



2023

Annual Report to the School Community



**SACRED HEART
SCHOOL**
TATURA

Sacred Heart School

69-75 Hogan Street, TATURA 3616
Principal: Jamie McDowall
Web: www.shtatura.catholic.edu.au
Registration: 324, E Number: E3007

Principal's Attestation

I, Jamie McDowall, attest that Sacred Heart School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 May 2024

About this report

Sacred Heart School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact all schools demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

At Sacred Heart 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.
- In actively ensuring that all children have the right to feel safe and be safe in all school environments and outside of school hours.

Our Graduate Outcomes

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

- Be inspired by Christ
- Live an active and 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

Acknowledgment

At Sacred Heart we acknowledge the Yorta Yorta nation, the traditional custodians on the land on which our school is built, as they have occupied and cared for this country for many generations. We also celebrate their continuing contributions to the life of this region.

School Overview

Sacred Heart Primary School Tatura is a Catholic school, 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. Sacred Heart School endeavours to continue the great work of those who came before us as we build the story of Catholic Education for the Tatura community. The school, led by the Sisters of Mercy until 1985 still continues to maintain a strong commitment to their values and ideals of “Strength Through Faith and Love”.

Our spacious grounds and flexible learning environments allow us to provide a child centred curriculum which best meets the individual learning needs of all our learners. Our school is a vibrant part of the Sacred Heart Parish and the wider Tatura community. The school's enrolment at the 2023 August Census was 234 students. Our school was designed into twelve class groupings.

The Junior Learning Area (F-2) consisted of:

- Two (2) Foundation classes
- Three (3) Year 1/2 classes

The Middle Learning Area (3&4) consisted of:

- Three (3) 3/4 classes, and

The Senior Learning Area (5&6) consisted of:

- Three (3) 5/6 classes

The Staff of 29 work together as a team, strongly committed to Catholic education and the wellbeing of the all our learners.

Specialist classes taught are Italian, Visual and Performing Arts and Writer's Workshop. Teaching staff work and plan together in three units, junior, middle and senior and are well supported by Learning Support staff.

The School Leadership Team, School Advisory Council and staff worked within Strategic Plan 2021-2023. The areas of Catholic Identity, Pastoral Wellbeing, Leadership, Learning

and Teaching, Stewardship of Resources drove the 2023 Action Plan under each of these frameworks.

Principal's Report

It is with pleasure that I present to you my final Annual Report, summarising key accomplishments, challenges and developments over the 2023 school year at Sacred Heart School Tatura. This report reflects the dedication and commitment of our entire school community and highlights our collective efforts in providing an outstanding educational environment for our children.

Despite the challenges with our new build, the school community maintained a positive outlook and were very excited to finally move into the new space in Term Four. The purpose built Art, Music and Language Studio, along with an additional classroom have quickly become the hub of creativity and learning. This is a culmination of the vision and dedication of the Sacred Heart community to provide the best possible educational environment for our students and is a reflection of Sacred Heart's commitment to holistic education. This new space, will inspire, encourage and support the imaginations and talents of our young learners for many years to come.

Parents have been kept informed of school activities through daily messages on PAM, emails, fortnightly newsletters and regular social media posts. Information evenings and Learning Conversations were held throughout the year. End of term 'Celebrations of Learning' were an opportunity for children to showcase their learning. Social events such as Welcome Nights, School Athletics, breakfasts provided opportunity for families to enjoy the social aspects of Sacred Heart. Informal sessions were also provided where families were invited for "A cuppa and a Chat" to learn more about areas of interest. Our Masses have once again been special occasions for our school community and parishioners, followed by a celebration or an invitation to join the children for an activity at school.

Formal and informal student leadership opportunities continue to grow and develop. Year 6 Leaders are buddies for our new Foundation children and take the responsibility for many Leadership roles both within our school community and externally, always being excellent ambassadors for our school.

I have been greatly supported by the Executive Leadership Team, Dom Poppa and Loretta Robbins. Both bring a wealth of experience and deep understanding of curriculum, pedagogy and school operational matters to the role, building a supportive school environment that fosters academic success and personal development of both staff and students.

The 2023 Learning and Teaching focus was to develop a whole school approach to teaching Reading and Spelling. This included professional learning for all staff. Staff were able to access a number of professional learning activities in Religious Education that enhanced both their own learning and teaching and their spiritual growth. In conjunction with Sacred Heart Parish, several children prepared for and celebrated their Sacraments of Confirmation, Eucharist and Reconciliation.

Sacred Heart School recognises the importance of supporting the social and emotional wellbeing of our students and staff and have introduced many initiatives in this area. These have included several mental health and wellness programs and increased access to counselling services and resources.

Thank you to all the families of Sacred Heart for the support you give your children and the staff. The active partnership between home and school is greatly appreciated and valued. The involvement in your child's education, whether it be attending school meetings, volunteering or supporting school events, contributes significantly to the positive culture of Sacred Heart School

I would like to acknowledge the caring and dedicated staff at Sacred Heart School who constantly strive to create an environment that is nurturing, inspiring, and conducive to learning. Their commitment to the well-being and academic success of the children at Sacred Heart is truly commendable.

The support of our Advisory Council has been instrumental in guiding key decisions and initiatives throughout the year. Your expertise and commitment to the success of our school have contributed significantly to our achievements. A special thank you to our SAC Chair, Kylee Dewis and to Kylie and Julie Murrell who were readily available to provide me with extra support, knowledge and advice during the flooding that took place earlier in the year. Thank you to our leaving members for the invaluable time given to the school and welcome our new members.

I especially would like to thank and acknowledge the support I have received from our Assistant Principal, Dom. It has been a privilege working alongside Dom over the past two years and gratefully thank him for all he has given the school and parish community.

I am also very grateful for the invaluable support of our Admin Officers, Debbie Worm and Sally Dickinson and thank them both. I would also like to acknowledge and thank Fr John

Paul for the support he has given the school over his time at Sacred Heart and wish him well in his new appointment.

I feel very proud of Sacred Heart School and all our school community has achieved throughout 2023 and over my time at this very special place. I know there are many things that I will greatly miss but the joy and the energy that the Sacred Heart community have brought me each and every day throughout my seven years as Principal will truly be treasured. It has been an honour and a privilege.

Thank you again for your support and I wish you all the Christmas blessings and a safe and happy 2024.

Catholic Identity and Mission

Goals & Intended Outcomes

In 2022 Sacred Heart School undertook the Enhancing Catholic School Identity research as a part of our cyclical monitoring and evaluation of the importance of being a Catholic School in Australia in this current age. The data revealed that the majority of students and adults had a high regard to the Catholic nature of the school, both the education and our faith. Prayer life and Mass attendance was not so favourable. It was also evident that the community sought more opportunities for social justice issues and a greater awareness of ecological matters and a greater care for nature and the environment.

It was also evident that the school is one that is open to exploring the nature of our Catholic Faith and open to learning and sharing stories with a variety of with faith traditions and with God. From the Victoria scale we can deduct we are a 'Dialogue School'. As a Dialogue School, we choose to stress Christian inspiration in the midst of diversity of religion and society. A range of voices, views and perspectives are recognised and engaged with, with dialogue a major key. Sacred Heart is a Catholic school in the midst of cultural and religious diversity.

SCHOOL IMPROVEMENT PRIORITY:

- Strengthening our Catholic identity through deep connection to gospel story.
- Targeted use of school resources and An expert teaching team

GOAL: To enhance current rituals, prayers and curriculum through a deep focus on recontextualizing the gospel story.

STRATEGIES AND ACTIONS:

- Accessing quality professional learning in the area of recontextualising scripture in order for students to make strong faith and life connections.
- Religious education leader to facilitate planning of Source of Life Units

Achievements

Throughout the year the staff were able to access a number of professional learning activities that both enhance our learning and teaching, and our own spiritual growth. Experiences included:

- Shared Christian Praxis: David Walker CES Ltd
- Sacramentality in Scripture: Fr Elio Capra
- Preparing a liturgy: Maria Ford: CES Ltd
- Understanding the Advent Scripture: Maria Weatherill

In conjunction our Parish we offered Sacramental preparation, Steps In Faith, for both Confirmation Eucharist and Reconciliation:

- Confirmation Eucharist was held in May to coincide with Pentecost. Bishop Shane Mackinlay was the principal celebrant. Twenty-three children were confirmed and received Holy Communion for the first time.
- Reconciliation was held in August, with Fr John Paul being the presider for this. Thirteen children received the sacrament of Penance (Reconciliation)

Each Friday throughout the year a class of children joined our Parishioners at the 9:15 Mass. The children were able to connect with parishioners, introducing themselves and sitting with a parishioner. The children were readily accepted by the parishioners as they joined in with the Rosary and then the Mass of the day.

Each term we conducted a School Parish Mass in line with the normal Sunday Mass at 10:30. Whilst the up take was minimal, the opportunity to celebrate as a wider parish community was bountiful and enriching spiritually.

Staff prayed regularly at meetings with each person rostered to lead prayer and share their own personal reflections.

Our Religious Education units of work, based on the Source of Life, were planned to include a variety of activities that enable our children to grow spiritual, become immersed in scripture, explore the person of Jesus Christ and to go for in hope, peace and joy to be people of God.

Value Added

As a community we held a number of school Masses and coinciding events that welcomed our families into the school:

- Beginning of Year Mass – Welcome night
- Mothers Mass – Morning Tea
- Feast of the Sacred Heart – Mass, Annual Winter Appeal, Founders Day
- Grandparents and Elder persons Day - Mass, open classrooms, morning tea
- Celebrating our Dads – Blokes Breakfast for dad figures and their kids, blessing of the dads and our athletics carnival
- End of Year Mass – celebrating the year's learning, farewelling families and staff, celebrating our graduating class

Our Founders Day celebrations, held on the Feast of the Sacred Heart, included visits from Sr Pam Barlow and Sr Eileen, Riodan Mercy Sisters, exploring the Mercy story and charism, visiting the Mercy Convent, and a tabloid sports day.

At Sacred Heart we support Caritas Australia and the Society of St Vincent de Paul. To raise awareness among our children we held:

CARITAS

- Pan cake day, Shrove Tuesday, with a gold coin donation
- Project Compassion, raising approximately \$700
- Zooper Dooper days

VINNIES

- Annual winter appeal for the needy in our community – with donations of non-perishable foods, sanitary products, clothes and blankets
- The Giving Tree – once again donating items to help those that may be doing it tough during the Christmas Season

We welcomed the Tatura Lions Club to cook our BBQ for the Blokes Breakfast along with the sausage sizzle for our kids at lunch. Funds from the sausage sizzle were donated to the Lion Kids Cancer fund.

We sang Carols at the annual Lions Club Carols by Candlelight and for the residence of Mayola Lodge.

Sorry Day, Reconciliation Week and NAIDOC Week were all acknowledged and our children were immersed in experience that help us to understand the story of our indigenous Australians.

Our Year Five children, and a number of staff, were commissioned as F.I.R.E. carriers and we worked to raise awareness of the issues faced by our local clans the Yorta Yorta people. The F.I.R.E. carriers had experiences with local Aboriginal people and were able to explore the arts and cultural aspects of the local communities with the help of Troy Fibreglass and Michael Chisholm (CES Ltd).

Learning and Teaching

Goals & Intended Outcomes

SCHOOL IMPROVEMENT PRIORITIES: Developing a culture of learning

SCHOOL IMPROVEMENT GOALS:

- To ensure learning environments are in alignment with pedagogy and philosophy about learning, ensuring the needs of all students are catered for
- To develop the culture of the school community to enable learning for all
- To develop a student centered learning culture where high levels of achievement are scaffolded and expected

Achievements

During 2023 our Learning and Teaching focus was focused around developing a whole school approach to teaching Reading and Spelling. This involved a significant financial investment in providing professional learning for all staff as well as purchasing the required resources.

Our reading materials have been updated and teachers now have access to high quality and engaging texts to assist them to teach reading strategies and skills to students in small groups. Teachers were provided with professional learning opportunities throughout the year to assist them to further develop their knowledge in best practice in reading pedagogy. We also developed 'classroom libraries' in every classroom to enable students to practise their reading strategies through the allocation of independent reading time.

Our understanding that strong phonological awareness is the basis for literacy acquisition, prompted us to revisit our school's approach to teaching phonics. Teachers from Foundation to Year 2 participated in an intensive professional learning series called Little Learners Love Literacy. This program is designed by Speech Pathologists and focuses on phonemic awareness, the alphabetic code, vocabulary development and the link between knowledge in this area and reading, writing and spelling.

In addition, and in recognition of the link between reading and spelling, we made a commitment to fund (through both professional learning and teacher resources), and begin intensive direct instruction in spelling, using the highly recommended and research based program of Spelling Mastery. Students were grouped according to their spelling proficiency and were taught spelling strategies, patterns and rules in a sequential and explicit manner.

Our data analysis for 2023 has shown that our commitment to improvement in these areas has had a significant impact, with the majority of student groups showing above average growth over the school year, in both reading and spelling. This is gratifying to see and we feel confident we are setting our students up with a sound literacy basis that will assist them in all other learning areas as they continue through school.

Student Learning Outcomes

DATA ANALYSIS

For the first time in 2023, NAPLAN results are reported against proficiency standards with 4 proficiency levels for each assessment area at each year level. The top two levels are referred to as 'Proficient' and 'Exceeding'. Exceeding: the student's result exceeds expectations at the time of testing. Strong: the student's result meets challenging but reasonable expectations at the time of testing.

Our 2023 NAPLAN Data reinforced our commitment to continual and strategic improvement, particularly in the areas of Reading and Spelling with the majority of our students falling within these two levels in most areas.

A summary of these results are as follows:

In Reading 62% of our Year 3 students and 77% of our Year 5 Students were in the top two levels.

In Writing 64% of our Year 3 students and 71% of our Year 5 Students were in the top two levels.

In Spelling 56% of our Year 3 students and 61% of our Year 5 Students were in the top two levels.

In Grammar and Punctuation 30% of our Year 3 students and 60% of our Year 5 Students were in the top two levels.

In Numeracy 76% of our Year 3 students and 50% of our Year 5 Students were in the top two levels.

Analysis of our PAT (ACER) data shows that with the exception of Year 2, overall, between February and November, our students made above average growth in Reading, Mathematics and Spelling, outperforming the average growth represented in the norming sample.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	363	33%
	Year 5	501	68%
Numeracy	Year 3	416	85%
	Year 5	473	56%
Reading	Year 3	403	65%
	Year 5	518	87%
Spelling	Year 3	386	56%
	Year 5	486	68%
Writing	Year 3	399	70%
	Year 5	515	80%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Sacred Heart School is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and wellbeing. As a school, we work to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour.

SCHOOL IMPROVEMENT PRIORITIES:

- Nurture and promote wellbeing by building social and emotional capabilities across our school community.

GOAL: Develop a well school community where there is strong social connectedness

STRATEGIES AND ACTIONS:

- Engage in and support staff to be educated in the Mental Health in Primary Schools (MHiPS) program, leading to implementation.
- Support families to ensure regular and punctual school attendance for their children
- To improve support for children and their families to access mental health service providers
- Provide Behaviour Support Team training with Mr Dan Petro.
- Revisit and develop a strategic approach around our Tier 2 intervention programs in the area of Social Emotional Learning (SEL)

Achievements

During 2023 Sacred Heart School offered a variety of activities and programs to support our children with social and emotional needs. These programs are offered by staff here at the school and some by external providers. They include:

- Workshop wonders - building and creating with wood
- Emotikids - helping kids from Foundation to Year 2 regulate emotions

- Chill Skills - supporting children to become calm and relaxed
- Secret Agents Society (SAS) – supporting children and their parents with Autism
- Gardening Gurus – establishing and maintaining our vegetable patch
- Drum Beat – using drums to express yourself
- Art Therapy – using art as a means of self-expression
- Positive Play – lunch time activities for those children that find the playground hard to navigate
- Sand Therapy – Neta Kirby (per need basis offsite)
- Counselling services – Catholic Care
- Seasons for Growth – a program to help with loss and grief
- A school pastoral wellbeing officer (one day per week)
- Speech Pathology – for children in need of therapy (fortnightly)
- Occupational Therapy – for children identified with particular needs (fortnightly)

Our hope is to support our children to be happy and healthy enabling them to be the best learners they can be.

Value Added

Professional Learning

- Each term the Pastoral Wellbeing Leader attended the Diocesan lead days to collaborate with likeminded colleagues to expand and enliven the notion that we are 'salutogenic' community focus on the health of all individual to thrive in grow as learners in our community.
- Fran Browne, CES Ltd, provided learning around mandatory reporting, student behaviour and the ChildSafe code of conduct.
- Steve Hicks, CES Ltd, provided leaning around seclusion and restraint.
- All staff received anaphylaxis training and basic CPR and First Aid.
- Each term the required CES Ltd training was conducted.
- Dom Poppa and Emily Slaughter completed the Out of Home Care training.
- Pauline Hindson and Dom Poppa completed the ChildSafe Officer training.

Emily Slaughter undertook the role as Mental Health in Primary School (MHiPS). Dom Poppa, along with Emily, attended the initial professional learning day, led by the University of Melbourne, and attended by local primary schools in the district, both Catholic and Government schools. As the year progressed Emily continued to participate in professional learning and network meetings. Emily led the staff in sessions to communicate the MHiPS goals and up-skill them in with strategies to recognise mental health issues amongst the community and how to support our children when needed.

Sarah Langley continued on her role as Pastoral Wellbeing worker, regularly consulting with staff and parents to provide assistance for our children that were in need of support and counselling. A number of student and families were referred to Catholic Care for individual or family counselling, both onsite and at the Shepparton office.

Debbie Turvey, along with Annie Seccull (occupational therapist) ran the Secret Agents Society, SAS, for eight children. The program included three staff being trained as SAS assistants, regular parent information session and staff briefings. The program was successful in supporting our children with ASD, and their families, to develop strategies and skills to help them self-regulate, deal with a mix of emotions and successfully navigate relationships. The program was very well received and it will be offered in 2024 with eight children currently enrolled.

A core group of teaching staff formed the Behaviour Support Team and worked closely throughout the year with Dan Petro to be up-skilled in all matters in supporting the behaviours of all members of Sacred Heart School. The team developed One Page Safety plans, explored the behaviour intervention strategies and developed social stories to support and teach the school wide exceptions. The PBIS framework was reviewed and strategies put in place to continue to promote the schools four pillars; be responsible, be respectful, be resilient and be your best.

Student Satisfaction

A student survey was conducted seeking feedback as an indicator of 'Student Voice' as members of the Sacred Heart Learning Community. Students from Year 4 to Year 6 completed the survey, 60% of students surveyed indicated an overall positive endorsement of the school.

Student Satisfaction Survey Strengths:

- How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance was 76%
- Perceptions of the social and learning climate of the school was 70%

Student Satisfaction Survey Areas for Development in 2024:

- How attentive and invested students are in school was 47%
- Students' mindset about themselves as learners was 57%

- How much students feel they are valued members of the community was 54%

Student Attendance

Sacred Heart School encourages and supports students and parents to have full and active participation in school life.

The student attendance data is a legal document and must be completed accurately twice daily (morning and afternoon) by the class teacher. If a child is absent without notification a message will be sent to parents at 9:30am. A followup phone call is made by our administration team to confirm the absence of students with parents if communication is not received before 10am.

Class teachers makes contact parents if the child is absent on a regular basis (Attendance Trent) and notifies the principal, deputy principal and the wellbeing officer. Attendance is reported in the Semester 1 and 2 written reports.

If a child is absent for an extended period of time the family must inform the Principal in writing of their intentions with dates and reason. The Principal will respond to the parent in writing if extended leave is granted.

Concerns about patterns of absence are reported to the Principal/Wellbeing Team and discussed with parents.

Our attendance data for the year up to November 28, 2023 was:

Number of children	Percentage Range
1	100%
58	95-99%
85	94% - 90%
78	89 - 80%
5	79-70%
2	69 - 60%
5	60 - 54%

Average Student Attendance Rate by Year Level	
Y01	92.4%
Y02	91.1%
Y03	87.9%
Y04	88.3%
Y05	88.3%
Y06	88.1%
Overall average attendance	89.3%

Leadership

Goals & Intended Outcomes

Goals & Intended Outcomes:

- To build capacity of all staff to understand, articulate and model current best practice and student-centred learning.
- To continue to develop a culture of Professional Learning Teams.
- To collaborate with the School Advisory Council (SAC) in decision making to ensure the excellent facilities are maintained and managed and best practice is always sort and supported.

Achievements

- The Executive Leadership Team included: Pauline Hindson (Principal), Dom Poppa (Deputy Principal & Religious Education Leader), Emily Slaughter (Learner Diversity & Wellbeing Leader) & Loretta Robbins (Leader of Pedagogy and Curriculum)
- Each Unit had a Leader of Learning, Melissa Cassetta [Senior], Nicole Brown, [Middle] and Vanessa Tartaglia, [Early Years]. The teams met weekly to discuss the School Improvement Plan and implement programs in classroom.
- Professional Learning Teams worked together to improve student outcomes. Student data was analysed in teams, informing learning and teaching.
- The School Advisory Council met twice a term, either on site or via video conference, providing invaluable support and advice in the area of school improvement. They continued to provide ongoing support during necessary decision making throughout the year in respect to learning and teaching, and community wellbeing and connection.
- Leadership continued to meet the required standards for school registration, by demonstrating good governance, strong financial management, effective curriculum, sound teaching practice and a safe environment for all children.
- Dom Poppa and Nicole Brown were part of the Sandhurst Numeracy Learners Network, the focus being leading improvement in Mathematics Teaching and Learning.
- All staff participated in Respectful Relationship Professional Learning Day ensuring culture of respect and equality is embedded across the entire school community.
- The Behaviour Management Flowchart was reviewed, revised and embedded throughout the school. The revised version has been sent to CES Pastoral Wellbeing

Team and SAC for further review. The revised copy was available on the school website.

- Reports were provided for both Semester 1 and 2. All reports included a personal feedback comment, personal skills and attendance. All the Victorian Curriculum standards were once again reported on with growth points marked. Assessment tasks were also available on PAM throughout both Semesters. Learning Conversations took place in Term 1 and Term 3.
- Students in Years 3-6 participated in the Sandhurst Arts on Show [SAoS], providing an opportunity to showcase the capacity and skills of Sandhurst Arts teachers and students.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Professional Learning Staff have undertaken in 2023 include:	
<ul style="list-style-type: none"> • Using Data - PAT/ How to Use Assessments for Reporting/ Getting the most out of numeracy platform • Accreditation to teach Religious Education in Catholic School • National School Improvement Tool [NSIT] • Fountas and Pinnell • Assessment and Reporting - SIMON • Intervention with LLLL • Risk Management Workshop • PBIS Matrix • Mandatory Reporting • Moderation of Writing • Numeracy, Religious Education, Well being, Learner Diversity Network Days • Embedding Spelling Mastery • Graduate Teacher Induction, Early Career Teachers Network 	
Number of teachers who participated in PL in 2023	20
Average expenditure per teacher for PL	\$800.00

Teacher Satisfaction

Each term a Celebration of Learning staff survey was conducted providing all staff with the opportunity to comment on work load, working environment and job satisfaction. These surveys allowed opportunity to suggest things that could be improved and how these could be implemented. An example of a comment is "I am was a grateful for having a work environment where I am valued".

Teacher satisfaction was also discussed with the Principal during Annual Review Meetings held with all staff.

Satisfactions Survey Strengths:

- Overall School Positive Endorsement was 71%
- Perception of the overall social learning climate of the school was 92%
- Teacher's perceptions that staff at the school have what it takes to improve instruction was 89%
- Teacher's perceptions of the principal's faith leadership and of particular dimensions of Catholic Identity in school life was 84%

Satisfaction Survey Areas of Development in 2024:

- Perceptions of the coherence of the school's improvement strategy was 56%
- Perceptions of the amount and quality of feedback staff receive was 36%
- Perceptions of the school leadership's effectiveness was 57%

Teacher Qualifications	
Doctorate	0.0%
Masters	9.1%
Graduate	13.6%
Graduate Certificate	0.0%
Bachelor Degree	54.5%
Advanced Diploma	4.5%
No Qualifications Listed	18.2%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	20.3
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	7.8
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Thank you to all staff at Sacred Heart who have worked very hard to make 2023 a great year for the students. I admire the effort and dedication that you put into creating a nurturing and rich learning environment, as well as managing a wide range of student needs, and fostering in our children a love of learning. Your hard work does not go unnoticed. I am sure I am not the only parent who has children come home excited about something new that they have learned that day, and wanting to talk about it at home, and find out more! Thank you to the staff for being available to talk with parents and to help resolve any challenges that students may have been up against.

Thank you to Pauline and Dom for your leadership of our school, responsiveness, and communication, and for fostering a safe and encouraging learning environment. Thank you for your massive efforts on the school MALL project which has been on top of all the other things you need to do to run Sacred Heart. Thank you for the support and promotion of the School Advisory Council and for being prepared to listen, take on board feedback and keep us all informed and updated on the many aspects of running the school. The SAC provides a great opportunity to dig in deeper and understand all the work that goes on to keep Sacred Heart running smoothly. It was also interesting to learn about the new reading program and the spelling program and other aspects of pedagogy –for many of us parents who aren't working in a school environment, a greater understanding of teaching methods was new information and very helpful.

On behalf of the SAC and School Community, we wish Pauline and Dom well as you leave Sacred Heart in a strong position and move on to your next challenges and adventures.

Thanks again to Debbie for all you do as business administrator, the person who can answer any question at all, and for your role keeping us all on track with the School Advisory Council. Thanks also to Sally as Office administrator for everything you do.

Special thanks to Father John Paul for your continual support of the school, school masses, sacramental program and much more. We wish you well in your new adventure in Corryong Parish and Wodonga

Thanks to my fellow SAC members, your commitment and sharing of expertise, knowledge, ideas and questions have made the meetings really informative. I would also like to say a big welcome to our new SAC Members, Katelyn McIntyre and Lachlan Scott!

One of the SAC focus areas for next year is holding more school community and social events and inviting more school volunteers to bring their ideas to the table and share the workload. There seems to be a lot of support from the school community for this, at least in the conversations I've had in the last few weeks. So, I look forward to a busy and productive 2024 at Sacred Heart!

Kylee Dewis - November 2023

Achievements

2023 has been a very busy year, it seems like only a few months ago that I was writing this report in November 2022, and suddenly 2023 is ending.

Some highlights were:

- Reaching the finish line on the beautiful new building – the MALL project, despite a few challenges and 1 in 100-year rain and hail events testing the resolve and resilience of Pauline and her team!
- School Rock Band and Choir concerts!
- Athletics events, cross country, swimming, and sport programs
- Mothers and Father's Day events
- The buddy program.
- Excursions and Incursions
- Expos and events – like this week "Push and Pull".
- Crazy hair day!
- 100 days of school for Foundation
- Regular assemblies – now that we can
- Book Week - how could we forget book week, highlight of the children's social calendar, dread of every parent who knows they will have to magically create the outfit that their child sees in their own mind- possibly the night or a few days before with last minute trip to Spotlight or Kmart thrown in for good measure.

Parent Satisfaction

A parent survey was conducted seeking feedback as a learning community health check. Although a low level of participation in the survey across the school community, 61% of parents surveyed indicated an overall positive endorsement of the school.

Parent Satisfaction Survey Strengths:

- Families' perceptions of the social and learning climate of the school was 74%
- Families' perceptions of and engagement with the overall Catholic identity of the school was 69%

Parent Satisfaction Survey Areas for Development in 2024:

- Factors that can hinder a family's interaction or involvement with their child's school was 46%
- The timeliness, frequency, and quality of communication between the school and families was 55%

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.shtatura.catholic.edu.au