



Sacred Heart School, Tatura

REGISTERED SCHOOL NUMBER: 0324



2013 Annual Report

TO THE SCHOOL COMMUNITY

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Contact Details

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Minimum Standards Attestation

I, Trish Miller, attest Sacred Heart School, Tatura is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014

Our School Vision

Sacred Heart 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 lifelong 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

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 lifelong learners through commitment to inform, 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

Sacred Heart Catholic Primary School was begun by the Sisters of Mercy in 1900. The school was led by the Sisters until 1985. Today the school continues to maintain a strong commitment to the values and ideals of the Sisters of Mercy.

Sacred Heart is a vibrant Catholic learning community where the curriculum embraces the total development of each student. The school aims to provide opportunities for each student to realise their full potential: academically, spiritually, socially, emotionally, creatively and physically.

Our School is committed to innovative and contemporary learning programs to ensure students are well equipped to become effective learners, able to work co operatively with others in a changing world.

Sacred Heart provides a supportive learning environment in a technology rich learning environment.

In 2013 our overarching goals were for our school community to:

- *engage fully with human potential, inspired by the Catholic Story - **Catholic Identity***
- *create prophetic and courageous leaders - **Leadership***
- *foster liberated learners - relating, engaging, inquiring, persevering, challenging, reflecting and learning from each other - **Learning & Teaching***
- *build a hope filled community - **Pastoral Wellbeing***
- *be just and faithful Stewards - **Stewardship of Resources***

The school enrolment at the August census was 170 students

In 2013 the class groupings were:

- 2 x Prep/ Year 1 classes
- 1 x 1/2 class
- 1 x Year 2/3 class
- 1 x Year 3/4 class
- 2 x Year 4/5/6 classes

Each class had one hour of Specialist Art, one hour of Music per week.

Within a nurturing Christian environment students are encouraged to develop respect and concern for others, to acquire leadership skills and self-discipline.

The Sacred Heart curriculum is inclusive of students with special needs, providing support as well as extending and enriching all students, ensuring the nurturing of individual potential.

The curriculum is relevant- providing structure and challenge, fostering creativity through authentic learning experiences.

Principal's Report

2013 was an exciting year at Sacred Heart that was marked by many highlights and areas of growth.

I began my principalship at Sacred Heart by taking the time to get to know the very friendly staff, students and school families. Sacred Heart is a school with a proud Mercy heritage and a strong, supportive, friendly community.

Throughout 2013 we continued to build on Sacred Heart's many strengths and moved to explore new directions in learning and teaching.

We continued to focus our energies on the five key areas of Catholic Identity, Leadership, Learning and Teaching, Pastoral Wellbeing, and Stewardship of Resources. We also continued to embrace our Positive Behaviours & Intervention Support focus of **'Be Responsible, Be Respectful, Be Resilient. Be your Best!'**

During 2013 we continued to honour our Mercy Charism by celebrating a Mercy Day on November 11th. Our Catholic Identity Policy was completed and our Religious Education Policy was revised. We also introduced a number of initiatives to further enhance our relationship with the parish including invitations to encourage our families to actively take part in Sunday Masses.

I would like to sincerely thank Fr. Michael Morley for his enthusiastic support, guidance and generous gift of time during his extremely busy schedule. Fr. Morley has continued to be a strong and supportive Canonical Administrator. Fr. Michael's presence in our school; particularly his weekly participation in our assemblies is warmly welcomed and truly appreciated.

I would also like thank the many parishioners who continue to welcome our school community into parish events and life. The partnership between Sacred Heart Parish and Sacred Heart School here in Tatura is active, vibrant and rich thanks to the positive relationships that have been nurtured and supported to grow over many many years.

Our 1:1 Laptop Program for our Grade 5/6 students continued to develop, increasing our students' engagement in school, improving their technology skills, and having positive effects on students' learning.

This year we continued to improve the significant level of parent engagement that takes place in many and varied ways. Many parents took the opportunity to become involved in the Parent Engagement strategy facilitated by George Otero and later enhanced by CEO staff.

I would like to take the opportunity to thank Lisa Wagner, our School Board Chair, members of the School Board, Debbie Vincitorio, our Parent Club Chair, Nicolle Answer, our Parent Club Secretary and other active members of the Parent Club. The willingness of these people to generously offer their time, expertise, energy and enthusiasm adds richness and quality to the educational outcomes of every student at Sacred Heart.

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

I would like to thank our dedicated staff for their commitment to providing the best possible education for our students in a positive, professional, caring way. At the end of 2013, three of our staff members moved on to other schools and new challenges in their teaching careers. Our whole school community has opportunities to thank Mrs Angela Finn, Ms Kathy O'Sullivan and Mr Arren Smith for their wonderful contributions to our school.

After School Care at Sacred Heart continues to grow and provide an excellent service to our school families. Early in the year we farewelled Ms. Katie Christopher as co-ordinator of our facility. Katie continues to work with us as our School Chaplain. Ms. Dulcie Rowley took on the role of After School Care Co-ordinator in May. Dulcie brings with her a wealth of Early Childhood knowledge gained through her role as Pre School assistant.

Our school website and School App continue to be the primary source of information and means of communication with school families, reducing the amount of paper copies that need to be printed.

Our annual 'Mercy' award was presented to Alyssa Serra – a graduating student in recognition of her display of the Mercy Values of Mercy, Dignity, Quality, Commitment and Care. Congratulations Alyssa!

Sacred Heart's school population continued to grow in 2013 and will continue to grow in the coming years. A decision to embark on the development of a Master Plan and design of a new open plan Senior Learning Space was made mid year by the School Board. These developments were made alongside the establishment of an updated shared Educational Philosophy an updated Strategic Plan and a revised Learning and Teaching Policy.

Staff, students and the wider school community then contributed ideas for the new building based on their beliefs about learning and teaching and the ways students learn best at Sacred Heart. Construction of the building began in Term 4. The building is expected to be completed in Term 2, 2014. As a school community we look forward to the building's completion and the next phase of development for the Sacred Heart School site.

Trish Miller
Principal

Education in Faith

Goals & Intended Outcomes

Goals

Living and Celebrating our Catholicity

Focus on putting our vision into action

Promoting Catholic Education within the parish and community

Intended Outcomes

- Mercy Charism Day (11/11/13)
- Continued focus on Christian Meditation
- Integrating 'Making Jesus Real' culture across the school
- Choir
- Maintain and build on social justice awareness

Achievements

Our commitment to building our relationship with the Sacred Heart Parish has been highly successful this year. Student, staff and parents joined parishioners on the First Friday of each month and also on the second Sunday of each month to celebrate Mass.

School family attendance at weekend Masses increased significantly with the introduction of a note inviting families to come along and encouraging students to nominate to be involved in the Mass in various ways. The School Choir's attendance at these Masses also enhanced our participation and proved very popular with parishioners.

In 2013, 15 students celebrated the sacrament of Reconciliation and 18 celebrated Confirmation and First Eucharist. Mrs. Finn oversaw the sacramental programs that involved the families of the children involved.

An ongoing focus on Christian Meditation and 'Making Jesus Real' continues to build our Catholic Identity at Sacred Heart. Senior students present Making Jesus Real foci and awards weekly at assembly.

Fundraising for Social Justice continues to be a strong focus in our school community. Donations of food for St. Vincent de Paul were strongly encouraged throughout the year and twice each term visits were made to deliver the food. This year, students raised

money for Caritas during Project Compassion and also to assist people in the Philippines following the tsunami. The St. Vincent de Paul Giving Tree was also well supported at Christmas time. I thank our families for their support and generosity.

On 11/11/13 we celebrate a Mercy Charism Day. Our focus on this day was to continue to maintain an awareness and appreciation of our Mercy traditions. Students gathered in their sports teams, which are named after Catherine McAuley, the first Sister of Mercy in Australia (Mother Ursula Frayne) and the first Principal of Sacred Heart (Sr. Alphonsus Geary) and spent the day researching our Mercy history.

This year a revised Religious Education policy and a newly written Catholic Identity Policy were written by staff and ratified by the School Board. These policies will guide planning and practice in the area of Catholic Identity for many years to come.

VALUE ADDED

Relationships between our school and parish continue to strengthen. Notes inviting students to attend and participate in weekend Masses were introduced. These have significantly increased the number of families attending Mass. This has in turn increased school family involvement in other parish events.

Making Jesus Real awards are celebrated weekly at assembly.

Students' focus on Social Justice issues continues to build. Support for local, national and international causes was central to the Catholic Identity Student Team's fundraising initiatives for 2013.

Our first Mercy Charism Day was celebrated on November 11th. This will become an annual event.

Our Religious Education Policy was revised and ratified and a Catholic Identity Policy was established.

Learning & Teaching

Goals & Intended Outcomes

Goals

Providing high quality learning and teaching across the school

Promoting Data Literate Teaching

Intended Outcomes

- Accessing Numeracy initiatives from Diocesan Network
- EMU Maths Training
- EMU Intervention
- Focus on data analysis to drive & direct staff & student learning
- Continue to implement Inquiry Learning and First Steps Reading
- Further development & implementation of Developmental Curriculum

Achievements

In 2013, numeracy was an area of significant focus for staff professional growth.

Three staff members completed EMU (Extending Mathematical Understanding) training which involved six professional learning days and the implementation of the EMU Program for six students at school. Angela Finn, Brenda Mason and Katy Dundon all successfully completed the course and shared their insights and knowledge with the rest of the staff regularly at PLC Meetings.

Sacred Heart was also chosen as a Pre Coaching School and was offered Numeracy Support from Mrs Bernadette Pierce, (CEO Lead Coach Numeracy). Bernadette visited three times each term to assist staff with numeracy planning and to provide professional development. These sessions proved invaluable for all staff. Increased understanding in this area has led to significant improvements in the teaching of numeracy across the school.

In addition to this Mrs Katy Dundon attended all Learning Leader Network days as our Numeracy Coordinator and continued to lead our Professional Learning Community Numeracy focus throughout the year. These weekly meetings continue to be a major source of staff professional development. Data analysis and interpretation is conducted within these weekly meetings and used to directly drive learning and teaching at each year level.

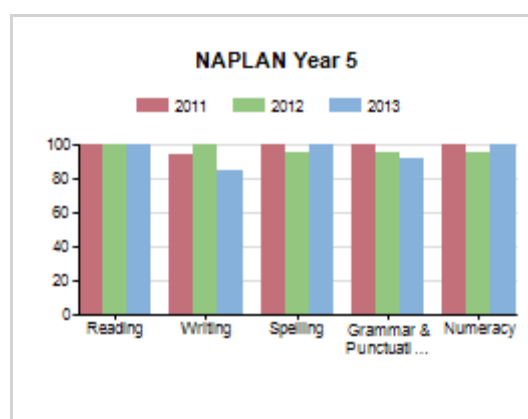
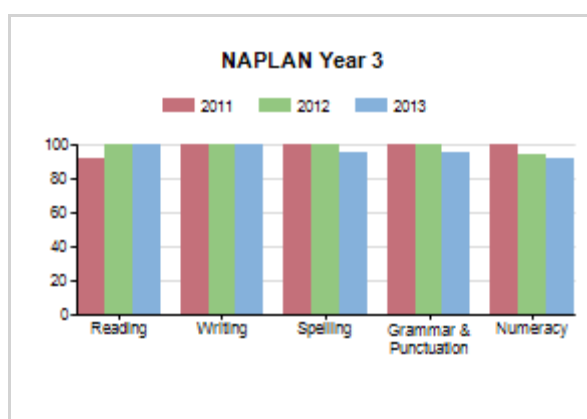
Staff continue to implement Inquiry based learning and are commitment to implementing First Steps Reading and Writing strategies.

Junior Primary staff also continued to explore various Early Childhood pedagogies and delivered learning opportunities through developmental play in Terms 2 - 4.

One major achievement in the area of Learning and Teaching was a decision to build a Senior Learning Centre that will cater for two classes in an innovative open plan building that will enable learning opportunities to be provided in many different ways. The development of these plans and the beginning of the building process is the culmination of a year's focus on educational philosophies and values. The design incorporates ideas and suggestions from staff, students, parents and the wider community.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2011	2012	2011–2012	2013	2012–2013
	%	%	Changes	%	Changes
			%		%
YR 03 Reading	92.3	100.0	7.7	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	96.0	-4.0
YR 03 Grammar & Punctuation	100.0	100.0	0.0	96.0	-4.0
YR 03 Numeracy	100.0	93.8	-6.2	92.3	-1.5
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	93.8	100.0	6.2	84.6	-15.4
YR 05 Spelling	100.0	95.5	-4.5	100.0	4.5

YR 05	Grammar & Punctuation	100.0	95.5	-4.5	92.3	-3.2
YR 05	Numeracy	100.0	95.7	-4.3	100.0	4.3



STUDENT LEARNING OUTCOMES

Year 3

In 2013 100% of Year 3 students met the minimum standards for reading and writing. This is an improvement from the 2011 figures in the area of reading and maintenance of excellent results in both areas from 2012 results.

The curriculum areas of Spelling, Grammar and Punctuation and Numeracy have all seen slight declines in results over the three years. In 2013 96 % of Year 3 students met minimum standards in Spelling and Grammar and Punctuation. This is a decline of 4% in both areas.

Numeracy is also an area where results have fallen in the last three years with 92.3% of students reaching minimum standards in 2013. These areas will be addressed in the Learning and Teaching section Annual Action Plan for 2014.

Year 5

In 2013, 100% of students in Year 5 met minimum standards in the curriculum areas of Reading, Spelling and Numeracy. These results maintain our reading results for

2011 and 2012 and indicate growth of 4.5% and 4.3% respectively for Spelling and Numeracy.

Grammar and Punctuation results have fallen in the last three years. In 2013, 92.3% of students minimum standards in this area in Year 5.

The area of Writing in Year 5 fell by 15.4% in 2013. Teachers have analysed the results for this year and have identified areas of Grammar and Punctuation and Writing that will be targeted to ensure improved outcomes in the future. Both Grammar and Punctuation and Writing will be specific areas of focus in 2014.

Student Wellbeing

Goals & Intended Outcomes

Goals

Fostering quality partnerships and relationships within our school and parish community

Fostering socially and emotionally competent learners

Creating & maintaining a safe & healthy school environment

Intended Outcomes

- Implementation of PBIS (Positive Behaviour Intervention and Support) Strategy
- Continue to strengthen Student Buddy, and Family Buddy program
- Focus on improvement of PSG meetings (inclusion of student voice in meetings each term)
- First Aid updates, including anaphylaxis training for all staff.

Achievements

This year, with the assistance of Mrs Katrina Johnson (Pastoral Wellbeing Consultant, CEO) we moved to the next step of the PBIS strategy that focussed on dealing with and documenting inappropriate behaviour in a consistent, supportive manner. This was accompanied with a continued emphasis on naming and celebrating positive student behaviour using the PBIS Reward Card system.

Our Student Buddy and Family Buddy programs continued to thrive. Year 6 students thoroughly enjoyed supporting their Prep buddies throughout the year. The attended Mass together, the Preps received a story written by their buddy and they completed Maths activities together regularly.

The Family Buddy Program was explained and encouraged during the Prep Information Sessions and all new families to Sacred Heart for 2014 were matched with partners by the end of the 2013 school year. This assists in the transition and welcoming of new families into the Sacred Heart School community greatly.

Support for students with special needs worked very well in 2013. Individual Learning plans were updated regularly during the termly Program Support Group Meetings. Students enjoyed taking part in these meetings and listening to teachers, teacher aides and parents explaining the many positives they could see in the learning taking place.

All staff completed necessary updates for First Aid and Anaphylaxis training. All staff also completed the Mandatory Reporting E Module.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	95.00
Year 2	94.82
Year 3	95.63
Year 4	97.14
Year 5	91.00
Year 6	96.25
Overall average attendance	94.97

Student absence reports are sent weekly to the School Office. Absences are then entered to SAS, our administration program. Parents are sent a note if their child has not returned an absence note confirming the absence and the reason for it.

Parents are encouraged to submit absence notifications through our Smart Phone App.

If there are concerns in regards to absences phone contact is made with the parents or caregivers.

VALUE ADDED

Value was added in the area of Pastoral Wellbeing through the following activities

- Weekly PBIS focus presentations at assembly
- Weekly award focussing on Positive Behaviour
- Aggregate tally of PBIS Reward card totals (school wide) displayed and celebrated at assembly weekly.
- Regular whole school rewards for reaching PBIS targets
- Student Buddy involvement in our Opening and End of Year Masses
- Buddy Maths activities weekly
- Buddy Christmas activities
- Family Buddy Summer Holiday Play Dates
- Ongoing PSG Meetings for students with additional needs
- Ongoing First Aid updates increasing staff knowledge
- Protective Behaviours PD for staff
- Years 3/4 Camp and Years 5/6 Camp

STUDENT SATISFACTION

The Student Engagement Index is based on all the indicators within Engagement and Relationships from the SRC student survey.

Student Engagement Index for 2011 was 70.4

Student Engagement Target for 2012 was 75.1

Student Engagement Index for 2012 was 67.3

Student Engagement Target for 2013 was 71.0

The Student Engagement Aggregate Indicator for 2012, as outlined in the 2013 Insight SRC data was 69.9.

The Student Engagement Aggregate Indicator for 2013 was 74.6. This showed improvement in the aggregate score, although the score still remained below the National Mean

Improved Student engagement will be a focus for 2014 at Sacred Heart.

Leadership & Management

Goals & Intended Outcomes

Goals

Encouraging meaningful leadership for all

Empowering staff to lead innovation and improvement

Building Student Leadership

Adopting sustainable policies and practices

Intended Outcomes

- Strengthened PLC culture for staff. During 2013 staff will focus on the area of Numeracy.
- Implementation of goals and recommendations from the Pastoral Wellbeing Review and Stewardship of Resources Review
- Increased authenticity of Year 6 Student Leadership Groups
- Development of a School Improvement Plan and a Maintenance Plan that takes into consideration our commitment to sustainable practices

Achievements

Parent Engagement

Through our continued involvement in the Empowering Local School Project, Sacred Heart worked on a number of parent initiatives to build and enhance our already very healthy levels of rich parent engagement. These initiatives were fully supported by the School Board.

Staff Leadership

Sacred Heart's Leadership Team in 2013 included: Mrs Trish Miller (Principal), Mrs. Angela Finn (Deputy Principal & Religious Education Coordinator), Mrs. Katy Dundon (Numeracy) and Mrs. Brenda Mason (Literacy). The collaborative, shared leadership model used throughout the year enabled all members of the team to share their talents. This has led to continued school improvement at Sacred Heart.

Angela, Katy and Brenda all trained as EMU teachers throughout 2013 and shared their knowledge with the rest of the staff through our Professional Learning Community meetings. This year our PLCs had a Numeracy focus and were very capably led by Katy Dundon.

Alexander McKinnon continues to lead staff and student focused sustainability initiatives.

All staff have taken on leadership responsibilities over the year and have maintained Professional Learning Plans resulting in ongoing improvement and development.

Student Leadership

Student leadership has continued to develop and gain authenticity at Sacred Heart. Student leadership teams met regularly with the School Principal and group role descriptions were developed and added to throughout the year.

Our weekly assembly is a credit to our student leaders. It is a wonderful celebration of our school week and is well attended by school families.

CEO Leadership

Throughout 2013, Sacred Heart was highly supported by Sandhurst Diocesan Leadership. Mrs. Pauline Fisher and Mrs Luci Quinn led a team of support personnel who assisted Sacred Heart staff, students and parents to undertake a significant exploration of learning and teaching. This process led to the development of new Educational Philosophies, a new Learning and Teaching Policy, input into the design of our new Senior Learning Centre and a collaborative formulation of our next School Development Plan and Annual Action Plan.

We also underwent highly successful Pastoral Wellbeing (including OHS) and Stewardship of Resources and are currently working through the implementation all goals and recommendations.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

Professional Development undertaken by staff in 2013 included:

- Diocesan Network Days in the areas of: Religious Education, Learning & Teaching, Arts, A3, Indigenous Perspectives, 1:1 Laptops, PBIS, Chaplaincy, DP Meetings, Principal's Meetings
- EMU Training (3 staff members)
- CPR & Anaphylaxis Updates,

- THRASS Training (3 staff members)
- SIDT Meetings
- Mentoring PD
- Source of Life New Teachers'
- Oral Language PD
- CDLP
- Sir John Jones PD
- George Otero, Parent Engagement Strategy

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

89.07%

STAFF RETENTION RATE

Staff Retention Rate

70.00%

TEACHER QUALIFICATIONS

Doctorate

0.00%

Masters

12.50%

Graduate

12.50%

Certificate Graduate	0.00%
Degree Bachelor	75.00%
Diploma Advanced	0.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	14
FTE Teaching Staff	10.840
Non-Teaching Staff (Head Count)	4
FTE Non-Teaching Staff	2.250
Indigenous Teaching Staff	0

TEACHER SATISFACTION

The Staff School Climate Index is based on all the indicators within Empathy, Clarity, Engagement and Learning from the SRC staff survey.

Staff School Climate Index for 2011 was 71.4

Staff School Climate Target for 2012 was 72.5

Staff School Climate Index for 2012 was 76.1

Staff School Climate Target for 2013 is 77.0

The Teaching Climate Aggregate Indicator for 2012, as outlined in the 2013 Insight SRC data was 78.3.

The Teaching Climate Aggregate Indicator for 2013 was 85.7. This result is very pleasing as the score is higher than the National Mean. Analysis of individual items within this aggregate identifies many areas within the top 25th percentile.

We have an ongoing commitment to empowering staff at Sacred Heart and anticipate continued growth in this area.

School Community

Goals & Intended Outcomes

Goals

Encouraging meaningful leadership for all

Encouraging greater participation of school families in weekend Masses

Intended Outcomes

- Participation in the Empowering Local Schools Project
- Improved Parent Engagement and Leadership
- Increased family participation in Sunday Masses

Achievements

Parent Engagement

Through our continued involvement in the Empowering Local School Project, Sacred Heart worked on a number of parent initiatives to build and enhance our already very healthy levels of rich parent engagement. These initiatives were fully supported by the School Board.

Initiatives included:

- Parent Learning Walks led by George Otero and Luci Quinn
- Increased engagement in Parent Led Reading Time
- Increased participation in our Community Playgroup. This program is led very capably by a school parent
- Introduction of a Community Library for toddler and baby siblings of students.
- Introduction of a parent gardening committee
- Introduction of a note inviting families to weekend Masses and encouraging students to take an active role in the Mass

PARENT SATISFACTION

The Parent Satisfaction Index is based on all the indicators within School Climate, Relationships and Engagement from the SRC parent survey.

Parent Satisfaction Index for 2011 was 73.4

Parent Satisfaction Target for 2012 was 75.6
Parent Satisfaction Index for 2012 was 76.5

Parent Satisfaction Target for 2013 is 78.5

The Community Engagement Aggregate Indicator in 2012, as outlined in the 2013 Insight SRC data was 76.4. The 2013 score increased to 81.4. This indicator is now above the National Mean with many of the indicators within the top 25th percentile.

Meaningful Parent Engagement is a focus for the School Board in 2013

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	-
Other fee income	82,845
Private income	18,989
State government recurrent grants	335,393
Australian government recurrent grants	1,209,304
Total recurrent income	1,745,097
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	1,125,011
Non salary expenses	267,471
Total recurrent expenditure	1,392,482
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	101,634
Other capital income	11,900
Total capital income	113,534
Total capital expenditure	169,385
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	189,133
Total closing balance	167,555

Note that the information provided above does not include the following items:

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. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

Future Directions

- Completion of our Senior Learning Centre
- Continue to strengthen the formal Professional Learning Community culture in our school. 2014 focus – Literacy - Terms 1 & 3, Numeracy - Terms 2 & 4
- Participation in the Sandhurst Coaching Intake 2 Strategy (Katy Dundon & Jane Stock), and Coaching for School Leaders (Trish Miller)
- Continue to explore the use of learning data to drive our learning & teaching
- Continue to encourage the use of technology as a learning tool across the school
- Exploration of various Early Childhood pedagogies and philosophies
- Insight SRC Survey Data: Focus on ‘Student Motivation’ - Student consultation process on student data
- Continued commitment of Positive Behaviour Intervention & Support
- Continued focus on the charism of the founders of our school – The Sisters of Mercy
- Ongoing focus on Internet safety -‘esmart’
- Continued focus on fostering and strengthening school/parish links
- Ongoing commitment to social justice

VRQA Compliance Data

I, Trish Miller attest that Sacred Heart School, Tatura is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014