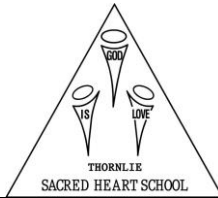


## Sacred Heart School Information 2018

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

<b>CONTEXTUAL INFORMATION</b>	<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>																								
<b>TEACHER STANDARDS AND QUALIFICATIONS</b>	<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;">7</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;">3</td></tr> <tr><td>Bachelor of Education</td><td style="text-align: right;">18</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;">3</td></tr> <tr><td>Grad.Cert ECE</td><td style="text-align: right;">2</td></tr> </table>	Diploma of Teaching	7	Graduate Diploma	3	Bachelor of Early Child	1	Bachelor of Arts	3	Bachelor of Education	18	Masters of Education	2	Grad Cert. RE	3	Grad.Cert ECE	2								
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<b>WORKFORCE COMPOSITION</b>	<p><b>Teaching Staff</b></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;">18</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;">14</td> </tr> <tr> <td>Part Time</td> <td style="text-align: center;">13</td> <td>Male</td> <td style="text-align: center;">0</td> <td>Female</td> <td style="text-align: center;">13</td> </tr> </table> <p><b>Non Teaching Staff</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Full Time</td> <td style="text-align: center;">9</td> <td>Male</td> <td style="text-align: center;">1</td> <td>Female</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Part Time</td> <td style="text-align: center;">23</td> <td>Male</td> <td style="text-align: center;">1</td> <td>Female</td> <td style="text-align: center;">22</td> </tr> </table> <p><b>Indigenous Staff Members:</b> 1</p>	Full Time	18	Male	4	Female	14	Part Time	13	Male	0	Female	13	Full Time	9	Male	1	Female	8	Part Time	23	Male	1	Female	22
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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.*

	<b>Year 3</b>	<b>Year 5</b>
<b>Reading</b>	92%	98%
<b>Writing</b>	82%	83%
<b>Spelling</b>	92%	96%
<b>Grammar and Punctuation</b>	90%	83%
<b>Numeracy</b>	94%	94%

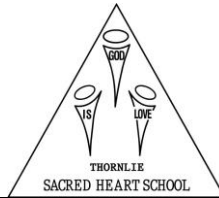
*Overall average for Reading 95%; Writing 82.5%; Spelling 94%; Grammar and Punctuation 86.5% and Numeracy 94%;*

**TABLE TWO**

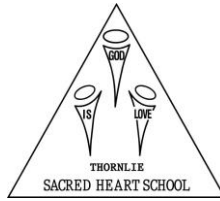
*Percentage change in students achieving the National Benchmark from 2017 to 2018..*

	<b>Year 3</b>	<b>Year 5</b>
<b>Reading</b>	-3.0%	0.0%
<b>Writing</b>	-16.0%	-13.0%
<b>Spelling</b>	-8.0%	-4.0%
<b>Grammar and Punctuation</b>	0.0%	-7.0%
<b>Numeracy</b>	-6.0%	-4.0%

*Overall swing for 2018: Reading down 1.5%; Writing down 14.0%; Spelling down 6.0%; Grammar and Punctuation down 3.5% and Numeracy down 5.0%.*



<b>STUDENT ATTENDANCE AT SCHOOL</b>	<p>Full attendance for 2018 is 183 days (<i>excludes Public Holidays and Pupil Free Days</i>)</p> <p>Average student attendance is 93.38%</p> <p><i>Pre Primary 92.44%      Year Three 94.91%      Year Five 91.52%</i></p> <p><i>Year One 93.18%      Year Four 94.82%      Year Six 92.70%</i></p> <p><i>Year Two 94.12 %</i></p> <p>Non-attendance is confirmed by notes and phone calls from parents at all times.</p>	
<b>PARENT, STUDENT AND TEACHER SATISFACTION</b>	<p><b>Parents:</b> 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><b>Students:</b> 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. A School Chaplain/Psychologist provides ongoing support to students and families in need.</p> <p><b>Teachers:</b> Through Professional Learning 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>	
<b>POST-SCHOOL DESTINATIONS</b>	<p><b>Year Six Students:</b></p> <ul style="list-style-type: none"> <li>• Lumen Christi College 20</li> <li>• St Norbert College 13</li> <li>• Ursula Frayne College 5</li> <li>• Mazenod 5</li> <li>• Corpus Christi College 4</li> <li>• Harrisdale High School 3</li> <li>• Lynwood High School 2</li> <li>• Leeming High School 2</li> <li>• Rossmoyne High School 1</li> </ul>	<p><b>Year Six Students:</b></p> <ul style="list-style-type: none"> <li>• Thornlie Christian College 1</li> <li>• Atwell High School 1</li> <li>• Christian Brothers College 1</li> <li>• Kelmscott High School 1</li> <li>• Thornlie Senior High School 1</li> <li>• Mercedes College 1</li> <li>• Perth Modern School 1</li> <li>• Jurien Bay High School 1</li> <li>• John Curtin High School 1</li> </ul>
<b>SCHOOL INCOME</b>	<p><a href="http://www.myschool.edu.au/">http://www.myschool.edu.au/</a></p>	



## 2018 Annual School Improvement Review

	<b>2018 focus</b>	<b>2018 strategies and actions</b>	<b>Status</b>
<b>Learning</b>	<p><b>Focus Area Reading</b></p> <p>NAPLAN data and School Curriculum Plan shows inconsistent trends in Reading over the last few years.</p> <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>Whole school explicit approach to Literacy, following the guidelines in the Sacred Heart Curriculum Folder</p> <p>Literacy Coaching</p> <p>Introduction of a Case Conference Model</p> <p>Explicit staff induction processes</p> <p>Targets set for children met</p>	<p>Ongoing</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Ongoing</p>
<b>Engagement</b>	<p>School data shows that Behaviour Management is not consistent across the school</p> <p>Students being sent up to the office for discipline without following set processes and procedures</p>	<p>Establish a systematic and explicit Positive Behaviour Policy to ensure consistency in behaviour both in the classroom and in the playground</p> <p>Classroom behaviour dealt with effectively and positively by classroom teachers</p> <p>Work differentiated effectively and students engaged in the classroom</p>	<p>Achieved</p> <p>Achieved</p> <p>Ongoing</p>
<b>Accountability</b>	<p>School ICT Plan: A focus on the incorporation of 21<sup>st</sup> Century Learning into the school. The focus will be two pronged: pedagogy (staff training and capacity building) and infrastructure.</p> <p>Introduction of a 1:1 iPad program in Year 4 in 2018</p> <p>Introduction of a Digital Transformational Coach as part of the Extended Leadership Team</p>	<p>Implement 1:1 iPads and contemporary learning in Year 4 in 2018</p> <p>Implement Leading Lights as a teaching and learning tool and as the main form of staff communication</p> <p>Implement and use SeeSaw as the primary method of communication to parents in all classrooms</p> <p>Increase in the effective integration of ICT in all classrooms</p> <p>Release Digital Transformational Coach to work 0.4 with staff</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Ongoing</p> <p>Achieved</p>