

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



Sacred Heart Primary School, Tatura

2015

REGISTERED SCHOOL NUMBER: 0324



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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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

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 2015 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***

206 students were enrolled at the school on the August census date for 2015.

In 2015, Sacred Heart increased to 9 classes. The class groupings were:

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

Specialist Subjects taught at all year levels include: Art, Music and Italian.

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

2015 was another excellent year at Sacred Heart that was marked by many highlights and areas of growth. Throughout 2015 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 2015, we were visited by many schools from Sandhurst who came to share our expertise and best practice in the areas of Learning and Teach, 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.

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 lived out through symbols, in what we do, in what we say and in the way we act.

In 2015 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 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 2015. This has enhanced learning for students at all year levels. As a result of our increased knowledge and interest in the use of iPads to enhance learning, a decision was made to move to a 1:1 iPad Program for Years 5 & 6 from 2016 onwards.

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. Interest has also been shown in Before School Care. This will be introduced

next year. 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 Mickeely Gray – 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 Mickeely!

Trish Miller

Principal

Education in Faith

Goals & Intended Outcomes

Goals

1. *For staff, students and parents to recognise that Sacred Heart Primary School exists because of, and within the Tatura Catholic Parish and to nurture & continue to strengthen links between our school and parish communities*
2. *To recognise ways we can be living witnesses of God with a positive social conscience*
3. *To build on the inspiration of the Catholic Story by being living witnesses, inspired by the Mercy Charism and tradition*
4. *To engage students, staff and families in our Catholic Story within the context of our school and parish*

Intended Outcomes

- Continued involvement of children and families in Parish Masses and school liturgical celebrations
- Continued promotion and support for the Social Justice work of our Mini Vinnies Student Team.
- Continued focus on honouring and celebrating our Mercy heritage through ongoing learning and a commitment to an Annual Mercy Charism Day
- 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)

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 continued 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. 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 2015, 17 students celebrated the sacrament of Reconciliation and 30 celebrated Confirmation and First Eucharist. Mrs Marie O'Meara continued in her role of Religious Education Coordinator until December, when she retired following 28 years of service to Catholic Education in the Sandhurst Diocese. Marie 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 including the Adopt a Student Program. The St. Vincent de Paul Giving Tree was also well supported at Christmas time. I thank our families for their support and generosity.

The continuation of our enthusiastic Mini Vinnies team comprising students from Years 4, 5 & 6 was another highlight of the year. This team coordinated many of the above projects and met to discuss ways that they could make a difference to people within our school, local area. 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. Many school families attend Weekend Masses, particularly our very vibrant Children's Masses, which are held once a month and followed by a morning tea in our Mercy Centre. 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.

This year we completed a highly successful Full School Review, which included a Catholic Identity component. Within this component, the panel validated and highly commended our work which in two areas was plotted at the 'Exemplary' Standard and for all other areas, 'Achieved'.

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, particularly in the area of Spelling
- 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

Achievements

In 2015, **Literacy**, particularly **Spelling** was our area of specific focus for staff Professional Development.

Professional Learning Community Meetings were coordinated by Matt Cameron and attended by all staff on a weekly basis. They focused on data analysis and development of skills in the

area of spelling. They also involved Unit & 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.

Junior Primary staff continued to explore various Early Childhood pedagogies and delivered learning opportunities through Developmental Play, known as 'Investigations' in Terms 2 - 4.

Mid 2015 we were informed that our Application for a Minor Capital Grant that would enable the building of two more innovative open plan classrooms and an inspiring Outdoor Learning Space. This building will open up seven of our existing learning spaces and allow staff to work together in groups of two or three classes. The design follows on from the design of the Senior Learning Centre and incorporates many aspects that have proven successful in that space, including internal amphitheatres and flexible workspaces. These spaces will once again provides opportunities for students to learn in many and varied ways. Plans were completed by late 2015 and building will commence in January 2016. These classrooms are expected to be operational by early to mid Term 3.

STUDENT LEARNING OUTCOMES

Year 3

Writing results during 2013, 2014 & 2015 indicate consistently high standards, with 100% of students meeting or exceeding minimum standards in this area in all three years. In 2015, 97% of Year 3 students performed 'above' the minimum standard.

In 2013 & 2014, 100% of students met or exceeded the National Minimum Standards for Reading. In 2015, 91% of students exceeded the standard, 6% met the standard and 3% of students in Year 3 performed below the minimum standard.

Spelling results in Year 3 in 2015 have shown pleasing improvement with 100% meeting the National Minimum Standard (84% of these were above the standard). This reverses the decline seen during the three years 2012 – 2014. Spelling was the specific area of focus for staff professional development in 2015

Overall, Grammar and Punctuation results for Year 3 students indicate strong improvement in 2015. However, 6% of our students did not meet National Minimum Standards. Again, this reverses a declining trend in 2013 & 2014.

100% of Year 3 students achieved the National Minimum Standard or above in 2015. This builds on the growth 2013 & 2014 results. In 2014, 94.7% of students meet minimum standards.

Year 5

In the areas Reading, Writing, Spelling and Grammar and Punctuation, 7 % of our students fell below the National Minimum Standard in 2015. This is very similar to 2013 & 2014 results for Grammar & Punctuation. In the area of writing this result is similar to 2014 and a significant increase on 2013's results.

However, this is a decline for the areas of Reading and Spelling, where results show that 100% of students met minimum standards consistently during 2012, 2013 and 2014, with Spelling improving to this level in 2014. Reading has been identified as the area of focus for Staff Professional Development for 2015.

Numeracy results in 2015 were pleasing with 100% of our students reaching the National Minimum Standard. This reverses the decline in 2014 and returns us to the same level as 2012 & 2013.

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, Bravehearts (P-2), Protective Behaviours Program, & Daniel Morcombe Program.
- 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. Matt Cameron, our Deputy Principal took on the portfolio of Wellbeing Coordinator and led a very capable team that included Kate Dainton, our School Welfare Officer and a number of other staff interested in ensuring the Wellbeing of students remained a significant focus throughout the year.

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, and completed many learning activities together.

The Family Buddy Program was explained and encouraged during the Prep Information Sessions and all new families to Sacred Heart for 2016 were matched with partners by the end of the 2015 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 2015. 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 Class 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
- Family Buddy Summer Holiday Play Dates
- Positive Play at Play Breaks (optional structured activities for students to participate in at Break Times)
- Wellbeing Yoga and Meditation Classes
- Ongoing PSG Meetings for students with additional needs
- Ongoing First Aid updates increasing staff knowledge
- Mandatory Reporting E Module PD for all staff
- Years 3/4 Camp and Years 5/6 Camp
- Years P-2 Excursion

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 & 2015 is as follows

2012	69.9	2013	74.6
2014	72.9	2015	65.3

These figures are very slightly below the mean for Victorian school and are quite different to the very positive Staff and Parent scores. Classroom Behaviour in the form of disruptive students was a major concern in 2014. Scores in this area have improved. However, the student data indicates that Learning and Teaching needs to be more relevant to our students.

*Improved Student Wellbeing and Engagement is again a **MAJOR** focus area of improvement from the whole of the 2015 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 and Leadership

Parent Engagement continues to be one of the significant highlights of the Sacred Heart Community. Our vibrant and energetic parent community is actively involved in Learning and Teaching activities, in various committees and on the School Board. Our Family Buddy Program continues to support families new to our school and is very popular with all involved.

Staff Leadership

Sacred Heart's Leadership Team in 2015 included: Mrs. Trish Miller (Principal), Mr. Matt Cameron, (Deputy Principal & Wellbeing Coordinator), Mrs. Marie O'Meara (Religious Education Coordinator), and Mrs. Katy Dundon (Numeracy Leaders). 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 second year and final year of an intensive Executive MBA course through ACU. All other members of the Leadership Team attended various CEO facilitated Professional Development Sessions. Katy Dundon also attended an invitational Information Technology Conference run by Apple following the excellent work done in 2014 as part of the MSSD Project.

This year our Professional Learning Community Meetings focused on our continued improvement in the area of Literacy, in particular, Spelling and also focused on building teacher capacity in the area of enabling high achievement amongst our learners. These meetings were led by Matt Cameron.

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. 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 2015, Sacred Heart was highly supported by Sandhurst CEO staff, in particular Pauline Fisher, the GV Deanery Education Consultant. Staff at Sacred Heart frequently ask for CEO assistance and invite the various consultants and advisors into our learning community. This assistance is extremely valuable in helping us to best meet the needs of our learners.

This year, we underwent a highly successful Full School Review, which included VRQA Compliance and a Catholic Identity component. We are currently working through the implementation of all goals and recommendations.

Deanery and Diocesan Leadership

In addition to Leadership at school level, Lisa Wagner accepted and took up the position of Goulburn Valley Parent Representative on the Sandhurst Schools Education Board (SSEB) and also took on a role in the Parent Leadership Subcommittee. We congratulate Lisa on the work she is doing to enhance Parent Engagement throughout the diocese.

Trish Miller also took up significant Deanery and Diocesan roles accepting the positions of:

- Chairperson of the Goulburn Valley Deanery Principals group
- Chairperson of the Diocesan Primary Principals and Deputy Principals Learning Network Working Party
- Member of the Sandhurst Schools Education Board (SSEB) – Goulburn Valley Principals’ Chairperson
- Member of the SSEB Stewardship of Resources Subcommittee
- Member of the Diocesan Assessment and Reporting Working Party and
- Member of the Diocesan Working Party responsible for the creation of guidelines for Principals’ Leave.
- Chairperson and co-facilitator of the Goulburn Valley P-2 Literacy Network

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

Professional Development undertaken by staff in 2014 included:

- Sandhurst Diocesan Network Days in the areas of:
 - Religious Education
 - Learning & Teaching
 - Performing Arts, A3
 - Visual Arts
 - Indigenous Perspectives
 - Information Technology, 1:1 Laptops
 - Wellbeing: PBIS, Chaplaincy
 - Finance and Administration
- CPR & Anaphylaxis Updates
- Mentoring PD
- Graduate PD
- ECSI PD – Whole Staff
- Invitational IT Conference – 2 staff – 1 day
- Reggio Emilia Study Tour – 3 Staff – 12 days
- Principals & Deputy Principals Professional Learning Network – 6 days with Dr Julia Atkin – Focus – Leading Learning
- Executive MBA – 6 Subjects (Principal)

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	18
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 1222

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 2015 are as follows:

Clarity – 68.43%

Empathy – 59.33%

Learning – 78.95%

Engagement – 57.52%

Organisational Climate Indicator is calculated using data measuring: Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal & Recognition and Professional Growth.

The 2013 Organisational Climate Aggregate Indicator was 86.5%. The 2014 Organisational Climate Indication was 91.6% and the 2015 result was 82%. These scores are significantly above the Australian and Victorian mean.

Teaching Climate Aggregate Indicator

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.

The Teaching Climate Aggregate Indicator for 2013 was 85.7%. Our Teaching Climate Aggregate Indicator for 2014 reached 93.5% and our 2015 result was 83.7. 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.

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:

- 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

- 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
- School Board Chairperson – Lisa Wagner membership in the Diocesan Parent Leadership Committee

PARENT SATISFACTION

Our Community Engagement Aggregate Indicator has also show significant growth in the last four 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%, and in 2015, our result was 81.2%

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

Approachability – 92%

Parent Input – 68%

Communication – 84%

Reporting – 31%

School Improvement – 88%

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	\$86,373
Other fee income	\$97,913
Private income	\$32,163
State government recurrent grants	\$464,366
Australian government recurrent grants	\$1,624,309
Total recurrent income	\$2,305,124
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	\$1,359,212
Non salary expenses	\$295,783
Total recurrent expenditure	\$1,654,995
Capital income and expenditure	Tuition
Government capital grants	
Capital fees and levies	\$30,637
Other capital income	\$13,520
Total capital income	\$44,157
Total capital expenditure	
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	\$338,159
Total closing balance	\$297,382

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Future Directions

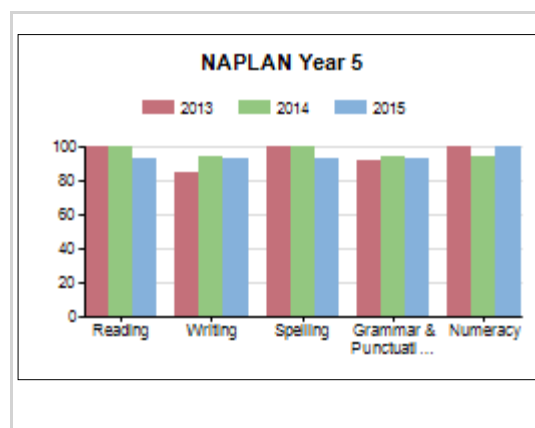
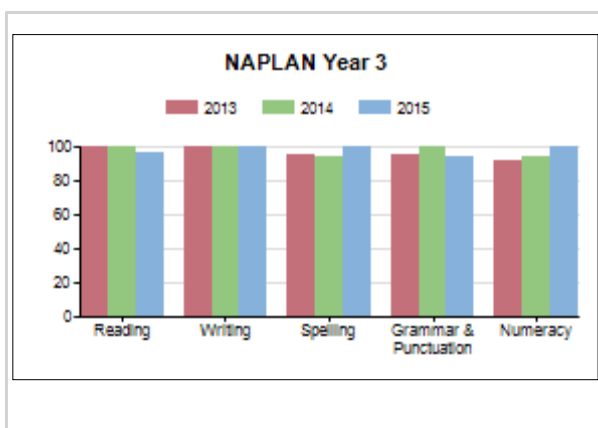
- Continued focus on fostering and strengthening School/Parish links
- Ongoing commitment to Social Justice
- Continued focus on the Charism of the founders of our school – The Sisters of Mercy
- Continue to strengthen the formal Professional Learning Community culture in our school - 2016 focus – Reading
- 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’
 - 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	2013	2014	2013–2014	2015	2014–2015
	%	%	Changes	%	Changes
			%		%
YR 03 Reading	100.0	100.0	0.0	97.1	-2.9
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	96.0	94.7	-1.3	100.0	5.3
YR 03 Grammar & Punctuation	96.0	100.0	4.0	93.8	-6.2
YR 03 Numeracy	92.3	94.7	2.4	100.0	5.3
YR 05 Reading	100.0	100.0	0.0	92.9	-7.1
YR 05 Writing	84.6	93.8	9.2	92.9	-0.9
YR 05 Spelling	100.0	100.0	0.0	92.9	-7.1
YR 05 Grammar & Punctuation	92.3	94.1	1.8	92.9	-1.2
YR 05 Numeracy	100.0	94.1	-5.9	100.0	5.9



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.01
Y02	93.68
Y03	92.46
Y04	93.84
Y05	91.75
Y06	91.97
Overall average attendance	92.79

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.97%

STAFF RETENTION RATE	
Staff Retention Rate	69.23%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	20.00%
Graduate	30.00%
Certificate Graduate	10.00%
Degree Bachelor	80.00%
Diploma Advanced	30.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	17
FTE Teaching Staff	13.800
Non-Teaching Staff (Head Count)	7
FTE Non-Teaching Staff	5.150
Indigenous Teaching Staff	0