



Sacred Heart Primary School, Tatura



2014 ANNUAL REPORT to the School Community

REGISTERED SCHOOL NUMBER: 0324

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Contact Details

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Minimum Standards Attestation

I, Trish Miller, attest that Sacred Heart Primary 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
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

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 founded by the Sisters of Mercy in 1900. Our school was located on its original site until 1966 and has been operating on the Hogan Street site since then. 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 dynamic, technologically rich learning environment that provides encouragement and support for all students to achieve to the best of their ability.

In 2014 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 165 students

In 2014, Sacred Heart increased to 8 classes. The class groupings were:

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

Each class had one hour of Specialist Art, and one hour of Music per week in Semester One and one hour of Specialist Italian and one hour of Specialist Music in Semester Two.

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. At Sacred Heart we understand and acknowledge that our students learn in different ways and place significant focus on ensuring our learning and teaching uses data to drive our teaching and to provide learning opportunities that best meet the needs of our students. We have also worked as a professional learning team of teachers to ensure that our learning spaces provide opportunities for learning to be maximised for each and every student.

Parent engagement has been a major focus for our school for several years. At Sacred Heart parents and wider community members are engaged in many ways in the education of our students.

Principal's Report

2014 was an excellent year at Sacred Heart that was marked by many highlights and areas of growth. Throughout 2014 we continued to build on Sacred Heart's many strengths and continued to focus on embedding practices that promise to facilitate long-term improvements in the area of learning and teaching. Throughout 2014, we were visited by schools from Sandhurst and Melbourne dioceses on four occasions to share our expertise and best practice in the areas of Learning and Teaching, Information Technology (x2) and PBIS, an achievement we were very proud of.

Our Sacred Heart community continued to grow as a vibrant faith community with strong connections with our Parish, as a community of learners and as a community passionate about building the capacity of each student through rich parent engagement and communication between school and home. This year we continued to improve the significant level of parent engagement that takes place in many and varied ways and to build on our earlier work with the Parent Engagement strategy facilitated by George Otero and later enhanced by CEO staff in 2013.

Sacred Heart is a school with a proud Mercy heritage and a strong, supportive, friendly community. Today our school has a very visible connection with our Mercy Charism that is live out through symbols, in what we do, in what we say and in the way we act.

In 2014 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!'**

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 to 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. Student use of iPads has also grown significantly during 2014. This has enhanced learning for students at all year levels.

During 2014, we were fortunate to be chosen to be a part of the MSSD (More Support for Students with Disabilities) iPad Project. This project enabled eight staff to receive specialised Professional Development with an Apple Consultant and saw our staff introducing Apps to students that truly changed educational opportunities for students who had previously found accessing the curriculum difficult. The learning from this project has had widespread implication for school wide future directions in regards to the use of technology within the school. These changes will facilitate improved learning outcomes for all students in future years.

Sincere thanks are due to Mrs Lisa Wagner, our School Board Chair, members of the School Board, and 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.

After School Care at Sacred Heart continues to grow and provide an excellent service to our school families. 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 Imogen Finlayson – a graduating student who is an active member of our school and parish, in recognition of her display of the Mercy Values of Mercy, Dignity, Quality, Commitment and Care. Congratulations Imogen!

Without a doubt, the highlight of 2014 was the completion of the cutting edge new Senior Learning Centre in June, that was built to accommodate Sacred Heart's strong population growth. This centre is an incredibly creative structure that has been consciously designed to accommodate the learning styles and needs of all students.

This building both precedes and is part of our 2014 building Master Plan and has been designed using information linked directly with Sacred Heart's new Educational Philosophy, updated Strategic Plan and revised Learning and Teaching Policy.

Transition to the new building was both exciting and very rewarding for all involved. I believe that the success of this transition can be clearly linked to the extensive consultation that occurred with staff, students and the wider school community and the contribution all groups had in regards to their beliefs about learning and teaching and ideas for the building design.

Trish Miller

Principal

Education in Faith

Goals & Intended Outcomes

Goals

1. *To recognise ways we can be living witnesses of God with a positive social conscience*
2. *To build on the inspiration of the Catholic Story by being living witnesses, inspired by the Mercy Charism and tradition*
3. *To engage students, staff and families in our Catholic Story within the context of our school and parish*
4. *To nurture and continue to strengthen our school and parish communities*

Intended Outcomes

- Continued involvement of children and families in Parish Masses and school liturgical celebrations
- Continued focus on honouring and celebrating our Mercy heritage
- Continued focus on Christian Meditation
- Continued focus and promotion of the partnerships we have with St Vincent de Paul Society, Caritas, and Moyola Lodge. These will be linked to Scripture (ECSIP)
- Integrating 'Making Jesus Real' culture across the school
- Continued promotion of the work of our new Mini Vinnies Team
- Continued promotion of 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 continues to be consistently high in numbers. This has been enhanced significantly by the use of a note that invites families to come along and also encourages students to nominate to be involved in the Mass in various ways. The introduction of Children's Liturgy, led very capably by two members of the Parish Pastoral Council and held in the school Staff Room has been a highlight for families with Pre Schoolers and young children. The School Choir's attendance at these Masses also enhanced family participation and has proved very popular with parishioners.

In 2014, 22 students celebrated the sacrament of Reconciliation and 26 celebrated Confirmation and First Eucharist. Mrs Marie O'Meara took over the role of Religious Education Coordinator

and did an excellent job of coordinating 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 many other worthwhile local, national and international projects. The St. Vincent de Paul Giving Tree was also well supported at Christmas time. I thank our families for their support and generosity.

The establishment of a Mini Vinnies team comprising students from Years 4, 5 & 6 who coordinated many of the above projects and met to discuss ways that they could make a difference to people within our school, local area and wider community was another highlight of the year. The passion and enthusiasm of these children and the support offered by staff and our local St Vincent de Paul Conference was extremely pleasing to witness.

VALUE ADDED

Relationships between our school and parish continue to strengthen. Numbers of families attending Mass have increased steadily throughout the year. This has in turn increased school family involvement in other parish events.

Our Catholic Identity and Religious Education focus is now clearly embedded into everything that we do. Staff are lead and assisted very capably by Marie O'Meara (REC) and the Leadership Team. Our Catholic Culture and Mercy Charism are purposely visible and central to all that we do.

Student focus on Social Justice issues led through our new Mini Vinnies Student Team continues to build. Support for local, national and international causes reached a monetary value of approximately \$1000 and was accompanied by many good deeds.

Learning & Teaching

Goals & Intended Outcomes

Goals

1. *To engage all members of the Sacred Heart community as positive and connected learners.*
2. *To provide purposeful learning and teaching experiences for all*
3. *To establish and maintain a stimulating learning environment that encourages problem solving, risk taking, exploration and purposeful learning*
4. *To identify each student's passions, interests, strengths and challenges*
5. *To engage staff, parents and students in meaningful data analysis within the purpose of understanding results and improving educational outcomes at Sacred Heart.*

Intended Outcomes

- The provision of relevant, engaging, scaffolded learning opportunities
- Teacher professional development and shared acquisition of knowledge about students' abilities acquired within the Sacred Heart Professional Learning Community (PLC)
- The fostering of curiosity and empowerment for learners
- Students will be engaged in 'real life' authentic learning experiences which will involve interacting with the wider community via increased parent and community engagement
- Improved staff knowledge gained via relevant Professional Development
- Focus on data analysis to drive & direct staff & student learning
- Individualisation of student learning tasks to better cater for individual need. This will be done using data to drive learning and teaching decisions and personalise learning
- Group analysis and interpretation of Insight SRC data from various groups within the school including the Leadership Team, staff and parents and the setting of goals in the Annual Action Plan to address pertinent issues
- Continue to implement Inquiry Learning and First Steps Reading

Achievements

In 2014, **Literacy, Numeracy** and **Coaching** were areas of significant focus for staff professional growth.

Professional Learning Community Meetings coordinated by Katy Dundon, Jane Stock and Trish Miller and attended by all staff on a weekly basis focused on literacy and numeracy data analysis and whole school planning for improved student outcomes. Other areas of focus

during these meetings included an analysis of how best to use learning spaces to improve learning outcomes and how to plan and teach to achieve 'high achievements' for students of all ability levels.

Trish Miller attended the Coaching for School Leaders PD and Katy Dundon and Jane Stock attended the Coaching PD facilitated by the CEO throughout 2014 and used the skills gained throughout this courses frequently throughout the year. Katy and Jane also attended all Learning Leaders Network days.

Junior Primary staff continued to explore various Early Childhood pedagogies and delivered learning opportunities through Developmental Play in Terms 2 - 4. As a staff, a conscious decision was made to change the name of these session to 'Investigations' as a means of encouraging an overall understanding of the way young children learn and gain knowledge.

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

STUDENT LEARNING OUTCOMES

Year 3

Reading and Writing results during 2011, 2012, and 2013 indicate consistently high standards, with 100% of students meeting minimum standards in all both areas in all three years.

Grammar and Punctuation results for Year 3 students indicate improvement in 2014 and a return to 2012 results with 100% of students meeting the minimum standard.

Numeracy results in Year 3 have shown a slow growth over the three years with 94.7 students meeting minimum standards in 2014. Numeracy will be continue to be an area of focus for staff during PLC Meetings and Professional Development.

Spelling results in Year 3 have shown a slow decline during the three years 2012 – 2014. This is a concern for Leadership and the staff in general. A strong commitment to improving spelling results through whole school data analysis, discussion and analysis during PLC Meetings and via Professional Development for staff has been made for 2015.

Year 5

Year 5 Reading and Spelling results show that 100% of students met minimum standards consistently during 2012, 2013 and 2014, with Spelling improving to this level in 2014.

Writing, whilst declining from the 100% benchmark in 2013, saw a 9.2% improvement in 2014.

Grammar and Punctuation whilst remaining in the mid 90%s saw a slight improvement in 2014.

Numeracy results in Year 5 improved from 2012 to 2013, reaching the 100% level but declined in 2014 to a level similar to 2012 – with 94.2% of students reaching the minimum standard. This again will be a focus via data analysis and planning to address this decline.

Student Wellbeing

Goals & Intended Outcomes

Goals

1. To create open-ended opportunities and independent learning where students can use their gifts and talents
2. To build relationships between our student that promote responsibility, cooperation and empathy
3. To create an Open Learning Environment that will cater for a variety of learning styles
4. To nurture and support the family as the primary educators of their children
5. To foster a safe, healthy, secure learning environment that will promote socially and emotionally competent learners
6. To develop supportive relationships within the school and wider community

Intended Outcomes

- The provision of a range of stimulating activities and resources
- Children's achievements will be acknowledged and celebrated
- Positive behaviour will be reinforced using PBIS Strategies and rewards
- Relationships will be enhanced through multi-aged engagement of all students (PPR Days – Promoting Positive Relationships Day).
- Individualised learning programs will be developed for students that begin with what each student knows and moves them to the next level through learning at their level of need. Teaching planning will be directly linked to data analysis.
- Programs will be implemented to enhance the wellbeing of all students. These programs will include: PBIS (Positive Behaviour Intervention and Support) Strategy, Making Jesus Real,
- Effective OHS processes and practices will be maintained at a high standard
- Continue to strengthen Student Buddy, and Family Buddy program
- PSG meetings and the Special Education Coordinator will continue to support students with special needs
- First Aid updates, including anaphylaxis training for **all** staff will take place annually.
- Parent and community engagement will continue to be enhance

Achievements

All student wellbeing programs continued to operate effectively as a means of ensuring Sacred Heart is a 'well' school.

Our Student Buddy and Family Buddy programs continued to thrive. Year 6 students thoroughly enjoyed supporting their Prep buddies throughout the year. They 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 2015 were matched with partners by the end of the 2014 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 was highly effective throughout 2014. 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.

A description of how non-attendance is managed by the school.

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
- Mandatory Reporting EModule PD for all staff
- Years 3/4 Camp and Years 5/6 Camp

STUDENT SATISFACTION

The Student Wellbeing Aggregate Indicator assesses student emotional wellbeing, the quality of teacher-student relationships and student engagement in learning. It is calculated using the following components of the *School Improvement Student Survey*: Emotional Wellbeing; Teacher Relationships; and Engagement in Learning.

The Student Wellbeing Aggregate Indicator trend for the years 2012, 2013 & 2014 is listed below:

2012	69.9
2013	74.6
2014	72.9

These figures are very slightly below the mean for Victorian school. Majority of the student data is very positive. However, the main area of concern for students is Classroom Behaviour in the form of disruptive students.

*Improved Student Wellbeing and Engagement is the **MAJOR** focus area of improvement from the whole of the 2014 Insight SRC data for Sacred Heart. **There will be a deliberate and continuous effort put into improving this aggregate indicator.** This will include data collection & analysis, and ongoing professional discussion & decision-making by Leadership and Staff*

Leadership & Management

Goals & Intended Outcomes

Goals

1. To encourage leadership by all staff through a collaborative disseminated leadership model
2. To continue School Board formation and empowerment
3. To continue to build and develop student leadership
4. To nurture a positive and relevant environment where we will create capacity for parental engagement, which will inspire and enhance student learning
5. To develop a more strategic/systematic approach to reviewing & developing school policies, responding to school wide data results and system initiatives

Intended Outcomes

- Improved leadership capacity for all staff.
- The development of Support Teams around the CoSSI areas and other key areas including Sustainability and Sport to support leaders and build the capacity of all staff
- Leadership Team Professional Development and formation
- School Board Professional Development and formation
- The development of programs and opportunities that encourage Student Leadership in supported, achievable ways
- Provision of a safe, welcoming environment for our parents that fosters inclusion, understanding, creativity and embraces parental engagement in a wide range of areas
- The development of a strategic & systematic approach to reviewing and developing School Policies & Procedures, and our schools interpretation and response to data including:
 - NAPLAN
 - Insight SRC
 - ECSIP data
 - School Review Recommendation
 - P – 2 Testing
 - PAT C, PAT M & PAT S
 - Locally developed formative and summative assessments

Achievements

Parent Engagement

Parent Engagement continued as an area of significant focus at Sacred Heart in 2014. In April, Marie O'Meara (REC) and Lisa Wagner, (School Board Chair) represented Sacred Heart as part of the Santa Fe Parent Engagement Study Tour.

Their learnings and the fantastic way they were able to share their thoughts with our school community and the diocese added a richness to our already thriving parental engagement initiatives at Sacred Heart. This has enabled us to expand the excellent work already being done since our involvement with George Otero and during the launch of the diocesan Parent Engagement Strategy.

Staff Leadership

Sacred Heart's Leadership Team in 2014 included: Mrs Trish Miller (Principal), Mrs. Marie O'Meara (Religious Education Coordinator), Mrs. Katy Dundon (Numeracy Leaders) and Mrs. Jane Stock (Literacy Leader). 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.

Trish Miller completed the first year of an intensive Executive MBA course through ACU and also completed the Coaching for School Leaders course run by CEO Sandhurst. Katy Dundon and Jane Stock also completed the Coaching for School Staff PD run by CEO Sandhurst.

In addition, Trish, Katy and Jane and five other staff members completed the IT Professional Development component of the MSSD (More Support for Students with Disabilities) Project which related to building capacity in the area of iPad use within classroom setting, with a focus on students with disabilities.

This year our Professional Learning Community Meetings focused on our continued improvement in the areas of Literacy and Numeracy, and also focused on building teacher capacity in the area of enabling high achievement amongst our learners. These meetings were led by Trish, Katy and Jane.

All staff have taken on leadership responsibilities over the year and have maintained Professional Learning Plans resulting in ongoing professional 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 2014, Sacred Heart was highly supported by Sandhurst Diocesan Leadership; Mrs. Pauline Fisher and Mrs. Luci Quinn.

This year, we underwent a highly successful Learning and Teaching Review and are currently working through the implementation all goals and recommendations.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

Professional Development undertaken by staff in 2014 included:

- Diocesan Network Days in the areas of: Religious Education, Learning & Teaching, Arts, A3, Indigenous Perspectives, 1:1 Laptops, PBIS, Chaplaincy, Principal's Meetings
- CPR, Asthma & Anaphylaxis Updates
- Mentoring PD
- Source of Life New Teachers'
- Graduate PD
- Oral Language PD
- Learning and Teaching Best Practice Tour (2 days – all staff)
- Learning and Teaching for High Achievement (all staff)
- Santa Fe Study Tour (REC & School Board Chair)
- Coaching for School Leader (Principal)
- Executive MBA – 6 Subjects (Principal)
- Coaching for School Staff (2 staff members)
- Positive Partnership Autism Training (4 day intensive with course work) (Principal and 1 staff member)
- More Support for Students with Disabilities IT PD (8 Staff Members)

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

14

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2,487

TEACHER SATISFACTION

The Four Cultural Pillars of Clarity (Role Clarity), Empathy (Supportive Leadership), Learning (Appraisal and Recognition, Professional Growth) and Engagement (Teamwork, Empowerment, Ownership) reflect the key behaviours that contribute to staff wellbeing, motivation and performance.

Sacred Heart's Percentile Ranking in these areas for 2014 are as follows:

Clarity – 93.1%

Empathy – 90.3%

Learning – 92.7%

Engagement – 94.4%

Organisational Climate Indicator

The Organisational Climate Aggregate Indicator for 2012 was 76.1%. The 2013 Organisational Climate Aggregate Indicator was 85.7%.

Sacred Heart's 2014 Organisational Climate Indication, which is calculated using data measuring: Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal & Recognition and Professional Growth was **91.6%**. **This placed our school at the percentile rank of 94.48% compared with the rest of the State.**

Teaching Climate Aggregate Indicator

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 was very pleasing as the score was well above than the State Mean. Analysis of individual items within this aggregate identifies many areas within the top 25th percentile.

Our Teaching Climate Aggregate Indicator for 2014 reached 93.5%. This indicator measures teacher satisfaction in the areas of Student Management, Curriculum Processes, Student Motivation, Respect for Students, Parent Partnerships, Teacher Confidence, Engaging Practices and Quality Teaching. **This placed our school on the 95.51 percentile compared with other schools in the State.**

At Sacred Heart, Leadership is very proud of our growth in this area and strongly committed to ongoing support for teacher wellbeing and job satisfaction.

School Community

Goals & Intended Outcomes

Goals

1. To further engage students, staff and families in our Catholic story
2. To nurture and continue to strengthen links between our school and parish community
3. To nurture a positive and relevant environment that continues to build the capacity of parental engagement at Sacred Heart
4. To engage all members of the Sacred Heart Community as positive and connected learners
5. To engage staff, parents and students in meaningful data analysis of Insight SRC data with the purpose of understanding the results and improving educational outcomes for students at Sacred Heart.

Intended Outcomes

- To provide ongoing opportunities for school families to celebrate our faith through prayer, liturgies and Masses
- Meaningful involvement for school families in the Home Based Sacramental Programs
- Increased engagement by school families in parish events in fulfilling and meaningful ways. This will include involvement in Parish Children's Masses and Sacramental Programs
- Increased parental engagement in a manner that inspires and enhances student outcomes
- Improved learning outcomes for students via better understanding of the needs of the Sacred Heart learning community by all of its members

Achievements

Parent Engagement

Through our continued commitment to the Sandhurst Parent Engagement Strategy, Sacred Heart focused on a number of initiatives aimed to enhance our already very healthy levels of rich parent engagement. These initiatives were fully supported by the School Board.

Initiatives included:

- Participation in the Santa Fe Parent Engagement Study Tour by Marie O'Meara (REC) & Lisa Wagner (School Board Chair)
- continuation of notes being sent home to invite families to weekend Masses. This encouraged students to take an active role in each Mass and has significantly increased attendance by school families at weekend Masses
- introduction of Children's Liturgy as part of weekend Masses. This is led by two school parents who are part of the Parish Pastoral Council

- formation PD for our Parents & Friends association members led by Pauline Fisher
- Increased engagement in Parent led Reading Time (at Sacred Heart students in P – 2 are fortunate enough to have the opportunity to read to an adult every day because of the very high levels of parents who stay for Morning Reading)
- Increased participation in our Community Playgroup. This program is led very capably by a school parent
- Continuation of our Community Library for toddler and baby siblings of students
- Introduction of the Mother Goose music program for babies and toddlers as part of our Playgroup (this was made possible by the school paying for one of our parents to train as a leader for this program)
- continuation of a parent gardening committee

PARENT SATISFACTION

Our Community Engagement Aggregate Indicator has also show significant growth in the last three years and now sits well above the State mean. This measure assesses parents' perception of their involvement in the school and their child's education. It is calculated using the indicators of: Approachability, Parent Input, Communication, Reporting and School Improvement.

In 2012, our results were at 76.4% satisfaction, in 2013, we reached 81.4% and in 2014, our results improved to 84.5%, which indicates the significant efforts we have put into improving parental engagement have been successful.

Deeper analysis of this data reveals satisfaction for each of the areas as follows:

Approachability – 91%

Parent Input – 96%

Communication – 81%

Reporting – 36%

School Improvement – 89%

We have already communicated to our parent community our full intention to adjust our Reports to make them more meaningful and useful sources of information. We currently await System developments in the area of Reporting that will take place via the introduction of ICON.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	0
Other fee income	\$82,883
Private income	\$26,846
State government recurrent grants	\$408,833
Australian government recurrent grants	\$1,447,979
Total recurrent income	\$1,966,540
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	\$1,136,838
Non salary expenses	\$286,189
Total recurrent expenditure	\$1,423,027
Capital income and expenditure	Tuition
Government capital grants	0
Capital fees and levies	\$12,077
Other capital income	\$115,184
Total capital income	\$449,480
Total capital expenditure	
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	\$167,555
Total closing balance	\$338,159

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

- Continued focus on fostering and strengthening School/Parish links
- Ongoing commitment to social justice
- Continued focus on the Charism of the founders of our school – The Sisters of Mercy
- Continue to strengthen the formal Professional Learning Community culture in our school - 2015 focus – Spelling
- Participation in the Reggio Emilia Study Tour (Katy Dundon, Cindy Luksch, Brenda Mason)
- Completion of Executive MBA Studies – 6 subjects (Trish Miller, Principal)
- Continue to use data to effectively drive our learning & teaching
- Continue to encourage the use of technology to enhance learning in all year levels using the SAMR Model
- Exploration and implementation of various Early Childhood pedagogies and philosophies
- Use of Insight SRC Survey Data – Focus: Improved ‘Student Motivation’, particularly in the area of student perception of Classroom Behaviour
- Continued commitment of Positive Behaviour Intervention & Support
- Ongoing focus on Internet safety -‘esmart’

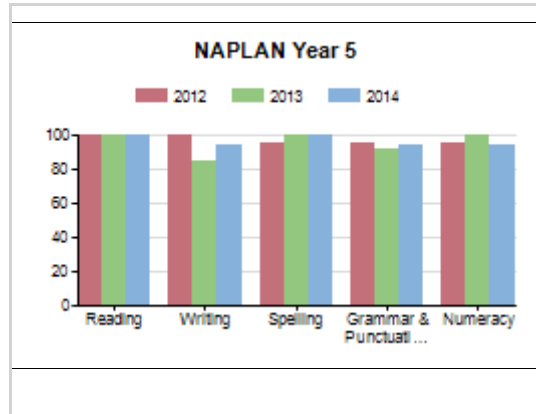
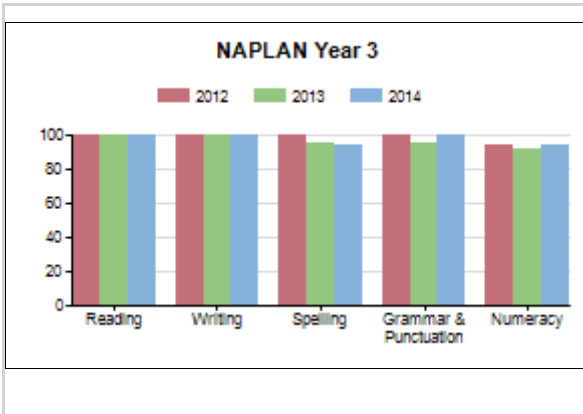
VRQA Compliance Data

E3007

Sacred Heart School, Tatura

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2012 %	2013 %	2012–2013 Changes %	2014 %	2013–2014 Changes %
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	96.0	-4.0	94.7	-1.3
YR 03 Grammar & Punctuation	100.0	96.0	-4.0	100.0	4.0
YR 03 Numeracy	93.8	92.3	-1.5	94.7	2.4
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	84.6	-15.4	93.8	9.2
YR 05 Spelling	95.5	100.0	4.5	100.0	0.0
YR 05 Grammar & Punctuation	95.5	92.3	-3.2	94.1	1.8
YR 05 Numeracy	95.7	100.0	4.3	94.1	-5.9



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Overall average attendance		95%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.27%

STAFF RETENTION RATE	
Staff Retention Rate	83.33%

STAFF QUALIFICATIONS	
Doctorate	0.00%
Masters	22.22%
Graduate	22.22%
Certificate Graduate	11.11%

Degree Bachelor	77.78%
Diploma Advanced	33.33%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	18
FTE Teaching Staff	18.680
Non-Teaching Staff (Head Count)	5
FTE Non-Teaching Staff	5.356
Indigenous Teaching Staff	0