



Melbourne Archdiocese
Catholic Schools

2024

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 12 May 2025

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

At Sacred Heart Primary School, our vision – ***“Working together to build a learning community that embraces faith, inclusion, and personal excellence”*** – captures the essence of who we are and what we strive to be. Grounded in Catholic values, we are committed to nurturing the whole child – academically, spiritually, socially, and emotionally – in a vibrant, inclusive, and faith-filled environment.

Our mission is to provide a holistic and personalised education that celebrates diversity and encourages every student to thrive. Through engaging learning experiences and a supportive community, we empower students to grow with confidence, embrace challenges, and live with purpose. We believe in fostering meaningful relationships between school, families, Parish, and the wider community, enabling each child to feel known, valued, and supported.

Guided by the Gospel, we actively model compassion, integrity, and justice, encouraging students to become people of empathy and action. We honour each individual's unique journey, promoting leadership, social responsibility, and a commitment to lifelong learning.

Our core values shape our daily interactions:

Faith anchors our choices,

Inclusion ensures every person feels welcome,

Community strengthens our connections,

Responsibility drives our leadership and service,

Excellence motivates us to aim high, and

Respect remains at the heart of all we do.

Together, we are building a learning community where all are empowered to grow, belong, and flourish.

School Overview

Sacred Heart Primary School, Diamond Creek

Established in 1962 by the Sisters of Charity, Sacred Heart Primary School has a proud history of serving the parish and community of Diamond Creek and surrounding areas including Wattle Glen, Hurstbridge, and parts of Doreen and Yarrambat. Guided by our founders' motto, "The love of Christ urges us on," Sacred Heart remains committed to fostering a nurturing and inclusive Catholic learning community.

Our school is located in a peaceful, semi-rural setting on the outskirts of metropolitan Melbourne. We currently cater for approximately 190 students from Foundation to Year 6, offering the benefits of a smaller school where each student is known, valued, and supported. Sacred Heart is structured with a single Foundation class and composite classes across all other year levels, allowing for flexible groupings and personalised learning pathways.

Our vision, "Working together to build a learning community that embraces faith, inclusion and personal excellence," reflects our strong commitment to developing the whole child – academically, spiritually, socially, and emotionally. We provide a holistic education grounded in Catholic values, with a strong emphasis on explicit instruction in English and Mathematics, supported by inquiry-based learning and personal goal setting.

As a Catholic school, we are guided by Gospel values and strive to integrate faith, life, and culture into all aspects of school life. Religious education, prayer, liturgical celebrations, and social justice initiatives are central to our identity. We work in close partnership with our Parish to support each student's faith journey.

Student wellbeing is at the heart of our mission. Social and Emotional Learning (SEL) is embedded throughout the school, with dedicated time in all year levels for developing students' emotional literacy, self-awareness, relationships, and resilience. These programs help create a school culture where all students feel safe, supported, and empowered to thrive.

Our facilities include modern and flexible learning spaces, a well-equipped multi-purpose area, spacious outdoor play areas, a community garden, and a refurbished library and Arts area. We also offer a broad co-curricular program including sport, performing and visual arts, Indonesian, Eco STEM, music, student leadership, lunchtime clubs, and special events that enrich the student experience.

We place great value on our partnership with families. A strong sense of community is evident through active parent involvement in the School Advisory Council, Parents and

Friends Association, classroom help, and community events that foster connection and shared purpose.

Students in the senior years participate in a camp program that supports personal development, collaboration, and curriculum outcomes.

Sacred Heart Primary School is a vibrant and faith-filled learning community where every student is supported to grow in confidence, compassion, and capability.

Principal's Report

2024 has been a year of growth, connection, and renewed focus at Sacred Heart Primary School, Diamond Creek. Guided by our vision of ***“working together to build a learning community that embraces faith, inclusion and personal excellence,”*** we continue to provide students with a nurturing, inclusive and academically rich environment grounded in Catholic values.

We are proud of the strong progress our students have made this year, particularly in literacy and numeracy. Our **NAPLAN results showed pleasing growth across key areas**, reflecting our school-wide focus on high-impact instruction, explicit teaching, and consistent use of data to inform learning. This growth is a testament to the dedication of our teaching staff and the targeted support offered through our Learning Support Officers across all year levels.

A major achievement this year has been our school-wide implementation of the **MACS Vision for Instruction**, which has underpinned our commitment to delivering consistent, high-quality teaching across all classrooms. Staff have embraced a shared language of learning and pedagogy, ensuring clarity in instructional practices and expectations. This work has been complemented by a strong emphasis on **explicit instruction**, with teachers consistently setting clear learning intentions, modelling strategies, checking for understanding, and providing targeted feedback to support student growth. This united approach is creating greater consistency across year levels and is having a direct, positive impact on student achievement and engagement.

Our **class structures** in 2024 include a single Foundation class and composite classes from Years 1 to 6. This structure allows for rich peer learning opportunities, deeper relationships between students and staff, and greater flexibility to cater to individual learning needs. Smaller class sizes and strong student-teacher relationships remain a key feature of our learning model, ensuring every child is seen, known, and supported.

Throughout the year, students have enjoyed a broad range of engaging **curriculum and co-curricular experiences**, including:

- Year level camps and excursions that enrich learning beyond the classroom
- Participation in inter-school sports, athletics and swimming carnivals
- Celebrations of the arts through performances, classroom displays and creative projects
- A comprehensive Music program, including instrumental tuition
- Opportunities for student leadership and voice through our Student Representative Council

- Engagement in Social and Emotional Learning (SEL), which is embedded across all year levels to support wellbeing and personal growth
- Sacramental programs and regular celebrations of faith that deepen our connection to the Parish and the teachings of Jesus

The **School Advisory Council (SAC)** continued to play an active role in strategic discussions, offering valuable insights into areas such as enrolment trends, policy development, and community engagement.

Our strong partnership with families remains one of our school's greatest strengths. Whether through classroom help, attendance at school events, or participation in the Parents and Friends Association, the Sacred Heart community is deeply invested in the life of the school. This shared commitment helps create a rich, welcoming environment where students flourish.

As we look to the future, Sacred Heart remains committed to nurturing every child's faith, curiosity, and potential. We thank our staff, families and parish for their continued support in helping us shape a place of learning, belonging and hope for all.

Catholic Identity and Mission

Goals & Intended Outcomes

At Sacred Heart, our Catholic Identity goals in 2024 focused on deepening our community's connection to faith through dialogue, shared understanding, and authentic practice. We aimed to strengthen a Catholic culture where staff, students, and families could engage meaningfully with the traditions, values, and theological concepts of Catholicism, while aligning our Catholic identity with both Wellbeing and Inquiry practices.

Goals for 2024:

- To strengthen a Catholic culture where staff, students, and families are in dialogue with their faith.
- To deepen knowledge and understanding of the Religious Education curriculum and the theological concepts and traditions of Catholicism.
- To build a shared understanding of a dialogical approach to Religious Education through the Pedagogy of Encounter.
- To embed common practices and language reflective of our Catholic identity, with strong links to Wellbeing and Inquiry.

Achievements

In 2024, Sacred Heart made substantial strides toward achieving its Catholic Identity goals, with staff, students, and the wider community deeply engaged in the spiritual life of the school. Notable achievements included:

- Ongoing inclusion of a link to the weekend Parish Mass in each school newsletter, fostering a strong connection between families and the broader parish community.
- Staff actively participated in the Parish Pastoral Council and the Faith Development Team across the three schools within the Partnered Parishes, reinforcing our collaborative approach to faith and learning.
- Daily school assemblies began with a shared School Prayer, providing a consistent and meaningful start to each school day, centred on reflection and community.
- Regular class and whole-school liturgies offered students and staff opportunities for communal prayer, celebration, and spiritual reflection.
- The discussion and refinement of Religious Education pedagogy, assessment, and reporting continued within Professional Learning Teams (PLTs), ensuring a cohesive and school-wide approach to enhancing student outcomes in Religious Education.
- Staff engaged in professional learning focused on the Pedagogy of Encounter, further equipping them to lead thoughtful, faith-based dialogue that connects students' real-world experiences with Catholic teachings and traditions.

Value Added

In addition to these key achievements, 2024 saw further enrichment of our Catholic Identity through the following initiatives:

- Fr. Steven Rigo, our Parish Priest, joined several staff meetings to support staff understanding of contemporary Church teachings, encouraging open conversation and thoughtful engagement with complex theological and societal issues.
- The Mini Vinnies group remained active in promoting social justice, helping students connect faith with action by supporting local, national, and global initiatives. This work explicitly linked Catholic Social Teaching with real-world compassion and advocacy.
- A new initiative, Bridging Connections, was introduced to foster intergenerational connection between our students and parishioners. Senior students exchanged letters with members of the parish community, culminating in a joyful morning tea where they shared stories and played games like Scrabble together. This initiative beautifully reflected our mission of building inclusive, faith-filled relationships grounded in respect, compassion, and shared wisdom.
- Staff participated in a unique school closure day led by Fr Elio Capra, exploring the transitions of the Catholic Church through the lens of art. This experience provided rich theological insight, helping deepen understanding of how Catholic identity evolves while remaining rooted in tradition, symbol, and creative expression.
- Explicit connections between Religious Education, Wellbeing, and Inquiry continued to grow stronger, with staff using shared language and integrated approaches to reinforce Gospel values in everyday learning.

Through these efforts, Sacred Heart deepened its identity as an authentically Catholic learning community. By fostering open dialogue, shared prayer, and reflective action, we enabled students, staff, and families to explore and live out their faith in meaningful and contemporary ways.

Learning and Teaching

Goals & Intended Outcomes

Learning and Teaching Report – 2024

At Sacred Heart, our commitment to *building a learning community that embraces faith, inclusion, and personal excellence* is at the heart of all we do.

In 2024, Sacred Heart joined Catholic schools across Victoria in strengthening our practice through the MACS Vision for Instruction. This included the way we planned and delivered teaching and learning outlining our shared responsibility to ensure high-quality, evidence-informed instruction in every classroom, every day. This has been coupled with an ongoing focus on the **High Impact Teaching Strategies (HITS)**, which guide our staff in delivering consistent, effective practice across the school.

The Vision for Instruction is a system-wide framework developed by MACS to ensure consistency, clarity, and quality in teaching across all Catholic schools. It outlines best-practice approaches to the teaching of Reading, Writing, and Mathematics, offering practical and research-based strategies for educators.

Goals & Intended Outcomes

Building on the recommendations from our 2022 School Review, we continued to focus on:

- Strengthening and embedding a contemporary and consistent pedagogical approach, aligned with the MACS Vision for Learning and Instruction.
- Deepening our shared understanding of differentiation, evaluating its impact through data-informed decisions and ensuring all students experience success and challenge.
- Establishing common practices in Writing, Spelling, Grammar and Punctuation to drive consistency and progression across year levels.
- Developing a systematic, embedded approach to observation, feedback, mentoring, and coaching, fostering staff reflection, collective efficacy, and professional growth.
- Focusing on the teaching and learning of Mathematics, using data and evidence-based strategies (including HITS) to strengthen number sense, reasoning, and problem-solving capabilities for all students.

Achievements

In 2024, our school placed a strong emphasis on building teacher capacity through professional learning aligned with our *Vision for Instruction*, *the Science of Learning*, and the High Impact Teaching Strategies (HITS). Staff collaborated in Professional Learning Teams

(PLTs), focusing on structured, explicit instruction with particular attention to goal setting, lesson structure, explicit teaching, and questioning—especially within Mathematics.

Professional development was supported by Melbourne Archdiocese Catholic Schools (MACS) through workshops, in-class coaching, and system-led Planning and Pedagogy Reviews. Staff were introduced to the *Vision for Instruction – Flourishing Learners*, focusing on *The Why, The What, and The How* of effective teaching. Staff explored the Science of Learning and how to establish classroom environments that support all learners. Key elements of this learning included; **Cognitive Load Theory, Guided Practice, Explicit Teaching, Daily Reviews, Checking for Understanding**, and strategies to **reduce visual clutter** in the classroom to maintain a **strong teacher focus**. A key instructional model studied was *Rosenshine's Principles of Instruction*, particularly the importance of reviewing material and embedding retrieval practices into daily teaching.

This was complemented by learning in InitialLit and structured literacy, NCCD training, and reading and writing improvement strategies. Leadership teams cascaded this learning through the MACS School Improvement Learning Collaborative (SILC), using coaching, workshops, and feedback cycles.

To ensure consistent implementation, our leadership team introduced peer observations, instructional coaching, and feedback protocols. Regular learning walks, planning sessions, and review cycles have cultivated a reflective and collaborative professional culture.

Whole School Accountability and Responsibility

The school year began with a strong focus on collaboration and shared professional growth. In alignment with our Annual Action Plan Goal and MACS's Vision for Instruction, staff worked together to co-develop a **Professional Learning Team (PLT) Staff Charter**. This charter was designed to guide the way they we engage in our twice-weekly PLT meetings, ensuring the needs of both full-time and part-time staff were respected and supported. The charter grounded our shared belief that all students can grow and learn when provided with a contemporary, collaborative curriculum that includes high-impact strategies, is informed by data, and is delivered within a supportive environment. The Staff Charter outlines what effective collaboration "looks like" and "how it is achieved," offering a clear and consistent reference point for all staff. It reinforces our commitment to creating a professional culture where both students and teachers develop a love of learning and a mindset for lifelong learning. This work further complements the MACS Vision by promoting collective efficacy, data-informed practice, and shared responsibility for student outcomes.

Vision for Learning at Sacred Heart

To further support and strengthen our commitment to high-quality, evidence-based teaching, Sacred Heart established a new **Pedagogical Framework** in 2024. This framework is underpinned by our *Vision for Learning*, which states: *All students have the ability to grow and learn through the delivery of a contemporary and collaborative curriculum, including high*

impact strategies aligned with data, in a supportive learning environment. Effective teaching and learning enables all staff and students opportunities to develop the love of learning and become lifelong learners. This Vision now serves as a guiding statement for all teaching and learning at Sacred Heart. The framework brings together key elements of curriculum planning, instructional practice, assessment, and professional collaboration, ensuring alignment with MACS's Vision for Instruction. It reflects our collective belief in the capacity of every learner and our shared responsibility as educators to create environments where all students thrive.

Embedding Explicit Instruction

A major instructional priority in 2024 was the embedding of Explicit Instruction across all learning areas. Teachers consistently implemented evidence-informed practices including daily reviews, clear learning intentions and success criteria, checking for understanding, and systematic, sequential delivery. These strategies have supported improved clarity, consistency, and effectiveness across classrooms.

Mathematics Focus

In response to student data and review findings, Mathematics was identified as a key priority area for 2024. To address this, professional learning opportunities were expanded to include TIMMS (Teaching Interactions Model for Mathematics) training, along with the integration of Ochre Maths resources to further enhance evidence-based instruction. Ochre Resources were intentionally embedded across all levels to foster culturally responsive and integrated teaching practices. Staff engaged in targeted professional learning, including the use of F–2 TIMMS videos, to deepen their understanding of effective teaching strategies and to support consistent instructional approaches across the school.

These initiatives have contributed to a more cohesive and impactful mathematics program, leading to improved student outcomes and confidence in numeracy.

Key Initiatives included :

- Pre- and post-assessments to guide instruction and flexible groupings
- Consistent use of explicit teaching models (I do, We do, You do)
- Differentiated instruction to meet diverse learner needs
- Implementation of rich, hands-on tasks to build conceptual understanding, number fluency, reasoning, and mathematical discourse through manipulatives, maths talks, anchor charts
- Regular data analysis to inform teaching and learning
- Increased use of mathematical language and discourse in classrooms
- Targeted intervention and extension, led by dedicated Intervention Teachers
- Moderation sessions and learning walks to promote consistency and professional dialogue.

Data-Informed Practice

Student growth remained central to our instructional approach. Teachers were supported to analyse data from MOI, EOI, PAT assessments, and formative tools to monitor learning in real-time. These insights informed planning, differentiated instruction, and student goal setting. A revised Reporting and Assessment Schedule was developed, informed by recommendations from MACS as well as insights gained through participation in English and Mathematics Network meetings and professional learning sessions. These changes ensure that our assessment and reporting practices are purposeful, consistent, and aligned with current best practice, supporting a more accurate understanding of student progress and achievement across the school. MOI and EOI assessment and data analysis was conducted over the course of the year. 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.

Throughout 2024, classroom practice at Sacred Heart was strengthened through a range of targeted strategies that aligned with our commitment to data-informed teaching and improved student outcomes. We began by using Preliminary NAPLAN (SSSR) reports to analyse student performance, identifying key areas for growth and informing our teaching focus.

Professional learning was expanded to include TIMMS training, Science of Learning workshops, and the integration of Ochre Maths and English resources, further supporting evidence-based instruction. Ochre Resources were embedded across all levels to support culturally responsive and integrated teaching practices.

Staff engaged in professional learning, utilising F–2 TIMS videos to deepen understanding of effective teaching strategies.

Curriculum Enhancement and Targeted Support

Using a wide array of data sources, students were identified for tailored intervention or extension in both English and Mathematics. Our two Intervention Teachers supported students requiring consolidation or enrichment, ensuring learning needs were met with precision. Ongoing MACS support through data interpretation workshops and coaching enabled staff to effectively plan next steps for each learner.

Policy Development

Through thoughtful reflection, research, and an evidence-based understanding of how students learn, Sacred Heart successfully prioritised policy development to better reflect contemporary educational approaches and meet the needs of our school community. A key achievement was the introduction of a new Homework Policy, which offers a more flexible and balanced system that accommodates both traditional and alternative approaches to home learning. This policy was developed in response to diverse parent preferences and

aims to strengthen family-school partnerships while promoting student wellbeing, reflecting our commitment to student-centred, responsive practice.

Technological Integration

We continued to enhance student engagement and learning through strategic use of technology. Updated Chromebooks, curriculum-aligned digital platforms, and STEM-based tasks supported rich, real-time learning experiences. Teachers used digital tools to assess and reinforce student understanding and guide instruction.

Student Learning Outcomes

Student Learning Outcomes and Successes

Our students demonstrated pleasing academic growth and achievement in English and Mathematics, supported by both formal assessments and teacher observations. Writing, particularly around creativity and stamina, was identified as a focus area and continues to be addressed through structured writing programs and the use of mentor texts.

Our NAPLAN results reflect strong academic growth, particularly in the areas of Reading and Writing across both the Year 3 and Year 5 cohorts. This positive trend is a testament to the impact of our school-wide commitment to explicit instruction, modelled examples, and a consistent vision for instruction. In Reading and Writing, students demonstrated their ability to retain and apply learned material, showcasing the success of our teaching and learning approach. Year 3 students also achieved outstanding results in Spelling, which we attribute to the consistent focus on phonics and phonological awareness during their junior years. Numeracy results were in line with state averages, supporting what has been acknowledged across many schools—that Numeracy remains a key area for ongoing focus. These results affirm the effectiveness of our teaching strategies and inspire us to continue building on this success.

There were a number of outstanding achievements from our students across a range of learning areas in 2024. Their dedication to learning, supported by the ongoing commitment of our passionate teachers, has led to exceptional growth and success. These students were recognised with a Certificate of Academic Excellence, awarded to those who have demonstrated sustained achievement over 18 months or more in various curriculum areas. In addition, a number of students received the Certificate of Endeavour, acknowledging individuals who have embodied the values of Sacred Heart and shown significant growth in their personal academic journey. These awards reflect the hard work, perseverance, and positive attitude of our students—and the supportive learning environment we continue to foster at Sacred Heart.

Academic enrichment continued to thrive at Sacred Heart, with a strong focus on extending learning opportunities for high-achieving students. In 2024, around 18 students proudly

participated in the Australian Mathematics Competition, demonstrating confidence and capability in complex problem-solving. Additionally, students were nominated and selected to participate in external GATEWAYS programs, further highlighting the school's commitment to academic excellence. Sacred Heart also took a leadership role in hosting GATEWAYS events on-site, including specialised programs in both English and Mathematics. These opportunities not only extended and enriched student learning but also celebrated and supported the talents of our high-achieving learners within and beyond the school community.

Teachers began experimenting with ELASTIK to analyse data and monitor student growth. Data-informed decision making through platforms such as ELASTIK, supporting consistency in tracking growth, particularly in writing.

Staff observations, student work samples, and formal assessments indicated students maintained appropriate levels of academic growth.

Explicit instruction with a focus on the “You Do” phase, incorporating modelled examples and differentiation strategies.

Team Teach strategies were introduced, focusing on understanding individual learners and their behaviour and engagement.

Beyond the classroom, student agency was nurtured through leadership programs and student-led initiatives including Class Leaders, Mini Vinnies, Lego Club, Chess Club, and the Sustainability Club. Our Year 5 Future Leaders program developed skills in public speaking, empathy, and decision-making.

Celebrating Success

Student achievement was acknowledged through a variety of awards and celebrations:

- Recognition of academic growth and success across curriculum areas
- Sporting achievements, including School Sport Victoria and State Hooptime Basketball events
- Cultural and creative accomplishments showcased in MACS-led competitions and exhibitions
- The David McKenzie Award honouring outstanding student leadership and contribution.

Student Agency and Leadership Programs

At Sacred Heart, student agency was actively fostered through a wide range of leadership opportunities that empowered students to take ownership of their learning and contribute meaningfully to the school community. Many students served as Class Leaders, representing their peers and supporting teachers with classroom responsibilities. Our school offered

numerous programs designed to promote student voice and develop leadership skills. Student leaders played a key role in organising morning prayer, assemblies, awareness days, art competitions, talent shows, and initiatives that promote our school values and Respectful Relationships. Students also led charitable fundraisers—some inspired by their classroom learning and others aligned with the liturgical calendar, such as Caritas during Lent, Advent, and campaigns focused on social justice.

Student-led clubs provided further opportunities for leadership and collaboration, with groups such as Mini Vinnies, Lego Club, Chess Club, and the Sustainability Club. These clubs initiated composting programs, school clean-up days, outdoor games, sport skill-building sessions, and knowledge-sharing activities. Our Year 5 Future Leaders Program supported the development of public speaking, empathy, and decision-making skills, preparing students to step confidently into leadership roles both within and beyond the school.

Community Engagement and Partnerships

Our school community continued to thrive through meaningful partnerships between staff, families, and external networks. Parents played a vital role in classroom support, sporting events, P&F initiatives, and School Advisory Council (SAC) contributions. Opportunities such as curriculum nights, open days, and regular communication strengthened the connection between home and school.

We also continued strong engagement with MACS advisors and external providers to ensure our curriculum delivery and staff development remained current and system-aligned. Collaborative work in implementing the OCHRE curriculum and inclusive practices underscored our commitment to excellence and equity.

Community engagement continued to be a strength at Sacred Heart, with meaningful partnerships flourishing between staff, families, and external networks. A standout initiative in 2024 was the Sacred Heart Community Connection, which aimed to build strong intergenerational relationships between Year 6 students and parishioners of the Sacred Heart Parish. Through a pen pal program, 25 students engaged in thoughtful letter writing, fostering real, personal connections with older members of the parish. These written exchanges helped build empathy, communication skills, and a deeper appreciation for the wider community. The program culminated in shared morning teas where students and parishioners met face-to-face, strengthening their bonds, promoting a deeper sense of belonging and mutual respect between generations.

Community engagement continued to be a strength with a range of enriching experiences that connected students with inspiring role models. During Book Week, well-known authors visited the school to celebrate the joy of reading and storytelling. Players from the Collingwood Football Club visited to share their personal journeys, reinforcing important school values such as perseverance, respect, and hard work. These experiences not only

engaged students but also strengthened our school culture by promoting real-world connections and life lessons that extend beyond the classroom.

Future Directions

As we look ahead, Sacred Heart is committed to building upon the strong foundations established throughout 2024. Our strategic priorities reflect our unwavering dedication to high-impact teaching, student-centred learning, and staff professional growth. We remain focused on ensuring every learner is empowered to thrive within a community that embraces faith, diversity, and personal growth.

Our key directions for the future include:

Embedding the Vision for Learning and Instruction

Continued implementation of our Vision for Learning and Instruction will be supported through ongoing coaching, collaborative planning, and targeted professional learning opportunities.

Strengthening Tier 1 Instruction

A particular emphasis will be placed on enhancing foundational classroom teaching across all learning areas, with a deep focus on the Science of Reading and evidence-informed Mathematics instruction.

Deepening Data Literacy

We will further develop a culture of data literacy, where all decisions are driven by student data, ensuring learning is personalised, inclusive, and informed by best practice.

Embedding High Impact Teaching Strategies (HITS)

Consistent application of HITS across all year levels will provide a shared and research-based instructional framework that enhances clarity, consistency, and impact in every classroom.

Fostering Differentiation and Targeted Support

We will continue to strengthen differentiation through structured intervention and extension programs, ensuring the needs of every student are met with precision and care.

Aligning Curriculum Planning with MACS Priorities

Curriculum planning will remain aligned with MACS strategic directions, supporting coherence and depth in learning across the school.

Celebrating Strengths and Diversity

We will continue to honour and nurture the strengths, potential, and unique identities of every student, cultivating an environment where all learners feel seen, supported, and inspired.

Through these future-focused directions, Sacred Heart is excited to continue shaping engaged, curious, and capable learners—students who are confident in themselves, connected to their community, and committed to lifelong learning.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	449	76%
	Year 5	488	55%
Numeracy	Year 3	441	78%
	Year 5	468	50%
Reading	Year 3	454	83%
	Year 5	482	82%
Spelling	Year 3	436	80%
	Year 5	477	64%
Writing	Year 3	449	100%
	Year 5	491	86%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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

As part of our **2024 Annual Action Plan Priority 2: Student Agency**, our goal was to deepen understanding of student agency in both learning and wellbeing. We remained committed to creating an environment where students were active decision-makers in their learning and empowered to be respectful and responsible members of our school community.

Goals and Intended Outcomes

In 2024, we focused on the following key outcomes to enhance student wellbeing:

- Enhancing community understanding of student wellbeing, building a shared language and awareness that supported student empowerment.
- Encouraging student behaviour that demonstrated respect and appreciation for diversity within our community.
- Fostering and maintaining positive relationships, recognising the essential role of connection in supporting student wellbeing and agency.

Achievements

In 2024, our school continued to prioritise student wellbeing, focusing on building a consistent and inclusive approach across all year levels. Through a range of strategic initiatives, we strengthened our commitment to creating a safe, supportive, and values-driven environment for every learner.

Key Achievements:

Better Buddies Program: Our Year 5 students played a key role in supporting Foundation students through the Better Buddies Program, fostering positive relationships and smooth transitions into school life.

Parent Engagement: We continued to strengthen the partnership between home and school by regularly sharing parenting articles and wellbeing resources in our newsletters. These supported families in reinforcing social and emotional learning at home.

Behaviour Management Review: A comprehensive review of our Behaviour Management Policy and Procedures was completed, aligning practices with our restorative and student-centred approach.

Positive Behaviour for Learning (PBL): Whole-school implementation of the PBL framework continued, with a renewed focus on professional learning for staff and increasing student engagement. A dedicated staff team met regularly with MACS to guide and support this work.

Team Teach Training: All staff participated in a full-day Team Teach professional learning session, equipping them with practical strategies for behaviour de-escalation and student regulation. Three staff members also became accredited facilitators, enabling future training to be delivered internally.

SWIS Data System: We continued to utilise the School-Wide Information System (SWIS) to track and analyse behaviour trends in both classroom and playground settings. Ongoing staff training supported the effective use of this data to inform interventions.

Respectful Relationships: As a recognised Lead School in the Respectful Relationships initiative, we maintained our focus on explicitly teaching Social and Emotional Learning (SEL) across all year levels.

Open Parachute Partnership: We continued our partnership with Open Parachute, providing wellbeing resources to both students and families. This program was further strengthened through renewed funding support.

PBL Rebranding: Our PBL approach received a fresh new look, with engaging and consistent lesson plans developed for every classroom to support positive behaviour and reinforce shared expectations.

Value Added

In addition to our core programs, several new and enhanced strategies enriched our wellbeing culture:

Data-Informed Practice: Ongoing analysis of SWIS data enabled us to respond more precisely to behavioural trends, guiding school-wide support strategies.

Building Staff Capacity: The combination of Respectful Relationships and Open Parachute initiatives strengthened staff confidence and capability in delivering SEL across all classrooms.

Parent Communication: Regular parenting articles contributed to a shared wellbeing language between school and home, fostering consistency in expectations and approaches.

Value Award: A weekly Value Award was introduced, recognising one student per class who consistently demonstrated the school's focus value, helping to celebrate and embed our core beliefs in everyday school life.

Token System Redesign: The student reward token system was updated to better reflect student voice, ensuring rewards were more meaningful and motivating.

Ongoing PBL Professional Learning: Staff continued to engage in targeted professional learning to support the implementation of PBL, ensuring a consistent, evidence-based approach to behaviour across the school.

These collective efforts reflect our strong commitment to nurturing a school culture where all students feel respected, supported, and empowered to flourish.

Looking Ahead

The foundations laid in 2024 provided a strong platform for continued growth in 2025. Future plans include:

- Further embedding daily wellbeing practices from BSEM across all classrooms.
- Expanding opportunities for student voice and leadership in the design and implementation of wellbeing initiatives.
- Continuing to analyse SWIS data to monitor trends and inform timely responses.
- Strengthening staff capacity through continued professional learning in PBL, SEL, and trauma-informed practices.

We are proud of the progress made in 2024 and remain dedicated to supporting every student to feel safe, valued, and empowered to flourish—both as learners and as compassionate contributors to our community.

Student Satisfaction

Throughout 2024, anecdotal feedback from both students and families continued to reflect a deep appreciation for the dedication and care shown by our staff in creating a high-quality learning and teaching environment. Students consistently expressed feeling known, valued, and supported in their learning journey.

This was further affirmed by our 2024 MACSSIS data, where students reported strong results in key areas of wellbeing and engagement. Notably, School-Teacher Relationships received a 74% satisfaction rating, highlighting the positive and respectful connections students have with their teachers. In addition, School Belonging was rated at 81%, reflecting a strong sense of inclusion and connectedness across the school community.

These results are a testament to the collective efforts of staff, students, and families working together to foster a welcoming, engaging, and supportive environment for all learners.

Student Attendance

Maintaining regular attendance is essential for student learning and wellbeing. In 2024, our school continued to prioritise clear and timely communication with families regarding student absences. If a student was absent without explanation, our administration system automatically sent an electronic message to the family requesting clarification. This process ensured accurate attendance records and supported early identification of any concerns.

We worked in partnership with families to promote the importance of consistent school attendance and to address any barriers that may impact student engagement and learning.

Average Student Attendance Rate by Year Level	
Y01	89.5
Y02	89.4
Y03	85.8
Y04	89.2
Y05	90.6
Y06	91.1
Overall average attendance	89.3

Leadership

Goals & Intended Outcomes

In 2024, Sacred Heart Primary School continued to prioritise the development of a strong leadership culture through a focus on building **Collaborative Learning Communities**. Our goal was to deepen middle leadership capacity and promote shared responsibility for school improvement. A key driver of this work was the ongoing implementation of the **Vision for Instruction**, ensuring consistent, high-quality teaching practice across the school.

Another key goal was to foster an environment where staff **authentically collaborate as partners in learning**, valuing collective efficacy and working together to improve outcomes for all students.

Achievements

Under the guidance of a new Principal, Sacred Heart strengthened its commitment to distributed leadership and staff development through a range of strategic initiatives. Staff engaged in both targeted and whole-school professional learning aligned to our strategic goals.

Leadership staff actively participated in relevant learning networks through **Melbourne Archdiocese Catholic Schools (MACS)** and the **Eastern Region Office**, ensuring connection to broader system priorities and supports.

Whole-school professional learning focused on:

- Deepening our collective understanding and implementation of the **Vision for Instruction**, with a clear emphasis on explicit instruction and shared language around effective teaching
- The use of **Positive Behaviour for Learning (PBL)** to support a consistent, proactive approach to student wellbeing and behaviour across the school
- **Team Teach** training to build staff confidence and capacity in managing challenging behaviours in a safe and supportive way, aligned with our whole-school wellbeing practices.

These learning experiences empowered staff to take on increased leadership within their teams, reflect on their practice, and contribute meaningfully to school-wide improvement efforts. The creation of Collaborative Learning Communities has provided valuable opportunities for peer feedback, dialogue, and innovation, reinforcing the belief that **we are all leaders of learning**.

As a result, Sacred Heart continues to build a strong and sustainable culture of leadership that supports both student success and staff growth. The direction set in 2024 has laid a solid foundation for continued professional learning and instructional improvement in the years to come.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>In 2024, Sacred Heart staff participated in a wide range of professional learning experiences aimed at enhancing their knowledge and skills across teaching, leadership, and wellbeing. These professional development opportunities were designed to support both individual growth and broader school improvement efforts, ensuring that staff are well-equipped to meet the diverse needs of our students.</p> <p>Leadership and specialist staff attended relevant learning networks through Melbourne Archdiocese Catholic Schools (MACS), the Eastern Region Office of MACS, and other education authorities. These networks provided invaluable insights into leadership development, curriculum initiatives, and effective teaching strategies.</p> <p>Some of the notable professional learning activities undertaken by staff in 2024 included:</p> <p>Respectful Relationships Network and professional learning modules, focusing on promoting emotional literacy and fostering respectful relationships within the school community.</p> <p>Positive Behaviour for Learning (PBL), a program designed to foster a positive, proactive approach to managing student behaviour across the school.</p> <p>Whole School Team Teach training, aimed at developing inclusive classroom management practices, ensuring the safety and wellbeing of all students.</p> <p>Religious Education (RE) Faith Formation Sessions, deepening teachers' understanding of Catholic traditions, texts, and the integration of faith into teaching practice.</p> <p>Child Information Sharing Scheme & Family Violence Information Sharing Scheme, equipping staff with the knowledge to ensure child safety and proper information sharing in line with legal requirements.</p> <p>Finance Clusters Meeting - Eastern Region, supporting staff in understanding the financial aspects of school management.</p> <p>Pro Rata Holiday Pay & Leave Loading Workshop, ensuring staff clarity around their entitlements and employment conditions.</p> <p>Intervention Framework Online Modules, enhancing staff understanding of how to support students with diverse learning needs.</p>

Expenditure And Teacher Participation in Professional Learning

Eastern **NCCD Network Meetings**, focusing on improving support for students with disabilities through the Nationally Consistent Collection of Data (NCCD).

Foundational Pedagogies in Mathematics (F-6), focusing on evidence-based teaching strategies for early years mathematics.

Understanding Pathological Demand Avoidance in School Settings, offering strategies for supporting students with complex needs.

Eastern Region **SILC Network**, promoting collaboration with specialist support teams for inclusive practices.

Types of Employment under the CEMEA, offering professional learning on contractual and employment conditions within the Catholic Education system.

30/8 Model in accordance with CEMEA, providing professional development on effective timetable structures for teachers.

MultiLit Training, equipping staff with evidence-based literacy strategies to support struggling readers.

Time in Lieu in accordance with CEMEA, ensuring clarity on entitlements related to time off for additional work commitments.

Engaging Employees on Fixed-Term Contracts, providing insight into best practices for managing fixed-term employment agreements.

Know Your Agreement - CEMEA, offering staff an understanding of their rights and obligations under the Catholic Education Multi-Enterprise Agreement (CEMEA).

Incremental Progression and Salary Assessments, supporting staff in understanding how salary progression works within the CEMEA framework.

OHS for School Leaders, offering Occupational Health and Safety (OHS) training for school leaders to ensure a safe and healthy school environment.

Religious Education Curriculum Report, ensuring staff are up-to-date with the latest developments and expectations in Religious Education curriculum delivery.

First Aid Training, ensuring staff are equipped to respond to medical emergencies in a school setting.

Expenditure And Teacher Participation in Professional Learning	
These professional learning opportunities reflect our ongoing commitment to continuous growth and improvement. They empower staff to implement best practices in the classroom, create a supportive and inclusive learning environment, and respond effectively to the evolving needs of our students.	
Number of teachers who participated in PL in 2024	25
Average expenditure per teacher for PL	\$1060.00

Teacher Satisfaction

The 2024 MACSSIS data highlights excellent results in key areas of teacher satisfaction, with school **climate reported at 94%**, **staff safety at 87%**, **staff psychological safety at 85%**, and **staff leadership relationship at 97%**. These figures reflect a highly positive and supportive environment for staff, where they feel valued, secure, and respected.

Anecdotal feedback from staff aligns with these impressive results, with many teachers noting that leadership has provided consistent, tangible, and affirming support throughout the year. Staff members particularly appreciated how leadership acknowledged the challenges of the year, creating a culture where teachers feel both emotionally supported and professionally empowered. This feedback emphasises the crucial role of leadership in fostering a thriving and collaborative school culture, contributing to the high levels of staff satisfaction and engagement.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	1
Graduate Certificate	2
Bachelor Degree	10
Advanced Diploma	1
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	13.6
Non-Teaching Staff (Headcount)	6.34
Non-Teaching Staff (FTE)	10
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

In 2024, Sacred Heart Primary School continued to prioritise the strengthening of communication and engagement across our school community. Our goals focused on fostering positive relationships, building trust, and ensuring that all stakeholders have a shared understanding of the school's directions. We have made significant strides towards creating a culture of mutual respect and collaboration, and we are excited to reflect on the progress made.

One of the key goals for 2024 was to **continue building communication processes** that enhance relationships across all stakeholders. This included parents, students, staff, and the wider community. We have strengthened these communication channels to ensure transparency and alignment in all areas of our school's vision and mission. Through regular updates, meetings, and forums, we have worked to ensure that everyone has an understanding of the school's goals and how we are collectively working towards achieving them.

As part of our commitment to enhancing communication, we **employed a Communications and Marketing Officer** in 2024. This new role has allowed us to focus on further strengthening and supporting our connections with the school community. The Communications and Marketing Officer has been instrumental in enhancing the flow of information to families, developing engaging content, and ensuring that our messages are clear, consistent, and aligned with the school's values and goals. This role has also supported the promotion of school events, achievements, and initiatives, building greater awareness and engagement within the community.

Our commitment to **authentic collaboration** has been central to our approach, with a focus on engaging **parents, students, and the broader community** in ongoing conversations about student achievement, both in terms of learning and wellbeing. This year, we have increased opportunities for dialogue through parent-teacher meetings, student-led expos, and informal events, encouraging parents and caregivers to play an active role in their children's education. The collaborative efforts between staff, parents, and the wider community continue to be an essential part of our students' success.

In line with our priority to **strengthen family and community involvement**, we have also focused on expanding opportunities for families to be actively engaged in the life of the school. We have increased participation in school events, volunteering opportunities, and involvement in key initiatives such as the Parents and Friends Association. These

opportunities not only support the school but also foster a sense of belonging and ownership within the community.

Looking ahead, we are committed to further enhancing these partnerships, ensuring that Sacred Heart remains a school where collaboration and engagement are at the heart of all we do. Our aim is to continue to **collaborate authentically** as partners in learning, providing a supportive and inclusive environment where all members of the school community feel valued and empowered to contribute to the success of our students.

Achievements

In 2024, Sacred Heart Primary School made notable strides in community engagement, fostering stronger connections with families, prospective students, and the wider community. Several key achievements have marked this year, contributing to the development of a vibrant and connected school community.

One of the most significant developments was the **employment of a Communications and Marketing Officer**. This role has been integral to enhancing our communication efforts, ensuring a consistent and clear flow of information both internally and externally. With this new position, we've been able to focus on strengthening our school's presence across various channels, notably through **social media platforms**. These platforms have been an effective tool in promoting our school's values, achievements, and events, helping us reach a broader audience and engage with families, prospective students, and community members in meaningful ways.

In addition, we have made continual **enhancements to our school website**, improving both its functionality and content. Features like virtual tours and informative videos on key curriculum areas have made it easier for prospective students and parents to gain insight into what Sacred Heart has to offer. These updates have significantly bolstered our online presence and serve as a valuable resource for families considering Sacred Heart as their educational partner.

Our commitment to supporting students and families at every stage of their educational journey has been further exemplified by our **Fundamentals for Foundation program**. This program continues to provide a smooth transition for preschoolers entering primary school, offering a welcoming and supportive environment. By engaging families early on and providing them with the tools and knowledge they need, we've been able to ensure that new students feel confident and prepared as they begin their primary education.

Another achievement in communication was the **upgrade of our school newsletter**. This revitalised version provides clearer, more engaging content that keeps our school community informed about important events, initiatives, and student achievements. With a more modern

and user-friendly design, the newsletter has become an essential tool for fostering communication between school and home.

Additionally, we have worked on **streamlining our branding** across all communications. This effort has resulted in a more cohesive and professional presentation of the school's identity, reinforcing our commitment to a consistent and recognisable brand that reflects our values and mission. From the website to the newsletter, social media, and promotional materials, our branding has been unified, ensuring that all stakeholders experience a seamless connection to Sacred Heart.

Overall, these achievements reflect our continued focus on building strong, positive relationships within the Sacred Heart community. By prioritising communication, providing valuable resources for families, and enhancing our online presence, we have made significant progress in strengthening our connection with the broader community, all while providing our students with the best possible learning environment.

Parent Satisfaction

The feedback received from parents through the **2024 MACSSIS (Melbourne Archdiocese Catholic Schools School Improvement Survey)** reflects strong levels of satisfaction with the overall school experience at Sacred Heart Primary School. The results from the survey provide valuable insights into how the school is meeting the needs of families and ensuring a supportive and communicative environment.

Key highlights from the **2024 MACSSIS data** include:

School Climate: 94% of parents expressed satisfaction with the overall school climate, highlighting the positive, welcoming, and inclusive atmosphere at Sacred Heart. Parents continue to feel that the school provides a nurturing and supportive environment where their children can thrive.

Communication: 88% of parents were satisfied with the school's communication. This result demonstrates that the improvements we have made, including the hiring of a Communications and Marketing Officer, along with enhanced communication strategies (website, social media, and newsletters), are being well-received by our parent community. The ongoing efforts to keep families informed about school events, curriculum updates, and their children's progress continue to foster strong connections between home and school.

School Fit: 86% of parents felt that Sacred Heart is the right fit for their child, underscoring the success of our personalised approach to education and the strong alignment between our values and the educational goals of our families. This feedback further demonstrates the

effectiveness of our commitment to fostering an environment where all students can reach their full potential.

Anecdotal feedback from parents also reflected these results, with many parents expressing gratitude for the school's efforts to remain accessible, transparent, and supportive throughout the year. The continued positive relationship between the school and parents highlights the collaborative spirit that defines Sacred Heart and ensures our students' well-being and success.

As we move forward, Sacred Heart is committed to maintaining high levels of parent satisfaction and continually improving our communication and engagement strategies. The feedback from the MACSSIS data will inform our ongoing work to strengthen the partnership between school and home and further enhance the overall experience for our students and their families.

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