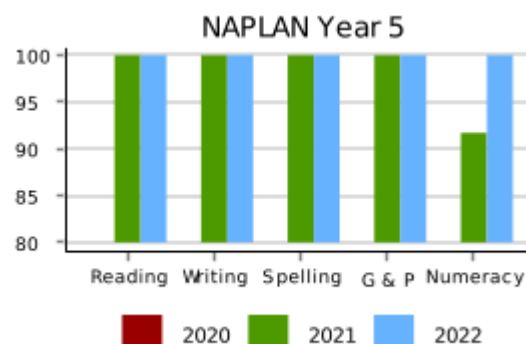
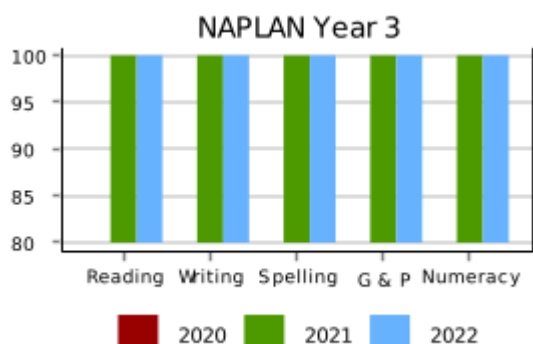
Our 2022 NAPLAN results across the board in both Literacy and Numeracy continue to be encouraging. We feel that the results reflect a common understanding of the Learning and Teaching goals as part of our School Improvement Plan. We believe that teachers have established a consistent approach that ensures effective pedagogy across F-6, which has helped to enhance student engagement in authentic learning. Through Facilitated Planning in both Numeracy and Literacy, the challenge for us at Sacred Heart is to continue to strive for improvement in all areas of the curriculum including exploring further ways in which we challenge students and target their individual needs.

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	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	91.7	-	100.0	8.3
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

* 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

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

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

Achievements

A focus on Well-being 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 2022, after two years of disrupted learning and social distancing, staff and families built connections and strengthened students' sense of belonging and connectedness to each other and the school community.

Staff meetings throughout the year had a clear focus and were guided by the 2022 Annual Action Plan to implement a whole-school approach to well-being. A shared social and emotional language was developed that would be used throughout the whole school. This was guided by the Melbourne Archdiocese of Catholic Schools (MACS) eXcel Well-being Framework which informed the approach to well-being at Sacred Heart in 2022.

Staff were introduced to the CASEL (social and emotional learning) framework and the Department of Education's well-being program; Rights, Responsibilities, and Respectful Relationships which was implemented in all year levels in 2022.

All staff undertook Professional Learning in Restorative Practices at a School Closure day facilitated by educational consultant, Maurizio Vespa. 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 which continued to be implemented during 2022.

The School Representative Team met throughout each term and planned events to further enhance the experience and connection of all 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.

VALUE ADDED

Attendance by Well-being Leader at online and in-person Northern Region Well-being Network meetings

School Closure Day Professional Learning on Restorative Practices with Maurizio Vespa

Well-being Leader continuing studies in the Masters of Education-Wellbeing at the University of Melbourne

Access to a range of Well-being Resources through Melbourne Archdiocese Catholic Schools

Introduction to the staff of the Collaborative for Academic, Social and Emotional Learning (CASEL) framework

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

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.

STUDENT SATISFACTION

MACSSIS 2022 (Student Survey Results)

How much do your teachers encourage you to do your best? 94% (MACS average 87%)

How many of your teachers are respectful towards you? 88% (MACS average 82%)

When your teachers ask, 'how are you?', how often do you feel that your teachers really want to know your answer? 72% (MACS average 62%)

When you don't succeed, how often do you try again? 78% (MACS average 74%)

To what extent do the adults at this school care about you and your future? 80% (MACS average 73%)

How well do people at your school accept you for who you are? 77% (MACS average 71%)

How much do you feel like you belong at your school? 80% (MACS average 69%)

How often do adults in your school give students an opportunity to talk about things that worry or concern them? 75% (MACS average 51%)

Do adults at your school know students well enough to know if something isn't right? 84% (MACS average 78%)

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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	84.9%
Y02	87.3%
Y03	83.7%
Y04	90.6%
Y05	88.2%
Y06	86.8%
Overall average attendance	86.9%

Child Safe Standards

Goals & Intended Outcomes

The goals for the 2022 Year were to:

Uphold the primacy of the safety and well-being of children and young people in the Sacred Heart School community

Empower and give protocols for families, children, young people and staff at Sacred Heart School to have a voice and raise concerns

Ensure rigorous risk-management and employment practices

Implement the new eleven Child Safe Standards

Achievements

At Sacred Heart Primary School, we recognise our obligation to ensure that our student's safety is embedded into our culture, and that our practices, policies and protocols are consistently reviewed, to provide surety that our ethical imperative of keeping children safe is recognised, understood, valued and upheld by all staff, volunteers and community members within the school.

Sacred Heart's leadership has incorporated all requirements of Ministerial Order 870 and 1359 into the appropriate school's policies, procedures and all school environments (all school environments include (a) the school campus; (b) online school environments and; (c) other locations provided by the school for a child's use including, without limitation, locations used for school camps, Sporting events, excursions, competitions and other events).

Strategies we have used to implement a culture of child safety at Sacred Heart Primary School include:

- Establishment and regular meeting of the Child Safety Committee
- Continued development of appropriate practices, policies and protocols that establish strong and clear governance arrangements
- Utilise staff meetings for all school staff to develop a high degree of awareness of the child safety reforms, other related legislation and the school's practices, policies and protocols
- Being especially vigilant in supporting the well-being of our most vulnerable children
- Foster a culture of transparency and open communication which empowers all members of the community to discuss child safety and raise any concerns about child abuse
- Enable professional learning and training of staff to build deeper understandings of child safety and prevention of abuse.
- Establish a system for regular review and improvement of child safety related policies and practices.

In 2022 staff continued to work to achieve a school culture, where child safety was given precedence in all decisions made both at a class and whole school level, creating an environment for our students to feel safe and to be safe. Staff were expected to continue to

uphold high principles and standards, when it came to child safety. Child safety protocols and procedures were revisited as the year progressed, during start up at the beginning of the year, as part of staff meetings, and on occasions when the need arose. On each of these occasions, we ensured that school personnel had appropriate learning to develop their knowledge of, openness to, and ability to address child safety matters. Staff meetings continued to provide opportunities to clarify and confirm legislative obligations, policy and procedures in relation to our student's protection and well-being

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

In 2022 as in all years, the Leadership Team continued to strive to promote the life of our school ensuring that our students were at the heart of all decisions we made and that all policies, procedures and protocols were consistent with our belief in Christ. Our Christian values were a foundation for school improvement. We actively promoted our Catholic identity by upholding the Christian vision of integrating life and faith in our day to day practices.

In 2022, leadership prioritised the need for all staff to not only be aware of our vision for improvement going forward as detailed in our School Improvement Framework (SIF) and our Annual Action Plan, but they also be given the opportunity to own and contribute more to relevant identified areas of improvement.

A greater need for transparency was identified in our MACSSIS staff data. All staff meetings originated from our SIF with each meeting commencing with a rationale based upon the area of our SIF from where the content of the meeting was identified as a priority.

During 2022 it became evident that staff meetings readily became professional development as the expertise within staff was willingly shared in a culture of trust and contributed to greater collective efficacy. The leader facilitating the meeting allowed staff to share their ideas, experiences and hesitations. This collective culture allowed our meetings to achieve their goals for school improvement.

Meetings on topics such as NCCD, child safety, a writing initiative around "Writer's Notebook", developing school reports, student well-being and planning for whole school events are but a few that became very productive and benefited with a reinforced culture of staff ownership.

In 2022 we refocused on building student voice through broadening student leadership roles and increasing the profile of the Student Representative Council. School Captains and House Captains continued to be involved in decision-making in many areas in the life of the school.

An ongoing priority is the increased development of our school's profile. In 2022 we were able to again visit local kindergartens and child care centres, celebrate liturgies with our parish and create a professionally made video about our school that has a prominent position on our school website.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022 our staff again worked with educational consultant Deborah Vietri, continuing with and enhancing the work completed in the three previous years. Deborah continued to work with our staff, helping them to plan learning experiences that were authentic, relevant and

engaging. An emphasis continued to be 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 learning that would allow them to achieve answers to their inquiry questions. An emphasis for teachers was to consider all curriculum areas as a vehicle for developing and practising inquiry skills and for doing research related to their inquiry.

In 2022, we revisited the Restorative Practices philosophy with the assistance of Maurizio Vespa. As a Restorative Practices School, this initiative was prioritised to ensure that all staff were consistent with their practices. Maurizio spent time with our staff unpacking the Restorative Practices methodology and associated techniques.

A high priority was given to developing our teacher's pedagogy around the teaching of Religion and helping our students develop their faith practices. Our staff worked with MACS Religious Education consultant Pauline Cicutto. Sr Rita Malavisi was also employed for a day to help facilitate our teacher's ability to plan contemporary units of work in Religious Education.

Our school leaders, in particular Deputy Principal, Religious Education, Well being and Learning and Teaching along with our Principal attended relevant cluster meetings conducted by MACS.

Number of teachers who participated in PL in 2022	12
Average expenditure per teacher for PL	\$750

TEACHER SATISFACTION

MACSSIS 2022 (Staff Survey Results)

- There is trust between school leaders and staff - 100% (MACS average 69%)
- The school leadership team treats the staff fairly - 100% (MACS average 75%)
- How positive is the tone the school leaders set for the culture of the school? - 94% (MACS average 67%)
- On most days how enthusiastic are the students about being at school? - 82% (MACS average 74%)
- How collegial are relationships between staff members at this school? - 94% (MACS average 77%)
- How positive is the working environment at your school? - 88% (MACS average 66%)
- How respectful are students in this school to staff? - 94% (MACS average 69%)
- How respectful are staff in this school to students? - 100% (MACS average 94%)
- School leaders are supportive when I face challenges at work - 100% (MACS average 79%)

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	78.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	76.2%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	18.2%
Graduate	9.1%
Graduate Certificate	0.0%
Bachelor Degree	36.4%
Advanced Diploma	27.3%
No Qualifications Listed	54.5%

STAFF COMPOSITION

Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	9.4
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	6.4
Indigenous Teaching Staff (Headcount)	0.0

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 2022 was the continued strengthening of relationships that had been developed in the previous couple of years, 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, that had hung like a pall over educational facilities such as ours, 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 our students. 'The Students are at the Heart of all we Do' is our adage at Sacred Heart and this relationship between the school and the parent community is vital for this motto to remain authentic.

There was a heightened sense of normality as the school returned to some normality post the height of the pandemic. As a result, it was tremendous to be able to have parents back at our school in a more 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. It was palpable that the parents had missed physically being at our school and engaging in the educational life of their child. A highlight was the Visual Art show, held in Term Three, where the parent community came together to celebrate the artistic creations of all our students.

Another highlight was the Dinner Dance well attended by the school community where we enjoyed each other's company. The annual Christmas Carols were 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 2022, as teachers and students enjoyed sharing student learning and achievement through this portal.

In 2022, 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 2022 (Parent Survey Results)

- How comfortable do you feel sharing information with the school staff? 91% (82% MACS average)
- To what extent does the school value your opinions? 91% (72% MACS average)
- How well do you understand the schools processes and procedures? 83% (67% MACS average)
- How approachable are the school leaders at your child's school? 82% (MACS average 83%)
- How motivating are the classroom learning experiences at your child's school? 88% (MACS average 76%)
- How likely is it that staff at this school would notice if something isn't right with your child? 75% (MACS average 65%)
- How well do the teachers at the school support you to engage in your child's learning 83% (MACS average 66%)
- How well does the school consider your families cultural background? 83% (MACS average 79%)
- How welcome do you feel when you enter the school ? 91% (MACS average 88%)