

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



**Sacred Heart Primary School
Preston**

2018

REGISTERED SCHOOL NUMBER: 0152



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Minimum Standards Attestation

I, **Mark Tierney**, attest that **Sacred Heart Primary School, Preston** 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 2018 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

10th May 2019

Our School Vision

Sacred Heart Preston is a Catholic Parish Primary School, inspired by the gospel values of Jesus, that welcomes a multi-faith community.

We value the traditions and principles of the Good Samaritan Sisters founded on compassion and service.

Our contemporary learning environment is purposeful, engaging and connected to real life.

It challenges all to be confident, resilient and active learners striving for excellence.

In partnership with families and the wider community, we embrace and celebrate diversity and build positive relationships.

At Sacred Heart, the students are at the heart of everything we do.



School Overview

The Sacred Heart Primary School community, is reflective of the vibrant and colourful diversity of the Darebin municipality, and suburb of Preston, from which the school draws its students.

Sacred Heart Primary School was established in 1905 and has occupied its present site on Bell Street, since 1914. Until 1991, when the first lay Principal was appointed, a Catholic primary education at Sacred Heart was under the stewardship of the Good Samaritan order of sisters.

Today, the school services the primary education needs of the parish of Sacred Heart led by Parish Priest, Fr. Jan Szweda. The school is in a distinctly Catholic “pocket” of Preston and has as its neighbours, the church and presbytery, Parade Secondary College and Samaritan Inn. The school is an integral part of Sacred Heart Parish, and both school and parish share a close relationship

Whilst the school is over one hundred years old, the building is a mix of heritage and modern design. The student’s learning spaces are reflective of contemporary learning pedagogy, and allow for autonomous, shared and creative learning. The 2018 school year commenced with a new administrative and “Makerspace” learning area.



The gradual change in the areas demographics with its rising home and rental prices, is mirrored in the characteristics of the school’s parent population, with 47% of parents categorized as qualified professionals or ‘white collar’ workers.

Sacred Heart School however, is very proud of its multi-cultural profile. Our students bring a wealth of diverse heritages to our school family. A diversity of heritages and mix of faith backgrounds, creates a culture of understanding, acceptance and celebration of our multiplicity. Whilst the school privileges its Catholic identity, we recognize that our students of faith backgrounds other than Catholic, can enlighten us in our combined faith journeys.

Being one of the smaller schools within the Darebin municipality, we are able to present learning experiences that are not only contemporary, but are personable and relevant to the students we know well. Our staff take pride in the fact, *“That all our students are known by more than just their name.”* Each staff member is cognizant of every student, and the sense of every staff member being responsible for every student, is something we are proud of, and parents can take trust in.

In 2018, the school was made up of seven classrooms, Year Prep, two Year One/Two composite classes, two Year Three/Four composite classes and two Year Five/Six composite classes. The school also employed a Physical Education, Music (performing arts) and Italian specialist teachers.

During 2018, the positions of staff leadership were, Deputy Principal, Religious Education Leader, Learning and Teaching Leader, Maths and Literacy Leader.

At Sacred Heart, a sense of community is evidenced as staff and parents work together, with a focus on ensuring that the needs of the students are our priority at all times. Our commitment to a quality education that inspires, challenges and prepares our students, is achieved within a supportive school environment. Our ongoing commitment to improving student learning, is realised within a culture that values and respects the uniqueness of each child, ensuring they can reach their full potential.

Principal's Report

I considered myself to be privileged to have been given the position of principal of Sacred Heart Primary School, when appointed in 2017, and as I reflect on my first year at the school, my initial response has only been heightened.

Firstly, I would like to thank Father Jan Szweda for his support, genuine interest and trust during 2018. Jan's desire and commitment to strengthening our school and parish ties, has been achieved in a spirit of enthusiasm and understanding.

I would like to thank the Sacred Heart staff for their dedication and enthusiasm in providing a quality education for our students. The professionalism of the school staff is evidenced in their willingness to reflect on their practices, and openness to introduce initiatives that enhance our student's learning. I would like to thank the staff for their care and concern for our students, and support of families that is often manifested outside of school hours. This dedication is indicative of their recognition of their role as a vocation, and helps create a school community that is welcoming, connected and caring.

The leadership team has established a planning culture of inquiry and knowledge building, with the intent of promoting student outcomes. Year level teams have continued to meet with leaders using the facilitated approach introduced in 2017. Essential components of the facilitated planning format have continued to be:

- *Analysis of pre assessment data/Analyse ongoing data*
- *Professional reading reflections (reading undertaken before planning)*
- *Designate focused teaching groups and plan sessions/Readdress focus groups and plan sessions*

Thank you to our school leaders for your passion, guidance and commitment to continued improvement.



Finally, I would like to thank the parents who have entrusted their child's education into our hands, and our students who approach each school day with a smile and a zest for learning. To our parents, thank you for your support and interest in your child's development. To our students, thank you for your sense of curiosity, enthusiasm for learning and willingness to be challenged by our teachers.

As is the case in any vibrant school, 2018 has been a busy year. Sacramental celebrations, school camps and sleepovers, choir performances, excursions, incursions, visual art exhibitions, swimming programs and interschool sport competitions, barely scratch the surface of the experiences our students have enjoyed in 2018.

As I conclude this report, it is important to assure our school community, that every decision that is made within our school, must meet the criteria, "Students are at the heart of everything we do." In the tradition of the Good Samaritan Order of Sisters, whose vocation is shaped by the parable of the Good Samaritan, and who established Sacred Heart School over 100 years ago, our school continues to be a place of welcome, where a sense of warmth and security allows all our students to be resilient, confident and active learners.

Yours Sincerely

Mark Tierney
Principal

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Education in Faith

Goals & Intended Outcomes

- To build an authentic Catholic Community that is in dialogue with our Contemporary World
- That students, staff and families are able to make meaningful connections between their lives, society and the teaching and tradition of the Catholic Faith within a multi faith community

Achievements

In 2018 we have identified the following achievements in the area of Education in Faith:

- Continued special masses: Beginning School Year, Ash Wednesday, Graduation.
- Holy Week gathering and Stations of the Cross display across classroom doors
- Reconciliation Mass with Parade College and Reconciliation lessons for Years 5/6/7 at Parade.
- Prayer Services: Mother's Day and Father's Day.
- Feast of the Sacred Heart celebrations with the Parish coming together to have mass and supper
- Parent Sacrament Night
- Sacraments of Reconciliation, Eucharist and Confirmation (with Bishop Terry Curtain) were celebrated in 2018.
- 'Day of The Eucharist' for school and parish candidates.
- 'Day of the Spirit' for school and parish candidates.
- Continued Commitment masses at Sunday Parish mass for the students receiving the Sacraments.
- Continued Religious Education Staff Meetings.
- Wednesday morning prayer reflection maintained at the weekly meeting with a focus on Pope Francis reflections.
- Gatherings continued – where students come together to share their work and ideas in group levels P-2 and 3-6. The Gatherings included prayers/reflections/songs about their Religious Education topic.
- Continued relationship with Samaritan Inn (reading resources and working with children)

- Whole school RE Topics, for example, 'How to be a Good Neighbour?'
- Social Justice Activities included: Caritas, Catholic Care, Winter Clothing Appeal, Sacred Heart Mission, Christmas Box Appeal and the Giving Tree for St. Vincent de Paul
- Christmas Carols Night – recognition of cultural celebrations of our students and parish

VALUE ADDED

Activities that enhance Catholic identity and value add to the culture of Sacred Heart Community include daily prayer, Religious Education lessons, whole school masses and liturgies, Sacramental information evenings, Parish Feast Day celebrations and activities to support social justice.

Our School Improvement Survey data reveals an increase in student opportunities in the Catholic Faith (84%), as well as parents valuing the importance of Catholic Education (from 68% in 2017 to 87% in 2018). Sacred Heart Primary School sits in the top 25% of Australian Catholic Schools for staff, students and parents view of our commitment to Social Justice.

Learning & Teaching

Goals & Intended Outcomes

- To sustain and improve student learning
- That all students experience greater success in their learning across the curriculum with a strong emphasis on growth in Literacy and Numeracy
- That teachers will work collegially to provide sustained authentic learning opportunities for all students

Achievements

In 2018 we have identified the following achievements in the area of Learning and Teaching:

- Continued Facilitated Planning Process – consolidating Maths model and formalising the Literacy model. The Facilitated Planning model incorporates:
 - Continual revision and use of the Helen Timperley “Teacher Inquiry and Knowledge Building Cycle”
 - Implementing a facilitating planning step sheet guide
 - Building consistent planners
 - Professional Reading and collective dialogue
 - Reviewing assessment and using tools across P-6 i.e. Essential Assessment and Fountas and Pinnell
 - Reflecting on the Facilitated Planning process (using PMI charts)
 - Maintaining connections with CEM leaders
 - Maths/Literacy Leadership Networks
- Joined Visible Learning Collective with local schools. Began to explore concepts such as Learning Targets, Feedback and Design Principles.
- Art Workshops with parents and Art Show, exploring various curriculum areas across The Arts
- Music Program offered to all year levels for both semesters.
- Further unpacking Integrated Inquiry planning with Deborah Vietri and building a consistent whole school model with the use of scope and sequences and reviews/feedback
- Continue to use online PAT testing - analysis and comparison of student progress from 2017 to 2018 PAT-R and PAT-M testing and setting suitable goals for future teaching and learning
- Utilising renovated spaces and equipping areas with new resources such as Makerspace
- Joined STEM Professional Learning Research Project and unpacked how to

utilise Makerspace

- Implementation of new Reporting process that incorporates subject checklists.
- Revisiting EAL Continuum and Student Samples on ACARA as support during the reporting process.
- Continued Whole School Mapping and professional development e.g. reviewing planners with clear Learning Intentions and Success Criteria, written feedback provided by curriculum leaders, incorporating varied assessment opportunities (i.e. Pre/Post) and Unpacking the Victorian Curriculum
- Ongoing ICT PL and the use of contemporary tools to support teaching and learning e.g. chrome books for each 5/6 student, Google gmails/drives set up, portable Activepanels, Spheroballs (coding technology) and evaluating thinking tools.
- E-Learning team unpacked Digital Technology domain and set up appropriate ICT protocols and policies
- Positions of Leadership focused on student learning – Learning and Teaching Leader, Religion Leader, Numeracy Leader, Literacy Leader, ICT Leader, Student Well Being Leader and Student Welfare Leader
- Peer to peer assessment continued with staff to build teacher capacity
- Continued to develop students' self-assessments. Students from Years 3-6 lead Parent Teacher exchanges about their learning.
- The facilitated use of support staff across the school provides targeted support to students e.g. Literacy Intervention and classroom support.
- The continued diversity in the extra-curricular programs offered e.g. Interschool Sports, Swimming, Premier's Reading Challenge and Book Week
- Students continued to celebrate their learning across a range of Year Levels at fortnightly Gatherings throughout the year and whole school term assemblies once a term, which included healthy, parent attendance.
- The sustained improvement in Literacy testing results from Prep to Two from Pre-test (February) to Post test (November) and the continued analysis of Running Records
- Continued positive results in the National Achievement Program for Literacy and Numeracy
- Transition program offered to Year Six students has been continued and further embedded into the school.

- Year 6 Leader Ministries continue to build leadership skills for senior students
- Continued analysis and reflection on School Improvement Surveys to reflect on future goals for Learning and Teaching.

STUDENT LEARNING OUTCOMES

In regard to our NAPLAN results, the trend in Year 3 shows a continued sustained improvement in all areas of Reading, Writing, Numeracy, Spelling and Grammar/Punctuation. Year 5 students sustained improvements in Reading and made positive growth in both Numeracy and Spelling. There has been a slight decline in Year 5 Writing and Grammar/Punctuation however, further investigation indicates that this decline in these areas is due to a small cohort of students (<2). The school's mean has increased from 2016 to 2018 and there was positive relative growth from Year 3 to Year 5 in both Reading and Numeracy (above 85%).

NAPLAN Results across the review period in both Literacy and Numeracy continue to be encouraging. We feel that the results reflect a common understanding of the Learning and Teaching goals as part of our School Improvement Plan. We believe that teachers have established a consistent approach that ensures effective pedagogy across P-6, which has helped to enhance student engagement in authentic learning. Through Facilitated Planning in both Numeracy and Literacy, the challenge for us at Sacred Heart is to maintain our excellent results whilst exploring further ways in which we challenge students and target their individual needs.

Student Wellbeing

Goals & Intended Outcomes

- To maximise student's sense of personal wellbeing and their connectedness to school, community and their learning
- That students, families and the school work together to promote physical, spiritual and emotional wellbeing

Achievements

In 2018 we identified the following achievements in the area of Student Wellbeing:

- Average student attendance in 2018 was **94.5%**
- Participated in the following programs to support student engagement:
 - Year 6 Transition program,
 - Buddy Program,
 - Art Workshops,
 - Year 6 Leadership program,
 - Whole school Activities such as Book Week and Easter events,
 - Footy Day.
- Sport Programs to complement student wellbeing e.g. morning Fitness 3-6, swimming, basketball Hoop Time, football clinics, Interschool Sports, and Athletics Day.
- Ongoing Kidsmatter professional development for staff through school closure day and staff meetings.
- Beginning of year whole school "Start Up" program with a focus on whole school mapping of programs offered and the development of a scope and sequence of programs used at different levels
- Unpacking Respectful Relationships program and using within classroom practice
- Continued use of Circle Time in classrooms (to include Restorative Practice and Kimochi dolls).
- Library space open for alternative play area at lunchtimes with a choice of board games, movies and craft and STEM activities
- Continued Special Needs Support and Procedures – NCCD staff meetings, PLP's, PSG's, SWD (formerly known as LNSLN) Program, attendance at Network meetings
- Student Leadership Programs – SRC and Year 6 leaders, including Year 6 Leaders Ministries: Wellbeing, Social Justice, Arts, Sports, Environment and Contemporary Learning

- School Counsellor role continued with regular liaison with the Welfare and Wellbeing Leaders
- Involvement in Student Wellbeing Clusters: Catholic Education Melbourne and Darebin Clusters.
- Professional learning opportunities provided to staff
- Participation in National Day against Bullying & Violence with a National Buddy Lunch.
- The Environment group (students) maintained the school garden program.
- Year 3/4 sleepover and Year 5/6 Camp.
- Guest Speaker: Building Resilient Children
- Orientation and transition programs for incoming Preps and outgoing Year 6s

VALUE ADDED

Students engage weekly in activities that promote positive self-esteem. Circle time and Restorative Practice provides students with the opportunity to think about how they are managing and seek support if necessary. Involvement in the SRC, Environment group and Ministry groups provide students with the opportunity to have a voice within our school and work together to make a difference for everyone in our community. The library space provides an alternative for those students who are finding the playground challenging with a choice of alternative activities provided.

STUDENT SATISFACTION

The Insight SRC data indicates an increasing trend in data for the following:

- Student Motivation = 89.77%
- Learning Confidence = 75.38%
- Connectedness to Peers = 77.27%
- Student Morale = 76.46%

STUDENT ATTENDANCE

Non-attendance has not been an issue at Sacred Heart during the 2018 school year. Student attendance is formally marked on our online data system in the morning and after lunch. Parents are able to inform the school in the event that their child will be absent. Phone, email and through the Skoolbag App are the main forums for contacting the school.

During 2018, State Government legislation that required all schools to make contact with the parents and/or guardians of students with an unexplained absence was in acted. On these occasions, parents/guardians of students with an unexplained absence are contacted through our online data collection system.

In the event of student non-attendance becoming an issue, contact is made with the family by the Principal to discuss the reason for this absence, and plans to resolve this lack of attendance are discussed and implemented.

Schools must contact parents /guardian about any unexplained absences, on the same day, as soon as practicable, including for post-compulsory aged students.

Note: The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow up student attendance in order to meet the requirements of the relevant act and regulations.

Child Safe Standards

Goals and Intended Outcomes

“Children are at the heart of everything we do”(Sacred Heart Vision Statement)

At Sacred Heart Primary School, we believe in upholding the dignity of every one of our students, and giving them every opportunity to develop into people, who have a positive sense of self, are socially responsible and have skills that will allow them to participate fully in their academic journey. As a Catholic school, our mission to ensure the safety and general wellbeing of our students is given another layer of responsibility, as we recognise that each student is created in the image of God. Through our Catholic faith, we strive to create an environment for our students that reflects our Catholic belief system.

God created man in His own image, in the image of God He created him; male and female He created them. (Genesis 1:26-27)

Obligations to our students

At Sacred Heart Primary School, we recognise our obligation to ensure that our student's safety is embedded into our culture, and that our practices, policies and protocols are consistently reviewed, to provide surety that our ethical imperative of keeping children safe is recognised, understood, valued and upheld by all staff, volunteers and community members within the school.

Sacred Heart's leadership has incorporated all requirements of Ministerial Order 870 (Child Safe Standards – Managing the Risk of Child Abuse in Schools - 2015) into the appropriate school's policies, procedures and all school environments (all school environments include (a) the school campus; (b) online school environments and; (c) other locations provided by the school for a child's use including, without limitation, locations used for school camps, sporting events, excursions, competitions and other events).

Strategies we have used to implement a culture of child safety at Sacred Heart Primary School include:

- Establish a Child Safety Committee
- Develop appropriate practices, policies and protocols that establish strong and clear governance arrangements
- Utilise staff meetings for all school staff to develop a high degree of awareness of the child safety reforms, other related legislation and the school's practices, policies and protocols
- Being especially vigilant in supporting the wellbeing of our most vulnerable children

- Foster a culture of transparency and open communication which empowers all members of the community to discuss child safety and raise any concerns about child abuse
- Enable professional learning and training of staff to build deeper understandings of child safety and prevention of abuse.
- Establish a system for regular review and improvement of child safety related policies and practices.



The goals for the 2018 Year were to:

- Uphold the primacy of the safety and wellbeing of children and young people in the Sacred Heart School community
- Empower and give protocols for families, children, young people and staff at Sacred Heart School to have a voice and raise concerns
- Ensure rigorous risk-management and employment practices

Achievements

In 2018, staff continued to work to achieve a school culture, where child safety was given precedence in all decisions made both at a class and whole school level, creating an environment for our students to feel safe and to be safe. Staff are expected to uphold high principles and standards, when it comes to child safety. As a school, we promoted models of behaviour between adults and children, based on mutual respect and consideration.

Child safety protocols and procedures were revisited as the year progressed, during start up at the beginning of the year, as part of staff meetings, and on occasions when the need arose. On each of these occasions, we ensured that school personnel had appropriate learning to develop their knowledge of, openness to, and ability to address child safety matters

Staff meetings continued to provide regular opportunities to clarify and confirm legislative obligations, policy and procedures in relation to our student's protection and wellbeing.

During 2018, the staff appraised some policies developed in 2016, in particular the Sacred Heart Child Safety Policy and reviewed some procedures that were enacted during the year, to ensure that best practice was always followed.

During the year we also developed further key child safety policies. These included the: Sacred Heart Primary School - Child Safe School, Statement of Commitment (June 2018), Sacred Heart Primary School - Working with Children Check, Policy and Procedures (June 2018), Sacred Heart Primary School - Anti Bullying Policy (Student) (June 2018), Sacred Heart Primary School, Privacy Policy (October 2018) and the Sacred Heart Primary School Parent Code of Conduct Policy (October 2018).

Each of these policies were developed in conjunction with the staff, then went to the School Board for ratification, and were then linked to our school website for dissemination.

Leadership & Management

Goals & Intended Outcomes

- To create a more effective Learning community
- That all members of the community are supported to become more confidence, responsible and accountable learners
- To build a climate that empowers and encourages collective teacher ownership and efficacy

Achievements

With the Principal in his first year of appointment at Sacred Heart, 2018 was a year of consolidating and embedding recent whole school initiatives, and implementing change in areas of priority.

A staff theme for 2018 was introduced on the first day of the school year. “**Sweeping the Sheds**”, is a catchcry the New Zealand All Blacks use to remind themselves everything they do, no matter how seemingly small, must be of the highest standard to achieve excellence on the sporting field. So as a staff, we must do everything well, in order to achieve continual school improvement. This theme was alluded to throughout the year with the staff.

Facilitated planning, a key initiative of 2017 was supported by a whole staff consensus as to its value, and a commitment to participate according to the agreed protocols and procedures. The Principal made it a priority to be part of this planning, and to give his curriculum leaders the trust and responsibility, to lead the staff into planning learning experiences that were relevant to each individual student.

An awareness of the worth of collective efficacy (an awareness developed in staff, from participation in Evidenced Based Learning Cluster professional development with St Stephen's Primary School in 2018) reinforced the facilitated planning process, and was seen as being a catalyst for even more robust professional dialogue and sharing of ideas during these sessions.

The need to make Sacred Heart School a more prominent part of the Darebin municipality, and continue the ongoing aim of making our school a school of choice for the children of local residents, necessitated the need to evaluate the strategic plan for promotion of the school. We continued to implement strategies that we felt were helping us achieve our aim, and initiated new strategies that we felt could heighten our profile. I would like to acknowledge the role of our passionate School Board in this process, and in particular two members, Nadine Maiolla and Amelia Van Lint. In the later part of the year, our school was asked to be part of a Catholic Education Melbourne initiated, Enrolment Maximisation Framework.

Leadership identified and prioritised in the early part of 2018, the need to ensure that our students received the same extra curricula experiences that students in larger schools are afforded. Whilst this meant that leaders needed to take on extra roles, experiences such as lunch clubs, interschool sport, swimming and camp programs, choir and visual art exhibitions, were an integral part of an effective learning community.

A concerted effort was made in 2018, to improve the communication forums between staff, and between staff and parents. An effort was made to make the school newsletter more informative and representative of what was happening inside our school. The newsletter was published weekly, and not on the fortnightly basis of previous years. Two parents volunteered to take on the role of Skoolbag App coordinators, allowing nearly all communication to be able to be accessed through this medium. In mid 2018, we relaunched our school website after much hard work. In the second half of 2018, we noticed more web traffic as a result of the new site.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

- Visible Learning PL
- STEM Learning
- Zone Networks
- Maths

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

19

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2,223

TEACHER SATISFACTION

The Insight SRC data indicates the following positive results in School Climate:

- Supportive Leadership = 86.76%
- Quality of Teaching = 81.25%
- Teacher Confidence = 87.50%
- Ownership = 85.59%

School Community

Goals & Intended Outcomes

- To engage in authentic and purposeful partnerships
- Student learning and wellbeing is enhanced by strengthening connections between home, school, Parish and our broader, diverse community

Achievements

As alluded to previously in this report, a high priority for 2018, was strengthening existing, and developing new relationships both within our school community, and between our school and the wider community.

At Sacred Heart School, we recognise the joint relationship and shared role between families and school in educating our students. We appreciate the invaluable contribution families can make to the life of our school. Parental involvement is an integral part of school life and is evidenced in regards to classroom and whole school event assistance. Parents' contributions are encouraged in all areas of school life

In 2018 an effort was made to make communication to parents more frequent, informative and made accessible. An effort was made to engage parents into the "life" of the school through invitations to grade, level and whole school events. In the second half of the year, the School Board organised a parent workshop on the theme of "Parent Emotional Coaching". Existing parents as well as the wider Darebin community were invited, and on the night nearly fifty adults attended.



Our hard working Parents and Friends Association continued to play an integral role in the life of the school, organising fund raising and social events. A real highlight of the year was the biennial Dinner Dance at the Preston Town Hall, with nearly 150 parents and children attending.

The School Board continued to meet twice a term and was a great source of support for the Principal. The respective members genuine interest and passion for school improvement, saw initiatives implemented as a result of discussions at these meetings. Child Safety policies that were written in 2018 were discussed, modified and ratified by the Board.

Sacred Heart School is fortunate to be part of the wider and vibrant Sacred Heart Parish. Relationships between the school and parish were strengthened last year, as a result of the School Principal joining the Parish Council. In 2018 some Masses that had previously been celebrated during a school day, were conducted on the weekend with the wider parish. The Opening of the School Year Mass, Feast of the Sacred Heart, Mother's Day and the Blessing and Unveiling of the new School Buildings are but a few of the celebrations where school and parish came together to witness their faith. Celebrations continued afterwards in the school hall, with school families and parishioners joining as one. Members of the student Social Justice Committee attended the monthly Healing Mass and served refreshments to the gathered congregation after Mass. During the year the students raised \$800 for the church roof restoration.



Our Sports and Physical Education Program affords our students the opportunity to be involved in a local interschool sports program comprising schools from both the government and Catholic sectors. Our students enjoy and gain great experiences interacting with other schools and the broader community through this participation.

During 2018, members of our school choir performed at several of our local kindergartens and child care centres. These visits give our students great experiences and at the same time are helping us forge closer relationships with the kindergartens and child care centres from which we gain some of our students.

At Sacred Heart School, we welcome students on work experience from our local secondary colleges, and student teachers from tertiary institutions for their placement rounds. We believe that we have a responsibility to be involved in the ongoing support and training of tomorrow's teachers.

Opportunities to create a closer relationship with the Preston Campus of Parade College were explored during 2018. A group of Year Ten Parade students, worked with our students who were members of the gardening club each Wednesday afternoon from term two to term four.

Students from the two schools came together, for some significant celebrations of the Eucharist during the year, with staff from both schools planning the event. Preston Campus of Parade continues to support our school where and when we need to access some of their facilities.

The opening of Sacred Heart Mission's Opportunity Shop in Preston during 2018 was another opportunity to develop a relationship with a community partner. A donation box is a regular fixture in the school foyer and both organisations communicate regularly to help support each other's mission.

PARENT SATISFACTION

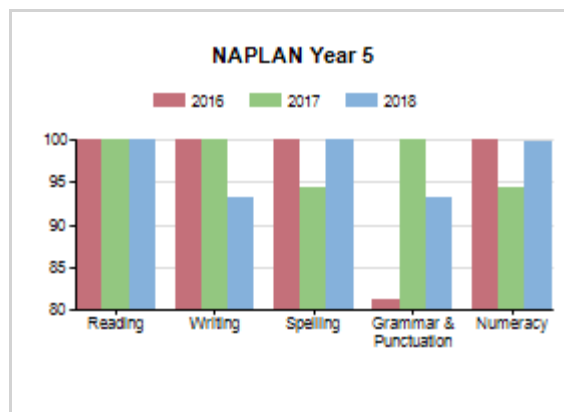
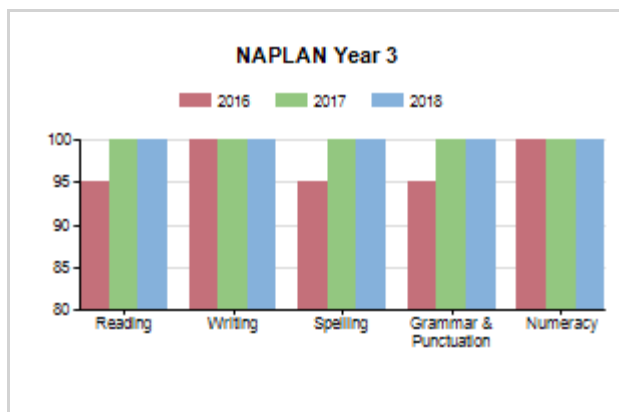
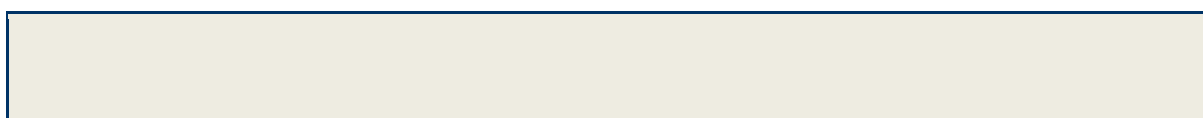
The Insight SRC survey indicated the following results from the parent's view, which shows significantly high scores:

- Community Engagement Index = 86.8%
- Parent Catholic Culture Index = 91.4%
- Connectedness to School = 86.84%
- Connectedness to Peers = 90.00%
- Parent Partnerships = 84.38%

School Data

E1023
Sacred Heart School, Preston

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	95.0	100.0	5.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	95.0	100.0	5.0	100.0	0.0
YR 03 Spelling	95.0	100.0	5.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	81.3	100.0	18.7	93.3	-6.7
YR 05 Numeracy	100.0	94.4	-5.6	100.0	5.6
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	94.4	-5.6	100.0	5.6
YR 05 Writing	100.0	100.0	0.0	93.3	-6.7



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.2
Y02	96.1
Y03	90.6
Y04	94.8
Y05	93.5
Y06	92.8
Overall average attendance	93.7

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.0%

STAFF RETENTION RATE	
Staff Retention Rate	100.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	16.7%
Graduate	16.7%
Graduate Certificate	8.3%
Bachelor Degree	100.0%
Advanced Diploma	41.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	17
Teaching Staff (FTE)	10.6
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	2.3
Indigenous Teaching Staff (Headcount)	0

NOTE:

The School's financial performance information has 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