



SCHOOL PERFORMANCE DATA 2026

Introduction

This report is a government requirement and provides information about the school's activities and performance for the 2026 academic year. It highlights our school results and outcomes and helps set targets for improvement. 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 **224** from Pre-Kindergarten to Year Six providing a Catholic education to our community. We also 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 3 to 6 which is provided by the school.

Teacher Standards and Qualifications 2026

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	33

Workforce Composition 2026

Female Teaching Staff	8
Female Non-Teaching Staff	7
Male Teaching Staff	2
Male Non-Teaching Staff	0
Indigenous Male Staff	0
Indigenous Female Staff	0

Student Attendance

Year Group	Class Numbers	Attendance Rate (July, 2026)
Pre-Kindergarten	10	87.77
Kindergarten	28	87
Pre-Primary	27	85.51
Year 1	26	91.24
Year 2	28	89.07
Year 3	27	88.47
Year 4	28	92.98
Year 5	27	88.04
Year 6	23	93.54

Total Percentage of Student Attendance: ?

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).

2026 NAPLAN Information – Not yet provided by SCSA

National Assessment Plan for Literacy and Numeracy (NAPLAN) results for 2026 were:

YEAR THREE	SACRED HEART SCHOOL MEAN	WA MEAN	NATIONAL MEAN
Reading	TBC	TBC	TBC
Writing	TBC	TBC	TBC
Spelling	TBC	TBC	TBC
Grammar & Punctuation	TBC	TBC	TBC
Numeracy	TBC	TBC	TBC

YEAR FIVE	SACRED HEART SCHOOL MEAN	WA MEAN	NATIONAL MEAN
Reading			
Writing			

Spelling			
Grammar & Punctuation			
Numeracy			

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 student enrolments in the last 2.5 months. 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 has implemented MiniLit as a literacy intervention program and Connecting Math Concepts as a Numeracy Intervention Program.

As per our Catholic School Improvement Plan (CSIP), Sacred Heart School has adopted a whole-school phonics spelling approach through the PLD Program.

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.

CEWA have released a Parent/Carer Code of Conduct, which will be shared with all parents from Term 3, 2026.

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. Mrs Elmore, our ECE Leader, has been attending the CEWA Numeracy Project and sharing resources and pedagogy with staff. A new assistant principal, Mrs Louise Baldock, has joined our staff.

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 2026

The key goals for 2026 were:

Catholic Identity

- Strengthen faith, story and witness across staff and students
- Increase connection to the history of Sacred Heart & Sisters of St Joseph - PD - Mary Mackillop Centre Retreat
- Expand feast days, retreats, prayer and catechesis opportunities – Development of SHS Feast Day
- Enhance visible Catholic identity (symbols, banners, values displays) through a Water Tank Murals

Education Catholic Schools of Excellence

- Improve use of data to drive teaching (NAPLAN, OARS, Learning Insights)
- Build staff skills in data analysis and tracking student progress
- Audit and streamline school data systems
- Increase individual student growth and targeted teaching
- Strengthen consistent, evidence-based pedagogy
- Increase teacher capability and collective efficacy
- Introduce 360° teacher improvement plans
- Expand use of technology (ICT plan, devices, PD)
- Analyse whole-school literacy/spelling data (cluster-based approach)
- Develop a clear ECE Vision for Learning
- Create ECE leadership roles
- Provide PD, road visits, and best-practice sharing
- Improve ECE environments and classrooms

Community Catholic Pastoral Communities

- Increase collaboration with nearby schools (moderation, PD, shared practice)
- Improve assessment consistency using SCSA standards
- Strengthen connections with local organisations and CEWA networks
- Build staff capability through shared learning
- Improve Aboriginal education and cultural competence
- Staff complete AITSL-aligned reflection and training
- Engage in CEWA Cultural Competency programs
- Increase student exposure to local Aboriginal history and culture
- Strengthen Harmony Week and multicultural celebration
- Continue staff wellbeing team and audits
- Use student wellbeing data (URSTRONG) to guide improvement
- Implement action plans from wellbeing data

Stewardship Accessible and Sustainable System of Schools

- Upgrade ECE classrooms and play spaces
- Develop nature play areas (bike track, mud kitchen, etc.)
- Introduce whole-school recycling and sustainability focus
- Develop marketing strategy (2026–2027)

- Maintain or increase enrolments
- Strengthen links with feeder high schools
- Keep school affordable and accessible
- Increase visibility in local community events

School Community Report

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

Mr Mark Tenney
Principal
Sacred Heart School (Mundaring)