



Sacred Heart School Yea

2022 Annual Report to the School Community



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Minimum Standards Attestation

I, Judy Degenhardt, 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

Sacred Heart School Vision

A community of hope and acceptance

Guided by the message of Jesus

Sharing the joy of discovery

Sacred Heart School Mission

At Sacred Heart School we value....

- ***The teachings of Jesus Christ***
- ***The Catholic ethos which embraces hope, trust, compassion, respect, friendship, support, acceptance, honesty, integrity and faith***
- ***The belief that we grow through our faith***
- ***Every member***
- ***The unique gifts each child, parent and staff member brings to the school community***
- ***The sense of family***
- ***The building of respectful and trusting relationships between all members of our community***
- ***The belief that we are all learners and belong to a learning community***
- ***Learning and providing children with the opportunities to think, question and explore the world they live in***
- ***The building of partnerships with the Yea community***

At Sacred Heart School we strive to.....

- ***Work in the service of God***
- ***Be of service to those in the community in which we live***
- ***Model our Catholic ethos by showing hope, compassion, empathy and trust through our daily interactions with all***
- ***Always put the needs and care of the children first***
- ***Contribute to the wellbeing of all in our school community***
- ***Set high standards and work in collaboration with parents and staff so that each child may achieve their full potential***
- ***Work together as a team for the benefit of all***
- ***Create a learning environment that is exciting, challenging, confidence building and achievable; a safe and enjoyable place where children want to learn, a place where they feel valued and loved***

- *Provide learning opportunities that are equitable and inclusive*
- *Be the best that we can be*
- *Be teachers who make a positive difference in the lives of those around us*
- *Celebrate each person's successes*

School Overview

Sacred Heart School is a Catholic Parish primary school, located centrally in the township of Yea. Catholic education has been offered at Sacred Heart for many generations, with the first school being run by the Sisters of St Joseph some 100 years ago. The present school site at The Parade, Yea, was opened in 1957. Sacred Heart is a small rural school offering small class sizes within a caring, multi-age structure. The students come from diverse backgrounds and some travel considerable distances to attend school. The parish covers 2048 square kilometres and is administered by a parish priest, resident in Alexandra.

At Sacred Heart the curriculum is designed to suit the context in which our students live. We support students through the process of personalising learning taking into account students' interests and experiences. Learners are supported by explicit and scaffolded teaching to engage them fully in their learning. We strive to create a climate that promotes inquiry and creative exploration of ideas where learners are supported to engage in deep and powerful learning, which integrates core knowledge and skills across the curriculum in authentic ways. The curriculum is designed to immerse students in the contemporary world leading students to develop understandings about themselves, others and the world. We build learning relationships with our local community and beyond, which creates authentic opportunities for students to learn from and with others.

We lead our students to discover God through engaging in the world around them and in discovering their own potential. The values of our school community are compassion, justice and service to others.

Through the School Improvement Plan our focus continues to be on optimising the learning opportunities for all students across all subject areas. We continue to look for ways to improve and build on the existing partnerships with our parents. We strive to re-contextualise the Catholic Identity of our school to make it connect with the families in our school community and be of value and support to them in the challenges of family life.

Principal's Report

In 2022 Sacred Heart participated in the school review process, which is conducted every four years. The review provided the school with the opportunity to gain feedback about the effectiveness of current teaching practices and to plan a focused approach to school improvement.

The reviewer's report confirmed the very positive work of all those in the school community and provided valuable feedback, which aided in setting the direction of the new School Improvement Plan (SIP).

The following are just a few of the commendations made by the reviewer:

- Sacred Heart has a welcoming and inclusive school environment. The school engenders a strong sense of family and community in which each student is valued as an individual.
- The school is proud of its Catholic heritage as part of the social fabric of a country town.
- Teachers and leaders plan as a professional learning team to ensure that the Religious Education curriculum is taught through alignment with inquiry units.
- Staff work collaboratively to ensure the delivery of a viable curriculum.
- A range of key improvement strategies has been effectively implemented, particularly around the collection and analysis of student learning data.

Teachers have continued to provide the children with a learning environment that embodies the vision and direction contained within the Horizons of Hope document, from the Archdiocese of Melbourne, working to ensure the 'full flourishing' of every student.

The school has a strong working partnership with parents who support the school in all its endeavours. Both staff and parents recognise and value the importance of the Catholic identity of the school which is manifested through pastoral care and the teaching of Christian values.

We look forward to the new school year as we continue to work together to provide the best educational outcomes for the students at Sacred Heart.

I thank all members of our community who continue to support the staff in their work and the children as they grow in Christ's way and inquire into the world in which they live.

Yours in Christ,

Judy Degenhardt

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

To further investigate and plan with the renewed Religious Education curriculum

To guide students to an understanding that the Catholic tradition is plausible, relevant and meaningful

That staff can confidently engage and deliver a rigorous and challenging Education in Faith curriculum

Achievements

During 2022 contemporary teaching practices were used to engage children in learning about the Catholic Faith. Within our school the teaching and modelling of the gospel values is paramount. Through our daily teaching practices and the relationships with the children we endeavour to instil the values of respect, tolerance, acceptance, honesty, responsibility, perseverance and justice. Throughout the school there is evidence of our Catholic identity.

This can be seen through:

- The school newsletter, Masses and Sacramental Programs
- The inclusion of student led prayers and whole school assemblies

Our faith and Catholic Identity is taken out to the broader community through involvement in local and global issues.

The school continues to build the relationship with the Parish through various activities including sacramental and family celebrations and community events.

This year we welcomed Father Jose the new Parish priest of Sacred Heart in Yea and look forward to working with him throughout the 2023 school year.

In the 2022 MACSSIS School Improvement Survey Data staff at Sacred Heart rated Catholic identity in school life very highly, which is evidenced throughout the school. Catholic celebrations and traditions were also rated highly by the students and parents who responded very positively to the importance of Catholic Mission at Sacred Heart.

VALUE ADDED

- The children in years 3 and 4 received the Sacrament of First Reconciliation and Eucharist
- The children participated in classroom activities to build awareness of social issues both local and global
- Whole school participation in social justice projects e.g. Project Compassion
- School celebrations including Liturgy and prayer
- Celebrating Feast days, Holy week celebrations and Advent reflections

- Teachers continued to engage the students in discussions about faith, making the links between the Catholic faith to events and happenings that occur daily in the lives of the children
- Professional Development through PLT's (Professional Learning Team Meetings) embedding the importance of Catholic tradition
- Staff participated in Religious Education Professional Development throughout the year, which was facilitated by Professor Peta Goldberg

Learning and Teaching

Goals & Intended Outcomes

To build a school wide professional team of highly able teachers in a Catholic context

To develop a coherent sequenced curriculum plan

To expand upon the Data Schedule for systematic collection, analysis and use of data

That staff share beliefs and understandings around effective teaching, curriculum planning and data analysis

Achievements

Teachers continue to improve their pedagogy and content knowledge through professional learning and sharing of expert practices. A greater emphasis has been placed on building the capacity of teachers through in-school coaching and mentoring. Learning Walks provide teachers with immediate feedback and school leaders support teachers in reflecting on current practices in order to increase teacher effectiveness.

There has been an emphasis on making learning visible. This has been evident in the professional learning focus on designing Learning Intentions and Success Criteria, the use of data in planning learning cycles, using Literacy and Mathematics' data walls to track individual student progress across the school. Teachers have also been inquiring into the work of Lyn Sharratt and applying the five Questions for Learning with the students.

The school continues to employ a Literacy Leader who works closely with each teacher in planning, runs effective professional learning meetings targeted at teacher needs and models good practice in classrooms. The Literacy Leader role also includes Learning and Teaching and Information Technology.

An investigative, Inquiry Approach is used to integrate and explore learning across several areas, particularly Faith, Science and the Humanities.

Sacred Heart provides a curriculum which incorporates Aboriginal perspectives for all students from Prep to Year 6.

All classes from Prep to Year six participate in the weekly languages program where they are immersed in an understanding of the Indonesian culture and its language.

Music continues to be an integral part of the curriculum with the continuation of an instrumental program, with the school employing a part-time music teacher.

A science based kitchen and garden program provides the students with opportunities to grow and harvest fresh food. The children are then given a cooking lesson to utilise the produce.

A Physical Education teacher coordinates many of the extracurricular sporting activities including swimming and athletics for the children. Weekly Physical Education lessons target sporting skills and teamwork.

The school continues to provide an excellent Visual Arts program.

Parent teacher exchange meetings were held at the beginning of the school year and online parent teacher interviews in mid-year. These provided opportunity for discussion about the individual learning needs of each student.

Throughout the year parents are always welcome to discuss their child's individual needs with the school.

STUDENT LEARNING OUTCOMES

The Year 3 NAPLAN data in 2021 and 2022, showed that most students at the year level continued to meet the National minimum standards in Reading, Writing Spelling and Grammar and Punctuation. The 2022 Numeracy data showed that 100% of students in that cohort were above the National minimum standards.

The Year 5 NAPLAN data in 2021 and 2022, showed that all students at this year level continued to meet the National minimum standards in Reading, Writing, Spelling and Grammar and Punctuation. The 2022 Numeracy data showed that 100% of students in that cohort were above the National minimum standards.

The school has ongoing assessment in both Literacy and Mathematics and utilises the Australian Council for Educational Research Progressive achievement tests in Reading and Mathematics.

Student data in both Literacy and Mathematics is recorded electronically and reflected upon by all teachers to improve student learning outcomes.

A Mathematics tutor supported students who were identified as needing additional assistance.

The Literacy leader worked with individual students who were identified as needing 1:1 support.

Learning Support Officers were placed in each classroom to further assist students in the areas of Literacy and Numeracy.

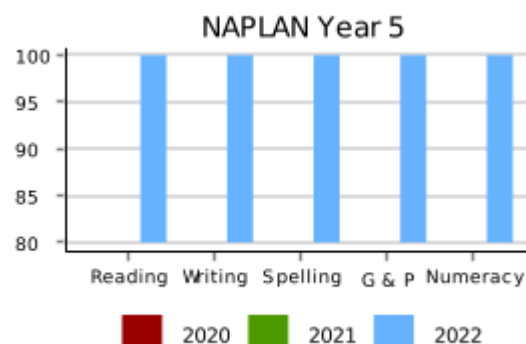
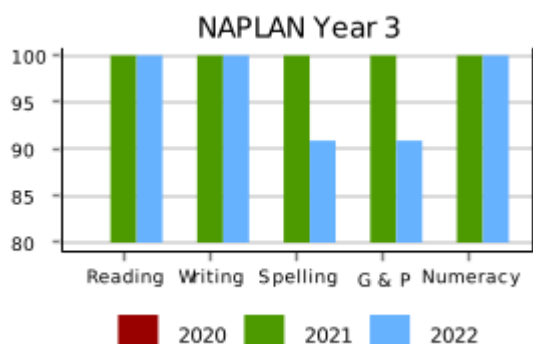
Program Support Group Meetings were held with parents of students who were identified as at risk and a personal learning plan was viewed and discussed.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	90.9	-9.1
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	90.9	-9.1
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	**	-	100.0	**
YR 05 Numeracy	-	**	-	100.0	**
YR 05 Reading	-	**	-	100.0	**
YR 05 Spelling	-	**	-	100.0	**
YR 05 Writing	-	**	-	100.0	**

* 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 implement a research based student wellbeing resilience curriculum

To investigate/implement an evidence based research data collection tool for student wellbeing

- That student wellbeing outcomes are strengthened through a curriculum plan informed by evidence based research and student data

Achievements

The role of the Student Well Being Leader in the school is clearly defined with the leader attending all online professional learning opportunities offered by MACS (Melbourne Archdiocese Catholic Schools). The leader also ensures the implementation of well-being initiatives across the school.

During the year we continued to offer opportunities for all children in areas of leadership with their achievements recognised and celebrated.

Personalised Learning contributed to an increase in student engagement, motivation and ownership of learning. Many of the activities within the children's school day incorporate the skills of co-operation, respect, teamwork, negotiation, resolving conflicts, working with differences of opinions and learning to share ideas and knowledge.

Incorporated into the curriculum were programs promoting student understanding of safety online.

The Resilience, Rights and Respectful Relations resource was utilised from Prep to Year 6 to support student learning in the area of well-being.

The school has continued to subscribe to 'Parenting Ideas' founded by Michael Grose, one of Australia's leading parenting educators. Parenting tip sheets were sent out on a weekly basis to support the social/ emotional needs of families and children.

Throughout the year the school Chaplain connected with students and families on a regular basis, ensuring the well-being of our whole school community.

VALUE ADDED

- Student Led Initiatives such as morning fitness
- Garden Group, inclusive of the vegetable garden, chickens and orchard
- Continued building of partnerships with community groups
- Buddy program involvement throughout the year
- Visits to the Yea Childcare Centre to connect with the young children attending day care/Kinder programs

- Involvement in community events and broader events such as the ANZAC day Commemoration service
- Participation in the Kids Teaching Kids program
- Art contributions to the Yea show

STUDENT SATISFACTION

The student MACSSIS School Improvement Survey Data 2022 indicated that the children at Sacred Heart feel engaged, connected to their teacher, have a sense of belonging to their school and feel safe. The students know that there are expectations for their behaviour at school.

92% of students state that the people in their class are kind and helpful, which is above the MACS average and shows significant growth for the school.

The staff survey data indicated that the school is orderly and that students have supportive interactions with each other.

Staff see students helping one another without being prompted and being respectful to school staff.

STUDENT ATTENDANCE

Non-attendance is managed by the school in the following ways:

- Parents are asked to notify the school when their child is absent. If the school is not notified by 9.30 and the child is still absent, a phone call is made to the parent
- Pass -Tab is used in the school office to record students arriving late/leaving early
- Semester reports to parents record the number of days a child has been absent
- Ongoing absence of a student is followed up with parents as per the school policy

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.3%
Y02	85.1%
Y03	88.3%
Y04	86.9%
Y05	84.7%
Y06	68.5%
Overall average attendance	83.6%

Child Safe Standards

Goals & Intended Outcomes

To ensure a strong commitment to the care, safety and well-being of all students at Sacred Heart Yea, through the provision of policies, procedures and strategies developed that meet the specific requirements of the Victorian Child Safe Standards as set out in ministerial order no. 1359

- That all students at Sacred Heart are kept safe from harm, including all forms of abuse in the school environment, on campus, online and in other locations provided by the school
- That high principles and standards are upheld for all staff, clergy, volunteers, and contractors
- That models of behaviour between adults and children and young people based on mutual respect and consideration are promoted within the school
- That rigorous practices are applied in the recruitment, screening and ongoing professional learning of staff.
- That school personnel have regular and appropriate learning to develop their knowledge of, openness to and ability to address child safety matters
- That regular opportunities are provided to clarify and confirm legislative obligations, policy and procedures in relation to child and young people's protection and well-being

Achievements

The safety of all children, staff and parents at Sacred Heart is a number one priority. The school continues to be compliant with regulations requiring adults to have Working with Children registration and teachers to meet current VIT registration requirements.

All areas of the school environment are maintained to a high standard to minimise any risk factors to the personal safety of any members of the school community whilst on-site.

In 2022 the school leadership ensured the implementation of Ministerial Order 1359 with the new 11 Child Safe Standards introduced to staff and discussed.

The School Advisory Council and the Parent Community were kept informed of the Child Safety Standards Policy and the Safeguarding Children and Young People Code of Conduct.

All staff, volunteers, contractors, clergy, council members and parents were expected to observe child-safe principles and expectations for appropriate behaviour towards and in the company of children.

The four critical actions for schools, responding to incidents, disclosures and suspicions of child abuse were communicated to all staff and displayed for reference with avenues for reporting made clear.

All staff completed the Mandatory Reporting training online module in term one.

A culturally safe environment was ensured through participation in ongoing educational programs.

The Principal and Well-being leader completed the 2022 online workshop 'Information Sharing and Family Violence Reform' Webinars for Educational Professionals.

The school visitor registration system 'Passtab' continued to be used for all visitors at the front office.

The school followed the COVID Safe guidelines set out by Melbourne Archdiocese Catholic Schools (MACS) with hand sanitising units available throughout the school and the renewed cleaning schedule kept in place. Posters displaying social distancing rules and hand sanitisation were displayed, with all regulations strictly adhered to, ensuring the health and safety of students and staff.

Risk management practices continued to be embedded within the school, with particular emphasis on excursions and school camps.

Relevant policies including the Complaints Handling Policy were published on the school website and communicated to the school community.

Employment of new staff required child safe reference checks and questions.

Leadership

Goals & Intended Outcomes

Goals & Intended Outcomes

To build a school wide professional team of highly able teachers in a Catholic context.

- That a structure and process is in place that ensures that all staff can teach at high standards through job embedded professional learning

Achievements

- The school completed the review process which is held every four years. The process involved the verification of the minimum standards and other requirements for registration including Child Safe Standards
- The school engaged in self-assessment and reflection (SAR) on its improvement and performance over the course of the four-year School Improvement Plan (SIP), which was developed in 2018, using the School Improvement Framework (SIF) Rubric
- Staff were engaged in the process by reviewing and assessing evidence and data
- A comprehensive report was then prepared for the reviewer
- A representative parent group met with the reviewer to give their feedback on the school's performance
- A representative student group also met with the reviewer
- At the conclusion of the review the reviewers report was presented to staff and the School Advisory Council by the Leadership team
- The reflection process and report enabled the Leadership team to look at developing the next School Improvement Plan and Annual Action Plan
- Professional Learning Meetings (PLMs) throughout the year provided time to reflect on current teaching practices, evaluate effectiveness and plan improvement strategies
- The inclusion of Learning Support Officers (LSO) in planning sessions with teachers ensured all students had opportunity to achieve their best
- The Leadership team attends most professional learning opportunities provided by MACS (Melbourne Archdiocese Catholic Schools). Key ideas are then communicated to staff through staff meetings and professional learning team meetings
- The Leadership team attended online meetings facilitated by Dr Simon Breakspear, with a focus on continuous school improvement
- All staff were encouraged to extend their knowledge through attending professional development opportunities offered through MACS and external agencies
- There were many opportunities throughout the year to celebrate successes that give meaning to the school's vision for learning

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Reading Intervention Program: Ongoing Monitoring
- Student Wellbeing Leaders Network
- Religious Education Leaders Network
- Teaching Leaders' Network
- Anaphylaxis Training
- Literacy Leader Professional Development
- Mandatory Reporting
- THRASS refresher course
- Personal Faith Development, Professor Peta Goldberg
- Simon Breakspear Agile Leadership Professional Development
- Out of Home Care Course
- Information Sharing and Family Violence Reforms
- School Review Process - School Improvement Framework

Number of teachers who participated in PL in 2022	10
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Average expenditure per teacher for PL	\$600
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TEACHER SATISFACTION

The MACSSIS School Improvement Survey Data 2022, reflected very positively on teacher satisfaction within the school. The following areas rated highly in the results: school climate, staff safety, collaboration around an improvement strategy, support for teams, collective efficacy and Catholic Identity.

Areas which improved since 2021 were: Catholic identity, instructional leadership, collaboration in teams and professional learning.

All staff data was above the MACS data average.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.9%
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ALL STAFF RETENTION RATE

Staff Retention Rate	81.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	50.0%
Graduate	12.5%
Graduate Certificate	0.0%
Bachelor Degree	62.5%
Advanced Diploma	12.5%
No Qualifications Listed	37.5%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	15.0
Teaching Staff (FTE)	8.5
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	5.7
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

To develop a coherent sequenced curriculum plan that is strengthened through family partnerships and connections with the wider community

- That active partnership are improved through connectedness and collaboration with the local and global communities.
- That sustainability and environmental stewardship are strengthened through community connections.

Achievements

We continue to strengthen our school community through involvement within and outside the school. Within the school there are many opportunities for coming together and celebrating as a community. Parents and friends are invited to join the children for whole school assemblies which are held every two weeks. The assemblies are organized by the Senior students who create the agenda and chair the meeting. All classes have the opportunity to contribute work or performances. Student awards are also presented at assemblies.

In 2022 the children were involved in community projects and built relationships with different community groups including the Yea Wetlands through involvement in the Kids Teaching Kids program. We have strong links with local schools and various other community groups. There is always excellent school participation in the ANZAC day ceremony, St. Pat's Races, ELF Reading Day and Remembrance Day ceremony.

Articles are also regularly placed in the local newspaper to highlight student achievements.

In 2022 family partnerships were further strengthened throughout the year, with opportunities for parents to regularly communicate with the classroom teacher.

Teachers meet and greet families at the conclusion of each day, providing opportunity to build parent/teacher relationships.

The many religious celebrations throughout the year have also given families the opportunity to join with the school community in prayer and strengthen the Catholic Identity of the school.

PARENT SATISFACTION

The MACSSIS School Improvement Survey Data 2022, indicated that families' perceptions of the social and learning climate of the school was 81% positive. The data collected in 2022 has remained close to the MACS average with growth seen in the area of Catholic Identity.

The timeliness, frequency and quality of communication between school and families was also rated positively.

Future Directions

The warm and friendly environment that permeates Sacred Heart is often a source of comment by visitors to our school. This is a visible and tangible sign of our commitment to living out our vision:

'A community of hope and acceptance

Guided by the message of Jesus

Sharing the joy of discovery'

The coming year will include a range of initiatives to enhance and enrich our future direction. This will include a focus on further developing our learning and teaching expertise, through professional development on the work of Lyn Sharratt, who is an Associate at the Ontario Institute for Studies in Education at the University of Toronto and is at the forefront of leading teacher best practice. We will also work in collaboration with other rural catholic schools to optimize opportunities to increase our skills and understandings of improving student learning outcomes.

A new four-year school improvement plan will be developed in 2023 utilising the recommendations made by the school reviewer and the information gained from the MACSSIS survey data. Through professional development facilitated by Dr Simon Breakspear the school will continue to plan school improvement utilising his tools and strategies.

Class meetings will continue to highlight student involvement in the life and planning of the school. This together with parent representation on the School Advisory Council and the Parents and Friends group, will provide a collective representation of ideas and projects moving forward.

The provision of a Physical Education teaching specialist will give further opportunity for our students to excel in sporting activities.

The kitchen garden program will continue to develop, and we look forward to seeing our students turn school grown produce into 'gourmet delights'.

Art, music and Indonesian specialist programs will further add another dimension to the children's educational opportunities.

Our organisational structures, administrative procedures, physical environment, and partnership with Parish, families and wider community will continue to energise us on our way forward, with the Catholic identity of our school at the forefront of all that we do.

We acknowledge that our work is a community journey that seeks excellence, in both what we are currently undertaking and in our future directions.