



Sacred Heart School

Tatura

Registered School Number: 0324

Contents

Contact Details	2
Our School Vision	3
School Overview	4
Principal's Report	6
Education in Faith	7
Learning & Teaching	9
Student Wellbeing	144
Leadership & Management	15
Financial Performance	17
School Community	19
Future Directions	21

Contact Details

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Our School Vision

Sacred Heart Catholic School

An active learning community working in partnership with families, inspiring strength through faith and love.

Graduate Outcomes

At Sacred Heart Primary School we seek to educate students to:

- Be inspired by Christ
- Live an active & healthy lifestyle
- Be discerning and adaptable life long learners in a contemporary world
- Have a social conscience and respect for life, self, others and the environment
- Be optimistic, resilient and confident to take their own path and reach their potential
- Have the ability to work as an individual, and as part of a team

Our School Vision & Mission

At Sacred Heart Catholic Primary School we believe:

- In celebrating our Catholic faith in a life-giving community of witnesses who serve God and society.
- In fostering open and supportive relationships with families as the primary educators of their children.
- In educating the whole child in a learning environment where teamwork and collaboration are central, so that each child becomes a valuable contributor to society.
- In providing a curriculum which cultivates effective life long learners through commitment to informed, current teaching and learning practice.
- In building relationships based upon mutual respect, trust and care in an environment of justice, equality, compassion and hope.

School Overview

The school enrolment at the August census was 147 students.

The class groupings for 2009 were:

- P – 22 students
- Gr 1-2 – 25 students
- Gr 2/3 – 25 students
- Gr 3/4 - 25 students
- Gr 4/5 – 25 students
- Gr 6 – 25 students

Total staff in 2009: 13 (10 teaching, 3 non-teaching)

Each class has one hour of Specialist Art and one hour of music/LOTE per week.

Our overarching goals for the 2009 year were:

- *Living and Celebrating our Catholicity*
- *Promoting high quality learning and teaching across the school*
- *Fostering quality partnerships and relationships within our school and parish community*
- *Encouraging meaningful leadership for Staff and Students.*
- *Promoting an increasingly Sustainable School Community.*
- *Creating a technology rich environment enhancing learning.*

We introduced a Diocesan Literacy Intervention Program (Catch a Falling Star) which runs daily from 9 -1.00 staffed by Mrs. Brenda Mason – a highly skilled and passionate Literacy teacher

We had 6 general purpose classrooms, a library and a portable classroom that has been used as the art facility. We also had a general purpose classroom used for After School Care.

We were able to fully refurbish classrooms 5, 6 and 7 during the year with funding from the National Schools Pride. This included removal of platforms and chalkboards, installation of cupboards, air conditioning, energy efficient lighting, whiteboards, plastering work, painting & carpeting.

Quadrangle seating was replaced with aluminium seating with backs and bag hooks were replaced with bag racks at the rear of the new seating.

The school received 'Building Education Revolution' funding of \$850,000 and work began on extending and refurbishing our library, converting the canteen to teacher work/storage rooms, the addition of a large multi purpose hall (including a kitchenette), two meeting rooms and the addition of a disabled toilet replacing the aged parish toilet block.

A second flag pole was erected to fly our Indigenous flag.

New air-conditioning was installed in all classrooms at the end of the school year.

School fees were \$750 per family and \$190 for each child's tuition levy. This fee included the sum of \$60 per student replacing the need for Parent's Club to raise funds throughout the year.

Principal's Report

The 2009 school year was another fruitful year in the growth and development of Sacred Heart School. We have continued to develop in the five key areas of School Improvement.

Fr. Michael Morley has continued to be a strong and supportive canonical administrator. He has continued to lead our school and parish community showing faith and trust in the staff, leadership team and myself.

Our highly dedicated staff have continued to work hard to provide rich and varied opportunities for students to realise their full potential: academically, spiritually, socially, emotionally, creatively and physically.

Miss Ann Margaret Carroll – as Deputy Principal/Religious Education Coordinator and Mrs. Brenda Mason – as Curriculum Coordinator, have worked diligently to provide support in the area of curriculum development and as part of the school leadership team.

A different model of release for DPRE was introduced releasing Miss Carroll each afternoon for Leadership & Religious Education roles.

We employed Mrs Brenda Mason and Mrs Celie Kelly as literacy support teachers to implement strategies to enrich our learning outcomes.

Mrs. Debbie Worm has continued to work in the school administration and her skill level, efficiency and commitment to the school and parish are outstanding.

The School Board was again chaired by Mrs. Lisa Cowan providing leadership and direction to our school board.

The Parents' Club continued to provide services to our students throughout the year without the burden of fundraising.

Our annual fete was another successful and enjoyable function for the school and parish. The strong link between the school & parish is clearly evident in the organization of this annual event at Sacred Heart; this was evident in the significant increase in profits for 2009.

A new school website was launched during the year and a revised and updated School Information book was printed along with school postcards which were distributed to all kinder families. A DVD focusing on our School Graduate outcomes was produced and is used for promotion of our school.

A vegetable garden was planted during the year producing abundant crops of vegetables.

New Apple Mac Teacher Laptops were leased at the end of the school year.

Education in Faith

Goals & Intended Outcomes

Our 2009 Annual Implementation Plan included the following goals under Catholic Identity. Our overarching goal was to continue to live and celebrate our catholicity. To do this we aimed to:

- Integrate a 'Making Jesus Real' culture across the School
- Ensure improved implementation 'Source of Life' Religious Education Program
- Encourage the use of Christian Meditation throughout the school
- Audit/Review RE Policy
- To review Religious Education in our school in preparation for our RE Review

Achievements

- **'Making Jesus Real'** (Peter Mitchell, Hobart CEO) was a major focus during 2009. Peter facilitated a Professional Development day for our whole staff (teaching & non teaching) Renee Craig facilitated two days of MJR Leadership formation & reflection for our senior students. During the year we had a monthly MJR focus throughout the school and a weekly 'Making Jesus Real' award was introduced.
- Our two senior classes took part in the **'Festival of the Sacred'** – a Sandhurst Diocesan Arts Strategy involving specialist staff from Arts Alive working with our students in preparation for a Deanery gathering of students celebrating a liturgy and a 'feast of liturgical singing'!
- **Christian Meditation** was an ongoing focus throughout the year. Michael Crowe (Sandhurst Diocese Religious Education Officer - Secondary) led a staff meeting and a parent evening on praying thorough Christian Meditation. This form of prayer is being explored as a means of allowing ourselves to become more connected with our God and it provides the students the opportunity to experience the sanctity and spiritual growth that meditation can bring. I hope this gains momentum across our school.
- New staff members participated in 'Source of Life' Professional Development. All staff attended Level Training days.
- Sacraments – Go 2 students celebrated the sacrament of Reconciliation and Go 3 students celebrated First Eucharist and Confirmation
- All classes participated in whole school Masses each First Friday

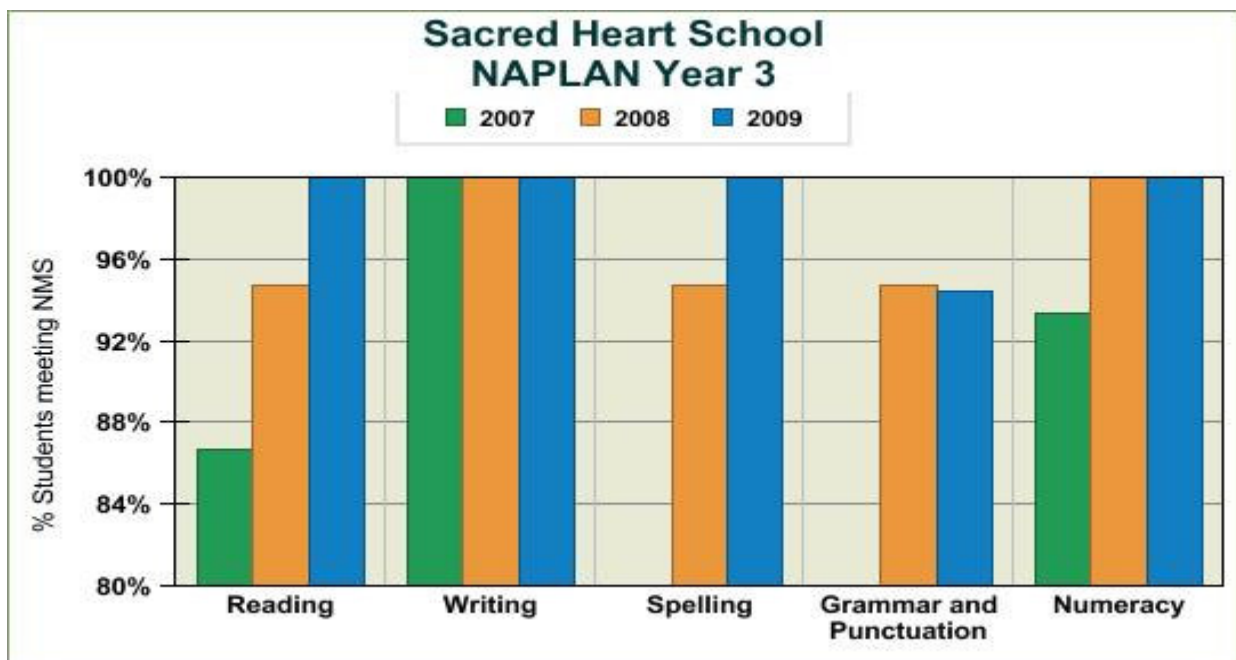
- Our 2009 End of Year Graduation Mass was a highlight and an appropriate end to the 7 years of schooling for our graduating students.
- The Sacrament of Reconciliation was celebrated at least once a term for children from Go 3 – 6.
- Maria Weatherill (Sandhurst Diocese Religious Education Senior Consultant) supported staff in their planning of Religious Education each term.
- Faith Formation evenings were provided for our Sacramental families (facilitated by Maria Weatherill).
- Senior students took part in the Life Relationships unit and a Family Evening was offered to parents and students.
- Weekly Voluntary Mass was introduced involving the School Principal taking a group of willing students from one class each week to Mass on Friday. Students sit with parishioners.
- Our contribution to Caritas, Catholic Missions, St Vincent de Paul and the Bushfire Appeal were important links to social justice and supporting others in need.
- Miss Ann Margaret Carroll and I were privileged to represent our School Community on the Diocesan Pilgrimage to the Holy Land – walking in the footsteps of Jesus and experiencing the very land where Jesus walked and ministered.
- During 2009 we underwent a Religious Education & Curriculum Review which was a positive and affirming process. An action plan was developed based on the recommendations.
- School children were key participants in a monthly parish Mass organised by Miss Ann Margaret Carroll, which has been a way in which we have worked to strengthen the links between Parish and school.
- St. Vincent de Paul Giving Tree – In partnership with the parish, students and families generously donated gifts for local families in need at Christmas time

Learning & Teaching

Goals & Intended Outcomes

Our overarching goal was to promote high quality learning and teaching across the school. To achieve this we aimed to:

- Deepen Indigenous perspectives in the curriculum
- Continue to implement Inquiry Learning and First Steps Reading
- Introduce a Literacy Intervention Program
- Focus on 'Learning & Teaching' for Staff PD
- Develop a 'Learning & Teaching' Policy
- Develop a Literacy Intervention Policy
- Review our curriculum in preparation for our Curriculum Review

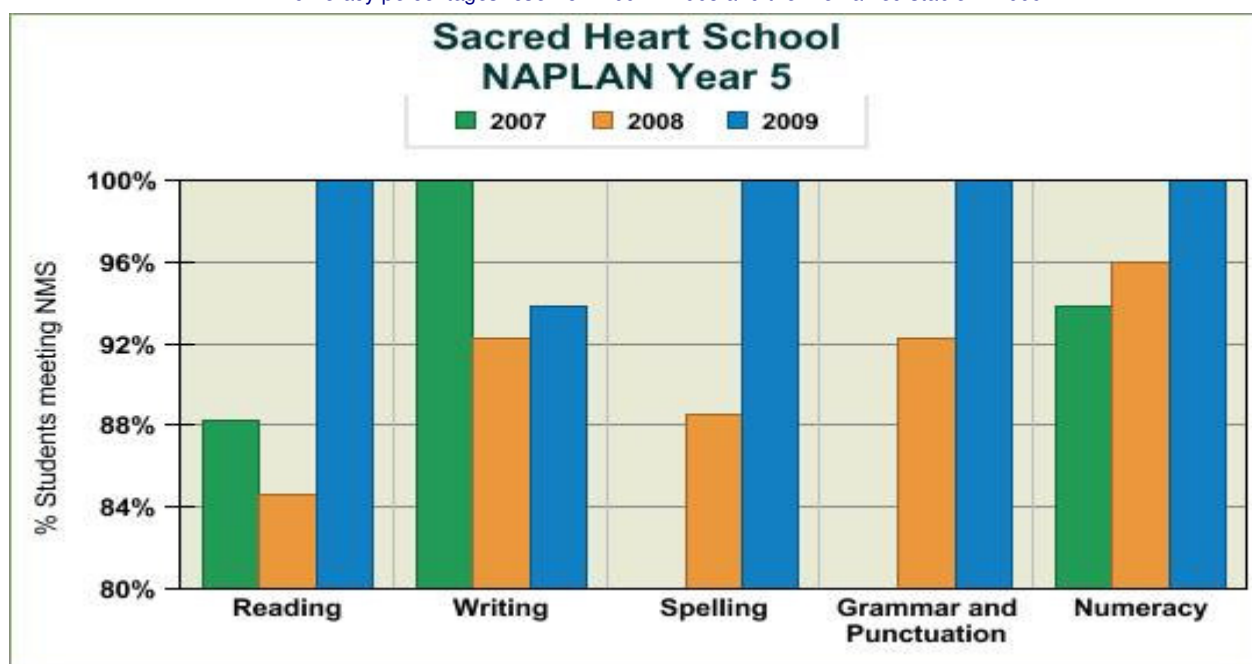


Reading percentages have improved progressively from 2007 to 2009.

Writing percentages have been stable.

Spelling percentages have improved from 2008 to 2009. While Grammar and Punctuation percentages have decreased lightly.

Numeracy percentages rose from 2007 – 2008 and then remained stable in 2009



Reading percentages have improved in 2009 while writing percentages decreased in 2008 and improved slightly in 2009.

Spelling and Grammar & Punctuation percentages have improved from 2008 to 2009.

Numeracy percentages have increase progressively from 2007 to 2009.

Proportion of Students meeting National Minimum Standard

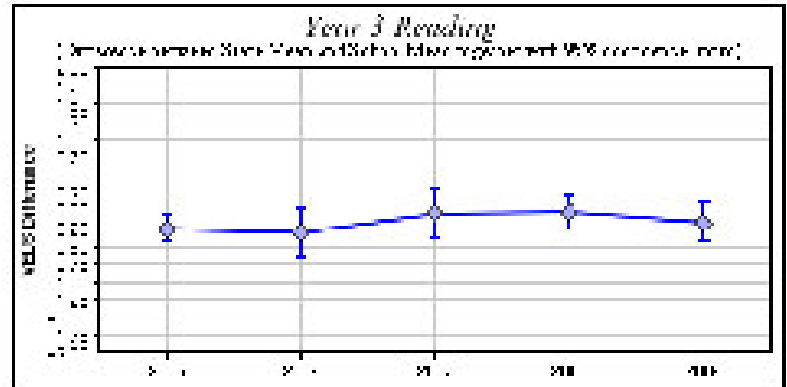
	Year 3			Year 5		
	2007	2008	2009	2007	2008	2009
Reading	86.7%	94.7%	100%	88.2%	84.6%	100%
Writing	100%	100%	100%	100%	92.3%	93.8%
Spelling	N/A	94.7%	100%	N/A	88.5%	100%
Grammar & Punctuation	N/A	94.7%	94.4%	N/A	92.3%	100%
Numeracy	93.3%	100%	100%	93.8%	96%	100%

Change in Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Reading	-8.3%	8.0%	5.3%	-11.8%	-3.6%	15.4%
Writing	0%	0%	0%	0%	-7.7%	1.5%
Spelling	N/A	N/A	5.3%	N/A	N/A	11.5%
Grammar & Punctuation	N/A	N/A	-0.3%	N/A	N/A	7.7%
Numeracy	-1.7%	6.7%	0%	-6.2%	2.2%	4%

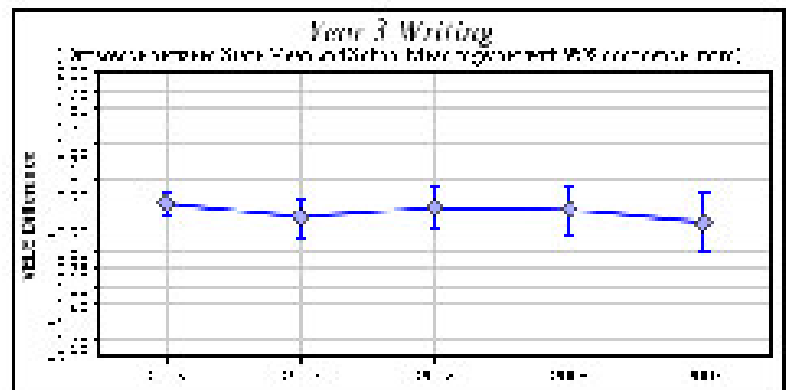
YEAR 3 READING

	State Mean	School Mean	Difference	N	+/-	Lower 95% CI	Upper 95% CI
2005	2.4	2.14	-0.26	32	0.09	-0.18	0.18
2006	2.37	2.05	-0.32	20	0.17	-0.33	0.33
2007	2.39	2.33	-0.06	15	0.18	-0.35	0.35
2008	2.28	2.25	-0.03	19	0.13	-0.25	0.25
2009	2.37	2.19	-0.18	18	0.14	-0.27	0.27



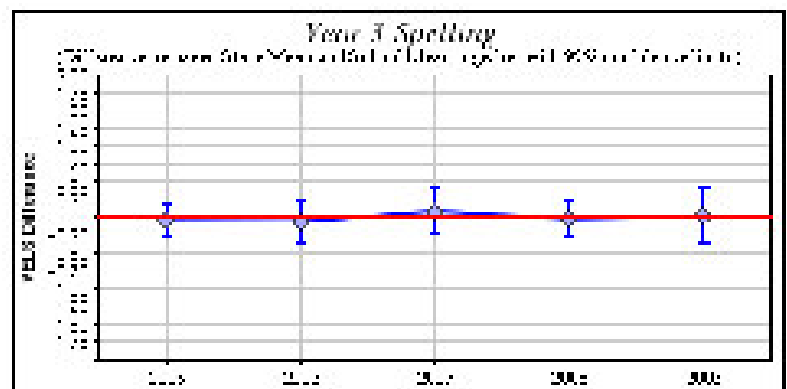
YEAR 3 WRITING

	State Mean	School Mean	Difference	N	+/-	Lower 95% CI	Upper 95% CI
2005	2.46	2.62	0.16	32	0.08	-0.16	0.16
2006	2.45	2.41	-0.04	20	0.14	-0.27	0.27
2007	2.44	2.54	0.1	15	0.15	-0.29	0.29
2008	2.4	2.47	0.07	19	0.17	-0.33	0.33
2009	2.42	2.31	-0.11	18	0.21	-0.41	0.41



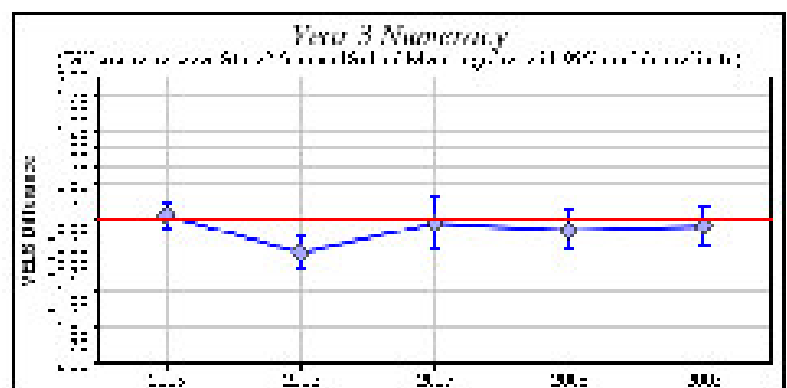
YEAR 3 SPELLING

	State Mean	School Mean	Difference	N	+/-	Lower 95% CI	Upper 95% CI
2005	2.49	2.43	-0.06	32	0.12	-0.24	0.24
2006	2.47	2.4	-0.07	20	0.15	-0.29	0.29
2007	2.48	2.56	0.08	15	0.17	-0.33	0.33
2008	2.35	2.32	-0.03	18	0.13	-0.25	0.25
2009	2.4	2.41	0.01	18	0.2	-0.39	0.39



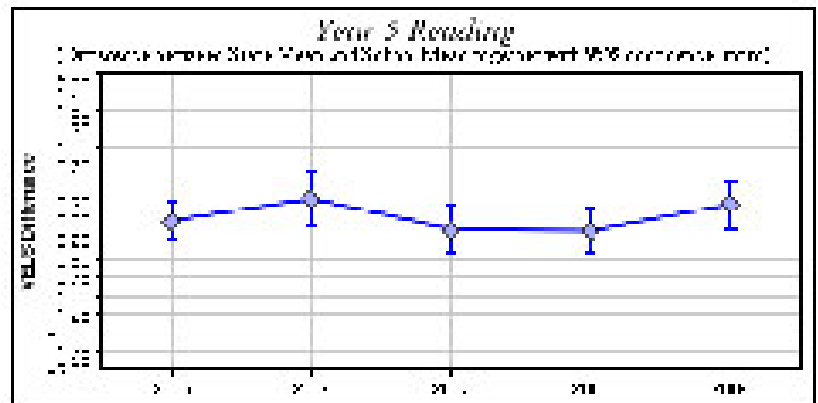
YEAR 3 MATHS

	State Mean	School Mean	Difference	N	+/-	Lower 95% CI	Upper 95% CI
2005	2.24	2.29	0.05	30	0.09	-0.18	0.18
2006	2.19	1.72	-0.47	20	0.12	-0.24	0.24
2007	2.22	2.16	-0.06	15	0.19	-0.37	0.37
2008	1.89	1.73	-0.16	19	0.14	-0.27	0.27
2009	1.83	1.73	-0.1	18	0.14	-0.27	0.27



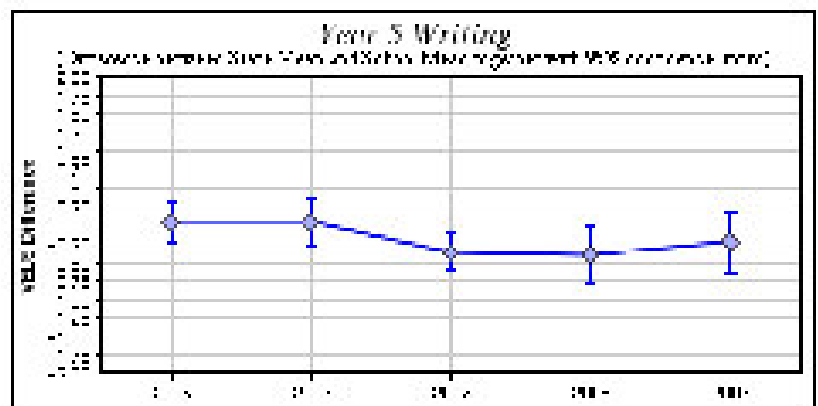
YEAR 5 READING

	State Mean	School Mean	Difference	N	+/-	Lower 95% CI	Upper 95% CI
2005	3.25	3.25	0	24	0.13	-0.25	0.25
2006	3.21	3.51	0.3	15	0.19	-0.37	0.37
2007	3.22	3.11	-0.11	17	0.17	-0.33	0.33
2008	3.06	3.03	-0.13	26	0.15	-0.29	0.29
2009	3.16	3.38	0.22	15	0.17	-0.33	0.33



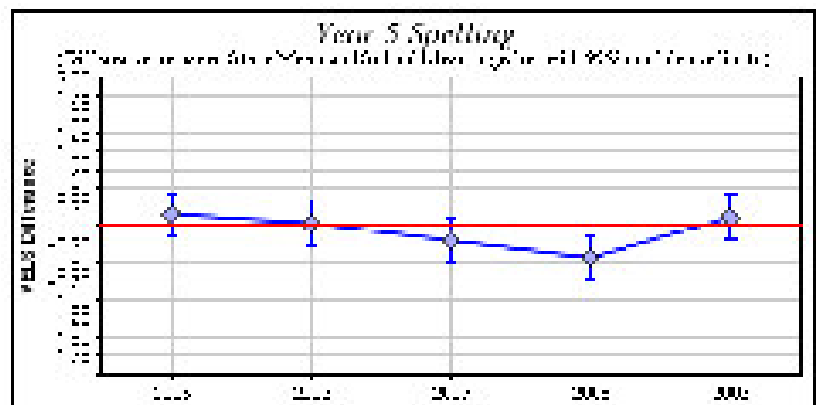
YEAR 5 WRITING

	State Mean	School Mean	Difference	N	+/-	Lower 95% CI	Upper 95% CI
2005	3.2	3.24	0.04	24	0.14	-0.27	0.27
2006	3.22	3.26	0.04	15	0.16	-0.31	0.31
2007	3.19	2.82	-0.37	17	0.13	-0.25	0.25
2008	3.43	3.02	-0.41	26	0.2	-0.39	0.39
2009	3.37	3.15	-0.22	16	0.21	-0.41	0.41



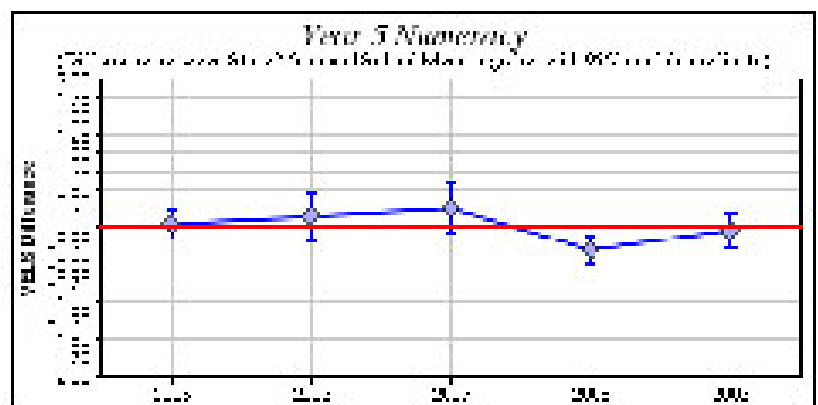
YEAR 5 SPELLING

	State Mean	School Mean	Difference	N	+/-	Lower 95% CI	Upper 95% CI
2005	3.11	3.25	0.14	24	0.15	-0.29	0.39
2006	3.13	3.15	0.02	15	0.16	-0.31	0.31
2007	3.15	2.94	-0.21	17	0.15	-0.29	0.39
2008	3.41	3.07	-0.44	26	0.16	-0.31	0.31
2009	3.44	3.54	0.1	16	0.15	-0.29	0.39



YEAR 5 MATHS

	State Mean	School Mean	Difference	N	+/-	Lower 95% CI	Upper 95% CI
2005	3.16	3.19	0.03	25	0.1	-0.2	0.2
2006	3.1	3.23	0.13	15	0.17	-0.33	0.33
2007	3.08	3.32	0.24	16	0.17	-0.33	0.33
2008	2.79	2.48	-0.31	25	0.1	-0.2	0.2
2009	2.85	2.8	-0.05	15	0.12	-0.24	0.24



Achievements

- A new Learning & Teaching Policy was developed after a series of Staff Meetings focussing on learning & teaching facilitated by Mrs. Pauline Fisher
- Teacher Professional Development in 'Reading To Learn', 'Catch a Falling Star', Inquiry Learning & Indigenous Perspectives
- Our Gr 5 & 6 students spent 3 days in Melbourne at Urban camp visiting many Melbourne attractions.
- All students in Gr 1 undertook the Victorian Gr 1 observational survey
- Students in Grades 3 & 5 undertook NAPLAN testing in reading, writing, language conventions and numeracy.
- Scientwists' Science day
- All staff attended a Professional Learning day with Kath Murdock on Inquiry Learning
- Mrs. Mason and Ms O'Sullivan attended 4 days with Curriculum Leaders with Kath Murdoch

Student Wellbeing

Goals & Intended Outcomes

Our overarching goal was to Foster quality partnerships and relationships within our school and parish community and to Promote Occupational Health and Safety across the school. To achieve this we aimed to:

- Extend current Buddy system to Family Buddies
- Focus on OHS training for staff and students
- Focus on Health training including First Aid and Anaphylaxis training
- Further develop and improve Individual Learning Plans for students with additional needs
- Promote healthy lifestyle
- Improve the workings of Parent Support Group Meetings

Student attendance

Average: 99% (230 absences)

After School Care

Average attendance: 10

Achievements

- Anaphylaxis training was undergone by the School Principal, Admin Officer & ASC Provider
- Forward planning of Parent Support Group Meetings with formalised agendas and CEO Staff in attendance
- Professional Development was provided on formulating Individual Learning Plans
- A 'Go For Your Life' Policy was developed
- All staff participated in an Asthma Training course
- Our Chaplaincy Program continued to provide support for the well being of our students
- Transition
- Staff wellbeing
- Healthy Lifestyle
- 'Promoting Positive Relationships' Days
- After School Care and Active After School Communities continue to attract sustainable numbers

Leadership & Management

Goals & Intended Outcomes

Our overarching goal was to *encourage meaningful leadership for Staff and Students.*

To achieve this we planned to:

- Participate in the 'High Performing School' Professional Development and School Survey
- Commit to ongoing Staff Leadership team Formation
- Increase responsibilities of Student Leadership Groups
- Investigate School Board Renewal & formation.

Total staff in 2009: 13 (10 teaching, 3 non-teaching)

Staff Retention: No staff members left Sacred Heart at the end of the year. This figure shows 100% of staff were retained.

Teacher Qualifications:

All full time teaching staff hold a Bachelor degree.

I have completed 7 of the 8 required units to gain a Masters in Educational Leadership.

Staff Attendance:

Teaching staff: 97.9%

Non-teaching staff: 95.7%

Total for all staff: 96.8%

Non-teaching staff: Cert III in Education – 3
Cert IV in Frontline Management - 1
Diploma of Business Accounting – 1

Expenditure and teacher participation in Professional Learning:

Total expenditure for the year \$19,126.38, this is an average of \$1912 per teacher.

All teachers participated in Professional Development over the year.

Staff Long Service Leave:

Mrs. Cindy Luksch – 3 weeks

Ms Kathy O'Sullivan – 2 weeks

Mrs. Brenda Mason – 2 weeks

Achievements

- A Staff Professional Learning Policy was developed.
- Teacher Professional Learning plans were written and kept by all staff.
- Student leadership teams worked co operatively and responsibly through the year providing excellent role models for all students

Financial Performance

Financial Performance for the year ended 31 December 2009

Reporting Framework	Modified Cash \$
Recurrent income	Tuition
School fees	40,061
Other fee income	40,702
Private income	39,100
State government recurrent grants	264,066
Total recurrent income	1,184,056
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	823,603
Non salary expenses	167,942
Total recurrent expenditure	991,545
Capital income and expenditure	Tuition
Government capital grants	231,598
Capital fees and levies	27,500
Other capital income	-
Total capital income	259,098
Total capital expenditure	179,751
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	Tuition
Total opening balance	25,997
Total closing balance	22,962
Non DEEWR FQ reported items	Tuition
System levies (payments)	(165,705)
Intra systemic transfer receipts (payments)	7,225
Diocesan capital fund (SCF) receipts (payments)	(6,840)

Note that the information provided above now includes the following items that are not derived from the Department of Education, Employment and Workplace Relations (DEEWR) Financial Questionnaire (FQ) however which form part of the school's finances: System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. DEEWR has finalised the process of reviewing the FQ during 2009 which may ultimately change the method of reporting these exclusions.

School Community

Goals & Intended Outcomes

To build a strong sense of school community in students, staff and families is an ongoing goal of Sacred Heart School.

Achievements:

- We celebrated Mass to begin the year followed by a 'Welcome' BBQ
- The School Newsletter is available weekly in hard copy and online. More families are choosing to save paper and read the newsletter online.
- Parents & parishioners are invited to attend School Masses
- Parents are invited to attend weekly assemblies acknowledging student successes and celebrating learning.
- Our students participated in the annual 'Taste of Tatura' Festival – creating artworks under the guidance of local artist Angie Russi and carrying them in the opening procession
- Catholic Education Week was celebrated with enthusiasm with Mass, a parish morning tea, an Open Day, a 2010 Prep Information session and participation in 'Sandhurst Switches Off' day. Our new school postcards were distributed to local kindergartens during the week and posters advertising our Open Day were displayed. The theme for the week was 'Called & Gifted'.
- The Feast of the Sacred Heart was also celebrated with a Mass that was well attended by families and grandparents. A very crowded Grandparents Morning Tea followed. We certainly are looking forward to our new hall!
- Our Whole School Musical 'Circus Splendida' was enjoyed by all. It was performed for the Moyola residents during the day and school families and friends at night.
- Involvement with Moyola Residents
- Promoting Positive Relationships Days
- Prep Transition Program
- Swimming Program
- Dance Festival
- Local Tree Planting (Crouching Emu Project)
- Zone Sports days
- Victorian Police Soccer Clinic
- Tatura Community Reading Day

Active After School Communities

Activities included:

- **Term 1** Mini Gym & Tennis
- **Term 2** Multi Skills & Soccer
- **Term 3** Circus Skills & Netball
- **Term 4** Multi Skills/Games & Cricket

Teaching and non teaching staff have displayed a high level of satisfaction through their positive attitude and enthusiasm for their work. Students have also shown a positive attitude and a willingness to learn and co operate with each other and staff. Parents have continued to support the school in many ways.

Teacher Voice Results from the 'High Performing Schools' Program clearly showed a high level of teacher engagement and satisfaction.

A Parent satisfaction survey was conducted at the end of the school year.

Analysis of Parent Survey Data

Of the 29 families who responded 26 agreed (or strongly agreed) that students were generally happy at our school. 3 families remained neutral.

28 families agreed (or strongly agreed) that Sacred Heart provides a positive learning environment. 1 family remained neutral.

29 families agreed (or strongly agreed) that Social Skills are important at Sacred Heart.

26 families agreed (or strongly agreed) that student well being is important. 3 families remained neutral.

28 families agreed (or strongly agreed) that Sacred Heart provides a strong faith dimension. 1 family remained neutral.

25 families agreed (or strongly agreed) that Sacred Heart provides an appropriate academic standard. 3 families remained neutral and 1 family disagreed with this.

20 families agreed (or strongly agreed) that we provide individualized learning appropriate to the needs of different students. 7 families remained neutral and 2 families disagreed.

26 families agreed (or strongly agreed) that Teaching and Learning is continually improving at Sacred Heart. 3 families remained neutral.

27 families agreed (or strongly agreed) that teachers are passionate about teaching while 4 families remained neutral.

22 families agreed (or strongly agreed) that SHS encourages open and honest communication with parents. 1 family remained neutral and 1 disagreed.

23 families agreed (or strongly agreed) that student behaviour is managed positively and consistently. 4 families remained neutral and 2 families disagreed with this.

27 families agreed (or strongly agreed) that students are generally well behaved at SHS. 2 families remained neutral.

21 families agreed (or strongly agreed) that SH takes bullying issues seriously and acts accordingly while 6 families remained neutral. 2 families disagreed with this.

19 families agreed (or strongly agreed) that student reports are helpful. 8 families remained neutral and 2 families disagreed.

28 families agreed (or strongly agreed) that pride is taken in the physical environment at Sacred Heart. 1 family remained neutral.

26 families agreed (or strongly agreed) with the statement 'Overall I am happy with the education Sacred Heart provides.' 3 families remained neutral.

Future Directions

The following goals have been identified by the school community:

- To build awareness of Social Justice issues
- To continue to work toward creating a 21st century learning environment by exploring the possibilities of 1:1 laptop program, COWS (Computers on Wheels) and internet connection.
- Numeracy Teaching focus
- Continue to develop the Inquiry Learning Model across the school
- First Steps Writing Professional Development
- Completion of BER project and the creation of a school master building plan
- To encourage the use of Christian Meditation across the school and to create a Sacred Garden around a labyrinth