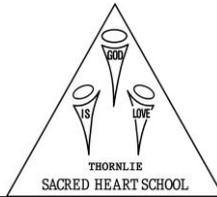


Sacred Heart School Information 2017

System and Australian Government accountability regulations require that each school reports to its community on school performance in a number of key areas.

CONTEXTUAL INFORMATION	<p>Sacred Heart Primary School is a double stream Catholic co-educational school catering for students from Kindergarten to Year Six. <i>Respect, Reverence, Responsibility and Resilience</i> are central to the vision of the school helping us to integrate faith into our daily life through the school motto 'God is Love'. Sacred Heart offers a holistic education with strong academic, spiritual, physical, artistic and social emotional programs across all year levels. The school community is enhanced through the provision of an Inclusion Support Centre, Early Learning Long Day Care facility catering for children from 2 years of age and Out of School Hours Care. Child centred classroom programs are improved through interactive technology and an emphasis on the attainment of IT skills from the early years. The integration of the Japanese culture within the school is supported through the LOTE program and opportunities for students to experience different forms of learning occur at all year levels. The dedicated and professional staff work in partnership with parents and community members to provide a stimulating and enriching learning experience for all children.</p>																								
TEACHER STANDARDS AND QUALIFICATIONS	<p><i>Qualifications of teaching staff :</i></p> <table style="width: 100%; border: none;"> <tr><td>Diploma of Teaching</td><td style="text-align: right;">3</td></tr> <tr><td>Graduate Diploma</td><td style="text-align: right;">3</td></tr> <tr><td>Bachelor of Early Child</td><td style="text-align: right;">1</td></tr> <tr><td>Bachelor of Arts</td><td style="text-align: right;">4</td></tr> <tr><td>Bachelor of Education</td><td style="text-align: right;">16</td></tr> <tr><td>Masters of Education</td><td style="text-align: right;">2</td></tr> <tr><td>Grad Cert. RE</td><td style="text-align: right;">1</td></tr> <tr><td>Grad.Cert ECE</td><td style="text-align: right;">2</td></tr> </table>	Diploma of Teaching	3	Graduate Diploma	3	Bachelor of Early Child	1	Bachelor of Arts	4	Bachelor of Education	16	Masters of Education	2	Grad Cert. RE	1	Grad.Cert ECE	2								
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WORKFORCE COMPOSITION	<p>Teaching Staff</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 30%;">Full Time</td> <td style="width: 20%; text-align: center;">21</td> <td style="width: 20%;">Male</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%;">Female</td> <td style="width: 10%; text-align: center;">17</td> </tr> <tr> <td>Part Time</td> <td style="text-align: center;">10</td> <td>Male</td> <td style="text-align: center;">0</td> <td>Female</td> <td style="text-align: center;">10</td> </tr> </table> <p>Non Teaching Staff</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <tr> <td style="width: 30%;">Full Time</td> <td style="width: 20%; text-align: center;">12</td> <td style="width: 20%;">Male</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%;">Female</td> <td style="width: 10%; text-align: center;">11</td> </tr> <tr> <td>Part Time</td> <td style="text-align: center;">15</td> <td>Male</td> <td style="text-align: center;">1</td> <td>Female</td> <td style="text-align: center;">14</td> </tr> </table> <p>Indigenous Staff Members: 1</p>	Full Time	21	Male	4	Female	17	Part Time	10	Male	0	Female	10	Full Time	12	Male	1	Female	11	Part Time	15	Male	1	Female	14
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NAPLAN INFORMATION

TABLE ONE

The percentage of students in Years 3 and 5 achieving the national literacy and numeracy benchmarks for the year group.

	Year 3	Year 5
Reading	95%	98%
Writing	98%	96%
Spelling	100%	92%
Grammar and Punctuation	97%	90%
Numeracy	100%	98%

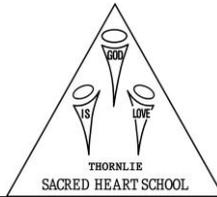
Overall average for Reading 96.5%; Writing 97%; Spelling 96%; Grammar and Punctuation 93.5% and Numeracy 99%;

TABLE TWO

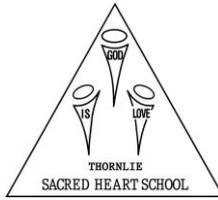
Percentage change in students achieving the National Benchmark from 2016 to 2017.

	Year 3	Year 5
Reading	-1.0%	0.0%
Writing	-2.0%	-2.0%
Spelling	0.0%	-6.0%
Grammar and Punctuation	+1.0%	-6.0%
Numeracy	+6.0%	-2.0%

Overall swing for 2017: Reading down 1.0%; Writing down 4.0%; Spelling down 6.0%; Grammar and Punctuation down 5.0% and Numeracy up 4.0%.

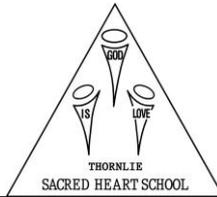


STUDENT ATTENDANCE AT SCHOOL	<p>Full attendance for 2017 is 185 days (<i>excludes Public Holidays and Pupil Free Days</i>)</p> <p>Average student attendance is 93.3%</p> <p><i>Pre Primary 93.6% Year Three 93.9% Year Five 94.8%</i></p> <p><i>Year One 93.1% Year Four 92.5% Year Six 93.4%</i></p> <p><i>Year Two 91.9 %</i></p> <p>Non-attendance is confirmed by notes and phone calls from parents at all times.</p>	
PARENT, STUDENT AND TEACHER SATISFACTION	<p>Parents: Quality Catholic Schooling data has indicated that parents are supportive and appreciative of the initiatives implemented by the school. Community engagement was a highlight throughout the year. The School Board and Parents and Friends Association work hard to ensure the school is well resourced and operating at an optimal level.</p> <p>Students: Students enjoy the day to day programme of the school with the Quality Catholic Schooling data indicating strong engagement and motivation across all year levels. The focus of sustainability and wellbeing through the introduction of the Extended Staff Leadership model has provided a whole school focus in these areas. The Year Six Leadership model has afforded an ideal avenue for students to put their learning into practise as they promote and support staff and students in these diverse initiatives.</p> <p>Teachers: The development of the Strategic Plan 2016 – 2019 afforded staff the opportunity to personally and collectively reflect, discuss and contribute to the future direction of the school. Through Professional Community Meetings, staff have focused on differentiating curriculum for children with varying needs, making teaching intentions explicit to students and parents, developing staff skills in implementing inquiry based learning into classrooms and using staff expertise to share learning across the years. Staff work as a unified team supportive of each other and the students and families in their care.</p>	
POST-SCHOOL DESTINATIONS	<p>Year Six Students:</p> <ul style="list-style-type: none"> • Corpus Christi College 4 • Lumen Christi College 21 • Aranmore High School 2 • St Norbert College 10 • Ursula Frayne College 3 • Mazenod 6 • Harrisdale High School 4 • Kent Street High School 2 	<p>Year Six Students:</p> <ul style="list-style-type: none"> • Atwell High 1 • Canning Vale College 1 • Cannington Community Coll. 1 • Thornlie Senior High School 1 • Mercedes College 1 • Perth Modern School 1 • Willetton Senior High 1 • Yanchep High School 1
SCHOOL INCOME	<p>http://www.myschool.edu.au/</p>	



2017 Annual School Improvement Review

	2017 focus	2017 strategies and actions	Status
Learning	<p>Provide a consistent school wide approach to the teaching of Literacy and Numeracy and lift student performance with a particular focus on the early years</p> <p>Lift student understanding and performance in Numeracy and Literacy through provision of a consistent school wide emphasis that also includes parent support and involvement</p> <p>Develop and implement an extension program with an emphasis on Science Technology, Engineering and Maths (STEM) to better cater for individual student need in Year 3 to 6</p>	<p>Visible Learning – incorporate Learning Intentions and Success Criteria into programs and influences that have the biggest impact on student learning.</p> <p>All students in Year 1 to 3 to achieve reading level targets.</p> <p>Collaborative Programming</p> <p>Differentiation – teaching and assessment. SCASA Judging Standards and E.L.s use of data walls to ensure a more robust system and to track student progress.</p> <p>Focus on the importance of teaching explicitly while ensuring that each child’s learning is personalized through planning and programming procedures.</p> <p>Maintain staffing ratios across the early years</p> <p>Continued Literacy/Numeracy support into Pre-Primary and across all year levels.</p> <p>Formulation of a school wide programming file outlining “How we Teach at Sacred Heart School.”</p> <p>Maintain the Blue Earth Program through the school.</p> <p>Appointment of a STEAM teacher to begin teaching STEAM in 2018</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>
Engagement	<p>Develop and implement a school-wide Behaviour Management Policy to ensure consistency in addressing behaviour issues</p> <p>Strive to provide engaging classroom environments with a focus on consistently providing challenge and stimulating learning.</p>	<p>Put in place a behaviour management policy which addresses procedures for consistent recording and monitoring behaviour and use of specific interventions so that clear concise, consistent expectations and language are common place</p> <p>Implement a new school proforma for CAPs and IEPs</p>	<p>Achieved</p> <p>Achieved</p>
Accountability	<p>Plan for and implement changes to K-2 classroom and playground facilities to comply with requirements of</p>	<p>Formulation of a QIP in K-2</p>	<p>Achieved</p>



	the National Quality Standards (NQS)		
Discipleship	Promote a strong understanding of the school Vision, Values and Loreto heritage and how we strengthen our culture by putting them into action	<p>Implement quad talks with the view to expand review, recap student knowledge</p> <p>Develop a greater consistency and emphasis on class prayer</p> <p>Focus on reverence at mass and during class prayer</p> <p>Staff meetings:</p> <ul style="list-style-type: none"> • Respect for others • Professional dialogue • Tactful agreement/disagreement <p>Using feedback from each other as an opportunity for personal growth</p> <p>Staff to always speak with truth, integrity and professionalism</p>	<p>Achieved</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>