



Melbourne Archdiocese
Catholic Schools

2024

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 04 Jun 2025

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 suburbs of Preston, Reservoir and Thornbury, from which the school draws many of 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 2024, the school was made up of six classrooms, Year Prep, Year One, Year Two/Three, 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 2024, 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 2024 school year was another year of productive growth and upon honest reflection, successful in achieving our goals across all facets of “Sacred Heart School Life”. Our school motto “students are at the heart of all we do”, continues to be not just a spontaneous mantra voiced as a throwaway line but rather a “touch stone” for all practices across our Wellbeing and Learning and Teaching initiatives.

Again, the adherence to a consistent pedagogy based upon an understanding of where students are at in their learning and how they can achieve their next level of achievement in skills and knowledge was at the forefront of our Learning and Teaching goals. Our new Learning and Teaching coordinator Antoinette Stasi brought with her new ideas and a commitment to embedding tried and successful practices. Facilitated Planning, Professional Learning Teams, Classroom Modelling and Team Teaching where the avenues for collective efficacy with and between our Learning and Teaching Coordinator and classroom teachers. This commitment based upon trust and growth mindset 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 for many years.

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. The Sacred Heart School parent community continues to surprise me even after seven years as Principal, for their willingness to work with us and allow their children, our student’s education, to continue to strive for best practices.

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 Katherine Harris for her work in 2024 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 2024 year. Sacred Heart Parish is very fortunate to have such a dedicated, wise, but humble faith leader.

Our 2024 Foundation Year class was the largest intake of students these past eight years. The increased number of school tours in 2024 for our Foundation class intake in 2025 followed this same pattern and promised another healthy intake. This increase in enrolments is a testament to the "word on the street" about the great things that are happening at Sacred Heart Primary School.

Congratulations to everyone in the Sacred Heart School community for an outstanding 2024 year embracing the challenges that came our way and celebrating the successes.

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 2024 Opening of the School Year Mass was celebrated on an evening that saw the whole Sacred Heart School community come together to celebrate a new school year and attend the school afterwards for refreshments and an opportunity to make connections.

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 twelve Stations of the Cross accompanied by a prayer reflection were displayed throughout the school for each class to visit. Families were invited to walk the journey in remembrance of the events of Good Friday.

The Year Three students who are Catholic, received the Sacrament of Reconciliation in Term Four continuing 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. Students from Year Five and Six, who are Catholic, received the Sacrament of Confirmation

from Bishop Terry Curtin in Term Three. In preparation for this Sacrament Bishop Terry visited all students in Year Five and Six which provided an opportunity to build on their understanding of the Sacrament of Confirmation.

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.

Sacred Heart Feast Day was celebrated both at school and with our wider Sacred Heart Parish, with a large number of students and their families attending the Parish Sunday Mass and celebrations afterwards. This provided an opportunity to continue strong ties with the parish community, as has occurred in previous years.

The Annual Christmas Carols was celebrated in the 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 and were led in this during staff meetings by the Religious Education Leader. We continued to work with the Northern Zone Education in Faith consultants at MACS to 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.

Prayer life continues to be an important aspect of Sacred Heart. Student knowledge of Catholic

faith and tradition is an important aspect of the school and recognised through prayer and liturgy.

Students appreciate these experiences which are often connected to social justice activities and the liturgical calendar.

Catholic Social Teachings are focussed on when teachers plan units of work that are designed to engage students on issues in and beyond their own community. 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 2024 included, Caritas Project Compassion, the Giving Tree for St. Vincent de Paul, and Mission Australia's Socktober Event. A successful fundraising event for the Olivia Newton John Cancer and Wellness Centre in Melbourne occurred in Term Three.

The whole school walkathon was student initiated and led which raised significant funds for the cancer centre and inspired the whole school community.

Value Added

Opening of the 2024 School Year Mass and evening refreshments

Sacrament of First Reconciliation

Sacrament of First Eucharist

Sacrament of Confirmation

Graduation Mass

Feast of the Sacred Heart Mass and parish morning tea

Annual Christmas Carols

Whole School subscription to Australian Catholics online magazine.

Whole School subscription to Andrew Chinn's ButterflyHouse Online website.

Religious Education Leader attended several RE Network meetings throughout the year.

Staff meeting with MACS RE consultant Pauline Cicutto on using Scripture and Godly Play.

Whole Staff attended an online webinar facilitated by MACS RE consultants on Prayer.

Principal attended Northern Zone Principals Pilgrimage to Italy

Whole Staff School Closure Spirituality Day - Father Rob Galea

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

We strengthened our focus on using data to inform instruction, which led to continued improvement in internal assessment outcomes and NAPLAN results. Timely, targeted feedback enhanced student engagement, goal setting, and self-reflection, fostering a culture of student agency and ownership of learning.

In English, our writing pedagogy was refined through the ongoing use of the Writer's Notebook and the integration of Elastik and Writemark. The use of Colourful Semantics expanded across the school, supporting oral language development and sentence structure. The Year 3/4 team participated as a pilot group for the Ochre English programme, contributing to future directions in writing and comprehension across the school. In 2024, Sacred Heart Primary School continued to build upon its strong foundation of educational excellence, celebrating growth, achievement, and community connection. This was reflected in the high-quality work produced by students from Foundation to Year 6, including consistently strong results in both internal assessments and NAPLAN. In keeping with our school motto, 'students are at the heart of all that we do', we remained committed to creating a nurturing and engaging learning environment that prioritised each student's growth and development.

Facilitated planning in English and Mathematics continued to positively impact teaching and learning. Teachers were introduced to the Elastik assessment platform and Writemark to evaluate student writing against specific criteria. These tools supported targeted teaching and contributed to a shared language around writing. Teachers also engaged in professional reading, data triangulation, and collaborative dialogue to inform instruction and meet the diverse needs of learners through explicit teaching.

Staff engaged in ongoing professional learning focused on writing, oral language, and reading. In Term Four, teachers used PAT data and running records to triangulate assessment data and determine students' next steps in reading. The English Leader worked across year levels to provide feedback, model effective practices, and support collaborative planning.

Book Week was a highlight of the year. Embracing the theme 'Reading is Magic', students took part in author studies, art projects, buddy reading, and a whole-school dress-up assembly. Participation in the Premier's Reading Challenge was high, reflecting a strong culture of reading for both enjoyment and learning.

In Mathematics, Essential Assessment remained our core assessment tool from Foundation to Year 6. Staff used data from pre- and post-assessments to guide instruction and measure growth. Teachers also explored the Ochre Education platform, incorporating its research-based resources to enhance teaching. The Maths Leader worked alongside staff, modelling lessons and providing feedback to strengthen numeracy teaching at Sacred Heart.

Learning remained central to our curriculum. With continued support from Deborah Vietri, teachers developed purposeful units using the Building, Investigating, and Applying model. These units offered rich, authentic learning experiences that encouraged curiosity, creativity, and student-led exploration across curriculum areas.

The Arts continued to be a celebrated part of our school identity. In 2024, our Inquiry learning culminated in an Exhibition of Learning titled 'Around the World Stories'. Students showcased songs, stories, artworks, and dioramas representing global cultures. Families received a Sacred Heart Exhibition Passport to 'travel' through the displays, collecting stamps at each 'country'. Completed passports were entered into a raffle, creating a joyful and engaging celebration of creativity, diversity, and student voice.

Student learning was assessed using checklists aligned with the Victorian Curriculum. Learners were encouraged to self-assess and reflect, supporting goal-setting and ownership of learning. Classrooms were equipped with modern digital tools such as Chromebooks, iPads, laptops, portable ActivePanels, and Sphero Balls, fostering digital literacy, problem-solving, and creativity.

Students regularly shared their learning through classroom expos, assemblies, and family engagement events, promoting confidence, pride, and a strong sense of belonging.

Key leadership roles in Learning and Teaching, Literacy, Numeracy, Student Wellbeing, Religious Education, Student Diversity, and ICT continued to support improved student outcomes and build staff capacity. Leaders engaged in MACS network days and targeted professional learning, contributing to innovation and consistency across the school.

Reflecting on 2024, we are proud of our students' growth and achievements. We remain dedicated to nurturing a dynamic, inclusive environment where every learner is supported, valued, and empowered to thrive.

Student Learning Outcomes

In 2024, student outcomes at Sacred Heart Primary School continued to show consistent growth across all year levels. We achieved 100% participation in NAPLAN, with results in both Year 3 and Year 5 at or above state averages in Literacy and Numeracy.

A collaborative approach, through Professional Learning Teams (PLTs), facilitated planning, and the leadership of our Literacy and Numeracy Leaders supported regular data analysis, clear goal setting, and targeted teaching tailored to individual learning needs. Staff engaged in rich professional dialogue, triangulating data to identify students' next steps.

In Year 3, student achievement was particularly strong in Grammar and Numeracy, with solid outcomes in Reading, Writing, and Spelling. Overall, Literacy and Numeracy results remained at or above the state average.

Year 5 students demonstrated excellent growth, especially in Reading, Writing, Spelling, and Numeracy. All Literacy areas were above the state average, and 92% of students achieved proficiency in Numeracy, well above the state average.

These achievements reflect the impact of our whole-school strategies, including the introduction of the Elastik Assessment Platform, the expanded use of Essential Assessment, and the integration of Ochre Education resources. These tools supported informed professional dialogue, high expectations, and differentiated teaching.

We view our 2024 NAPLAN results as a direct outcome of our commitment to teaching excellence, collaborative practice, and data-informed instruction. At Sacred Heart, we remain focused on refining our practice, celebrating student growth, and ensuring that every learner is supported to succeed across all curriculum areas.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	403	56%
	Year 5	558	92%
Numeracy	Year 3	421	69%
	Year 5	552	92%
Reading	Year 3	405	75%
	Year 5	539	92%
Spelling	Year 3	373	50%
	Year 5	515	92%
Writing	Year 3	406	63%
	Year 5	511	92%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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 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 2024, staff and families continued to build upon connections and strengthened students' sense of belonging to each other and the school community.

Staff meetings and Professional Learning Team (PLT) meetings throughout the year had a clear focus and were guided by the 2024 Annual Action Plan to continue to embed a whole-school approach to wellbeing. A shared social and emotional language is being used throughout the whole school. This was guided by the Melbourne Archdiocese of Catholic Schools (MACS) Excel Wellbeing Framework which informed the approach to wellbeing at Sacred Heart School in 2024.

A designated Wellbeing Room has continued to be utilized by classes when holding wellbeing lessons, used for Student Leader meetings as well as learning support staff using it to assist students in need of emotional regulation. The Wellbeing Leader has taken Wellbeing sessions with Year Two / Three students as well as small social groups in Terms Three and Four.

A school closure professional learning day on fostering a whole school approach to wellbeing occurred in Term Three led by the Wellbeing Leader. The focus of this day was on social and emotional learning and regulation, introducing the high impact wellbeing strategies, a restorative practices refresh for staff, examining teacher impact on student engagement and unpacking social and emotional survey data to inform wellbeing initiatives.

Another initiative introduced in 2024 was Magic Monday. This involved cross-age groupings where students select activities based on their preferences (Student Voice) which they took

part in on Monday afternoons during Term 4. This allowed for friendships to be initiated or consolidated across the school.

The Year Two to Six students completed the ACER Social Emotional Wellbeing survey and individual interview surveys were conducted for Foundation and Year One students. This was the first year Sacred Heart undertook these surveys allowing us to analyse and use the data to inform and develop responsive wellbeing and positive behaviour initiatives.

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 2024.

All staff used Restorative Practices when engaging with students and reviewed the use of this practice during PLT 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 in class.

The School Representative Team met throughout each term and planned events to further enhance experiences, connection and student voice at Sacred Heart. These representatives are elected by each class, each semester, to lead class discussions pertaining to issues relative to their classmates. They then attend meetings to advocate, discuss, then report back to their classmates any progress that is made regarding the suggestions they, and other classes, have put forward. This is one avenue where student voice was promoted and actioned.

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 2024. Special events such as Harmony Day cultural dress parade and activities were well attended, along with Family Week celebrations.

Social gatherings for our new 2025 parents occurred prior to the Christmas break and promoted a sense of community and provided opportunities for connections to form ready for the beginning of the school year.

Regular parent/teacher interviews and weekly school newsletters showcased the work being done in each classroom that complement the Term Overviews distributed to all families at the beginning of each term.

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. We continue to meet regularly for Program Support Group meetings with families of students with additional needs to set and review term goals. We have also welcomed a variety of NDIS specialists who visit our school to work with students on current goals. This input allows us to work together as teams, in conjunction with parents, to support our students with additional needs.

Value Added

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

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

Continued use of a designated Wellbeing Room within the school.

Harmony Day celebration and cultural dress Day.

Student Wellbeing Leader attended the MACS Wellbeing Conference as well as Northern Region Wellbeing Networks each term.

Student Wellbeing Leader attended a MACS Mandatory Reporting Professional Learning Day, sharing this content with staff.

Catholic Care counsellor working one day a week at Sacred Heart School.

A school closure day focusing on fostering a whole school approach to wellbeing occurred in Term Three.

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

Yard duty folders updated to assist collecting data on student behaviours and to inform Restorative Practices and wellbeing initiatives in classes.

Updating of 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.

Completion of ACER SEW survey across the school to gather data and inform wellbeing practices.

Initiation of Magic Monday cross-age school activities

Student Satisfaction

Parent:

How often do students demonstrate respect for one another? 100% (MACS average 80%)

How welcome do you feel when you enter the school? 100% (MACS average 88%)

Staff:

How often do you discuss student wellbeing as a staff? 89% (MACS average 76%)

How likely is it that staff at this school would notice if something wasn't right with a student?
100% (MACS average 90%)

Student:

How attentive and invested are Year 5 students in school? 60% (MACS average 51%)

Are there any student leadership structures in your school, like a student representative Council? 98% (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

Average Student Attendance Rate by Year Level	
Y01	81.6
Y02	83.1
Y03	86.9
Y04	84.9
Y05	80.1
Y06	89.5
Overall average attendance	84.4

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

Our annual staff theme as always, was introduced on the first day of the 2024 school year. “Collective Efficacy” was the theme for 2024. Research conducted by educational academic John Hattie shows that the collective efficacy of a staff has the biggest impact on the student learning.

The need to reflect on the past, embrace new ideas and the welcome of new members to leadership positions meant that in 2024, we continued to work on our leadership style both as a group but also allowing the individual wisdom and gifts of the group to shine. A new Deputy Principal and an invitation to our Learning Diversity Coordinator to join the group, meant the leadership team had a new look from a personal perspective in 2024. New members allow for a fresh perspective with a new set of eyes and ears. It also allows for the hearing of and chance to implement new practices that are in the best interests of our students. We know that collective efficacy is the most important element to be present in a group for maximum growth and so our leadership team operated with an emphasis on trust, associated shared responsibility and a confidence to be able to bring one’s own ideas every time we meet both formally and informally.

MACSISS Data for 2024 indicates that the staff feel that they are given a voice, differing opinions are not only accepted but valued and that they are part of the decision-making process within the school. Importantly, the staff feel that the leadership group acts with moral purpose and they have the school’s interest at the forefront of any decisions they make. Whilst I believe culture is everyone within an organisation’s responsibility, staff data indicated that staff felt that the leadership group set the tone for a positive school culture.

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.

This year the focus for student learning mandated by Melbourne Archdiocese Catholic Schools (MACS) and termed “Flourishing Learners” became a high priority for our leadership group to disseminate to our class teachers. With an emphasis on explicit teaching and using the resources created by MACS, evidence-based practices were to be implemented to support student learning in every classroom. Each term our leadership team were part of the “Flourishing Learners” professional development conducted by MACS. This professional development saw the gradual introduction across numeracy in particular and then literacy of the fundamental tenants of Flourishing Learning.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Again much of our professional development in 2024 was completed using the expertise of our staff through Professional Learning Teams and Staff Meetings.</p> <p>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> <p>Our Principal had the privilege of participating in a pilgrimage to Italy during the year.</p> <p>Our leadership team participated in the "Flourishing Learners" professional learning sessions conducted each term during the year.</p> <p>Staff were also involved in professional development in the following areas:</p> <p>Feedback (Teacher to student, Teacher to Teacher)</p> <p>Teaching neuro diverse students</p> <p>Spiritual Development (Father Rob Galea)</p>	
Number of teachers who participated in PL in 2024	14
Average expenditure per teacher for PL	\$900.00

Teacher Satisfaction

MACSSIS 2024

Staff Data

School Climate

2.3 How collegial are relationships between staff at this school?- 94% (MACS average 79%)

2.9 How positive is the tone the school leaders set for the culture of the school? - 89% (MACS average 71%)

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 - 100% (MACS average 71%)

3.6 I am confident that the school leaders work in the best interest of the school - 100% (MACS average 83%)

School Leadership

6.2 How positive is the tone that school leaders set for the culture of the school? - 94% (MACS average 70%)

6.8 To what extent do school leaders encourage multiple points of view? - 78% (MACS average 52%)

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	2
Graduate Certificate	1
Bachelor Degree	10
Advanced Diploma	4
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	16
Teaching Staff (FTE)	9.83
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	5.44
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 for 2024 was the continued strengthening of existing and seeking opportunities to develop new relationships, both within our school community, and between our school and the wider community.

As alluded to previously in this report, at Sacred Heart School, we recognise the importance of the joint relationship and shared role between families and school in educating our students. Parental involvement is valued and encouraged in our school with parents having both formal and informal forums to participate.

With this at the heart, students and parents were involved in a range of fundraising activities that strengthened the relationship between the school and the wider community. Daffodil Day was supported by the community in 2024. A whole school community walkathon was organised and run by the parent and student cohorts where over \$4500 was raised for the Olivia Newton John Cancer and Wellness Centre. The initiative, parent and student driven, highlighted the very nature of the purpose of our school; that we are born out of the Good Samaritan tradition of looking after those who need it most in our community. This same charism of our school was highlighted in our Welcome Mass of 2024, where our students reenacted the parable of the Good Samaritan.

Another fantastic event in 2024 celebrating our community was the culmination of our Term 3 Inquiry Project 'Around the World' exhibition of stories, where families had their passports stamped and ventured through eight areas of our school, learning about the many varied and rich cultures and heritages of our school community. Over 94% of our families were in attendance in what was a tremendous night for our school community.

Again in 2024, the School Board and Parents and Friends Association played an integral role in the life of our school. Our School Board, was a very important platform for parent representatives to contribute ideas, question directions, ask for clarification and seek

accountability. Our Parents and Friends Association was again most active in organising fund raising activities and social events.

This year, our classroom helpers program continued to grow. More parents registered their interest and completed an induction program conducted by our Literacy and Maths curriculum leaders. The assistance of these parents was greatly appreciated by the teachers who were fortunate to have parents of some of their students volunteer. It was great to walk into classrooms of a morning and see parents supporting our teachers by listening to students read, helping with ideas for their writing and assisting with maths problems.

During 2024 the relationship between the school and parish continued to be strengthened. Again opportunities were taken to celebrate the Eucharist with the parish on weekends. Members of the student social justice committee attended the monthly Blessing of the Sick Mass and then help serve refreshments after the celebration. The students and elderly parishioners are building a beautiful rapport and I have been told for the parishioners, this event is a real highlight and something they look forward to each month.

Again in 2024, forging closer relationships with the kindergartens and child care centres from which we gain some of our students was a high priority. Our school choir continued to visit both the Gower Street Kindergarten and the Darebin Child Care and Kindergarten. During the year our Literacy coordinator, Year Prep classroom teacher and Principal were invited to conduct a parent information session on “school readiness” at the Darebin Child Care and Kindergarten.

At Sacred Heart School, we welcome students on work experience from our local secondary colleges, and student teachers from tertiary institutions for their placement rounds. We believe that we have a responsibility to be involved in the ongoing support and training of tomorrow’s teachers.

Opportunities to create a closer relationship with the Preston Campus of Parade College and Mercy College were again explored during 2024. A group of Parade students, worked with our gardening club students each Wednesday afternoon from term two to term four. An arrangement whereby the Parade canteen offer for our students to order hot lunches each Wednesday continued in 2024, which proved to be very popular with our students and their

parents. Preston Campus of Parade continues to support our school where and when we need to access some of their facilities.

Parent Satisfaction

2024 Parent MACSSIS Data indicated the following results from the parent's view, which shows significantly high scores:

School Climate = 99%

Student Safety = 93%

Communication = 92%

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