



Sacred Heart School Information 2022

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

<p>CONTEXTUAL INFORMATION</p>	<p>Sacred Heart Primary School is a double stream Catholic co-educational school catering for students from Kindergarten to Year Six. Respect, Reverence, Responsibility and Resilience are central to the vision of the school helping us to integrate faith into our daily life through the school motto 'God is Love'.</p> <p>Sacred Heart offers a holistic education with strong academic, spiritual, physical, artistic, and social emotional programmes across all year levels. The school community is enhanced through the provision of an Inclusion Support Centre and Early Learning Long Day Care facility catering for children from two years of age. Child centred classroom programmes are improved through interactive technology and an emphasis on the attainment of IT skills from the early years. The integration of the Auslan & Indigenous culture within the school is supported through the LOTE programme and opportunities for students to experience different forms of learning occur at all year levels.</p> <p>The school is a thriving, multicultural community with specialist teachers in Health, Music, Art, Physical Education, LOTE (Auslan), Library and Literacy and Inclusion Support. Education Assistants also assist the teaching and learning programme in most year levels. The dedicated and professional staff works in partnership with parents and community members to provide a stimulating and enriching learning experience for all children. The inclusion of Out of School Hours Care helps to meet the needs of the children and their families.</p> <p>The School Advisory Council and Parents and Friends Association work closely with the school to build and strengthen a vibrant community spirit. This is further enhanced by our harmonious and effective relationship with the Sacred Heart Parish where together we are one community in faith.</p>														
<p>TEACHER STANDARDS AND QUALIFICATIONS</p>	<p>Qualifications of Teaching staff:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Bachelor of Education</td> <td style="text-align: right;">11</td> </tr> <tr> <td style="padding-left: 20px;">Bachelor of Early Childhood Education</td> <td style="text-align: right;">5</td> </tr> <tr> <td style="padding-left: 20px;">Graduate Certificate of Early Childhood Education</td> <td style="text-align: right;">1</td> </tr> <tr> <td style="padding-left: 20px;">Graduate Certificate of Special Needs Education</td> <td style="text-align: right;">1</td> </tr> <tr> <td style="padding-left: 20px;">Graduate Diploma in Early Childhood Teaching</td> <td style="text-align: right;">1</td> </tr> <tr> <td style="padding-left: 20px;">Graduate Diploma</td> <td style="text-align: right;">6</td> </tr> <tr> <td style="padding-left: 20px;">Master of Education</td> <td style="text-align: right;">6</td> </tr> </table>	Bachelor of Education	11	Bachelor of Early Childhood Education	5	Graduate Certificate of Early Childhood Education	1	Graduate Certificate of Special Needs Education	1	Graduate Diploma in Early Childhood Teaching	1	Graduate Diploma	6	Master of Education	6
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WORKFORCE COMPOSITION

Teaching Staff

Full Time	24	Male	2	Female	22
Part Time	10	Male	1	Female	9

Non-Teaching Staff

Full Time	6	Male	1	Female	5
Part Time	29	Male	2	Female	27

Indigenous Staff Members: 1

**NAPLAN INFORMATION****TABLE ONE**

Students achieving the National Benchmark in 2022.

	Year 3	Year 5
Reading	95%	93.5%
Writing	97%	95%
Spelling	92%	95%
Grammar and Punctuation	96%	96%
Numeracy	95%	95%



STUDENT ATTENDANCE AT SCHOOL	<p>Full attendance for 2022 is 192 days (<i>excludes Public Holidays and Pupil Free Days</i>)</p> <p>Average student attendance is 87.81%</p> <p>Pre-Primary 82.71% Year Three 88.69% Year Five 88.82%</p> <p>Year One 88.0% Year Four 88.86% Year Six 87.05%</p> <p>Year Two 90.58%</p> <p>Non-attendance is always confirmed by emails, notes and phone calls from parents.</p>																																
PARENT, STUDENT AND TEACHER SATISFACTION	<p>Parents: TTFM survey results indicate parents believe the school is supportive of positive behaviour and learning. Areas improved across the board from previous year's results.</p> <p>Students: TTFM survey of Years 4, 5 and 6 show overall satisfaction from students. Results show an improvement in positive relationships and valuing schooling.</p> <p>Staff: Staff responses on an industry certified survey present a health score of 88 (up from 82 in 2021) putting the school in the top quartile. 3 strengths identified are Direction, Leadership and Coordination and Control.</p>																																
POST-SCHOOL DESTINATIONS	<p>Year Six Students:</p> <table border="0"> <tr><td>St Norbert College</td><td>15</td></tr> <tr><td>Lumen Christi College</td><td>4</td></tr> <tr><td>Thornlie Senior High School</td><td>8</td></tr> <tr><td>Ursula Frayne College</td><td>5</td></tr> <tr><td>Corpus Christi College</td><td>3</td></tr> <tr><td>Mazenod College</td><td>1</td></tr> <tr><td>Carey Baptist College</td><td>2</td></tr> <tr><td>St John Bosco College</td><td>9</td></tr> <tr><td>Harrisdale Senior High</td><td>1</td></tr> <tr><td>John Wollaston Anglican</td><td>3</td></tr> <tr><td>Providence Christian College</td><td>2</td></tr> <tr><td>Lynwood Senior High</td><td>3</td></tr> <tr><td>Aranmore Catholic College</td><td>1</td></tr> <tr><td>Willetton Senior High</td><td>1</td></tr> <tr><td>Homeschool</td><td>1</td></tr> <tr><td>Unknown</td><td>1</td></tr> </table>	St Norbert College	15	Lumen Christi College	4	Thornlie Senior High School	8	Ursula Frayne College	5	Corpus Christi College	3	Mazenod College	1	Carey Baptist College	2	St John Bosco College	9	Harrisdale Senior High	1	John Wollaston Anglican	3	Providence Christian College	2	Lynwood Senior High	3	Aranmore Catholic College	1	Willetton Senior High	1	Homeschool	1	Unknown	1
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2022 Annual School Improvement Review

	2022 Focus	2022 Strategies and Actions	Status
Learning	<p>Focus Area Writing</p> <p>NAPLAN and Brightpath Data</p> <p>Consolidation of T4W process for all staff</p>	<p>Brightpath moderation</p> <p>Review student growth and use Brightpath data to inform teaching programs.</p> <p>Literacy Coaching</p> <p>Case Conference Model</p> <p>Explicit staff induction processes – Talk 4 Writing methodology</p> <p>Targets set for children met</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Ongoing/Improvement Evident</p> <p>Achieved</p>
Learning	<p>NAPLAN data demonstrated positive improvement – particularly in writing and spelling.</p>	<p>Implementation of targeted phonics based early literacy program including benchmarking</p> <p>Implementation of Origo Maths</p> <p>Talk 4 Writing consolidation</p>	<p>Achieved</p> <p>Ongoing</p> <p>Achieved/Ongoing coaching support</p>
Community	<p>Create a team to focus on and monitor EAL/D students</p>	<p>Create team incorporating a range of staff</p> <p>PD around student plans and progress maps</p> <p>Cultural morning teas to celebrate diversity</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p>