



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Sacred Heart School

25 Gipson Street, DIAMOND CREEK 3089
Principal: Gina Murphy
Web: www.shdiamondcreek.catholic.edu.au
Registration: 1623, E Number: E1230

Principal's Attestation

I, Gina Murphy, 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 30 Apr 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

“Working together to build a learning community that embraces faith, diversity & personal growth”

At Sacred Heart Primary School, the individual is encouraged to develop as a whole person, with Catholic values as the foundation of all learning.

We aspire to:

- Support each individual’s faith journey through teaching and modelling Catholic faith, tradition, ethos and values
- Provide a supportive, inclusive environment where everyone feels safe and valued
- Celebrate and encourage a supportive relationship between parish, school and the wider community
- Develop individual and collective leadership skills through positive example and active support
- Provide an optimum learning environment that engages and stimulates individuals on their journey as life-long learners
- Be proactive towards social justice issues by living out the Gospel values of love, compassion, justice and truth, where the dignity of the human person is respected.

School Overview

Sacred Heart Primary School, Diamond Creek, was established in 1962 to serve a very widespread parish including the areas of Diamond Creek, Wattle Glen, Hurstbridge and other nearby areas.

Students at Sacred Heart enjoy the benefits of studying in a small school. All the children know each other across the year levels and develop strong and supportive relationships with classmates and other students. The school has a firm focus on student well-being and has developed a number of programs to support a culture of acceptance, caring and inclusiveness.

Sacred Heart utilises a personal goal setting and inquiry approach to learning, enabling students to ask questions, make informed judgments and take suitable action in their world. Structured and explicit English and Mathematics programs reinforce this approach, as we endeavour to develop each child to their full potential within our caring and supportive community. The school's learning approach is designed to be responsive to each child's strengths and challenges, and our desire is that all of our students will achieve continued success and growth in their learning.

As a Catholic school, we are committed to the integration of faith, life and culture in the education of the whole child. We aim to nurture all aspects of our students' physical, social, emotional, intellectual and spiritual well-being. Sacred Heart's vision for education celebrates our catholic identity and is based on the fundamental belief that all life is sacred. We strive to live as Jesus taught us as we pass on our Catholic tradition. "The love of Christ urges us on" is the motto of our founders, the Sisters of Charity, and is still very much at the heart of the school ethos today.

A feeling of strong parental interest and involvement pervades the whole school community. This is evidenced by the welcome presence of parents in the classrooms, on excursions, at working bees, participating on committees, (School Advisory Council, Parents and Friends Association, Parent Helpers), and celebrating the social life of our community through various fund-raising and community activities.

Principal's Report

Sacred Heart offers a unique and enriched learning experience for your child in a nurturing and supportive environment. We do this through our smaller class sizes – bolstered by learning support officers at each year level – and by having greater flexibility and autonomy to shape our specialised curriculum. Our approach caters to your child's individual learning style, helps them thrive personally and academically and allows us to respond to their individual needs. We emphasise character development, values and a strong sense of community, fostering a well-rounded education that prepares your child for life-long success. Our strong focus on partnership encourages parental involvement and engagement as collaborators in your child's education. This ethos extends across the School, Parish and wider Sacred Heart community to form a vibrant network of families with shared educational and social aspirations. Ultimately, it is our strong values, identity and commitment to educational excellence that sees parents choose Sacred Heart as we best align with the values, goals and individual needs of their child and family. Some major achievements in 2023 included:

School Review:

Following a comprehensive school review, Sacred Heart School celebrates numerous successes while also acknowledging areas for improvement. The review highlighted achievements such as the successful completion of the refurbishment project, fostering a strong sense of community engagement, and maintaining a holistic approach to student development.

School Refurbishment Program:

Stage 1, which included learning areas and community spaces, was completed by the end of the 2020 school year, allowing students and staff to enjoy the new facilities from the beginning of 2021.

Stage 2, comprising administration and staff facilities, was finished by the end of 2022, marking the completion of the entire building project. 2023 was the first year we were able to utilise all the spaces with a focus on improvement of resources and furniture.

School Advisory Council (SAC):

At the start of the 2023 school year, the SAC began unpacking the Melbourne Archdiocese Catholic Schools' 'School Advisory Council Terms of Reference', leading to significant discussions within the parent community committees.

Themes discussed included various aspects such as parent engagement, school identity, enrollment policies, school improvement plans, child safety, and financial reports.

60th Anniversary Celebration and Official Opening of the Refurbished Buildings:

In April 2023, the Sacred Heart School community celebrated its 60th Anniversary along with the completion and official opening of the refurbished buildings.

The refurbishment project showcased a \$3.5 million investment resulting in contemporary learning spaces.

The school emphasises a strong academic and wellbeing focus, collaborative parent partnerships, and an inclusive curriculum fostering holistic student growth. The school's culture values diversity, respect, trust, and acceptance, guided by the teachings of Jesus Christ. There's a sense of pride in the education and values instilled in students, preparing them academically and socially for secondary school and beyond.

Overall, it's evident that Sacred Heart School has undergone significant transformations and remains committed to providing a nurturing and inclusive environment for its students, staff, and parent community.

Catholic Identity and Mission

Goals & Intended Outcomes

Throughout 2023 Sacred Heart staff continued to implement the Education in Faith goals.

These were:

- To strengthen the school as an authentically Catholic community that supports and engages students in a dialogue connecting faith and life.
- That students will value the importance of their faith as reflective and active members of a Catholic community.
- That students' behaviour will be more consistent with faith-based values.
- That contemporary pedagogy in RE enables students to explore their own questions in the light of the Catholic tradition.

Achievements

Sacred Heart was able to achieve the following:

- Inclusion of a link to the weekend Parish Mass at the start of the school Newsletter
- Assembly at the start of each school day started with School Prayer
- Regular Class and Whole School Liturgies
- Continued to look at pedagogy, assessment & reporting in Religious Education within PLT (Professional Learning Teams) meetings
- Professional learning in the Pedagogy of Encounter approach.

Value Added

We were successful in continuing in the Partnering to Learn Initiative, where we are working with two other Catholic primary schools to implement the Pedagogy of Encounter in our schools. Fr. Steven Rigo, Parish Priest, spoke at staff meetings addressing any concerns that staff had about the church's views on contemporary issues. So that our pedagogy and practices in RE enabled staff and students to explore their own questions in the light of the Catholic tradition. We ensured that explicit links were made between acting compassionately

and committing to social justice at a local, national and global level through the Mini Vinnies student group.

Learning and Teaching

Goals & Intended Outcomes

During 2023, we continued to implement the recommendations from our Review by:

- strengthening and embedding a contemporary pedagogical approach to learning and teaching
- developing a shared understanding of differentiation/evaluate the effectiveness of differentiation strategies for the learning, supported by data to maximise student growth
- having common practices, with a specific focus on Writing, Spelling and Grammar and Punctuation
- developing a comprehensive and systematic approach to the observation, feedback, mentoring and coaching of staff that includes protocols for coaching, observation and feedback conversations to ensure that there is a focus on reflection of practice, the cultivation of strong professional growth and consistency of classroom practice to continuously improve their practice.

Achievements

As an integral part of our community, we wish to reflect on the initiatives, programs and engagement that have supported fostering a culture of continuous learning and growth in education.

Curriculum Enhancement:

Our commitment to providing high-quality education remained unwavering. Throughout the year, we focused on enhancing our curriculum to align with the evolving needs of our students. This included using two Intervention Teachers to lead the programs that targeted students requiring further consolidation of skills in English or Mathematics areas. Likewise there were opportunities for students to be challenged and extended in these areas as well. Data analysis was a high priority as we used a range of data to select students and targeted programs to their learning needs.

Technology Integration and embracing technology as an enabler of learning, we continued to provide students with updated chrome books and programs to consolidate their classroom learning. We used E-learning initiatives, STEM classes, online borrowing and teaching resources to meet the needs of a range of learners within each classroom.

Integrating innovative tools and platforms into our teaching practices was a goal supported by all staff members. This integration aimed to enhance engagement, collaboration, and accessibility for all learners. Supported by professional learning teams unpacking and auditing the HITS used for effective classroom practices. This was facilitated by MACS representatives leading the school in unpacking and refining planning, pedagogy and teaching practice to improve the data in all areas of the curriculum, student engagement and participation.

Recognising the importance of continuous growth, we invested in comprehensive professional development programs for all educators. These initiatives aimed to empower teachers with the latest pedagogical approaches, instructional strategies, and technological advancements. This was supported by the involvement of Leadership staff in the SILC (School Improvement Learning Collaborative) program. Leaders were provided opportunities to implement the instructional pedagogy of the Science of Learning. Using a drip feed approach during the year that would be unpacked in detail in 2024.

MOI and EOI assessment and data analysis was conducted over the course of the year with the support of MACS. Foundation - Year 2 teachers and Intervention staff were upskilled in reading and using the data from these programs Year 3-6 teachers were given opportunities to unpack and read data from the ACER Pat testing program. The assessment schedule was unpacked and streamlined for end of year assessment and followed through to the new year.

Learning teams were set up to support the implementation of the new OCHRE Curriculum supported by MACS. Sessions were conducted and staff were provided with skills to implement programs and resources in the new year.

Community Engagement and Partnerships:

Collaborative Approach: Committed to parent engagement remained at the forefront of our endeavours. Through collaborative partnerships with families, parish and educational personnel for incursions, we continued to enrich the educational experiences of our students and contribute to the broader community. We recognised the invaluable role of parents and guardians in supporting their children's education. Through opportunities such as, parent helpers in classrooms, sporting events, and social events, involvement in the P&F Committee and SAC Board, we acknowledge and continue to strengthen our partnership with parents to ensure the holistic development and success of our students.

Future Directions and Commitments:

Looking ahead, we are excited about the possibilities and opportunities that the future holds for our learning community. We remain dedicated to nurturing a culture of innovation, excellence, and inclusivity, where every individual has the opportunity to thrive and succeed.

Student Learning Outcomes

Student Achievements and Successes:

Academic Excellence: Our students demonstrated academic achievements across various disciplines. Their commitment to learning, coupled with the support of our dedicated faculty, resulted in many students receiving a certificate for 18 months or above in different curriculum areas.

We had over 15 students commit to the Australian Maths Competition with students and a range of achievements. We have a number of students join the GATEWAYS program out of school throughout the year giving extension to students that perform above the standard curriculum for their age group.

Extracurricular Accomplishments: Beyond the classroom, our students excelled in extracurricular activities, including sports, arts, and community service. These endeavours not only fostered personal growth and development but also instilled values of teamwork, leadership, and social responsibility. This ranged from sporting achievement such as State Hooptime Champions , School Sport Victoria award, The David McKenzie Award, Art Competition by MACS.

Students Agency involved empowering students to take an active role in their education and school community. Many students had the opportunity to be Class Leaders where they represented their class and undertook a range of tasks for the students, and teacher of the class.

Student Voice and Leadership Programs: Sacred Heart has many programs specifically designed to promote student voice and leadership skills. Many of the leaders organised morning prayer, assemblies, awareness days, art competitions, student talent shows and promoted values and respectful relationship initiatives.

We had student-led clubs where students focused on different interests or causes. These

clubs ranged from sports teams to community service groups. They empowered students to take the lead on specific initiatives or projects, whether it's organising a charity fundraiser, implementing a recycling program, or advocating for changes in school policies. Sustainability Leaders implemented compost bins and organised clean up days around the school, the Mini Vinnies group organised fundraisers and shared knowledge about people and places experiencing difficulties.

Staff observations, anecdotal evidence, work samples submitted indicated that students were maintaining appropriate levels of growth in their learning. Formal assessments indicated that students had maintained a consistent level of growth. The area of writing (creativity and stamina) was an overall concern and was a focus in 2023.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	398	38%
	Year 5	529	75%
Numeracy	Year 3	432	86%
	Year 5	516	88%
Reading	Year 3	410	75%
	Year 5	538	100%
Spelling	Year 3	400	50%
	Year 5	487	75%
Writing	Year 3	418	80%
	Year 5	498	75%

*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

The primary aim is to enhance the community's comprehension of student wellbeing, fostering a conducive environment where all students become empowered learners and exhibit responsibility and respect as integral members of the community.

- Encourage student behaviour that reflects an appreciation for diversity within the community.
- Foster positive relationships within the community to enhance student wellbeing.

Achievements

Throughout 2023, ongoing efforts were made to enhance student wellbeing through various initiatives:

- Continued the Better Buddies program, with Year 5 students mentoring Foundation students.
- Shared Parenting Ideas articles in newsletters.
- Conducted a thorough review of the Behaviour Management Policy and Procedures.
- Sustained engagement in the Positive Behavior for Learning (PBL) Program.
- Provided staff training in SWIS to enhance understanding of data and trends.
- Maintained the use of the School Wide Information System (SWIS) to document student behaviour in various areas.
- Maintained status as a Respectful Relationships Lead school.
- Collaborated with Open Parachute to support student and parent wellbeing.
- Completed the final day of Berry Street Education Model PL for all staff.

Value Added

- Continued the implementation of the SWIS data collection tool to analyse incidents in the playground and classroom, including training new staff members.
- The ongoing implementation of Respectful Relationships and the introduction of Open Parachute throughout the school have strengthened teacher capabilities in Social and Emotional Learning (SEL).
- Regular parenting articles published in newsletters align with current school learning, reinforcing a shared language around social and emotional learning for a strong home-school partnership.

- All staff participated in the final day of the Berry Street Education Model (BSEM) PL, and each classroom received a detailed yearly diary with key practices for daily sessions with students.
- PBL now has a more focused approach and rebranding, with developed lesson plans for all classes.
- The 'token' reward system has been revamped, prioritising student voice-centred 'rewards.'

Student Satisfaction

Anecdotal evidence from parents and students throughout 2023 indicated an extremely high level of appreciation and awareness of the effort that staff put into providing a quality learning and teaching environment for their families.

In the MACSSIS 2023 data students reported School - Teacher Relationships 80%, School Belonging 75%

Student Attendance

If a student was absent without explanation, the school's administration system would automatically send an electronic message to the family requesting information.

Average Student Attendance Rate by Year Level	
Y01	88.9%
Y02	89.1%
Y03	88.6%
Y04	88.6%
Y05	92.1%
Y06	91.3%
Overall average attendance	89.8%

Leadership

Goals & Intended Outcomes

The focus on staff professional development in 2023 was on continuing to build Collaborative Learning Communities to increase middle leadership amongst staff.

Achievements

Sacred Heart staff attended multiple professional learning experiences. Leadership staff attended their appropriate learning networks through Melbourne Archdiocese Catholic Schools, Eastern Region Office of Melbourne Archdiocese Catholic Schools or the relevant education authorities.

Staff also attended:

- Respectful Relationships Network and professional development
- Coaching and Mentoring PL
- Berry Street Education Model (BSEM) PL
- Pathways to Principalship PL.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

Sacred Heart staff attended multiple professional learning experiences in 2023.

Leadership and Specialist program staff attended their appropriate learning networks through

Melbourne Archdiocese Catholic Schools (MACS), the Eastern Region Office of MACS or the

relevant education authorities.

Some Professional Learning activities that staff have undertaken in 2023 are:

Respectful Relationships Network and professional learning modules

Positive Behaviour for Learning (PBL)

The Pedagogy of Encounter

Coaching and Mentoring PL

Whole School Berry Street Education Model (BSEM)

Child Information Sharing Scheme & Family Violence Information Sharing Scheme

Finance Clusters Meeting - Eastern Region

Pro Rata Holiday Pay & Leave Loading Workshop

Intervention Framework Online Modules

Eastern NCCD Network Meetings

ZART Art PL

Foundational Pedagogies in Mathematics (F-6)

Understanding Pathological Demand Avoidance in school settings

Eastern Region SILC Network

Types of Employment under the CEMEA

30/8 Model in accordance with CEMEA

Expenditure And Teacher Participation in Professional Learning	
Time in Lieu in accordance with CEMEA	
Engaging Employees on Fixed Term Contracts	
Know your Agreement - CEMEA	
Incremental Progression and Salary Assessments	
OHS for School Leaders	
Religious Education Curriculum Report	
First Aid	
ACER – Social Emotional Wellbeing Survey (SEW)	
Number of teachers who participated in PL in 2023	20
Average expenditure per teacher for PL	\$750.00

Teacher Satisfaction

2023 MACSSIS data indicates that staff psychological safety was 77% school climate was 83% and Staff leadership relationship was 90%.

Anecdotal feedback from staff was that leadership had supported them in very tangible and affirming ways that recognised the stresses and demands of 2023.

Teacher Qualifications	
Doctorate	0.0%
Masters	11.8%
Graduate	11.8%
Graduate Certificate	5.9%
Bachelor Degree	23.5%
Advanced Diploma	11.8%
No Qualifications Listed	35.3%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	13.3
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	5.8
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

- Continue to build communication processes to enhance a culture of positive relationships built on mutual trust and support with all stakeholders.
- Continue to build communication processes that ensure all stakeholders have a shared understanding of the school's directions in all spheres.
- Build staff capacity to foster authentic collaboration and dialogue around ongoing student achievement in learning and well-being, with parents, students and community.
- To strengthen opportunities to engage families and the wider community in the life of the school.
- That we authentically collaborate as partners in learning.

Achievements

In terms of community engagement, we've achieved several successes:

- We've significantly boosted the promotion of our school within the broader community by leveraging social media platforms effectively.
- Continual enhancements to our school website, featuring virtual tours and informative videos about our curriculum areas, have improved our online presence and provided valuable insights for prospective students and parents.
- Our Fundamentals for Foundation program continues to support a smooth transition for preschoolers entering primary school, fostering a welcoming and supportive environment.
- The completion of Stage 2 of our School Refurbishment Program in November 2022 allowed students and staff to utilise and enjoy upgraded facilities, including the administration block featuring meeting rooms, staff facilities, and improved amenities, complementing the enhancements achieved in Stage 1 back in 2020.

Parent Satisfaction

MACSSIS data shows that parent satisfaction was high throughout 2023 with school climate 91%, Communication 90% and School Fit 82%.

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.shdiamondcreek.catholic.edu.au