



Sacred Heart School Diamond Creek

2022 Annual Report to the School Community



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Minimum Standards Attestation

I, Jim O'Sullivan, attest that Sacred Heart School 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 2017 (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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

10/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. 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

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Working together to build a learning community that embraces faith, diversity and personal growth.

Sacred Heart School is committed to providing an inclusive, rigorous learning environment that challenges and engages students to grow as passionate, curious and independent learners.

Our educational philosophy is based on the element that each individual is encouraged to develop as a whole person, with Catholic values as the foundation of all learning. We aim to provide an environment where everyone feels safe and valued and we encourage supportive relationships between parish, school and the wider community.

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. Solid literacy and numeracy 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 needs, and our desire is that all of our students will achieve continued success 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

In 2022, we celebrated the 60th anniversary of our school, however we decided to hold the celebrations until the second stage of our Refurbishment Program had been completed, which occurred in November of that year.

The Sacred Heart community is exceptionally proud of our history because it celebrates the many sacrifices that families made over 6 decades to enable their children to have a catholic faith inspired education.

The following is a brief summary of that history, and it pays respect to the leaders of our school community, the principals, throughout this journey

In 1961 - Second hand prefabricated aluminium buildings were purchased and transported to Diamond Creek where they were installed at 25 Gipson Street. The beginning of Sacred Heart School came to fruition when 63 pupils were enrolled in the care of lay teacher, Miss Margret Stanton.

In 1963 the Sisters of Mercy extended their educational work to include Sacred Heart pupils, and they remained until 1969.

In 1968 the school enrolment had increased to 208 and the school was officially opened by Archbishop Knox.

In 1971 the Mercy sisters left Sacred Heart and the Sisters of Charity arrived, Sister Marie Doyle was the principal, other principals from the Sisters of Charity were: Sister Patricia, Sister Pauline and Sister Virginia

In 1980 our current Bunjil Block & Community Centre was added to Sacred Heart School and was blessed by Archbishop Frank Little.

In 1985 Mrs. Joan North became the first lay principal of Sacred Heart on the departure of the Sisters of Charity. Joan was followed as Principal of Sacred Heart by Mr. Peter Moran and then by Miss Ann Shepherdson

In 1990 the current administration block was added, which included a staff-room and a sick bay.

In 2004 our current Bunjil Block was refurbished.

In 2011, through the Building the Education Revolution program, our MacKillop Block was added, and our buildings were complete.

However, meeting the educational needs of our students is a rapidly changing challenge so in 2016 we started the process of applying for funding to be able to refurbish the buildings of Sacred Heart Primary School to meet the contemporary needs. In 2016, we began to work with Law Architects by consulting with our staff, students and families as to what they wanted their school to look like, we developed this Master Plan.

Over the next 7 years, with the invaluable support of Catholic Education Melbourne/Melbourne Archdiocese Catholic Schools and the State Government, we were blessed to work with Law Architects and Spaces Australia through Stages 1 & 2 of our refurbishment, the buildings were completed in November 2022.

And our journey continues.

School Advisory Council Report

At the beginning of the 2022 school year, the Sacred Heart School Advisory Council began the process of unpacking the Melbourne Archdiocese Catholic Schools 'School Advisory Council Terms of Reference'.

The Terms of Reference document was a source of great discussion for the SAC as it required the consolidation of decision-making processes within the various committees in the parent community.

The SAC was also provided with a summary of the change of governance and its implications for Sacred Heart PS, Diamond Creek. The themes discussed included Parent Engagement in Action Surveys, Enhancing School Catholic Identity Survey Feedback, Enrolment Policy/Website/School Promotion, School Improvement Plan/Annual Report to School Community, Child Safety and the School Financial Report.

As a school community we celebrated the completion of Stage 2 of our Refurbishment Project and look forward to the Official Opening of the new refurbished buildings.

Catholic Identity and Mission

Goals & Intended Outcomes

Throughout 2022 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 staff 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 2 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

Goals

- To foster for every child the right to differentiated learning opportunities by providing an environment that is engaging, meaningful and challenging.
- To develop a culture of learning for both teachers and students at SHS.

Intended Outcomes

- That student's learning is delivered by staff who have a shared understanding of differentiation, evaluating the effectiveness of differentiation strategies to ensure that improved teaching practices are implemented.
- ENGLISH GOAL: To develop an engaging, differentiated learning environment where students are able to articulate their learning and achievements. To reduce the percentage of students in the bottom 50% in Reading.
- MATHEMATICS GOAL: To increase student voice in learning that is purposeful, engaging and provides the opportunity for students to achieve and see success. To reduce the percentage of students of the bottom 50% in Numeracy

Achievements

We aim to improve teacher knowledge and performance with the understanding that they are the key to increased engagement and success of students. With a positive, differentiated and stimulating learning environment we know all students can learn and be a part of a community of learners; students, staff and parents.

STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES

Evidence of achievements Learning and Teaching

- 100% of classroom Learning Intentions and success criteria are visible
- Students can articulate the purpose of their learning when they are asked by a range of staff during Learning Walks
- Implemented multiple sources of evidence over time to provide feedback to students to improve their perceptions of themselves as learners,
- Intervention - LLI, JEMM, Colourful Semantics, Speech sessions
- Development of the new Inquiry scope and sequence, planner and resource - Inquisitive
- Fortnightly Professional Learning Team (PLT) data meetings to effectively analyse the classroom program and how it is linked to student achievement which in turn informs future direction.

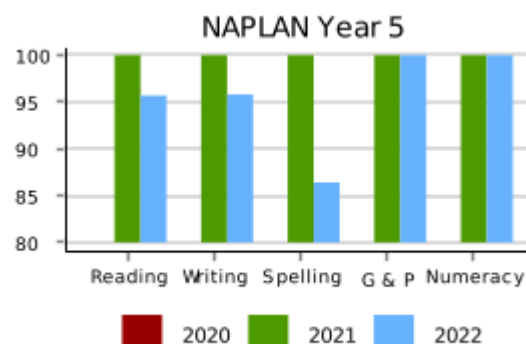
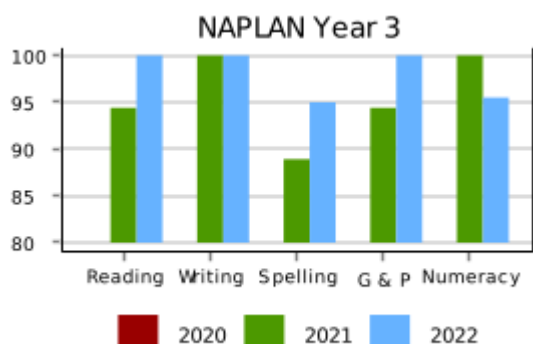
- Collection and analysis of data tracking students, allowing for goal setting and allowing for growth of the learner.
- Moderation sessions within and across PLTs focussing on reading, writing and maths to ensure consistency of teacher judgement on student achievement.
- Monitor students' growth through Case Management, planners and explicit teaching.
- Build on staff capacity to discuss and plan strategies.
- Staff understood, followed and used the Assessment and Data Schedule ensuring clarity and consistency across all year levels. Online ACER testing was used while supported by Fountas and Pinnell Reading Assessment, Essential Assessment and other pre/post assessments.
- Developed strong communication links with parents and students
- Continued to explore contemporary strategies to implement the Victorian Curriculum and Horizons of Hope,
- Promoted and monitored consistency in organisational structures to ensure collaborative planning and teaching.
- Parent Helpers in the classroom - Visual Clip for all helpers to complete before assisting in the classroom.
- Personalised Awards / Token rewards - encouragement and engagement in learning and work expectations
- Opportunities to add value to the learners experience within curriculum and extracurricular activities: goal setting, SEESAW advertising student achievement, Book Week activities, Reading and Writing competitions, Lunchtime Clubs, Excursions competitions, library news, advertising success in different year levels in the Newsletter .

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	94.4	-	100.0	5.6
YR 03 Numeracy	-	100.0	-	95.5	-4.5
YR 03 Reading	-	94.4	-	100.0	5.6
YR 03 Spelling	-	88.9	-	95.0	6.1
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	95.7	-4.3
YR 05 Spelling	-	100.0	-	86.4	-13.6
YR 05 Writing	-	100.0	-	95.8	-4.2

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To strengthen community understanding of student well-being, so that all students are empowered as learners and are responsible and respectful community members.

- That student behaviour reflects an understanding of difference within the community.
- That positive relationships within the community will improve student well-being.

Achievements

Throughout 2022 the following initiatives were continued to be implemented to improve student well-being.

- Better Buddies with Year 5 students partnering with Foundation students,
- Parenting Ideas articles in newsletter,
- Review of Behaviour Management Policy and Procedures,
- Continued involvement in Positive Behaviour for Learning (PBL) Program,
- Maintained implementation of the School Wide Information System (SWIS) for recording student behaviour out on the yard and in classrooms and other internal areas, when students were on-site,
- Appointed as a Respectful Relationships Lead school,
- Partnered with The Resilience Project to support students and parent well-being,
- Completed two days of Berry Street Education Model PL for all staff
- Implemented The Westmead Feelings Project to further support targeted students in Social and Emotional Learning.
- Implemented the Seasons for Growth program for students experiencing challenges with change and/or grief

VALUE ADDED

- Continued with the implementation of the SWIS data collection tool to analyse playground and classroom incidents. Four staff members trained and team developed,
- The continued implementation of Respectful Relationships and The Resilience Project across the school has strengthened teacher capabilities in SEL learning.
- Staff were provided with online training in further implementation of Respectful Relationship Units,
- All staff participated in two days of the Berry Street Education Model (BSEM) PL.

STUDENT SATISFACTION

Anecdotal evidence from parents and students throughout 2022 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 2022 data students reported School - Teacher Relationships 73%, School Belonging 77%, Student Safety 68%.

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	83.3%
Y02	86.4%
Y03	86.2%
Y04	88.3%
Y05	88.3%
Y06	80.1%
Overall average attendance	85.4%

Child Safe Standards

Goals & Intended Outcomes

At Sacred Heart Primary School, Diamond Creek, we hold the care, safety and well-being of children and young people as a central and fundamental responsibility of our school.

Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel (CECV Commitment Statement to Child Safety).

To this end we have a strong commitment to the care, safety and well-being of all students at our school.

We aim to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school. We have taken into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in

Ministerial Order No. 870, and our policy and procedures apply to school staff which includes school employees, volunteers, contractors and clergy.

The following principles underpin our commitment to child safety at Sacred Heart Primary School, Diamond Creek:

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their well-being and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, well-being and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Achievements

Throughout 2022, we have continued to:

- Adopt the Commitment to Child Safety formulated by the Catholic Education Commission of Victoria (CECV) as our own commitment,
- Review policies and the code of conduct for all employees in consultation with the school's Advisory Council,
- Consult our parent community about the policies and associated documents and sought their feedback,
- Publish the relevant documents on our school website with a short explanation accompanying each. Discuss the policies and procedures with all staff and have had all staff sign the Code of Conduct,
- Ensured that all staff completed the online training modules around Mandatory Reporting and Discrimination,
- When recruiting and selecting employees, contractors and volunteers involved in child connected work, we make all reasonable efforts to:
 - Confirm the applicant's Working with Children Check, and National Police Check status and/or professional registration (as relevant),
 - Obtain proof of personal identity and any professional or other qualifications,
 - Verify the applicant's history of work involving children,
 - Obtain references that address the applicant's suitability for the job and working with children.

We have processes for monitoring and assessing the continuing suitability of school staff to work with children, including regular reviews of the status of Working with Children Checks and staff professional registration requirements such as Victorian Institute of Teaching (VIT) registration.

Leadership

Goals & Intended Outcomes

The focus on staff professional development in 2022 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
- The Resilience Project

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Sacred Heart staff attended multiple professional learning experiences in 2022.

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 2022 are:

- Respectful Relationships Network and professional learning modules,
- The Pedagogy of Encounter,
- Coaching and Mentoring PL,
- Westmead Feelings Program,
- The Resilience Project,
- 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,
- 2022 ICON End of Year Processes,

- Intervention Framework Online Modules,
- Eastern NCCD Network Meetings,
- ZART Art PL,
- Foundational Pedagogies in Mathematics (F-6).

Number of teachers who participated in PL in 2022	20
Average expenditure per teacher for PL	\$750

TEACHER SATISFACTION

2022 MACSSIS data indicates that staff psychological safety was 82% school climate was 83% and Staff leadership relationship was 89%

Anecdotal feedback from staff was that leadership had supported them in very tangible and affirming ways that recognised the stresses and demands of 2022.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	95.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	30.0%
Graduate	20.0%
Graduate Certificate	20.0%
Bachelor Degree	40.0%
Advanced Diploma	20.0%
No Qualifications Listed	50.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	16.0
Teaching Staff (FTE)	11.0
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	5.7
Indigenous Teaching Staff (Headcount)	0.0

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.

Achievements

Greater promotion of school in the wider community through social media.

School Website continued to be upgraded including virtual tours and informational videos on curriculum areas.

Fundamentals for Foundation program continued to assist with transition from pre-school to primary school.

Students and staff were able to move into and enjoy the Stage 2 of School Refurbishment Program. Stage 1 was completed in 2020 and included —classrooms refurbished, library moved and upgraded, Multi-purpose Room/Community Centre extended and refurbished, tuckshop relocated, new gardens and seating areas added. Stage 2 was completed November 2022 and included - administration block completed including meeting rooms, staff room, planning room, boardroom, offices, sick bay, intervention room and toilets.

PARENT SATISFACTION

MACSSIS data shows that parent satisfaction was high throughout 2022 with school climate 86%, Communication 75% and School Fit 71%.

Future Directions

The school completed Stage 2 of our Refurbishment Program, the Administration, Staff and community resources.

Staff are focusing on embedding the strategies they acquired from their participation in mathematics professional learning throughout 2021/2022.

Continuing to implement the Resilience Project and, as a Respectful Relationships Lead School, embedding awareness of and respect for diversity in the everyday culture of our students and staff.

Further investigation and implementation of the Pedagogy of Encounter approach, whereby students (and staff) can identify the sacred work of God in their everyday experiences.