Sacred Heart Primary School

Sacred Heart Primary School is located in the Northern Moreton Bay suburb of Sandgate and caters for the educational needs of boys and girls from Prep to Year 6. As a Parish school we have a strong connection to the parish of Sandgate Brighton.

The 2015 school year saw the continuation of the school's journey to growth and prosperity. As the enrolment base remained solid, we continued to support the tradition of offering quality Catholic education to the children of Sandgate, Shorncliffe, Deagon and Boondall local areas. There are some areas further north to North Lakes that were also supported. This task was undertaken in partnership with the parents of our students who are encouraged to be active in the educational journey of their child and to share their skills and talents to enrich our educational program.

Each year we work together as a community to strengthen the educational opportunities available to our students through enhanced educational programs, improved resourcing and the on-going professional development of all staff to cater for modern pedagogy.

School Profile

<table>
<thead>
<tr>
<th>Coeducational</th>
<th>Single Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year levels offered:</th>
<th>Primary</th>
<th>Secondary</th>
<th>P-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✗</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Student Enrolments</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>316</td>
<td>189</td>
<td>127</td>
</tr>
</tbody>
</table>
Characteristics of the student body

Sacred Heart Primary School is a two stream primary school from Prep to Year 4 and single stream from Year 5-6.

As a primary educational institution we believe in catering for children of all academic abilities. Therefore, within the dynamics of each classroom we have students whose ability ranges across the educational spectrum, from those who require additional educational support because of a disability, through to those who are assessed as being in the 'gifted and talented' range of ability. Our educational programs and support structures are designed in such a way that all students are extended and the teaching of the curriculum is designed to cater for their individual needs.

Our Student Support team structure works to support students who are in need of assistance or extension so that they can reach their full potential and beyond. The structure also supported teachers in their differentiation of the curriculum.

Whilst it is encouraged that all students remain at Sacred Heart School for all of their primary education, at the end of Year 4, it is a tradition in the local area that the majority of boys depart their Parish primary school, looking to continue their education in an all-boys Religious Institute school which will take them from Year 5 to Year 12. As a result, Sacred Heart has a predominantly female clientele from Year 5 - Year 6. Our educational structure is designed to cater for this change.

Our distinctive curriculum offerings

Sacred Heart School's curriculum is based on the current curricula offerings of the ACARA as well as the syllabi as designated by the QCAA. The Religious Education is in accordance with the guidelines designated by the Archdiocese of Brisbane.

In addition to the core curriculum offerings we also offer:

#Extensive use of technology as a learning tool including iPads in Prep and Year 1, laptops in Year 2 and Year 3, and a 1:1 laptop program in Years 4-6. Each student has their own laptop and utilises this as one way of accessing their learning.

#An enhanced Physical Education program from Prep to Year 6 with weekly student access to the disciplines of Music and Movement (Term 1), Sports Skills Clinics (Term 2), Gymnastics (Term 3) and a school swimming program (Term 4) - all in addition to weekly Physical Education specialist lessons.

#Integrated Arts lessons for Prep - Year 6 conducted by a teacher accomplished in the Arts (an artist in her own right) which leads students on an exploration of their own artistic ability in the visual arts, performing arts and media strands of the curriculum.

#Singing choirs - one for the Junior students and one for the Senior students.

#A Speech Choir

#Year 5 and 6 Leadership skills program which includes a Year 5 'outdoor education' camp and a Year 6 trip to Canberra and an experience in Justice for our Mission Ministry.

#Participation in a competitive sporting program in the areas of Athletics, Swimming and Cross Country.
Extra curricula activities
To enhance our student's educational opportunities and to expand upon the curriculum offerings our students have access to, we also provide:

- A quality instrumental music program available to all students from Prep to Year 6, conducted weekly on-site and covering a wide range of instruments including ensembles and voice training.
- A Chess Club conducted at lunchtimes for students from Year 2 to Year 6.
- A Gardening Club which operates during two lunchtimes each week and which cultivates the school fruit and vegetable patches.
- Sports training in cross-country, athletics, swimming and netball
- Sports clinics in AFL, soccer, basketball and cricket
- Tennis lessons over two mornings before school

How Information and Communication Technologies are used to assist learning
Our teachers used ICLT’s to enhance student learning and to assist the students to access the resources of the wider community. Prep and Year 1 access iPads, with Year 2 and 3 accessing class sets of laptops, whilst years 4-6 participate in our 1:1 Laptop program. We also utilised an on-line Learning Management system to allow classes to form secure class pages and allow access to learning activities in the home.

Using our wireless computer network students were able to:
- access the internet for research and information
- access secure class pages and learning sites
- access classroom blogs to interact with each other and to share information
- utilise programs such as Word, Powerpoint and Excel to present their work and demonstrate their learning
- utilise programs and websites to enhance their access to spelling and sight-words
- display group activities and projects
- use iPads (cameras and recorders to capture data and record activities and inset these into documents and displays
- record excursions and school events to use for preparations

We view ICLT as one tool amongst many which assist our children to access the curriculum.

Social climate inclusive of pastoral care and our response to bullying
As a Catholic school community we believe that we have a major role in building community. We conduct as many social events throughout the year as we can to build community spirit including 'Welcome Back BBQ and Disco' in February and a Christmas Meal and Concert in November. Our Parent Class Coordinators play a major role in the home/school liaison, assisting families in times of need and in ensuring social activities take place at a class level. We provide 'Heart Ministries' to formalise the way we support families in practical ways - provision of meals, support with transportation of children etc. Our students are part of a Buddy program which includes a weekly Buddy lunchtime and Pastoral activities each term which have the children working in mixed age groupings across a range of activities. By each child 'being known' we create an atmosphere of unity so that we work as one. As a school we have a 'zero tolerance' to bullying and utilise our resources - Principal, Counsellor, Parents, Teachers and Students to actively work towards a positive school community using the 'Four Non-Negotiables' of our school as a guide. Our student leaders are instrumental in their leadership role to building student harmony.
Parent, student and teacher satisfaction with the school

Every year we offer the community a number of ways to provide feedback on strengths and areas for growth within our school, and to input ideas as to how we can constantly renew. An annual survey is conducted to gain ideas and perspectives on school issues and progress, and on particular topics we use surveys of the parent community in an attempt to gain feedback from wider parent audience. In 2015 the school community saw our strengths as; Our sense of belonging for parents and students.

Areas for growth included children's access to meaningful experiences of the use of IT; addressing the needs of our girls in the upper primary years, enticing boys to remain at Sacred Heart beyond Year 4 and the continued planning for the continued renewal and refurbishment of the school premises. We have reviewed the homework policy; as a result of the research reading and surveys within the school community to address the best outcomes for student learning in the home.

Parent involvement in their child’s education

We strongly support the right of parents to be an active participant in their child's educational journey. We seek parent involvement in classroom assistance, tuckshop, excursion assistance, the sharing of their talents to assist the community and representation on the School Board and Parents & Friends Association Executive.

We also have a ‘Celebration of Learning’ night and a ‘Celebration of the Arts' night to allow parents to come together with their children and to celebrate their child's successes.

From the start of our Orientation program for new families through to the formal opportunities for families to meet with their child's teacher to discuss their progress, we believe strongly in bringing parents into the educational environment rather than having them being an outsider and watching.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>28</td>
<td>16</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>22.74</td>
<td>6.09</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islanders</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff (teaching staff includes school leaders)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>10</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td></td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>17</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was $9114.63. The major professional development initiatives were as follows:

- Coaching
- Visible Learning and DELT Strategies
- Mind frames
- Stepping Up
- Health and safety Awareness
- Student Protection
- Spirit Fire
- Inter and Intra school moderation of student work samples
- Continued focus on the Australian Curriculum - Maths

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

- ‘Find a school’ text box.

Type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was 94.93 % in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 80.5 % of staff were retained by the school for the 2015 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>95.00 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>94.00 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>93.00 %</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>95.00 %</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>94.00 %</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>96.00 %</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

Classroom teachers mark the roll electronically twice per day to maintain accurate records of student attendance. At 9:00am daily the School Secretary checks the absentees list and takes note of all unexplained absenteeism. The secretary sends a bulk sms to parent of each child who is reported as an 'unexplained absence', requesting the parent contacts the school to confirm the reason for non-attendance.

The Principal has access to an electronic report which displays for him the pattern of child absenteeism. The parents of any child who has a pattern of absenteeism or who has a large number of days absent at contacted by the Principal to ask for an explanation of why this is occurring and to reinforce with parents that school attendance is compulsory.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following
‘Find a school’ text box.

Type in the name of the school whose NAPLAN results you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access our NAPLAN data.