

SACRED HEART SCHOOL



SCHOOL PERFORMANCE DATA 2025

Introduction

This report is a government requirement and provides information about the school's activities and performance for the 2025 academic year. It highlights our school results and outcomes and helps set targets for improvement during 2026. The school's website contains many relevant documents that will provide additional information for parents.

Contextual Information

Sacred Heart School is in the shire of Mundaring. We are a co-educational Catholic primary school with enrolments of **207** from Pre-Kindergarten to Year Six providing a Catholic education to our community. We all so offer a playgroup for parents and children.

As a school we strive for educational excellence for all our students with an aim to extend everyone at the school. Our school provides a child centred approach which engages the learner through enriched strategies where the children want to learn, can succeed and reach their full potential.

Sacred Heart School regularly celebrates our community life through shared Catholic experiences and social activities generated by parents, staff and students. Our nurturing environment creates an open, honest and supportive atmosphere where we recognise and value the talents, gifts and needs of each individual.

Sacred Heart School as a Catholic community values and protects the dignity and worth of each person. We have 6 values on which all that we do at the school is based: Courage, Compassion, Forgiveness, Humility, Respect for Human Dignity, Service to Others. We connect closely with the Parish and work with the Parish Priest to provide opportunities for the children to experience the catholic faith.

Our school amenities are outstanding and provide for the needs of the children in our care. Within every space and interaction, you can feel and see the school motto in action; **'to learn, to care to give'**.

Sacred Heart has an emphasis on literacy and numeracy development and is dedicated to improving outcomes for all students. The school also has a specific emphasis on early childhood education with early intervention strategies solidly in place to cater for the development of early learners. students in all classes who experience learning difficulties. Other specialist areas available to our students include physical education, music, science, LOTE (Italian) and the visual arts. The enrichment programme for students in Years 4-6 is designed to offer extra academic challenges to students who show special interests, achievement or aptitude in selected learning areas.

Children in all years have access to iPad technology and there is 1:1 program for students in Years 2 to 6 which is provided by the school.

Teacher Standards and Qualifications 2025

Teacher qualifications for staff at Sacred Heart School are as follows:

Master of Education	2
Bachelor of Education	9
Bachelor of Education Early Childhood	2
Diploma of Teaching	0
Teacher Assistant Certificate III	2
Teacher Assistance Certificate IV	1

Workforce Composition 2025

Female Teaching Staff	9
Female Non-Teaching Staff	7
Male Teaching Staff	1
Male Non-Teaching Staff	1
Indigenous Male Staff	0
Indigenous Female Staff	0

Student Attendance

Year Group	Class Numbers	Attendance Rate (Jul, 2025)
Pre-Kindergarten	20	92.77
Kindergarten	24	88.22
Pre-Primary	27	90.61
Year 1	24	91.11
Year 2	29	89.86
Year 3	25	93.88
Year 4	26	91.69
Year 5	24	91.86
Year 6	10	89.47

Total Percentage of Student Attendance: **92.02%**

Attendance and Non-Attendance Procedures

Sacred Heart has positive attendance rates. Non-attendance is managed through SEQTA and the process outlined below is followed for children absent from school.

Parents are required to notify the school of student absence by phoning or emailing the school admin account. Verbal notification of an absence must be followed up by a written note or email on the child's return to school. The electronic attendance registers are maintained in accordance with legal requirements. If a child is absent; a note explaining the absence is sought. This is done either by a note or email to the class teacher.

The notification by either note or email must include the following:

- the name of the student
- the class group of the student
- the reason for the absence
- the full name of the parent/guardian at the end of the message (the 'from' email address is not sufficient as it does not necessarily have the full name of the person sending it)

Prolonged periods of absence are brought to the attention of the principal by the child's class teacher. This is then followed up by the principal. Administration will contact parents for unexplained absences with an SMS message. If no response is received, the Administration Officer will call the parents directly. The school sends written requests to parents for all unresolved absence (absences without written notification).

2025 NAPLAN Information

National Assessment Plan for Literacy and Numeracy (NAPLAN) results for 2025 were:

YEAR THREE	SACRED HEART SCHOOL MEAN	WA MEAN	NATIONAL MEAN
Reading	384	389	402
Writing	416	406	414
Spelling	365	394	405
Grammar & Punctuation	336	395	408
Numeracy	385	396	405

YEAR FIVE	SACRED HEART SCHOOL MEAN	WA MEAN	NATIONAL MEAN
Reading	478	484	492
Writing	469	473	480

Spelling	454	485	487
Grammar & Punctuation	480	490	497
Numeracy	464	486	492

Results are analysed and decisions made as to what needs to be the focus for future professional development for teachers.

Sacred Heart School has grown rapidly in the last 18 months, with classes welcoming up to 8 new students. Initial testing revealed significant learning concerns with many of these students and a greater need for remedial intervention. The development of a literacy and mathematics intervention will be a focus going forward. The school is currently trialling MiniLit in Year 1 and will look to expand this program in 2026.

As per our Catholic School Improvement Plan (CSIP), Sacred Heart School has adopted a whole-school phonics spelling approach through the PLD Program. After two terms, this has produced pleasing results as per our tracking sheets, noting that NAPLAN was administered in Week 7 of Term 1.

Another focus of our CSIP is the ability to track data across the school. Through PAT testing, NAPLAN, MiniLit, PLD, On-Entry and the CEWA Learning Insights Platform, greater emphasis is being placed supporting and extending students through classroom practice. The school has begun utilising Elastik, a software platform that identifies student learning concerns and supports teachers in addressing them. We have also engaged our School Support Consultant, Jacki Tucker, to lead staff through data analysis and

Parent, Student and Teacher Satisfaction

Students

Last year the school further developed the URSTRONG program, designed to assist students in dealing with issues on the playground. We again held our friendship day which was coordinated by the Year 6's and enabled children from all years to mix and build friendships.

The Student Code of Conduct was highlighted with students. This relates to the Values in the school.

The other area to focus on is the area of ensuring students are clear of the expectations about work and how to achieve the best results. Teachers explicitly dealt with and talked about learning intentions and success criteria as a way of ensuring students know what is expected and how they can achieve a good result.

Parents

We continue to address the issue of feedback that was raised in previous surveys. Teachers contacted and provided feedback on assessments. Judging standards were used as a means of demonstrating to parents the expectations and the level of achievement by students.

Staff

Opportunities for staff who wished to take on leadership in various areas were given. A middle leadership structure was established where two teachers took on roles in and around the school.

An advert

School Financial Data

The My School website can be accessed to view the school's breakdown of income. The link to the website is: <http://www.myschool.edu.au>

Post-School Destinations

La Salle College
Mazenod College
Mundaring Christian College
Eastern Hills Senior High School
St Brigid's College

Other

School Improvement Plan 2025

The key goals for 2025 were:

Catholic Identity

At Sacred Heart School, we know who we are, where we have come from, and where we are going. We draw strength from our Catholic faith and live as witnesses to the Gospel of Jesus.

At Sacred Heart School, we reflect on how our students engage in the Religious Education Curriculum and seek to improve the knowledge and application of faith experiences of our community.

Success Measures:

Annual Staff Feedback Survey showing greater understanding and engagement with Parish community and the faith story of Sacred Heart School.

Display of Gospel values banners/shields in undercover area

Faith, Story, and Witness program used in induction of new staff.

Staff Faith and Formation Retreat post-survey feedback

Education Catholic Schools of Excellence

At Sacred Heart School, we are informed by relevant and impactful data that drives student learning and frames student-centered learning experiences that are targeted and measurable. We regularly review and analyse data sources aiming to constantly improve education outcomes for students.

At Sacred Heart School, we strive to embody John Hattie's, 'Collective Teacher Efficacy'. We operate as a unified body, aiming to be aligned in practices, pedagogies and processes for greater impact and wellbeing of all.

Success Indicators:

Staff familiar and confident with Learning Insights, Student Learning Journey and OARS platforms

Increase in teacher capability in analysing and using data to improve student outcomes

Accelerated individual student data growth

Competent and visible use of meaningful technology in lesson

Development of Sacred Heart School ECE Vision document

Completed NQS reflection tool

Regular cluster meetings

Community Catholic Pastoral Communities

At Sacred Heart School, we are not an island. We collaborate with local community organisations and other CEWA schools to enhance the collective contributions of others for the betterment of our students

At Sacred Heart School, we are a multicultural community that draws on the strengths of our diversity and uniqueness. We celebrate and honour First Nations people and draw on the strengths of the many cultures within our community.

Success Indicators:

Wellbeing audit produces actionable steps aimed at improving staff wellbeing.

Regular workshops with regional schools drawing on the collaborative model established in 2025.
Maintain or increase enrolment numbers

Greater staff confidence in generating quality assessments and accurate analysis and reporting, clear use of SCSA Judging standards.

Creation of ECE Vision for Learning Document

Feedback and classroom-based implementation of learning.

Clear acknowledgment of ECE voice in all decisions

Refurbishment of ECE Classrooms

AITSL Self-reflection tool completed and used in annual teacher performance reviews

All staff completed Cultural Competency Matrix

PD with Sharna Palmer

Local student excursions

Harmony Week Celebrations

Stewardship Accessible and Sustainable System of Schools

At Sacred Heart School, we offer a wide range of interactive and engaging environments for students in all year levels to play and learn. We incorporate authentic student voice and seek to develop student responsibility and pride in Sacred Heart School.

At Sacred Heart School, we strive to be accessible and affordable to families of all socio-economic backgrounds catering .

Success Indicators:

Student voice evident through projects

Play spaces are inviting engaging and interactive

Maintain or increase enrolment numbers

Greater recognition and involvement in local community events and organisations (Darlington Arts Festival, Yallambee Aged Care)

SHS attendance at feeder high school musicals, year 4 experiences days, open nights

Booklist savings for parents

School Community Report

The Annual Community Meeting reports for 2025 are available on the school website.

Mr Mark Tenney

Principal

Sacred Heart School (Mundaring)