# 2014 School Reporting - Primary

## The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>Diocesan Catholic Education Office - Rockhampton</th>
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<tbody>
<tr>
<td>School Name:</td>
<td>Sacred Heart Catholic Primary School</td>
</tr>
<tr>
<td>School Based Contact Person:</td>
<td>Principal’s Full Name:</td>
</tr>
<tr>
<td></td>
<td>Mrs Mary Schick</td>
</tr>
<tr>
<td>Address:</td>
<td>14 Barracuda Cres</td>
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<tr>
<td></td>
<td>Yeppoon</td>
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<tr>
<td></td>
<td>Queensland 4703</td>
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<tr>
<td>Phone:</td>
<td>49336288</td>
</tr>
<tr>
<td>Fax:</td>
<td>49337460</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:shy@rok.catholic.edu.au">shy@rok.catholic.edu.au</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.shyrok.catholic.edu.au">www.shyrok.catholic.edu.au</a></td>
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<tr>
<td>Total Enrolments:</td>
<td>498</td>
</tr>
<tr>
<td>Year Levels Offered:</td>
<td>Prep to Year 7</td>
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<tr>
<td>Type of School:</td>
<td>Co-educational</td>
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**Curriculum Offerings**

**Distinctive Curriculum Offerings**

Sacred Heart Primary School is a three stream school. The school motto is "Enriching Spirits. Educating Minds". The school has a clear Catholic identity with regular prayer and liturgical celebrations as well as the teaching of Religion. The school has a collaborative culture with year level teams of teachers planning together within the School Curriculum Framework. Specialist teachers provide lessons in PE and The Arts. An early intervention program is available for reading. School-wide programs and pedagogies in literacy, spelling and mathematics have been implemented. The school offers significant opportunities for students to excel in sport and music. The school is extensively resourced to support excellence in teaching and learning.

**Extra Curricula Activities**

**PARISH PARTICIPATION:** Students and staff regularly attend Parish Masses and assist with liturgy and music, Children's Liturgy and altar server ministries. Staff members are involved in the Parish Sacramental Team.

**ANNUAL SCHOOL SPORTS CARNIVALS:** Athletics, Senior Swimming, Junior Swimming, Cross Country.

**ANNUAL INTERSCHOOL CARNIVALS:** Challenge Cup, Touch Football Challenge, Development Cup and Development Shield.

**KEPPEL COAST DISTRICT SPORT:** Years 6 & 7 students participate in interschool sports such as touch football, rugby league, cricket, t-ball, softball, basketball, netball, water polo and soccer on Friday afternoons.

**CHOIR:** Students are offered the opportunity to participate in choir. Years 2/3, 4/5 and 6/7 Choirs performed at the Rockhampton Eisteddfod.

**INSTRUMENTAL MUSIC PROGRAM:** Lessons in strings, woodwind, guitar and singing are held weekly. Ensembles, folk groups and string orchestra perform at the Eisteddfod, Eisteddfod Concert at school and the annual Instrumental Music Concert.

**STUDENT LEADERSHIP OPPORTUNITIES:** Years 6&7 School Captains elected for each term, Years 6&7 House Captains elected. Student Council members elected each term from Years 4 and 5.

**EXTENSION ACTIVITIES:** ICAS Competitions, Maths Team Challenge, Premier's Reading Challenge, Maths Online.

**CULTURAL ACTIVITIES and CONCERTS:** Arts Link each term, annual School Eisteddfod Concert, annual Christmas Carols Concert, annual Instrumental Music Concert, biennial school musical, biennial Dancefever, attendance at local secondary school musicals and events.

**SACRED HEART OUTSIDE SCHOOL HOURS CARE:** Students are cared for in a safe and fun environment from 3:00pm-6:00pm and pupil free days.

**MAJOR EXCURSIONS:** Yrs 6&7: week long adventure camp at Mapleton, Yr 5: day trip to North Keppel Island Environmental Education Centre, Yr 4: overnight camp to Capricorn Caves.

**COMMUNITY ACTION:** Fund raising activities for Caritas Australia, St Vincent de Paul, Cancer Council, communities affected by natural disasters. School Mini Vinnies group. Annual donation to Presentations Sisters Arop Primary School Papua New Guinea.

SCHOOL SOCIAL ACTIVITIES: Sausage Sizzle/Disco/Parent Café is usually held once a term. A Dancefever evening is held biennially. Pancake Tuesday breakfast and a Father’s Day breakfast. Morning teas are held after major assemblies (e.g. Mother’s Day) and Masses (e.g. Opening School Mass). Volunteers Thank You morning tea. A school carnival was held in July 2014.

RESOURCES: Full size oval, court-size covered Multipurpose Area, shaded playground equipment, Early Years Outdoor Learning Area, Sacred Site and Labyrinth, stage for performances, Visual Arts Room, two sound-proof music studios and music classroom. Walking distance to beach and Catholic Church. Air conditioning in all buildings.

How Information and Communication Technologies are used to assist learning

The school has computers distributed throughout the classrooms and in the technology lab. Each classroom has a minimum of 6 computers and this number supports the school-wide pedagogy of rotational learning groups. The technology lab has 30 desktop computers. All classrooms and learning areas have interactive whiteboards and wireless connectivity. Google Apps for Education is the learning management system and it is through this that teachers manage class pages, sites, drive and blogs. The use of ICT is integrated into all learning areas. Students become effective users of ICT and use ICT to investigate, create and communicate. Teachers are provided with a laptop and are regularly up-skilled by attending ICT workshops and through peer tutoring. Teachers use a number of on-line administrative resources such as attendance and behaviour recording and for the preparation of report cards. Teachers use a range of on-line teaching resources to enhance classroom pedagogy. An IT upgrade is undertaken every two years and is due for the commencement of 2015. It is planned that Chromebooks, iPads and laptops will be purchased.

Social Climate

CATHOLIC IDENTITY: Evident in the teaching of Religion, prayer, religious symbols and celebrations. Sacred Site and Labyrinth. Prayer assemblies held weekly. School masses celebrated regularly. A class attends the parish mass on Fridays. Making Jesus Real (MJR) program. NET (National Evangelisation Team) day retreat Years 6&7.

NATIONAL SCHOOL CHAPLAINCY AND STUDENT WELFARE PROGRAM: Whole School Approach to Bullying and Violence: Solving the Jigsaw Changing the Culture of Violence, Building a Culture of Wellbeing. A Student Welfare Officer works two days in the school teaching the Solving the Jigsaw Program and is available to conduct restorative relationship meetings with groups of students.

VIRTUES EDUCATION: The Virtues Project nurtures children in the skills and qualities needed to be successful in school and in life.


RECOGNITION OF STAFF AND STUDENTS: Whole School Assembly Mon & Fri, Year Level Assemblies once a week. Student Awards, welcome and farewell cards, recognition of birthdays and birthday stickers, recognition of individual achievements. Information published in newsletter. Celebration of World Teachers' Day and School Officers' Day.

COUNSELLING SERVICES: A school counsellor is available on one day each week.

Cyber Safety and Anti-Bullying Strategies

Using funding from the National School Chaplaincy and Student Welfare Program the school has implemented a Whole School Approach to Bullying and Violence through a school-wide program: Solving the Jigsaw Changing the Culture of Violence, Building a Culture of Wellbeing. The program is a non-bullying program as well as a social and emotional wellbeing program. The school has a Student Welfare Officer who is the facilitator of the program.

The school has ICT Codes of Practice for students and staff.

Teachers, parents and students are regularly updated on anti-bullying and cyber safety and the ACMA Cybersmart resources are used throughout the school.

Strategies used for involving parents in their child’s education

SCHOOL BOARD and PARENTS AND FRIENDS ASSOCIATION: Meetings held each month.

HEART PARENTS Friendship Group: Parent representative for each class. Welcome to new families and social events throughout the year.

COMMITTEES AND CONSULTATIVE MEETINGS: Parents are invited to be part of committees such as the Graduating Class Camp Fund Raising, Graduating Class Memories Book, RAP, School Review and Improvement, IT Renewal and Tuckshop.

PARENTS AS VOLUNTEERS AND CLASSROOM HELPERS: Parents are invited to help in the classrooms and assist in the tuckshop, library, grounds care and on excursions.

PARENTS ENGAGING WITH STUDENT LEARNING: Parent information sessions and workshops on curriculum. Information about supporting children's learning in school newsletters. Parents are encouraged to access the Google Class Pages. Teachers have parent email distribution lists to encourage two way communications.
RECONCILIATION ACTION PLAN: Consultation with parents and elders to develop a school Reconciliation Action Plan.

PARENT PARTNERSHIP PROJECT: A group of parents complete the School Assessment Tool (MCEECDYA Strengthening Family and Community Engagement Resource) as the basis for regular meetings and establishing and evaluating Parent Partnership Goals for 2014 and setting Parent Partnership Goals for 2015.

INVITATIONS TO SCHOOL EVENT: Parents are invited to attend information and educational evenings, parent/teacher interviews, social activities, assemblies and masses, morning teas, Volunteers' Thank You assembly, concerts and school presentations.

Reducing the school’s environmental footprint

The use of air-conditioning is restricted to the summer terms: Term 1 and Term 2.
Increased paper recycling. Compost bins and worm farm for scraps.
Decreased use of paper through use of E-newsletter, Google class pages, sites, drive and blogs, SMS facility, on-line ordering for tuckshop.
Student Environment Group.

Characteristics of the Student Body

Students from across the Capricorn Coast attend the school. Many students travel by bus and come from as far north as Byfield and as far south as Zilzie. The majority of children were born in Australia and come from a Catholic or Christian background. Twenty-two indigenous students are enrolled as well as twenty students who have English as a second language. Twenty-one students are verified and have Educational Adjustment Plans. Many of the families who reside at the Capricorn Coast have one member of the family employed in association with the mining industry west of Rockhampton. Some of these families have come from overseas to take up job opportunities in the resources sector.

Staffing composition, including Indigenous staff

Workforce Composition of all teachers

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
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<tbody>
<tr>
<td>Headcounts</td>
<td>31</td>
<td>24</td>
<td>1</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>27.46</td>
<td>12.11</td>
<td>0.26</td>
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Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
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<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>%</td>
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<tr>
<td>Bachelor degree</td>
<td>93.5%</td>
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<tr>
<td>Diploma</td>
<td>6.5%</td>
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<tr>
<td>Certificate</td>
<td>%</td>
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Expenditure on and teacher participation in professional development

**TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$96,200

**MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

All teachers were offered the following PD: Bishop’s In-service Day, Children’s Spirituality, Google Apps for Education, 21st Century Learning, Learning Goals and Success Criteria, Geography, The Arts, Seven Steps to Writing Success, How to Teach Writing on-line, Disability Standards for Education, Mathematics Assessment, Making Jesus Real, DRA (Diagnostic Reading Assessment), Report Writing – comment bank.

Some teachers attended conferences and workshops such as the Curriculum Conference Early Years Conference, Student Protection Conference, EduTECH, Google Forum, Teaching in Prep, Godly Play, Numeracy, Oral Language, Interactive Learning Users Group, Real Kids in an Unreal World (Resilience in children), Tools for Writing CTJ was undertaken in Oral Language and History.
The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100%

**Average staff attendance**

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days

98.78%

**Percentage of teaching staff retained from the previous school year**

90.36%

**School Income**


(The School information below is available on the My School web site).

**National Assessment Program – Literacy and Numeracy Results**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at http://www.myschool.edu.au/.

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 NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Key Student Outcomes**

The 2014 NAPLAN results indicate that the Year 3 students achieved above the Qld state average in all domains and 100% of students achieved at or above the benchmark in Reading and Grammar and Punctuation. Year 5 students achieved above the Qld state average in all literary domains. Year 7 results were generally below the Qld state average in all domains but the students showed good student gains from a below average starting point in Year 3 in the domains of Reading and Numeracy but more limited gains in the area of writing.
In 2014, NAPLAN results show that over 97% of all students achieved at or above the benchmark in Numeracy and over 95% of all students achieved at or above the benchmark in Reading.

**Student Attendance**

<table>
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<th>Average student attendance rate (%)</th>
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<td>93.5%</td>
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Describe how non-attendance is managed by the school

Parents are good at contacting the school and providing reasons for non-attendance. The school secretary contacts parents for unexplained absences.

**Value Added**

The story of distance travelled

There is a trend towards above average NAPLAN results in Year 3 and it is a school goal to continue this trend and extend it into Year 5 and Year 7. The previously identified weaker domains of Spelling and Writing were again identified as focus areas for improvement.

The School Development Plan and School Goals give priority to improving learning outcomes for all students in the school through improving the competence and effectiveness of teachers, through implementing whole school pedagogy and learning programs, and through the use of assessment data to inform instruction.

The story of where you are going

Continuing good results in NAPLAN in Year 3 indicate that effective strategies are being implemented in the early years. Early intervention in reading is to continue.

Strategies to improve student outcomes for older students include whole school approaches to the teaching of literacy, spelling and mathematics.

A strong focus for teacher professional development in 2014 has been in writing. A review of Spelling in 2014 was undertaken and a decision has been reached to introduce Words Their Way as a whole school spelling program in 2015. A focus for teacher professional development in 2015 will be in Spelling. The school-wide pedagogy of literacy rotations will continue.

The implementation of the Australian Curriculum Mathematics in 2012 and the introduction of a school-wide Mathematics program enVision in 2013 are assisting with the continuity and progression of learning in Mathematics.

In 2014, increased collection and analysis of data have been implemented. Diagnostic
Reading Assessment and Writing Traits have been introduced and Words Their Way spelling inventories will be implemented in early 2015.

The school continues to give a high priority to building and maintaining positive and caring relationships between staff, students and parents. The school is working to create the conditions in which distributed leadership can flourish and a professional learning community can evolve. Collaborative approaches to planning, assessment and decision making have been implemented. Opportunities and encouragement for teachers to work together, mentor each other and improve their expertise are given.

**Parent, Teacher and Student Satisfaction**

Parents, teachers and students have expressed satisfaction with the school through the School Review and Improvement process. Parents seeking enrolments often comment that the school has been recommended to them by other parents and members of the wider community. Teachers express the desire to remain at the school and do not apply for transfer. Students express satisfaction with the academic, sporting and cultural opportunities offered to them and graduated students continue to achieve success.