



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Sacred Heart School

116 Cotham Road, COTHAM 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 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 07 May 2024

About this report

Sacred Heart School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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

2023 at Sacred Heart Kew - The year of the Lion, a roaring success! This year was simply incredible as our school celebrated many joyous events together. Our whole school welcome event was well attended, with families enjoying a picnic together out on the school oval early on in the year. This event set the stage for our school community to bond and create new friendships, ensuring that all members knew that they were supported and valued. Around the same time our Senior children finally travelled to Canberra, visiting many of our nation's capital landmarks and historical places, after a four year hiatus.

2023 was the year that all our children breathed new life into the Performing Arts program at Sacred Heart Kew, resurrecting our School Musical, which had not been seen for ten years. Our school was transformed into a jungle full of a mixture of animals, and extremely keen and talented children. Everywhere you looked there was someone singing or humming away to their favourite Lion King tune. Hours and hours were spent, auditioning and rehearsing, creating something that was truly spectacular, inspiring us all to 'Hakuna Matata'. We simply couldn't have asked for a better group of main and supporting cast members. Each child brought something unique to the production, and together, contributed to a magical night which will be remembered for years to come.

I extend a sincere and heartfelt thank you to all our staff members for all their efforts, support and coordination of our performance of 'Disney The Lion King Jr'. At our school we are blessed to have a whole team of dedicated and passionate teachers and staff, who continue to raise the bar in providing highly nurturing and engaging classroom environments, where all children can thrive and flourish to the best of their ability, across all curriculum areas. All our staff come to school each day, ready to guide, teach and support our little ones, leaving no stone unturned in the pursuit of rich learning experiences for all. All our staff members are caring and compassionate educators who take great pride in working with and supporting our children, so they can become active citizens and lifelong learners, who will go out and make a positive difference in our world.

I also extend my thanks to all our parents for their generosity and efforts, supporting and embracing the rebirth of our School Musical and for providing us with their time and expertise, whenever help was needed throughout the school year. Our Parents Association once again provided an array of well organised and carefully considered events, catering for different audiences, ensuring that all participants would enjoy their social time together. Our School Advisory Council members continued to provide much wisdom and energy, supporting our school leadership team to deliver the best education in the local area. We are most grateful to all our generous parents and all that they do for the good of all our children

and our school. We are deeply thankful to all our parents who continue to support and entrust their child's education to our teachers and staff.

I thank Father John for his spiritual guidance and presence this year, whenever we met as a whole school in our beautiful Church. I am grateful for his support of the school during his time here as Parish Priest and wish him well with his future plans. Our Catholic faith continues to underpin all that we do here at Sacred Heart Kew and will continue to be our guiding light and our strength. As our school production taught us, there's no challenge that we cannot face, if we work together with a positive attitude and a sense of humour on the side. Hakuna Matata one and all. What a year to be a member of the Sacred Heart Kew school and community.

Ed Weekes

School Principal

Catholic Identity and Mission

Goals & Intended Outcomes

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

Achievements

- 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.
- Annual Carols Evening held in the Sacred Heart Church (including Nativity Play). This was well supported by the whole community.
- Whole school celebration of the Feast of the Sacred Heart, including creation of online “Recipes to warm the Heart” cookbook with our community once again enjoying Heart-shaped cookies.
- Continued liaison and support of the Parish-based sacramental program and conferral masses.
- 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 Religion Education Leader Network Days.
- Year 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.
- Digital Stations of the Cross created by students and staff for Holy Week (including whole school participation in Stations walk on Tuesday 4 April).
- Whole school Project Compassion Lenten fundraising activities including the Easter Egg Guess (Prep), Easter Bonnet Parade (Year 1); Lenten Colouring Competition; Harmony Day (Year 3), Walk For Water (Year 4), Food For Life Board Game Competition (Year 5 & 6).
- Whole school liturgical program for Advent, including weekly student led liturgies.
- Jesse Tree Advent Paraliturgies 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.
- 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.
- Curriculum-based Sacramental teaching programs completed for First Eucharist (Year 4), Confirmation (Year 6) and Reconciliation (Year 3).
- Summary of the learning and teaching provided and achievement attained through twice yearly reporting requirements, satisfying expectations and guidelines provided by CECV.

Value Added

- Funds raised through classroom donation boxes towards Project Compassion (\$707 through Lent).
- Funds raised in support of CatholicCare and Catholic Family Week through the Walk-A-Thon (\$3686 in May).
- Food Drive completed and well supported by the community (June) with donations delivered to the Brigidine Asylum Seeker Project.
- Participation, awareness and funds raised for the MS Read-A-Thon.
- Christmas Giving Tree initiative was once again well supported and age-appropriate gifts were donated to the Fitzroy Mission of St. Vincent de Paul (December).
- Professional Development opportunities included: Encounter Ministries (multiple on-demand topic-based workshops with Fr. Rob Galea), Staff retreat day, including orientation activity, Liturgy Development (Professor Clare Johnson ACU), Prayer (Prue Vanstan MACS), Maintaining and Gaining Accreditation to Teach and/or Lead in Catholic Schools and Teacher Accreditation Portal (TAP).
- Continuation of the Religion Education Staff Portal (GoogleSites) to streamline access to learning, resources and professional development opportunities.

Learning and Teaching

Goals & Intended Outcomes

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

Achievements

- Continued implementation of consistent whole school pedagogical approaches, such as the use of Learning Intentions, Success Criteria and SMART Spelling.
- Purchased online professional development resources for teachers in SMART Spelling.
- 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 planned the Digital Technologies curriculum for their individual levels.
- Staff participated in professional learning opportunities for the following: Maths online (Differentiation), Essential Assessment, NAPLAN data analysis.
- Aboriginal Survival Technology led student workshops focusing on the indigenous tools, climate, food and survival within various mobs around Australia.
- 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.
- The Year 4 students completed online digital licence workshops facilitated by eSmart.
- Year 5 & 6 students completed public speaking (SuperSpeak) workshops.
- Whole school use of the Essential Assessment platform used across all grade levels Prep-6.
- Purchased Maths Reading resources (Prep-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.
- Little Learners Love Literacy purchased for the junior levels thanks to the PA for donation to support reading strategies in the classroom.

- Junior and Senior levels analysed PAT data in levels looking at numeracy and literacy data.
- Professional development PAT whole school with Matt Bongetti (ACER).
- Year levels participated in a range of incursions and excursions to consolidate Inquiry learning.
- Whole School Specky McGee author Felice Arena presentation for Book Week.
- The Lion King Jr musical was performed by the whole school as part of the Performing Arts program.
- Case Management from Prep-6 followed up in levelled meetings.
- Introduction of the Science of Reading directing instruction with support from Greg Clement.
- Organised a whole school incursion to recognise Reconciliation Week.

Student Learning Outcomes

In 2023, 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 administer and analyse PAT Reading (PATR) and PAT Maths (PATM).
- 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.
- 2023 NAPLAN Data was analysed by staff to identify areas of success and areas for improvement for 2024 and beyond.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	459	76%
	Year 5	548	100%
Numeracy	Year 3	438	80%
	Year 5	535	100%
Reading	Year 3	466	100%
	Year 5	535	93%
Spelling	Year 3	426	92%
	Year 5	545	93%
Writing	Year 3	472	100%
	Year 5	537	100%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

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 2023. 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, such as Harmony Day and National Day of Action against Bullying.
- Introduction of whole school wellbeing groups. 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. 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 5 & 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 Senior students and their Prep buddies.
- Established an ongoing relationship with Petit Early 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.
- Acknowledgement of significant events e.g. ANZAC Day and Remembrance Day.
- Boroondara Graffiti incursion was offered to our Year 5 & 6 students.

- 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, Sports Captains, Wellbeing Captains, Library Captains, Sustainability Captains and The Arts Captains.
- Continued leadership opportunities for Prep - Year 5 students in the roles of Class Captains and Environmental Monitors each semester.
- 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 - Year 6.
- Year 5 and 6 students participated in GRIP Leadership Day.
- Interschool sports continued for Senior students.
- The whole school production of 'The Lion King' showcased the talent of our Prep - Year 6 students.
- Continued to work with MACS staff around behaviour support.
- Case Management meetings held from Prep - Year 6.
- Running Club continued for Year 3 - 6 students on a Friday morning.

Student Satisfaction

MACSSIS 2023 (Melbourne Archdiocese Catholic Schools - School Improvement Survey)

Student Detailed Results

How much do your teachers encourage you to do your best? 2022 = 79% 2023 = 94%

How often do your teachers take time to make sure you understand the material? 2022 = 81% 2023 = 87%

How excited are you about going to your classes? 2022 = 50% 2023 = 81%

How would you describe the energy at this school? 2022 = 69% 2023 = 87%

How excited would you be to have your teachers again? 2022 = 56% 2023 = 85%

How much do you feel like you belong at your school? 2022 = 56% 2023 = 84%

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	93.5%
Y02	91.8%
Y03	93.9%
Y04	95.4%
Y05	96.9%
Y06	97.2%
Overall average attendance	94.8%

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

- 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 2023 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, Return to Work Coordinator, First Aid, 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.
- New staff uniform was designed and purchased.
- Updated promotional products and materials, including new school signage and printed logo balloons.
- 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.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Some of the Professional Learning activities that staff have undertaken in 2023 include:	
MACS Network Days - Student Wellbeing, Learning Diversity, ICT, Religious Education, Literacy, Learning & Teaching, Principal, Deputy Principal and Admin	
Eastern Region School Improvement Learning Collaborative (SILC) program with Dr Simon Breakspear	
Eastern Region School Improvement Learning Collaborative (SILC) program with Dr Lyn Sharratt	
CPR and Anaphylaxis training	
Mandatory Reporting - compliance	
Little Learners Love Literacy	
NCCD	
OH&S training	
Developing Vocabulary	
Essential Assessment	
Science of Reading	
Autism Spectrum Disorder	
PAT data analysis	
Planning Children's Liturgy	
Characteristics of Prayer	
MACS Mathematics webinars	
Number of teachers who participated in PL in 2023	27
Average expenditure per teacher for PL	\$500.00

Teacher Satisfaction

MACSSIS 2023 (Melbourne Archdiocese Catholic Schools - School Improvement Survey)

Staff Detailed Results

How collegial are relationships between staff members at this school 2022 = 83% 2023 = 100%

How positive is the working environment at your school? 2022 = 83% 2023 = 91%

How much do your school leaders care about you as an individual? 2022 = 88% 2023 = 100%

When the school leadership team makes important decisions, how much input do teachers have? 2022 = 54% 2023 = 77%

How comfortable do you feel experimenting with a new teaching approach at this school, even if this approach might not work? 2022 = 63% 2023 = 73%

To what extent have professional learning experiences in the past year improved teachers' practice in your school? 2022 = 83% 2023 = 91%

To what extent have professional learning opportunities this year been designed in response to teachers' learning needs? 2022 = 58% 2023 = 82%

To what extent have you been able to access professional learning at your school this year? 2022 = 67% 2023 = 82%

Teacher Qualifications	
Doctorate	0.0%
Masters	23.1%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	69.2%
Advanced Diploma	7.7%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	18.8
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	4.5
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 2023 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, Bunnings BBQ, 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, Mandarin Day, Grandparents Day and Christmas Carols.
- The biennial School Musical, took place in Term 4 showcasing the creative talents of our students in roles for 'Disney The Lion King Jr.'
- The Environmental Monitors adopted a beehive in the Brisbane Ranges and sold the honey made to raise money to support the endangered Southern Corroboree Frogs.

- Garden Club continued throughout the year, providing opportunities for children to interact with nature and learn about sustainability.
- Fundraiser for Tiwi Island (Bathurst Island) St Therese's Church restoration works.
- Students from St Kevin's College completed their Community Service program throughout Term 4.
- The Year 5 students continued the relationship with Petit Early Learning Centre to support preschool students and help prepare them for school.
- Year 5 & 6 students participated in the Boroondara Council Graffiti program.
- Firefighters from Hawthorn Fire Station visited the Prep students, providing fire and safety education.
- All students participated in the St John's First Aid for schools program.
- Year 3 - 6 students participated in various sporting competitions against other schools, including: AFL, Cricket and Soccer Gala days, District Swimming, Athletics and Cross Country.
- Students in various year levels participated in P.E lessons with Camberwell Dragons Basketball, AFL Victoria and Kew Comets.
- Ongoing relationship between Sacred Heart School Kew and Jess Wilson MP (Member for Kew).
- Celebrated Book Week with a number of events: character dress up, author visit (Felice Arena) and the Scholastic Book Fair.

Parent Satisfaction

MACSSIS 2023 (Melbourne Archdiocese Catholic Schools - School Improvement Survey)

Family Detailed Results

How timely is the feedback you receive about your child's progress? 2022 = 81% 2023 = 87%

How well do you understand the school's processes and procedures? 2022 = 77% 2023 = 85%

To what extent is the Catholic mission emphasised at your child's school? 2022 = 77% 2023 = 87%

How well do you feel the school is preparing your child for the next school year? 2022 = 77% 2023 = 79%

How well does the school consider your family's cultural background? 2022 = 74% 2023 = 76%

How well do your child's teachers meet your child's learning needs? 2022 = 84% 2023 = 85%

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