



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Sacred Heart School

Monastery Hill, CROYDON 3136

Principal: Michael Russo

Web: www.shcroydon.catholic.edu.au

Registration: 1509, E Number: E1360

Principal's Attestation

I, Michael Russo, 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

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Sacred Heart Parish Primary School is a community where all members grow in the knowledge, spirit and life of the Catholic Church.

We strive to live the Gospel values guided by the teachings of Jesus.

By providing a well-balanced curriculum, we endeavour to create a learning environment in which all children are taught the skills necessary for them to reach their full potential.

Each individual is supported, encouraged and challenged to undertake a meaningful role in society.

School Overview

Sacred Heart School began in 1993 as an amalgamation of St Edmund's School Croydon and St Francis De Sales School, East Ringwood. Sacred Heart was established as part of a new parish, Sacred Heart Croydon, sited at the former Monastery of the Missionaries of the Sacred Heart.

The new state-of-the-art learning space has been very well-designed with maximum learning opportunities in a vibrant and engaging space that will see us continue on our exciting learning journey for many years to come. This now means that in the last 10 years Sacred Heart has been rebuilt to cater to the learning needs of the 21-century learner.

Enrolments reached 446 in 2023 with an average class size of 22.30 students. The school's structure is stable. Our current practice is to group the children in junior, middle and senior levels: three groups of Preps, six groups of students in Years 1 and 2, six groups of students in Years 3 and 4 and five groups of students in Years 5 and 6. The emphasis on these groupings is on the individual needs of the students. We continue to have a strong response to enrolments in Prep each year with a waiting list for some families.

Personalised learning and learning sprints continue to be a major focus for our school. The purpose behind this Professional learning is to increase engagement amongst our students and "To actively engage students in their learning". During 2023 we continued with a full year of onsite learning, supporting our students in developing communal classroom learning skills after the past years of COVID-19 Pandemic strategies. This year we also held many regular school activities, previously impacted by government regulations. Our whole school musical "Seussical Jnr" was a highlight.

We continue to follow the Victorian Curriculum and Education in Faith forms an integral part of our Inquiry based units of work with teachers spending time planning their units with the RE Leader and Learning and Teaching Leaders.

Sacred Heart regards parents as co-educators and welcomes and encourages their participation. Our parents are actively involved in the many aspects of the life of our school. The Sacred Heart School Advisory Council is a dynamic group of parents who work with the staff to achieve the goals derived from the Annual Action Plan.

The Parents and Friends committee are a highly active group in our school community. We are very appreciative of the ongoing support in providing the school with outstanding physical resources and curriculum. Parents, where possible are involved within classroom programs, excursions, sports activities, family events, school celebrations, etc. We are very grateful for their commitment and hard work. This year our fundraising and social activities continued to grow post restrictions throughout 2023, the Trivia night being a highlight.

The School has established many leading programs in line with current educational philosophies and the Victorian Curriculum. Inquiry learning is well established at Sacred Heart School, with a strong emphasis on teaching thinking across the curriculum. Student Well-being is a priority, with a designated budget for personal and social emotional learning programs, and specific programs focusing on student well-being: Leadership and Social Skills programs, Buddies programs across the School, and Values Education is all embedded in the School's curriculum. Sacred Heart staff are on a continual professional learning journey to ensure all students are the best they can be. In 2023 we formed a learning partnership with Berry Street Education.

Principal's Report

Sacred Heart is a wonderful school that has an excellent reputation in the local community as indicated by the consistent enrolments each year and the formation of a waiting list for Foundation. Sacred Heart Primary School provides a high quality of education for our students evidenced by a number of achievements in 2023.

We have a group of highly dedicated and caring staff who are committed to the students and the continuing development our Catholic ethos. We are truly fortunate to work with such a wonderful cohort of students who demonstrate a care of each other and willingness to learn. Their enthusiasm and respectful behaviour are a credit to themselves and their families. Our parents are involved in many ways and contribute daily to the school with their time and skills.

Parental involvement is welcomed and appreciated at Sacred Heart. There is a real and active partnership between our parents and the school, and they are to be commended for what they have done over this past year. We pride ourselves on our close connections within the school and our local area.

Our school underwent its quadrennial review this year, with a focus on Engagement, staff professional learning focused around this theme being the final phase of the previous SIP. By the end of 2023 we had developed a new SIP and AAP for 2024 and beyond. The school is committed to continued growth and progress and ensuring positive outcomes for all students. Increased professional learning activities that include teacher learning walks, structured professional learning teams and goal setting meetings has resulted in a greater degree of shared pedagogy with the aim to build teacher capacity. We strive at all times to be a genuine learning community. This was none more so evident than when, again, we had to transform and further develop our teaching and learning practices during a further full year of onsite learning, post pandemic. Supporting our students in this significant change for them was vital.

All staff share a genuine commitment to nurturing the well-being of students and a number of programs and practices which support this have been implemented in the school. Student learning and well-being is at the centre of all school decisions and growing a strong, connected Catholic community is a high priority.

It is important to thank the wonderful students led by our School Captains, the School Advisory Council, our dedicated Parents and Friends Committee, the hard-working staff and

the parents and the Parent Representatives. Thanks also to our School Leadership Team who went above and beyond their roles throughout 2023.

We have a wonderful school community at Sacred Heart and everyone needs to be acknowledged and thanked for their contribution. Sacred Heart is very fortunate to have such a wonderful Parish Priest in Fr Melvin Llbanes who gave very generously of his time and was always a welcome presence in our school.

We look forward to continued growth and improvement in all aspects of our school in 2024.

Michael Russo
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goals:

- To strengthen the school as a Catholic community

Intended Outcome:

- That student engagement in Religious Education improves.

Achievements

- All Staff engaged in Professional Learning - Meditation and prayer
- Ensured the inquiry process is explored through a Catholic lens.
- Ensured explicit links are made between acting compassionately and committing to social justice at a local, national and global level in a Catholic context.
- Student focus group formed to explore thinking around prayer, liturgy and Sacraments
- Continued to implement tools/strategies for students to reflect on their learning in Religious Education
- Participation in liturgies and celebrations for students, staff and parents.
- Sacramental Program completed in Term 4 for Year 3&4 Reconciliation, Year 4 First Eucharist and Year 6 Confirmation.
- Education in faith planning meetings

Value Added

- Level masses celebrated on Sundays.
- Weekly class masses held with parishioners.
- Professional learning for all staff.
- Parent/child sacramental workshops prepared internally
- Continued incorporation of Education in Faith into Inquiry based units of work where possible.
- Social Justice activities including supporting Caritas and St Vincent de Paul.
- Faith nights for Families in Prep to Year 2
- Sacramental Program for Reconciliation, Eucharist and Confirmation.
- Ensuring the Inquiry process is explored through a Catholic lens.
- Staff to lead prayer at the beginning of Staff meetings.
- Staff and Student Fire Carriers

Learning and Teaching

Goals & Intended Outcomes

Goal

- To embed a strong culture of personalised learning to enable students to achieve their expected learning growth and beyond.

Intended Outcomes

- That the rate of learning growth will improve.
- That literacy and numeracy outcomes will improve
- That the teaching climate will improve.

Achievements

- Continued to develop a shared culture of learning between parent/student/teacher and parish community.
- Continued to build teams that focus on student assessment and data to inform teaching
- Further developed a robust and differentiated onsite learning program
- Staff can identify Professional Learning and how it connects to the overall goals of the school
- Continued to develop family engagement with the school community - particularly through remote learning platform
- Developed a shared understanding of Teaching Sprints, enabling teachers to change their teaching practise and target specific student needs.
- Developed and understanding and use of the MACS Ochre resources.
- Continued to analyse data (NAPLAN, SINE, Westwood, PAT-M, PAT-R, Pre- and Post-Assessment tasks from F-6) effectively to identify areas of student need and growth.
- Screened the entire student population with a language screener to identify needs and target these with great accuracy.
- Implemented various strategies with a particular emphasis on student engagement
- Implemented Literacy Intervention Groups: ERIK, PERI, Rainbow Reading, Levelled Literacy Intervention (LLI) and adapted these to online media.
- Commenced learning around the Science of Learning

Student Learning Outcomes

- Continued to analyse data (NAPLAN, SINE, Westwood, PAT-M, PAT-R, Pre and Post Assessment tasks from F-6) effectively to identify areas of student need and growth.

- Teaching to student needs from the results of these assessments along with adaptations for the remote learning program.
- A shift from relying on student achievement to also tracking growth with the collection of data in digital data walls for literacy and numeracy.
- Through our rigorous assessment of student learning, we have been able to identify and target needs more specifically in the classroom and through specialist support programs.
- Our NAPLAN results were generated at a later time in the year due to disruptions to on-site learning due to COVID safe plans. Our students were assessed in 2021 at a time when they were returning from the remote learning program. In 2022 these assessments took place in the traditional May testing period after an uninterrupted period of onsite learning. These results were still very high with excellent levels of students meeting minimum standards with 100% of students achieving this in writing and reading and in Year 5 in numeracy.
- The 2023 data sets now are rated against the standard of proficiency - with high levels of success experienced by our Year 3 and Year 5 cohorts. The area of Grammar and Punctuation will be a focus for future learning and growth across our whole school in the next year.
- We are in the process of embedding the SMART spelling program to address the Spelling results from this and previous years.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	413	54%
	Year 5	504	65%
Numeracy	Year 3	418	70%
	Year 5	497	76%
Reading	Year 3	426	74%
	Year 5	519	88%
Spelling	Year 3	392	59%
	Year 5	492	72%
Writing	Year 3	424	82%
	Year 5	502	79%

*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

Goals & Intended Outcomes

- To strengthen the whole school approach to Student Well-being

Intended Outcomes

- That students are positive, resilient and engaged learners.
- That Classroom Behaviour improves.
- That the Emotional Well-being of Students improves.

Achievements

- Embedding existing practices within a framework for social and emotional learning that encompasses: the Victorian Curriculum Personal and Social Capability: self-awareness
- A whole school consistent approach to behaviour development.
- Professional development, including induction, to develop shared understandings and expectations of SEL strategies including Circle Time, Restorative Practices, Bounce Back, Values Education and Resilience, Rights and Respectful Relationships.
- The embedding of the Respectful Relationships student committee who attended a student run forum. These students with guidance and support created an action plan in consultation with the principal to introduce and develop friendship strategies in our playground.
- A whole school approach highlighting the importance of Harmony Day and the National Day against Bullying and Violence.
- Through the Student Representative Council we worked together to create child centred posters and videos using language to support their understandings of school rules, values and restorative practices. The SRC also provided great support as the student with their voice often present in decision making opportunities across the year.
- Whole staff professional learning in partnership with Berry Street Education.

Value Added

- Continuation of the "Resilience Project" program P-6, with a focus on Gratitude, Empathy and Mindfulness.
- Implementation of Welcome and Exit Circles as part of our daily routines to promote connection and voice.
- Extension of Student Counsellor support to 4 days per week

- Use of Restorative practices approach to help students take responsibility for their actions and its impact on others actions and restore/repair relationships
- Whole school Buddies program especially for Year 6's and Foundation students
- Circle Time Strategy
- Student Leadership Program: Year 5 and 6
- Lunchtime Clubs - e.g. gardening club, chess club, art club, Lego club and Library Club
- Junior Play Club (Peer Support Group) - run by 6 seniors once per week at play time. Creating structured activities for the juniors.
- Active After School Program (Sports)
- Instrumental Music Program
- Values program
- Student Representative Council
- Rights, Resilient and Respectful Relationships Committee

Student Satisfaction

Our student data from surveys conducted in 2023 indicated high levels of connectedness to peers and school. This also translated into active engagement in the remote learning program in 2023, assisting greatly with a return to a full and complete onsite program this year. This was also supported by parent feedback about their child's participation in ad attitudes towards school. Where possible school wide activities were preserved and adapted to the new onsite conditions and learning made to feel like "fun" where students are "challenged" and "encouraged" were much appreciated by the student population across levels.

Student Attendance

- The role is taken twice per day for all students.
- On the issue of non-attendance, Sacred Heart contacts parents for any unexplained absence
- Parents are able to inform the school if their children are away through the school app or by phoning the school office each day
- An automatic SMS message is sent through our Attendance program Nforma to alert parents that their child is away with an explanation.
- The school works with families to implement a plan to ensure the child is at school.
- If the family is having difficulties getting a child to school, we will contact Child First/ Orange Door for advice and put into place their recommendations.
- The school newsletter has regular articles on the importance of having children at school on time and regularly.
- We follow the motto "It's not ok to be away"

- Classroom Teachers also made pastoral calls to families and assisted with strategies to support students when they were having difficulty engaging with school to ensure improved attendance.

Average Student Attendance Rate by Year Level	
Y01	91.2%
Y02	91.8%
Y03	93.0%
Y04	92.4%
Y05	93.9%
Y06	93.0%
Overall average attendance	92.6%

Leadership

Goals & Intended Outcomes

Goal

- To embed a strong and sustainable professional learning culture of mutual trust and support with a focus on school improvement.

Intended Outcomes

- That teamwork and empowerment will improve.
- That staff learning will improve.

Achievements

- Further self-assessment against the 5 domains of the Performance and Development Culture for Catholic Schools Guide.
- Strengthened instructional leadership capacity to build teamwork and professional growth through PL and internal restructuring of POL's.
- School Leadership team continued to lead staff professional learning which was targeted to improved classroom practice.
- School Leadership Team continued to work with the research and implementing new pedagogies from the work of Dr. Lynn Sharratt
- The whole staff continued work in building high performing learning teams with Tracey Ezard.
- Unpacking of MACS 2030 document
- Teacher PL moved to various formats providing flexible and inclusive access for all, with a self-paced model implemented with accountability structures inbuilt.
- Performance and development cycle included reflection, goal setting, feedback and review.
- Provided Education in Faith professional learning to assist staff in making links between inquiry-based learning and Education in Faith.
- Berry Street Education – whole staff PL Module 1 Body
- Professional Learning Team meetings focusing on student needs identified in our summative and formative data sets.
- Leadership Team continued to work with leaders from Melbourne Archdiocese Catholic Schools Eastern Office developing plans for various improvement strategies.
- The School Leadership Team met on a fortnightly basis to facilitate the implementation of the Annual Action Plan, addressed any child safe matters and general day-to-day school business.
- Strengthened leadership capacity through engagement in team planning meetings

- Level Team professional development opportunities in line with School Improvement and Annual action plan.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<ul style="list-style-type: none"> • All school leaders attended Network Meetings: - Principal Network, Deputy Principal Network, Religious Education Network, Learning and Teaching Network, Wellbeing Network, Digital Technology Network and Library Network meetings each term (online or in person). • Two Learning Support Officers updated their qualifications to a Certificate 4. • Three staff completed Masters Level post graduate degrees. • One staff member completed and Undergraduate teaching degree. • Four staff members completed formal RE accreditation studies. • Prep Teachers and Resource Centre Teacher accessed ZART Art professional learning for Bookweek and then provided professional learning for staff. • Consultants - Lynn Sharratt & Simon Breakspeare provided whole staff professional in line with our Annual Action Plan through MACS PL opportunities. • Sacred Heart hosted the MACS Eastern Region Learning Symposium, facilitated by Simon Breakspeare in term 3. • Tracey Ezard worked with the School Leadership Team and whole staff continuing our 24-month project into forming and developing high performing teams to improve student learning outcomes. • Monash University PL in the area of Mathematics for a level team comprising 5 staff members Educational Consultant Ryan Dunn PL for staff in the area of Growing Maths Pedagogy. • Staff member attended PL at Monash University and MACS around Language Conventions and Italian. • Staff PL was undertaken via various media and in person over the course of 2023. 	
Number of teachers who participated in PL in 2023	57
Average expenditure per teacher for PL	\$422.00

Teacher Satisfaction

Teachers at Sacred Heart have a positive outlook on the way the school is working and their part in the important work that we all do. The school Improvement surveys from staff indicate they have a desire for continued self improvement and also a number of years of data have indicated a strong school climate, the quality and character of school life. Staff describe this

as 'the heart and soul of the school'. Therefore, staff have a very positive outlook on school life at Sacred Heart. School leadership is strong as staff generally feel that there are clear goals, curriculum management is clear and well-defined. Teachers are professional in their approach to planning and there is adequate allocation of resources to promote student learning and growth. Staff welcome working collaboratively and work well together as teams. Staff are highly motivated, collegial and driven by continual improvement.

Teacher Qualifications	
Doctorate	0.0%
Masters	19.1%
Graduate	6.4%
Graduate Certificate	4.3%
Bachelor Degree	55.3%
Advanced Diploma	10.6%
No Qualifications Listed	4.3%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	39
Teaching Staff (FTE)	34.3
Non-Teaching Staff (Headcount)	23
Non-Teaching Staff (FTE)	17.6
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal

- To strengthen partnerships with families and local community to support student learning.

Intended Outcomes

- That families will have a greater understanding of their child's learning.
- That parent partnerships improve.

Achievements

- Many on-site Parent activities returned to the calendar this year with the Trivia Night fundraiser in July a highlight.
- Welcome to Prep Family Mass
- Year Prep – 2 family fun night and BBQ
- Level Masses held each term for all levels over the course of the year. Families are welcomed into the parish community through the Mass
- Students continue to attend Parish Masses during school time - early 2023
- A very active parents and friends committee dedicated to social and fundraising, our colour run in April was lots of fun for all
- Connection with Mingarra - the children visit Mingarra, a retirement village next to the school and interact with the residents on a regular basis
- Sacraments - we have children from Year 3-6 take part in the Sacrament preparation program each year
- Cyber Safety evening for parents to stay informed as to what the current trends are using the www and tips for parents as to how their children can stay safe - particularly with social media platforms.
- Classroom helper courses - Literacy and Maths organised by our Learning and Teaching Leader and our Literacy Leader
- Mother's Day function and Father's Day Stall and associated hospitality

Parent Satisfaction

- Sacred Heart families feel that the school is a good fit for their children.
- Sacred Heart families feel very connected to their school.

- The majority of parents felt that Sacred Heart catered for their child and their needs. Families are now more aware and wish to be involved in the learning process more than ever before.
- Families indicated their child's needs when returning to onsite learning and that staff were tracking achievement and growth.
- Parents enjoyed the return to a full calendar of learning and life here at Sacred Heart in 2023.
- There was statistical and anecdotal evidence of high levels of parent satisfaction around student safety, positive learning culture and attention to individualised student needs.
- The parents are very invested in the community of Sacred Heart School.

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.shcroydon.catholic.edu.au