



2024

Annual Report to the School Community



Sacred Heart School

111-115 Hansen Street, CORRYONG 3707

Principal: Justine Goonan

Web: www.shcorryong.catholic.edu.au

Registration: 1642, E Number: E3044

Principal's Attestation

I, Justine Goonan, 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 04 Apr 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

The Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

Our School Vision

Identity Statement

Sacred Heart is an inclusive school united in Jesus and committed through action to live the Josephite story as we learn, love and grow.

Vision Statement

Sacred Heart School:

- Nurtures the dignity and value of each person
- Develops a relationship with Jesus as central to how we live and love
- Our choices and actions reflect awareness, compassion and commitment to others
- Creates learning that is purposeful and innovative
- Parents, students and staff work collaboratively to create a safe, supportive and stimulating learning environment.

Graduate Outcomes

Sacred Heart students live life in Jesus' name by being:

- People of integrity with strong sense of justice
- Responsible for their actions, knowing they make a difference
- Flexible & resilient with respect for themselves, others and the environment
- Creative problem solvers, critical and reflective thinkers who strive to achieve their best
- Effective communicators who work collaboratively and safely in range of environments
- Inquiring learners willing to take responsible risks, ask questions and support others

School Overview

Sacred Heart School is a Catholic School within the Sandhurst Diocese. Established in 1953 by the Sisters of St Joseph and expanded to include Years 7 and 8 in 2009. Due to lack of numbers the secondary component finished in 2015. Sacred Heart School offers a faith based and contemporary learning environment, for students from Foundation to Year 6.

At the rooftop of the country, Sacred Heart School is well placed to inspire students with the horizon of vastness and possibility, while being grounded in the daily realities demanded by the natural environment. Sacred Heart School is committed to offering a Catholic education that liberates, empowers and motivates students to use their gifts with confidence, creativity and generosity as encapsulated in our motto, together in faith, hope and charity we grow.

As a small school each student and family shapes the learning experience. Everyone is valued. Our diversity contributes to the vibrant and inclusive learning environment that defines Sacred Heart School, demanding responsiveness and flexibility in teaching and learning programs where the uniqueness of the individual is celebrated.

In partnership with parents and families, Sacred Heart School is a beacon of learning and community. Strengthened through their formative experience of inclusive education at Sacred Heart School, flexible, contemporary, global learning, students are skilled to both thrive in this place of great beauty, or to step out onto the many roads that lead from this deep centre.

Principal's Report

The Annual School Report for Sacred Heart School represents a snapshot of the life of the school in 2024.

As always, our students remain at the heart of everything we do, and it has been a privilege to witness their development, achievements, and enthusiasm for learning throughout the year.

Sacred Heart School continues to work together with families, the Parish, Corryong community, local and external services and Catholic Education Sandhurst Ltd to provide rich learning experiences and opportunities for our students.

One of our greatest strengths as a small rural school continues to be our school community. In 2024, we saw a high level of parent and community involvement across all aspects of school life. Our annual events—such as the beginning of year BBQ, sport days, days of recognition of the special people in our students lives and our graduation Mass—were once again highlights of the year, made possible by the tireless efforts of staff, parents, and volunteers. As well as our Parent & Carer community group who provide feedback, organise events and fundraise for our school. The strong partnership between school and home ensures that our students receive consistent support and encouragement both inside and outside the classroom.

In 2024, we continued to prioritise high-quality teaching and learning across all year levels. Our dedicated staff worked collaboratively to deliver a rich and engaging curriculum, tailored to meet the needs of each student. We look forward to 2025 and the Magnify program that will be implemented by Catholic Education Sandhurst Ltd, that will provide both our students great quality instruction and for our staff, evidence based professional learning.

In closing, I would like to sincerely thank our incredible staff, families, and wider community for their unwavering support and commitment to our school. Together, we continue to provide a nurturing and dynamic environment where every child can thrive.

Justine Goonan

Sacred Heart School, Principal

Catholic Identity and Mission

Goals & Intended Outcomes

At Sacred Heart School, we committed to the following in 2024:

- Strengthening the relationship between the parish and school communities
- Engaging students throughout Masses and Liturgies through learning responses and singing
- Providing opportunities for staff to grow in Catholic Identity through professional development.
- Enhancing the visibility and promotion of the school's Catholic Identity within the broader community.

Achievements

At Sacred Heart School, we are committed to nurturing the whole child, fostering a strong sense of belonging within the Catholic community. Christian values serve as foundational principles, shaping a school environment deeply rooted in lived faith.

In 2024, staff engaged in professional development to deepen their understanding of Christian Praxis. This has led to a focus on creating meaningful learning experiences through a comprehensive Religious Education curriculum, guided by the Source of Life units. We have seen increased involvement in assemblies, liturgies, school Masses, and community events. Emphasis has been placed on strengthening our Catholic Identity, with a particular focus on prayer both in classrooms and throughout the wider school community.

Value Added

In 2024 Sacred Heart School:

- Administered the Enhancing School Catholic Identity Survey to gauge the perspectives of students, staff, families, and the wider school community regarding core elements of Catholic school identity.
- Year 5/6 students participated in the F.I.R.E Carrier Workshop, fostering reconciliation and cultural exchange with First Nations people through the sharing of spirituality and tradition.
- Staff engaged in a Spirituality Day centred on deepening understanding of the school's charism and the role of prayer in daily life.

- Students visited residents at the Corryong Health Hostel and nursing home, promoting community connection and compassion.
- Provided planning support for primary Religious Education through collaboration with Catholic Education Sandhurst Ltd (CESL) staff.
- Incorporated liturgical singing and responsive participation into Religious Education lessons to enhance student engagement during liturgies and Masses.
- Year 5/6 students took leadership roles in liturgies and Masses, assisting with readings and technical elements.
- Each classroom maintains a dedicated prayer space to foster a spiritual learning environment.
- School days begin with classroom prayer or Christian meditation, embedding spiritual reflection into daily routines.
- Organised a successful Pancake Tuesday event for the school community, while raising money for Caritas - Project Compassion. Other fundraising events included 'Zooper Dooper Fridays'.
- Class assembly rotations included opportunities for students to lead prayer.
- Teaching staff were invited to lead prayer during staff meetings, supporting professional spiritual development.
- Students and families engaged in prayer at assemblies and participated in liturgies for key events such as Mother's Day, ANZAC Day, Sacred Heart Feast Day, Remembrance Day, and the End of Year Mass celebrating Year 6 graduates, staff farewells, and welcoming incoming Foundation students.
- Hosted a Catholic Mission Month 'Socktober' event to raise awareness and support for global missions.
- Supported the Corryong Food Bank through a Christmas appeal, collecting donations to assist local families in need.
- Promoted Catholic Identity through school tours, information evenings, and participation in community events like ANZAC Day and Remembrance Day.
- Further strengthened the Catholic Identity leadership role within the school.
- ORIMA survey data of Sacred Heart School students, families and staff demonstrates:
 - an increase in student perceptions about Catholic Identity in the school, now higher than the CES average.
 - families' perceptions of and engagement with the overall Catholic Identity of the school has increased.

Learning and Teaching

Goals & Intended Outcomes

At Sacred Heart School, we committed to the following in 2024:

- Developing consistent pedagogical practise across the school in Literacy.
- Strengthening the whole school approach to assessment and differentiation.

Achievements

- Built staff capacity to create formative assessments.
- Increased staff capacity to utilise and analyse formal assessments.
- Implemented and conducted professional development for staff on the assessment platform, Intellischools.
- Implementation of the InitiaLit program for Year Two students in Literacy.
- Leaders provided support to staff to improve assessment practices, through prioritising time and professional learning opportunities.
- Professional development opportunities for staff to increase knowledge of the Science of Learning.
- Use of data inquiry cycles (learning sprints) to improve practice in literacy through; Gradual release of responsibility, High Impact Teaching Strategies (HITS), Cognitive Load Theory and Science of Reading.

Student Learning Outcomes

NAPLAN

In 2024 five, Year Three students participated in NAPLAN at Sacred Heart School. While it is a small sample size, with varied data, a majority of the students received 'strong proficiency standard' results in the areas of Numeracy and Writing.

Thirteen Year Five students participated in NAPLAN, with a majority receiving a result of 'strong proficiency standard' results in the areas of Numeracy, Writing and Grammar & Punctuation.

InitiaLit - MultiLit Program

InitiaLit programs were implemented across Foundation to Year Two year levels in 2024. Progress Monitoring, Cumulative Reviews and Reading Checks were conducted in

accordance with MultiLit assessment schedules. All data sets showed positive student growth for a majority students and highlighted students who required additional assessments to assess their learning needs.

MacqLit - MultiLit Program

MacqLit is the literacy intervention program used for students in Years Three to Six. Assessment was completed to identify the students who qualify for this program, and it was implemented in Semester Two, 2024. Due to staffing changes, unfortunately the program lacked the consistency in implementation that is required to improve student learning outcomes. This will be a focus for the school in 2025.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	*	*
	Year 5	479	62%
Numeracy	Year 3	*	*
	Year 5	469	62%
Reading	Year 3	*	*
	Year 5	502	69%
Spelling	Year 3	*	*
	Year 5	456	54%
Writing	Year 3	*	*
	Year 5	471	62%

*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

At Sacred Heart School, we committed to the following in 2024:

- Build the capability and confidence of teachers to better identify and support students with mental health concerns.
- Increase mental health literacy, implement effective mental health strategies and build whole school approaches to mental health through cultural and structural change.
- Develop a clear pathway for referrals for students identified as requiring further assessment and intervention within the school and to regional and external community-based services.
- Build connections with local health services and better navigate the service sector.
- Improve mental health and wellbeing outcomes for students, which will also benefit their social and academic outcomes.
- Record and analyse student attendance data on a termly basis.
- Create and promote opportunities for student voice.
- Clarify and define expected behaviour in all settings at Sacred Heart School.

Achievements

- Staff were educated in relation to the Mental Health Wellbeing Continuum and developed skills in understanding how to recognise mental health wellbeing concerns.
- The school developed an Internal Care pathway for students that may exhibit behaviours reflecting mental health concerns.
- Networks were established with local health providers to broaden referral opportunities to support families.
- The learning and teaching environment supported the students through the Resilience Project Social and Emotional curriculum and teachers provided weekly education lessons in relation to mental health and wellbeing.
- Year Six students participated in the six week 'Al's Skate Park Mental Health' program.
- Students were given the opportunity to have conversations with the Mental Health Wellbeing Leader through the 'Chatterbox' self-referral system. Students could request to have informal conversations about thoughts had ideas that they may need support with.

Value Added

The MHIPS (Mental Health in Primary Schools) program, adds great value to Sacred Heart School. The MHIPS funding provides us the opportunity to employ a MHWL (Mental Health Wellbeing Leader) two days a week to work with staff, students and families to build capability to better identify and address mental health issues. The program has also meant that we have created and strengthened a clear pathway referral model within the school and to external community-based services for children identified as requiring further assessment and intervention.

The Resilience Project was again implemented as part of our Social and Emotional learning, providing a valuable curriculum that is recognised for the value it adds for our student, families and staff.

Student Satisfaction

ORIMA survey data in relation to Student Wellbeing indicates increased satisfaction in all domains. This includes rigorous expectations, school engagement, school climate, teacher-student relationships, school belonging, learning disposition, student safety, enabling safety and student voice.

Achievements of increased satisfaction and above CES averages include (as represented in the ORIMA survey):

- How much students felt that their teachers hold them to high expectations of their effort, understanding, persistence and performance, 83%.
- How attentive and invested students are in school, 66%.
- The strength of the social connection between teachers and students, within and beyond the school, 75%.

Student Attendance

School attendance is important to Sacred Heart School student success, and absenteeism results in missed learning. Sacred Heart School's classroom teachers are required to monitor and record attendance of all students twice a day as well as during school excursions. School

attendance is recorded by the classroom teacher during the first session of the day (9am) and after Recess (1.30 pm) using the School's SIMON electronic attendance register (roll). If a student is absent on a particular day and the school has not been previously notified by a parent, guardian and/or carer, the school administration officer will contact parents by phone or email. The administration officer will attempt to contact the parent, guardian and/or carer as soon as practicable on the same day of the unexplained absence, allowing time for the

parent, guardian and/or carer to respond. If contact cannot be made with the parent, guardian and/or carer, the school will attempt to make contact with the emergency contact/s nominated on the student's file held by the school, where possible, on the day of the unexplained absence. The school will keep a record of the reason given for each absence.

Teachers are requested to follow up with regular non-attendance with families, should there be frequent absences with/without parent notification. Students' attendance percentage is also shared during Parent Teacher meetings with strategies being introduced to attend school on a more regular basis if required. As well as students being referred to Catholic Education Sandhurst if student attendance drops below 80%.

The importance of consistent regular school attendance is publicised regularly in the school newsletter, as well as promoted on social media and through weekly class parent emails.

Average Student Attendance Rate by Year Level	
Y01	88.6
Y02	83.9
Y03	91.4
Y04	85.7
Y05	91.2
Y06	90.9
Overall average attendance	88.6

Leadership

Goals & Intended Outcomes

At Sacred Heart School, we committed to the following in 2024:

- To create and promote opportunities for leadership for staff and students.
- To implement effective Professional Learning Communities.
- To provide opportunities for all students to develop their leadership skills.

Achievements

- Reviewing the current assessment schedule and enhancing current processes to include assessments that better reflect evidence based practice.
- Creating and recording whole school data for tracking, growth and moderation purposes.
- Reviewing and improving the collection of data for NCCD, by enhancing staff knowledge of additional learning needs of students and how to better document student goals.
- Invite and work with a variety of Catholic Education Sandhurst staff to expand knowledge of Sacred Heart Staff.
- Regular student representative (leadership) team meetings with student leaders across all year levels, to discuss student feedback, suggestions and organise school events.
- In 2024, we continued to provide leadership opportunities for students, so they could further develop and enhance their leadership skills. Students participated in a variety of school based and external leadership activities.
- Student leaders participated in wreath laying on ANZAC Day, participated in the march and read during the ANZAC Day ceremony.
- The development of a new leadership structure for staff and a set of roles was developed and will be enacted in 2025.
- Justine Goonan, Sacred Heart School Principal, participated in the Principal Appraisal process, which was positively supported by the Sacred Heart School community. This was a valuable experience and a great opportunity to reflect on the many successes of Sacred Heart School students, staff and community.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> • Literacy professional development for F - 4 staff, with InitialLit. • Learning Support Officer's completed a variety of learning modules directed by the school and those identified as of interest through the Australian Teacher Aide organisation. • Administrative and Finance Officer participated in a variety of in person and online workshops conducted by CES. • The principal and leaders participated in a variety of workshops relating to Child Safeguarding, including Pastoral Wellbeing Network Leader days, MHiPS (Mental Health in Primary Schools) training, Child Safety Officer training, Mandatory Reporting modules, etc. • All Sacred Heart School staff participated in a Spirituality day with staff from St. Michael's Primary School, Tallangatta, facilitated by Maria Forde. • Intellischool training for all teaching staff to learn how to use the assessment platform. • A variety of Network Leader workshops facilitated by Catholic Education Sandhurst for Catholic Identity Leader, Pastoral Wellbeing, Learning and Teaching and Learner Diversity. 	
Number of teachers who participated in PL in 2024	5
Average expenditure per teacher for PL	\$827.40

Teacher Satisfaction

ORIMA survey data in relation to Leadership indicates increased teacher satisfaction in the domains of staff-leadership relationships, instructional leadership, school leadership, professional learning, collaboration around an improvement strategy and support for teams.

Achievements of increased satisfaction and well above CES averages include:

- How attentively school leaders listen to staff? 100%
- How clearly the school leadership team communicate a vision for learning and teaching for the school? 91%
- How involved is the school leadership team in helping teachers address instructional issues in their classrooms? 91%
- How often does the school leadership team invite input from teachers in discussions about learning and teaching? 82%
- I am confident that the school leaders work in the best interest of the school, 100%.
- There is trust between school leaders and staff, 100%.

- Working with the school leadership staff in my school motivates me in my role, 92%.

Teacher Qualifications	
Doctorate	0
Masters	1
Graduate	1
Graduate Certificate	0
Bachelor Degree	2
Advanced Diploma	1
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	8
Teaching Staff (FTE)	5.44
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	3.07
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

At Sacred Heart School, we committed to the following in 2024:

- A safe, welcoming and inclusive community.
- Strong parental engagement (in both curricular and extra-curricular components of school life).
- Promotion of Sacred Heart School in the Corryong community.
- Enhancing the current parent group model (Parents & Friends and School Advisory Council).
- Building connections with local services and organisations.

Achievements

- In 2024 Sacred Heart School, Corryong P-12 College and Walwa Primary School combined our Athletics Carnival and Cross Country sporting events. This was well received by all staff, students and families because it allowed our students a wider variety of students for our students to compete against and forged stronger connections between all three schools.
- We also worked with the Corryong College transition team and Corryong Preschool to improve how Corryong children and their families choose the primary school to enrol their child in, as well as gain information and try out both schools prior to choosing their child's primary school.
- We combined the work of both of our fantastic parent communities, the Parents & Friends group and School Advisory Council to allow for more consistent attendance, streamlined feedback for families and promoted participation to our parent and carer community.
- Our new Parent & Carer community group provided great feedback and fundraising for our school community, as well as helping to lead school events.

Parent Satisfaction

ORIMA survey data in relation to community indicates increased parent satisfaction in the domains of family engagement, school fit, school climate and student safety.

Achievements of increased satisfaction and well above CES averages include (as represented in the ORIMA survey):

- Based on your experience with the school, how likely are you to recommend the school to prospective families? 100%

- To what extent does your child feel that they belong at this school? 100%
- How well do your child's teachers meet their learning needs? 100%
- How approachable are your child's teachers and school leaders at your school? 100%
- To what extent does the school value your opinions? 100%

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.shcorryong.catholic.edu.au