



Sacred Heart School Information 2015

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 an 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-collapse: collapse;"> <tr> <td style="width: 70%;">Diploma of Teaching</td> <td style="width: 10%; text-align: right;">11</td> <td colspan="2"></td> </tr> <tr> <td>Graduate Diploma</td> <td style="text-align: right;">5</td> <td colspan="2"></td> </tr> <tr> <td>Bachelor of Arts</td> <td style="text-align: right;">4</td> <td colspan="2"></td> </tr> <tr> <td>Bachelor of Education</td> <td style="text-align: right;">21</td> <td colspan="2"></td> </tr> <tr> <td>Masters of Education</td> <td style="text-align: right;">4</td> <td colspan="2"></td> </tr> </table>			Diploma of Teaching	11			Graduate Diploma	5			Bachelor of Arts	4			Bachelor of Education	21			Masters of Education	4						
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WORKFORCE COMPOSITION	<p>Teaching Staff</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Full Time</td> <td style="width: 20%; text-align: center;">19</td> <td style="width: 20%;">Male</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 20%;">Female</td> <td style="width: 10%; text-align: center;">15</td> </tr> <tr> <td>Part Time</td> <td style="text-align: center;">9</td> <td>Male</td> <td style="text-align: center;">0</td> <td>Female</td> <td style="text-align: center;">9</td> </tr> </table> <p>Non Teaching Staff</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Full Time</td> <td style="width: 20%; text-align: center;">9</td> <td style="width: 20%;">Male</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 20%;">Female</td> <td style="width: 10%; text-align: center;">8</td> </tr> <tr> <td>Part Time</td> <td style="text-align: center;">14</td> <td>Male</td> <td style="text-align: center;">2</td> <td>Female</td> <td style="text-align: center;">12</td> </tr> </table> <p>Indigenous Staff Members: 1</p>			Full Time	19	Male	4	Female	15	Part Time	9	Male	0	Female	9	Full Time	9	Male	1	Female	8	Part Time	14	Male	2	Female	12
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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	98%	91%
Writing	98%	98%
Spelling	96%	96%
Grammar and Punctuation	98%	92%
Numeracy	92%	94%

Overall average for Reading 94.5%; Writing 98%; Spelling 96%; Grammar and Punctuation 95% and Numeracy 93%;

TABLE TWO

Percentage change in students achieving the National Benchmark from 2014 to 2015.

	Year 3	Year 5
Reading	-0.3	-7.3
Writing	-0.3	+1.3
Spelling	-4.0	+2.6
Grammar and Punctuation	-0.3	-4.7
Numeracy	-4.7	-2.7

Overall swing for 2015: Reading down 3.8%; Writing up 0.5%; Spelling down 0.7%; Grammar and Punctuation down 2.5% and Numeracy up 3.7%



<p>STUDENT ATTENDANCE AT SCHOOL</p>	<p>Full attendance for 2015 is 186 days (<i>excludes Public Holidays and Pupil Free Days</i>)</p> <p>Average student attendance is 93.0%</p> <p><i>Pre Primary 91.0% Year Three 93.9% Year Five 94.5%</i></p> <p><i>Year One 92.1% Year Four 94.1% Year Six 94.0%</i></p> <p><i>Year Two 91.0 %</i></p> <p>Non-attendance is confirmed by notes and phone calls from parents at all times.</p>
<p>PARENT, STUDENT AND TEACHER SATISFACTION</p>	<p>Parents:</p> <p>Quality Catholic Schooling data has indicated that parents are supportive and appreciative of the initiatives implemented by the school. In Sacred Heart's 50th Anniversary Year parents and the local community were involved in activities that recognised our past and celebrated our present. Community engagement was a highlight throughout the year. The establishment of the Commemorative Garden serves as a living reminder to all who visit our school. 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:</p> <p>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. Through the celebrations of the school's 50th Anniversary, students have a stronger connection to what it means to be a Sacred Heart student and are now connected living examples of this each day.</p> <p>Teachers:</p> <p>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	Year Six Students: <ul style="list-style-type: none"> • Corpus Christi College 8 • Lumen Christi College 27 • St Brigids College 2 • St Norbert College 7 • Ursula Frayne College 1 • Mazenod 4 • Southern River College 1 	Year Six Students: <ul style="list-style-type: none"> • John Curtin High 1 • Rockingham Senior 1 • All Saints 1 • Belmont High School 1 • Thornlie Senior High School 4
SCHOOL INCOME	http://www.myschool.edu.au/	