



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



Sacred Heart School

116 Cotham Road, Kew 3101

Principal: Edward Weekes

Web: www.shkew.catholic.edu.au

Registration: 590, E Number: E1063

Principal's Attestation

I, Edward Weekes, 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 2024 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 16 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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Sacred Heart Vision

Statement Sacred Heart gives all hope for the future

Empowers and inspires

Acts and transforms

Centred in Christ

Sacred Heart Mission

Statement Sacred Heart is centred in Christ...

Nurturing the dignity of each person

Promoting respectful relationships

Challenging injustice and leading change

Providing an environment that is safe

Learning, growing and celebrating

Veritas Semper - Truth Always

School Overview

Sacred Heart Catholic School has a proud history of over 120 years of Catholic education in Kew. Sacred Heart is a school where our Catholic traditions and Gospel values are taught and lived. Sacred Heart is a learning community with high expectations for all. We follow an inquiry based approach to learning where our students are encouraged to think critically and creatively, as they develop the skills and capabilities to engage successfully in a global society. At Sacred Heart we support our students to develop a positive mindset and build their resilience in a collaborative environment, where all children and families are treated with respect. Pastoral care and wellbeing is a distinct feature of daily life at Sacred Heart Kew.

Our community is our strength. Our Parish Priest is the faith leader of our community. The staff are committed, highly competent professionals who encourage and inspire their students. The parents are an enthusiastic, supportive and involved dynamic sector of the community. The students enjoy school life, love learning and thrive in a happy, secure and caring environment. We are all very proud of our school.

Our School Vision places our students at the centre of all we do. It is our driving mantra for continuous school improvement and to ensure the full flourishing of every student. It is our goal to ensure that all students will develop confidence as they experience success, a sense of purpose, engagement and make steady progress in all areas of the curriculum provided within a contemporary learning environment.

Child safety is paramount at Sacred Heart Kew. Our school environment, school policies, structures and processes are continually being monitored and refined to ensure duty of care and compliance to the Child Safe Standards.

Principal's Report

2024 has been another wonderful year at Sacred Heart Kew. Excellence in education was again front and centre, as all members of our school community flourished in different ways.

Our staff continued to provide safe and engaging learning spaces for our children, to ensure that all children were supported, so they can reach their full potential, spiritually, academically, socially, emotionally, and physically. We are most fortunate to have committed, inspiring and nurturing staff members who collaborate successfully, planning rigorous and rich curriculum, alongside targeted and personalised assessment activities, for all children in their care. Our children are most fortunate to be taught and guided by our dedicated staff, throughout their primary school years. All our staff members are highly professional, and together, they make an effective and dynamic team. It is a privilege to work alongside such knowledgeable professionals, who each day, go above and beyond, to deliver student learning outcomes that meet the needs, abilities and aspirations of all our children.

Our parents continue to partner with our staff in their child's learning, offering assistance and support, whenever the opportunity presents itself. We are most grateful to our very generous parent community, in particular, our Parents' Association and School Advisory Council members. Our School Advisory Council members speak on behalf of all our school parents, supporting school leadership decisions and help guide future plans. Our Parents' Association members organise fun and social, school events and activities, fundraising and friendraising, enabling our school children to benefit from their hard work. Our parents funded the setup of our Little Learners Love Literacy (LLLL) program in past years, and have now funded our Ninja Playground, which was designed by our student leaders. The ongoing support of all our parents is essential and very much appreciated.

Our children are the reason that we attend 116 Cotham Road Kew every day. The children at Sacred Heart Kew come to school with a 'ready to learn' attitude, they're driven and hard working individuals. Our children have again achieved excellent results right across all curriculum areas, including the annual NAPLAN testing. Our children remain highly engaged and respectful learners, committed to individual growth and achievement, revelling in, and supportive of, the learning progression of their classmates and peers. Our biennial Art Show was just one of many events that showcased just how much our school children continue to excel and shine, across various subjects and learning areas. It was yet another example, highlighting the many opportunities our children are provided with, which enables them to learn, grow and celebrate together here at Sacred Heart Kew. We should all be very proud of our school and the diverse learning environment which exists, for all of us to enjoy.

I extend my thanks to Father Trevor, who was a 'breath of fresh air', arriving earlier this year as Parish Administrator. In particular we thank him for his faith leadership, his humility, and his openness, as he's welcomed all members of our school and community to Church each week. 2024 saw all our children celebrate their Sacraments altogether, with the Sacramental Program now returned and entrusted to the school. We are most grateful to Father Trevor for his presence and his support of us as a school and staff this year, and wish him well with his new role for the Archdiocese of Melbourne.

2024 was indeed wonderful at Sacred Heart Kew. So too, will the future, with our School Hall Building Refurbishment imminent.

Ed Weekes

School Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Enhance faith of students, staff and parents through community engagement.

Achievements

- Welcomed Fr Trevor Tibbertsma as new Parish Administrator
- All staff were welcomed and recognised during our opening year staff prayer led by the Religious Education Leader (REL).
- Staff committed through prayer to our Staff Charter, rededicating themselves to the purpose of supporting students holistically, through personal, curriculum, faith knowledge and development.
- Whole school celebration of the Feast of the Sacred Heart with our community once again enjoying heart-shaped cookies.
- Whole school masses celebrating Ash Wednesday, Feast of the Sacred Heart, Grandparents Day Mass and End of the Year Thanksgiving Mass.
- Whole school Liturgies prepared by REL and celebrated for Catholic Family Week, National Sorry Day, Refugee Week and The Feast of Mary MacKillop.
- Classroom teachers continued to include and promote daily prayerful practices.
- Christian Meditation held twice weekly on Tuesday and Friday afternoons.
- Whole staff prayer before weekly staff meetings.
- REL supported to attend Religious Education Leader Network Days.
- Years 3-6 attended Parish Mass each term.
- Year Prep-6 prepared termly liturgies in conjunction with REL.
- Whole-school liturgical program for Lent, including student-led liturgies for Palm Sunday, Holy Thursday and Good Friday.
- Whole school Project Compassion Lenten Program including the Pre-loved Toy Drive, World Day of Prayer, Yarning Circle Investigation, St Patrick's Day, Holy Week paraliturgies, Stations of the Cross church visit, Easter STEM Challenge, Hot Cross Buns (Parents' Association fundraiser).
- Whole-school liturgical program for Advent, including weekly student-led liturgies.
- Jesse Tree Advent Para-liturgies prepared by REL, including the Jesse Tree Chorus and Verses (composed by David J Newman) led by each year level.
- Weekly Advent Prayer and Reflection offered to Staff through Staff Meetings.
- Continued learning and teaching of Religious Education in accordance with the Renewed Religious Education Curriculum Framework.
- Delivery of Semester reporting on the Religious Education Curriculum.
- School based Sacramental teaching programs completed for First Eucharist (Year 4), Confirmation (Year 6) and Reconciliation (Year 3).

- Introduction of Parent/Child Reconciliation workshop evening, First Eucharist and Confirmation reflection Days.
- Summary of the learning and teaching provided and achievement attained through twice yearly reporting requirements, satisfying expectations and guidelines provided by CECV.

Annual Carols Evening held in the Sacred Heart Church (including Nativity Play). This was well supported by the whole community.

Value Added

- Funds raised through classroom donation boxes towards Project Compassion in 2024 (\$673 through Lent).
- Funds raised in support of CatholicCare and Catholic Family Week through the Walk-A-Thon (\$4390 in May 2024).
- Food Drive completed and well supported by the community (June) with donations delivered to the Brigidine Asylum Seeker Project.
- Professional Development opportunities included: Encounter Ministries (multiple on-demand topic-based workshops with Fr. Rob Galea), Maintaining and Gaining Accreditation to Teach and/or Lead in Catholic Schools and Teacher Accreditation Portal (TAP), Anne Slingo My Story, Our Story (2 part workshops)

Learning and Teaching

Goals & Intended Outcomes

To develop a pedagogical framework that outlines the teaching practices and data collection required at Sacred Heart

- That teachers use data effectively to drive learning and teaching.
- That learning growth is maximised for all students.

Achievements

- The Learning and Teaching Leader introduced and worked with staff to understand the Science of Learning which focuses on cognitive science related to how students learn and the implications for learning and teaching.
- Engaged in professional reading on Rosenshine's Principles for Instruction with a focus on Explicit Instruction.
- Staff attended professional learning in the Teaching for Impact in Mathematics series (TIMs) in line with the MACS 2030 Strategic Plan - Vision for Instruction.
- Introduced Daily Review as a practice to strengthen previous learning in Mathematics (TIMs) and as an instruction principle.
- Used Ochre resources to assist in planning Daily Review and Mathematics Curriculum mapping.
- Completed the Maths Online Interview (MOI) in Prep and Year 1 with a focus on Counting and Place Value.
- Participated in the Pilot 2 MACS Ochre Partnership in English with a focus on Daily Review and improving instructional impact (Year 5/6 only)
- Implemented Little Learners Love Literacy (LLLL) in Prep and Year 1 to explicitly teach reading, writing and spelling in a sequential approach.
- Implemented Heggerty Phonemic Awareness into the daily Literacy teaching in Prep and Year 1 to build awareness and proficiency in literacy.
- Years 2-6 focused on the 'Big 6' when teaching Reading: Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension.
- Continued using SMART Spelling as a resource to teach spelling sounds and rules in Years 2-6.
- Year 3-6 continued to participate in Australasian Problem Solving Contests: Maths Olympiad and Maths Games.
- Continued using Essential Assessment as a resource to complete formative and summative assessment in Mathematics.
- Continued to develop the role of Levelled Coordinators to work with classroom teachers in Junior and Senior Teams.

- Analysed and used data in Professional Learning Teams to support personalised learning.
- Staff participated in professional learning opportunities for the following: Science of Learning, Teaching Impact in Mathematics series (TIMs), Little Learners Love Literacy Whole school participation in First Nations Incursion related to didgeridoo and dance.
- Literacy and Numeracy Leaders continued to work collaboratively within a Leadership platform.
- Collected and documented data in a consistent manner across the school, as evidence for NCCD (Nationally Consistent Collection of Data).
- Maintained the use of planning documentation that includes teaching and learning experiences linked to the Victorian Curriculum/RE Curriculum Framework.
- Adjusted learning experiences to enable and extend students.
- Continued with the MiniLit (Literacy Intervention Program) which is timetabled daily for Year 1/2 students, providing explicit instruction in phonemic awareness, systematic synthetic phonics for reading and spelling, letter formation, and connected text reading.
- The Year 4 students completed online digital licence workshops facilitated by eSmart.
- Whole school use of the Essential Assessment platform used across all year levels P-6.
- Purchased Maths Reading resources for Years P-6 to be used across the levels.
- Leadership and staff looked at data analysis in NAPLAN levels (Year 3 and Year 5) - NAPLAN packs sent home for Year 3 and Year 5 students for extra support.
- Year levels participated in a range of incursions and excursions to consolidate Inquiry learning.
- Case Management meetings continued in Junior and Senior Level meetings.
- Supported Australian Catholic University (ACU) pre-service teachers.

Student Learning Outcomes

In 2024, the following strategies were in place to improve student learning outcomes:

- Data analysis of pre-testing as per the school's Data Plan to cater for individual needs.
- Staff engaged in Professional Development to effectively improve outcomes in Mathematics (TIMs) with a focus on Daily Review.
- Staff implemented Daily Review as an explicit teaching strategy to recall previous taught skills in Mathematics.
- Level Leaders met twice a term with their teams to discuss: updating curriculum resources, supporting 'at risk' students, implementing consistent pedagogical practices in Literacy and Mathematics.
- All staff reviewed the Annual Action Plan to set goals and targets and identify actions to support improvements in student learning outcomes.
- 2024 NAPLAN Data was analysed by staff to identify areas of success and areas for improvement for 2025 and beyond.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	483	81%
	Year 5	562	95%
Numeracy	Year 3	478	94%
	Year 5	571	95%
Reading	Year 3	483	100%
	Year 5	547	90%
Spelling	Year 3	456	90%
	Year 5	548	95%
Writing	Year 3	493	100%
	Year 5	542	95%

*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

That curriculum delivery is inclusive of all students and reflects their diverse learning and wellbeing needs.

Achievements

All staff at Sacred Heart Kew are committed to the positive wellbeing of all our students. Our Student Wellbeing/Learning Diversity Leader continued to work collaboratively with staff as they provided a safe and welcoming environment throughout 2024. Student Wellbeing continued to be an important leadership role within the school. A time allocation of 0.2 FTE was given to support this role.

Value Added

- We celebrated many initiatives to highlight the learning and importance of our personal and social capabilities, e.g. National Day of Action against Bullying.
- Whole school wellbeing groups continued. Classes were mixed to allow teachers and students the opportunity to work together twice a term.
- Lunchtime activities were offered to support students' emotional and social wellbeing.
- Whole School Public Speaking program.
- These activities included Dance, Footy, Cricket, Origami and Drawing.
- School Counsellor role and time allocation were maintained, allowing many students to benefit from one on one counselling sessions and small group sessions.
- Year 6 students were buddies to our Prep students. This helped our youngest students to feel welcomed, comfortable and supported in their new school environment. There were frequent 'Buddy Lunches' and 'Buddy Activities' organised for Year 6 students and their Prep buddies.
- Our ongoing relationship continued with Little Assets Learning Centre, which allowed our Year 5 students to partner and support preschool students.
- Each classroom has a Zones of Regulation display that supports the whole school approach of the 'Zones of Regulation' framework.
- New Staff were given Zones of Regulation professional reading.
- All staff completed an online Mandatory Reporting module assessment to become aware of their responsibilities to Child Protection and Child First.
- Staff participated in Epilepsy Online Training.
- Acknowledgement of significant events e.g. ANZAC Day and Remembrance Day.

- Transition meetings were held between our Prep teachers and local Kindergarten staff.
- Transition meetings were held between our Year 6 teachers and high school staff.
- Varied opportunities for students in Year 6 to hold Leadership Roles were provided. These included: School Captains, Arts Captains, Social Justice/Wellbeing Captains, Sports Captains, Class Captains and Environmental Monitors.
- The Wellbeing Leader supported teachers with Circle Time and classroom visits.
- PSG (Program Support Group) meetings occurred once a term.
- LSOs (Learning Support Officers) continued to support students in the classroom.
- The School Camp program continued from Prep to Year 6.
- Years 5 and 6 students participated in GRIP Leadership Day.
- Interschool Sports continued.
- Camberwell Dragons Basketball Clinics (Year 3 - 6).
- Visit from Richmond Football Club players (AFL).
- The whole school Art show, showcasing all students' artworks was celebrated.
- Puberty Education for Years 5-6 and Parent Night.
- Cyberbullying Parent Night.
- Healthy Harold - Life Ed Australia for P-4
- All students participated in the St John's First Aid for schools program.
- School Leaders attended Primary School Leaders Forum (Victorian Parliament).
- Continue to work with the MACS staff around behaviour support.
- Case Management meetings held from Prep - Year Six.

Student Satisfaction

MACSSIS 2024 (Melbourne Archdiocese Catholic Schools - School Improvement Survey)

Student Detailed Results

How many of your teachers are respectful towards you? 2023 = 83% 2024 = 92%

How supportive are the adults at your school? 2023 = 89% 2024 = 92%

To what extent do the adults at this school care about you and your future? 2023 = 76% 2024 = 88%

Do adults at your school know students well enough to know if something isn't right? 2023 = 85% 2024 = 90%

How effective are the student leadership structures in your school? 2023 = 52% 2024 = 63%

How often do teachers seek your views about what matters to you? 2023 = 64% 2024 = 69%

To what extent are celebrations and traditions, such as prayer, social justice, sacraments and Mass, a part of school life? 2023 = 66% 2024 = 75%

Student Attendance

School attendance is important as it maximises life opportunities for children and young people, providing them with education and support networks. Unless an exemption has been granted all parents and carers must ensure their child attends school. The Education and Training Reform (School Attendance) Regulations 2013, provides guidelines for schools to meet their responsibilities.

The Attendance Roll is a legal document and is kept strictly in accordance with mandated guidelines. Attendance is noted twice daily, each morning before 9am and in the afternoon after 2pm. The attendance roll at Sacred Heart Kew is electronic. It is the class teacher's responsibility to ensure that the roll is kept up to date. All information must be entered correctly. Pupils are marked as present or absent at the time of roll call. After 9.30am, if notification has not been received regarding the absence of a child, the school will contact the parents to satisfy legal requirements. Parents are requested to notify the school each morning, reporting the reason for their child's absence. This can be done via telephone, email or via Audiri App.

Where a student has regular or multiple unexplained absences, the Principal will meet with the parents to discuss the student's attendance and an action plan will be created to improve school attendance and support the student's wellbeing. If student attendance does not improve the Principal will report this to Melbourne Archdiocese Catholic Schools (MACS) and this will result in further action. In the case of school refusal, the Principal or Deputy Principal will contact the parents to ascertain the reasons for the student's non-attendance. An action plan will then be devised to assist the student with a positive return to school. The services of the school counsellor may be accessed if necessary.

Average Student Attendance Rate by Year Level	
Y01	92.9
Y02	93.0
Y03	93.8
Y04	94.8
Y05	97.2
Y06	93.7
Overall average attendance	94.2

Leadership

Goals & Intended Outcomes

Continue to provide consistent and quality practice

Embedding a culture of learning together through mentoring and feedback, enhancing teaching and learning, improving student outcomes.

Achievements

- MACS Vision for Instruction was introduced to all staff and school community.
- The Leadership Team continued to meet on a fortnightly basis, working with the School Improvement Plan and Annual Action Plan.
- Membership of the Leadership Team in 2024 included: School Principal, Deputy Principal/Learning and Teaching Leader, Religious Education Leader and Literacy and Numeracy Leaders.
- The Victorian Curriculum is used with the Renewed Religious Education Framework to plan for Inquiry Learning. Staff continued to use the Victorian Curriculum for their planning.
- Staff met twice weekly for a Staff Meeting and a Professional Learning Team Meeting.
- Junior and Senior Team Meetings are embedded in Term Meeting Schedules to discuss 'teaching and learning' and the effective use of data and moderation of student work.
- Professional learning has been provided to staff to support them to analyse and use data to enhance student learning opportunities.
- The Personalised Learning Plan (PLP's) proforma from Melbourne Archdiocese Catholic Schools (MACS) is consistently used across the school for all students on PLP's.
- Program Support Group (PSG's) meetings were held each term as well as a whole staff meeting to develop Personalised Learning Plans (PLP's).
- Student Goal Setting is based on the SACRED Goals that staff and students develop.
- Annual Review Meetings (ARM's) are in line with the AITSL Standards and the School Improvement Plan.
- Professional Learning and teacher capacity continues to develop with the continuation of regular Junior, Senior, Subject and Part-Time Staff team meetings.
- We continued to revise and update our 'Staff Handbook'.
- The staff regularly evaluate and review student reports in nForma, in line with the Victorian Curriculum.

- Staff updated training in the areas of: Warden Training with Dynamiq for Emergency Management, Occupational Health and Safety, CPR and Anaphylaxis
- Conducted termly Emergency Drills
- Embedded Staff Induction Program and allocated a mentor for new staff members.
- School leaders continued to work closely with external networks to bring expertise and examples of current (evidenced based) practice back to our school.
- Increased focus on student leaders in the roles of Class Captains and Environmental Monitors, with termly meetings, enhancing student voice and agency.
- School leadership updated and implemented new policies, available on the school website
- Principal and Deputy Principal visited local Kindergarten/Early Childhood Centres, introducing themselves and delivering School Open Day flyers/information
- Masterplan - Tender process and Builder awarded contract (School Hall Building refurbishment) to be completed 2025

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Some of the Professional Learning activities that staff have undertaken in 2024 include:</p> <p>MACS Network Days - Student Wellbeing, Learning Diversity, ICT, Religious Education, Literacy, Learning & Teaching, Principal, Deputy Principal and Admin</p> <p>Eastern Region School Improvement Learning Collaborative (SILC) program with Dr Simon Breakspear</p> <p>CPR and Anaphylaxis training</p> <p>Mandatory Reporting - compliance</p> <p>Little Learners Love Literacy</p> <p>Science of Reading</p> <p>NCCD</p> <p>OH&S training</p> <p>Anne Slingo - My Story, Our Story</p> <p>MACS Teaching Impact in Mathematics series (TIMs)</p> <p>Online MACS Mathematics webinars</p> <p>Risk2Solution Warden Training</p>	
Number of teachers who participated in PL in 2024	27
Average expenditure per teacher for PL	\$500.00

Teacher Satisfaction

Staff Detailed Results 2024

MACSSIS 2024 (Melbourne Archdiocese Catholic Schools - School Improvement Survey)

School leaders are understanding when challenges arise in my personal life? 2023 = 86%
2024 = 100%

How comfortable do you feel experimenting with a new teaching approach at this school, even if the approach might not work? 2023 = 73% 2024 = 79%

How closely connected have your professional learning experiences been to your school's improvement plan? 2023 = 85% 2024 = 94%

To what extent have professional learning experiences in the past year improved your teaching practice? 2023 = 77% 2024 = 84%

To what extent have you been able to access professional learning at your school this year? 2023 = 82% 2024 = 89%

How aligned are your school's resources, processes and procedures with your school's improvement plan? 2023 = 70% 2024 = 94%

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	0
Graduate Certificate	0
Bachelor Degree	13
Advanced Diploma	1
No Qualifications Listed	3

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	15.3
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	4.57
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To further engage our families in their children's learning, and to strengthen both local and global community partnerships.

Achievements

- Regular and timely communication through our fortnightly newsletters, via Audiri App, Operoo and email.
- Continued use of Seesaw (online digital learning platform).
- School Assemblies provides each class with the opportunity to showcase their learning. These assemblies also recognise student achievement and showcase school values.
- Parent Information sessions and Parent/Teacher Conversations took place throughout the 2024 school year.
- Classroom Helper training programs were offered for those wanting to assist in classrooms.
- Sacred Heart Kew offers the services of the school counsellor to support individual students and their families where required.
- Parents actively participate in sporting activities for the whole school, and also support their children and staff in District, Division and Regional sporting opportunities.
- Our School Advisory Council provided support and advice to the Parish Priest and Principal on matters relating to policies, finance and maintenance.
- Our Parent Care Group continued to provide support to families in need within the community.
- The Parents' Association (PA) is a vibrant group who engage the community in a variety of activities throughout the year with the purpose of fundraising and building community.
- The PA organised a number of school events for: Prep-6 Disco, Prep Welcome Dinner, Whole School Welcome, Mother's and Father's Day Stalls, Ladies Lunch, Men's Lunch and Year 6 Graduation.
- The PA organised food and Morning Teas for various school events, such as: Sports Day, Mother's Day, Father's Day, Multicultural Day, Grandparents Day and Christmas Carols.
- The biennial Art Show took place in Term 4 showcasing our very talented and creative children's artwork.
- Celebrated Multicultural Day (whole school event).
- Celebrated Olympics Day (whole school event).

- Firefighters from Hawthorn Fire Station visited the Prep students, providing fire and safety education.
- Our Sustainability Leaders raised awareness and funds to save the Koalas.
- Garden Club continued throughout the year, providing opportunities for children to interact with nature and learn about sustainability.
- Students from St Kevin's College completed their Community Service program throughout Term 4.
- The Year 5 students continued the relationship with Little Assets Early Learning Centre to support preschool students and help prepare them for school.
- Year 6 School Leaders conducted School Tours and Open Days.
- Celebrated Book Week with a number of events: character dress up, author visit (Sue DeGennaro) and the Scholastic Book Fair.
- Ongoing partnership with Jess Wilson MP Kew (School Assemblies/Events and Competitions).
- Staff participation and support of 'Run for the Kids' community event.

Parent Satisfaction

Family Detailed Results 2024

MACSSIS 2024 (Melbourne Archdiocese Catholic Schools - School Improvement Survey)

How well do teachers at the school support you to engage with your child's learning? 2023 = 65% 2024 = 82%

How well do you feel the school is preparing your child for the next school year? 2023 = 79% 2024 = 86%

How well does the school consider your family's cultural background? 2023 = 76% 2024 = 79%

How suitable is the physical environment at your child's school? 2023 = 94% 2024 = 100%

To what extent is respect for Catholic beliefs emphasised at your child's school? 2023 = 80% 2024 = 93%

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.shkew.catholic.edu.au