School Name | Sacred Heart School Sandgate
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Postal address | 92 Brighton Road, Sandgate QLD 4017
Phone | (07) 3269 3427
Fax | (07) 3269 3009
Email | psandgate@bne.catholic.edu.au
School website | www.shssandgate.qld.edu.au
Contact Person | Chris Bathersby - Principal

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Principal’s Foreword

Introduction

Sacred Heart School, located in the bayside suburb of Sandgate caters for the educational needs of boys & girls from Prep to Year 7. As a Parish school we have a strong connection to our local Catholic parish, the parish of Sandgate Brighton.

The 2014 school year saw the school continue on its journey to growth and prosperity. With a solid enrolment base we continued the tradition of offering quality Catholic education to the children of the Sandgate, Shorncliffe, Deagon and Boondall local areas., as well as areas north to North Lakes. 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 & to share their skills & 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 our school staff.

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School Profile

Sacred Heart School Sandgate is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational ✓ or Single Sex □

Year levels offered: Primary ✓ Secondary □ P-12 □

Total student enrolments for this school | 348

Total Enrolment | 348  Girls 222  Boys 126
Characteristics of the student body

Sacred Heart School is a two-stream primary school from Prep to Year 4 and single-stream from Year 5 - 7.

We believe in catering for children of all academic abilities. Therefore, within each class 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 & talented' range of ability. Our educational programs and support structures are designed as such that all children are extended and the teaching of the curriculum is tailored 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 achieve beyond their potential. This structure also support teachers in their differentiation of the curriculum.

Whilst we strongly encourage that all students remain at Sacred Heart for all of their primary schooling, 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 commence in an all-boys Order-owned school which will take them from Year 5 to Year 12. As a result, Sacred Heart has a predominantly female student clientele from Year 5 - Year 7 and our educational program and 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 Australian curriculum as well as the syllabi as designated by the QCAA. The Religious Education curriculum is in accordance with the guidelines designated by the Archdiocese of Brisbane.

In addition to the core curriculum offerings we also offered:
# Extensive use of technology as a learning tool including I-Pads in Prep and Year 1, Laptops in Year 2 and Year 3, and a 1:1 Laptop program in Years 4 - 7 where each child has their own laptop and utilises this as one way of accessing their learning.
# An enhanced Physical Education program from Prep to Year 7 with weekly student access to the disciplines of Music & 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 specialists lessons.
# Integrated Arts lessons for Prep to Year 7 conducted by a teacher accomplished in the Arts (an artist in her own right) which leads the children on an exploration of their own artistic ability in the visual arts, performing arts & media strands of the curriculum.
# Singing choirs - one for the Junior students & one for the Senior students.
# A speech choir
# Year 6 & 7 Leadership skills program which includes a Year 6 'outdoor education' camp and a Year 7 trip to Canberra, and an experience in Justice for our Mission Ministry.
# Participation in a competitive sporting program in the areas of Athletics, Swimming & Cross Country.
Extra curricula activities

To enhance our students' educational opportunities and to expand upon the curriculum offerings our students have access to, we also provided:

# A quality instrumental music program available to all students from Prep to Year 7, conducted weekly on-site & covering a wide range of instruments including ensembles & voice training.
# A Chess Club conducted at lunchtimes for students from Year 2 to Year 7.
# A Homework Club for those children seeking extra assistance with their homework activities.
# A Gardening Club which operates during two lunchtimes and which cultivates the school fruit and vegetable patches.
# Sports training in cross country, athletics, swimming and netball.
# Sports clinics in soccer, basketball and cricket.
# Tennis lessons over two mornings before school and one afternoon after school.

How Information and Communication Technologies are used to assist learning

Our teachers used ICLT's to enhance student learning & 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 - 7 take part 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 at home.

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

We view ICLTs 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 a 'Welcome Back BBQ & Disco' in February and a Christmas BBQ and Concert in November. Our Parent Class Coordinators play a major role in the home/school liaison, in assisting families in times of need & 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 & 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 & utilise our resources - Principal, Counsellor, Parents, Teachers & Students to actively work towards a positive school community using our school's 'Four Non-Negotiables' as our guide. Our student leaders are instrumental in their leadership role to building student harmony.
Parent, student and teacher satisfaction with the school

Each year we offer the community a number of ways to provide feedback on the 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 a wider parent audience. In 2014 the school community saw our strengths as: Our sense of belonging for parents and students, the approachability of Staff, and a strong sense of where the school 'sat' within the community.

Areas for growth included increasing our children's access to meaningful experiences of the use of IT; the continued addressing of the needs of our girls in the upper primary years; attempts to entice boys to remain after Year 4 within our school; and ensuring plans are in place for the continued renewal and refurbishment of the school premises.

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 & Parents & Friends Association Executive.

We also hold 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 game of education rather than having them sit on the sidelines and watching.

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
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</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>25</td>
<td>17</td>
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<tr>
<td>Full-time equivalents</td>
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<td>7.27</td>
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<tr>
<td>Indigenous</td>
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Qualifications of all teachers

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<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
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<tbody>
<tr>
<td>Doctorate</td>
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<tr>
<td>Masters</td>
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<tr>
<td>Post Graduate Diploma/Certificate</td>
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<tr>
<td>Bachelors Degree</td>
<td>13</td>
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<tr>
<td>Diploma/Certificate</td>
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</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2014 was $9815.
The major professional development initiatives were as follows:

- A exploration of the Spirituality of the Sacred Heart (one day retreat) and the enactment of this spirituality.
- Curriculum – A study of the Australian Curriculum – Maths (esp in the area of Maths Investigations)
- Continuing focus on Literacy education, continuing the work of 2013.
- Revision and enhancement of school behaviour management processes and recording of these
- Inter and Intra school moderation of student work samples
- Exploring how to effectively utilise parent and professional assistants within the classroom.
- First aid.
- Staff Learning in the use of on-line learning management systems.

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.

Where it says ‘Search by school name’, 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 96.92% in 2014.

Proportion of staff retained from the previous school year

From the end of the 2013 school year, 75% of staff were retained by the school for the 2014 year.

Key Student Outcomes

| Whole School Attendance Rate | 95% |
| Prep Attendance Rate | N/A |
| Year 1 Attendance Rate | 94% |
| Year 2 Attendance Rate | 94% |
| Year 3 Attendance Rate | 95% |
| Year 4 Attendance Rate | 96% |
| Year 5 Attendance Rate | 95% |
| Year 6 Attendance Rate | 97% |
| Year 7 Attendance Rate | 94% |
Policy and practice to manage student attendance

Classroom teachers mark the roll electronically twice per day to maintain accurate records of student attendance. At 9am daily the School Secretary checks the absentees list and takes note of all unexplained absenteeism. The Secretary then rings the parent of each ‘unexplained absentee’ child to determine if the child is safe and to ensure the parent knows their child is not at school.

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 are contacted by the Principal to ask for an explanation of why this is occurring & 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.

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