



2018 ANNUAL REPORT

Contextual Information

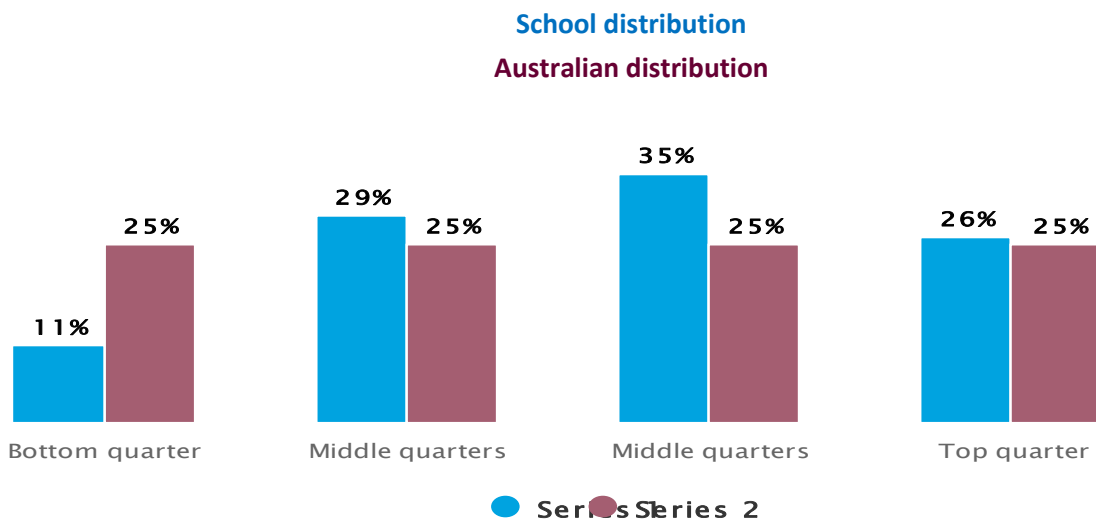
School Context and Learners Profile

Sacred Heart School is nestled in the hills within the Shire of Mundaring, approximately 35 kilometres east of the Perth CBD. We are a co-educational Catholic primary school with enrolments from Kindergarten to Year Six providing a Catholic education to our community. Our Mission is to strive for educational excellence encompassing the spiritual, intellectual, social, physical, emotional, religious and creative development of our students. Within our school parents and staff celebrate the uniqueness of our students providing a child centred approach which engages the learner through enriched, high-order thinking strategies where the children want to learn, can succeed and reach their full potential. Sacred Heart School regularly celebrates our community life through shared Catholic experiences and social activities generated by parents, staff and students. Our nurturing environment creates an open, honest and supportive atmosphere where we recognise and value the talents, gifts and needs of each individual; parish priest, parishioners, staff, parents, guardians and students. Sacred Heart School as a Catholic community values and protects the dignity and worth of each person, and we, the parents and staff accept the responsibility for the success of our school. Our new school amenities, rebuilt in 2010 are an outstanding teaching and learning environment for the 21 century and within every space you can feel and see the school motto in action; 'learning, caring and sharing.' Piano, guitar and drum tuition are available with very experienced tutors.

Student background Index of Community Socio- Educational Advantage (ICSEA)

School ICSEA value 1053 Average ICSEA value 1000 Data source Parent information

Distribution of students



Year Group	Number of Students	ATSI	LBOTE	CAP	IEP	SWD
Kindergarten	14		1			
Pre-Primary	20		1			
Year 1	18			1	1	1
Year 2	15	1		1	1	

Year 3	28	1		1	1	2
Year 4	15	1		1	1	1
Year 5	24	2			1	
Year 6	19	1		4	2	1

Mission and Values

We aim to live out the mission and encourage our students to be ‘good people’ by demonstrating our core values.

Mission: *Sacred Heart School is centred in Jesus. We strive for educational excellence encompassing the spiritual, intellectual, social, physical, emotional, religious and creative development of our students.*

Values: *Compassion, Courage, Forgiveness, Humility, Respect for Human Dignity and Service to Others*

Value Added

The children at Sacred Heart continue to experience many and varied learning opportunities: Celebration of Science Week, Book Week, incursions and excursions. Sporting events both at a Faction level and Interschool level are very popular events. We also offer after school sporting opportunities through the Government Sporting Schools program. Our parents are also managers and coaches of various codes including football, netball, soccer and hockey. The majority of our children are attached to after hour sporting opportunities under the banner of Sacred Heart.

St Vincent de Paul’s Society along with CARITAS and LIFE LINK are the main charities we support. Children have also been involved with Social Justice activities to assist in developing a social conscience.

The school continues to work with the Parish on the Family Focussed, Parish Based and School Supported Sacramental program. This was very successful and as we move forward this will develop further.

Parents and Staff in Partnership

The support from the parents continues to enhance our Mission and core values, our belief that we are partners in the education of our children. All parents are invited and encouraged to attend and to be involved in all school activities: school masses, assemblies, liturgy celebrations, School Board, P & F Association, community and sporting events.

Sacred Heart School Board

The role of the School Board is one of governance in support of the principal. The current Strategic Plan runs until the end of 2019. The school Board has this year continued to review and develop the strategies with the aim of gathering valid data and information to enhance the development of the strategic plan during 2019.

P&F Association

The focus for the Sacred Heart School Parents and Friends Association is twofold – first and foremost to continue to build the community spirit and secondly to devise new ways to financially support their children’s education by purchasing resources. Donations received have meant that new resources have been purchased for the students to use. This year the P&F assisted with resourcing classrooms and in widening the connections with the community.

Education at Sacred Heart

We are a Catholic school and as one we aim to live out our Mission and to give all of the children the opportunity to come to know Jesus better.

Education is about educating the whole child: their emotional, social, spiritual, physical, intellectual and mental domains. Our policies, procedures and routines are established to help the children to grow as unique individuals. Education is in a constant state of change, particularly with the digital revolution, it is difficult to predict where we will head in technology, suffice to say we need to be up there with the latest research and be prepared to move with the times. The constant changing values in society affects the school environment, however we need to remain true to our own integrity, nourish our faith constantly and empower ourselves through professional development to be positive agents for change.

State and National Assessments

The State and National assessments are valuable resources in determining how we, at Sacred Heart School are tracking in regards to benchmarks and comparisons to like schools across Australia. We as a staff look at the data to investigate year level trends, identifying common errors to refine the planning and teaching and focus on those areas that need reteaching. The data for individual children who are not meeting the bench mark is investigated and learning issues are pin-pointed and included in future program planning.

Parent Satisfaction

Parent feedback about their level of satisfaction with our overall school performance is sort through both informal and formal situations: over a cuppa, greeting parents and students on morning duty, Board parent survey, school events and interviews.

Parents continue to be very satisfied with the overall community feel of the school and believe that the school is receptive of and understands their views and concerns. Parents valued the quality of teaching at our school very highly and feel that children are well supported in preparing for the next stage of their schooling. They were also extremely satisfied with the level of positive relationships that their children have with other students and opportunities for the students to act compassionately towards others was considered a very important component in the wellbeing of their children.

Parents have provided feedback that they are very satisfied with the level of communication from the school. Examples of this include the Term Planner, fortnightly Newsletters, SEQTA Class Pages, Facebook and through the website. The P & F Association also send out the P & F Matters during the term. More than 85% of parents said they would either be 'extremely likely' or 'very likely' to recommend Sacred Heart School to other parents.

School Income

Please follow the link to the My Schools website at <http://www.myschool.edu.au> for information regarding Sacred Heart School's Income.

Bishops' Literacy Religious Education Assessment in Years 3 & 5

Year 3		Year 5	
School mean	460	School Mean	526.8

WA mean	416.6	WA mean	493.7
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85% of Year 3 students were above the state mean. 70% of Year 5 students were above the state mean.

NAPLAN Information 2017 Summary

NUMERACY

Table 2: NAPLAN – Numeracy School and National Mean Comparison

Year	Year 5			Year 3		
	School Mean	National Mean	Difference	School Mean	National Mean	Difference
2013	447.7	485.9	-38.2	357.6	396.9	-39.3
2014	480.3	487.2	-6.9	387.4	401.8	-14.4
2015	483.9	492.3	-8.4	362.3	397.8	-35.5
2016	471.2	492.9	-21.7	390.2	402.2	-12
2017	484.7	493.8	-9.1	414.9	409.4	5.5
2018	498.7	494.2	4.5	434.9	407.7	27.2

Table 2 demonstrates that the gap between the national mean and school mean. Year 5 Numeracy results are now above the national average. A significant gain of 14 points was seen this year. The trend over the past six years has continued in the Year 3 results with this year's co-hort of students achieving significantly higher than the national average, a jump of over 20 points. A support teacher will continue to work with individuals or small groups addressing specific areas of weakness identified using teacher administered *SINe (Success in Numeracy)*, *MAI (Mathematical Assessment Interview)* and *MTS Summative Test* during their maths lessons.

Analysis of other school based assessments identified the following areas of focus for 2019:

- Worded problems and open-ended tasks will continue to be focused on with more opportunities being provided to enhance learning and understanding
- Opportunities for reflection and discussion on concepts to be provided to consolidate understanding
- Emphasis on the consolidation of number facts

LITERACY

Spelling

Table 3: NAPLAN – Spelling - School and National Mean Comparison

Year	Year 5			Year 3		
	School Mean	National Mean	Difference	School Mean	National Mean	Difference
2013	469.7	477.8	-8.1	417.8	415.6	+2.2
2014	463.3	468.2	-5.1	402.8	402.1	+0.7
2015	468.8	478.1	-9.3	387.4	416.3	-28.9
2016	480.1	475.4	-9.5	408.5	420.5	-12
2017	498.4	500.9	-2.5	424.1	416.2	7.9
2018	490.3	502.5	-11.8	407.3	417.8	-10.5

In 2014 Sacred Heart School introduced a synthetic phonics approach to the teaching of spelling. Staff continue to monitor the progress of students as we strive to achieve better results in spelling. The above results support the continuation of this program and new staff to the school will receive professional development to ensure this continues to be an embedded practice.

At the end of 2018 a full review of the PLD program will be undertaken with the focus on the upper year levels and adding a further dimension to enhance children’s learning. This will be related to the Grammatica Program which will be introduced in 2019 across the school.

Writing

Table 4: NAPLAN – Writing – School Overview

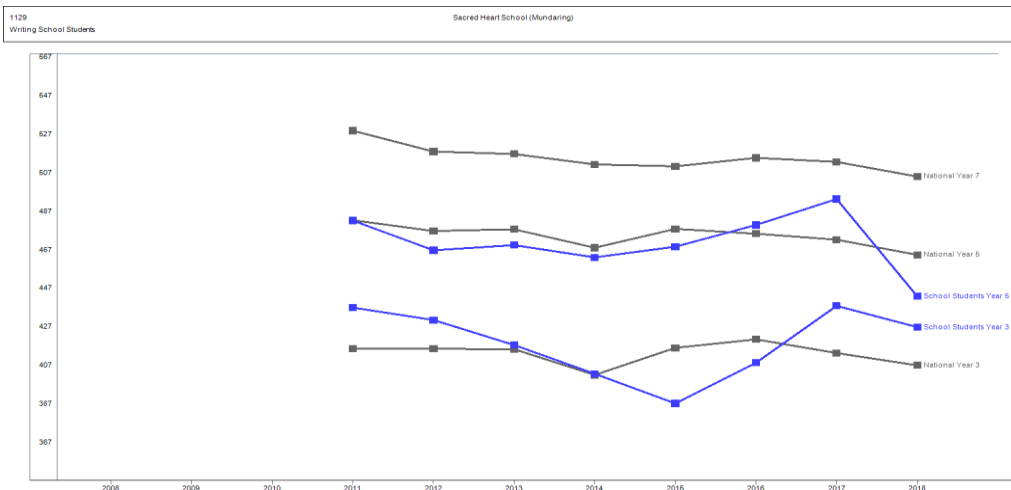


Table 4 demonstrates our school has been performing near or below the national average in Writing for a number of years. In 2018, the Year 3 class remained well above the national average but Year 5 fell below with a sharp fall in the overall results.

in 2018 we worked with the Brightpath program as a form of moderation and a tool for informing teaching practice. A school-based schedule has been established to moderate across all year levels. Along with this staff have been in serviced on the process of Learning Sprints and how this explicit style of teaching can target specific areas highlighted in Brightpaths.

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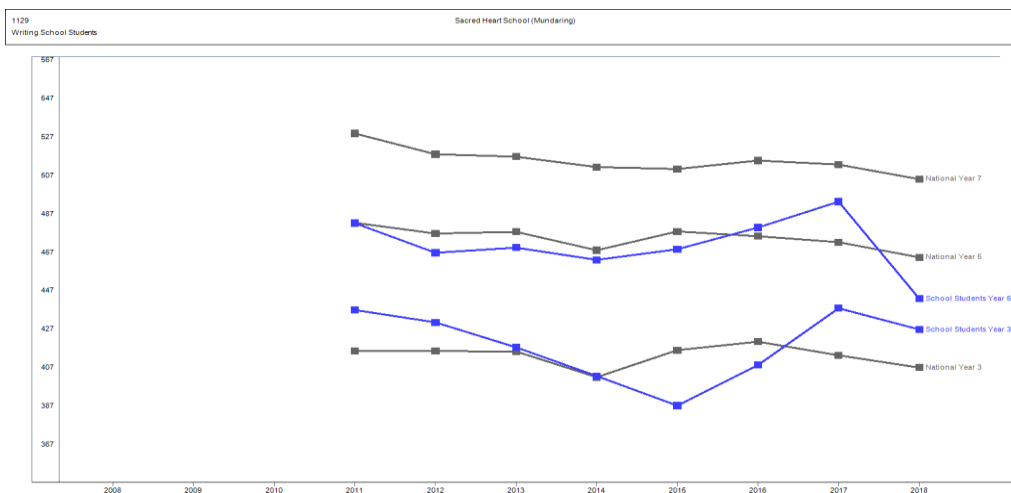


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Grammar and Punctuation and Reading

Table 5: NAPLAN –Grammar & Punctuation – School Overview

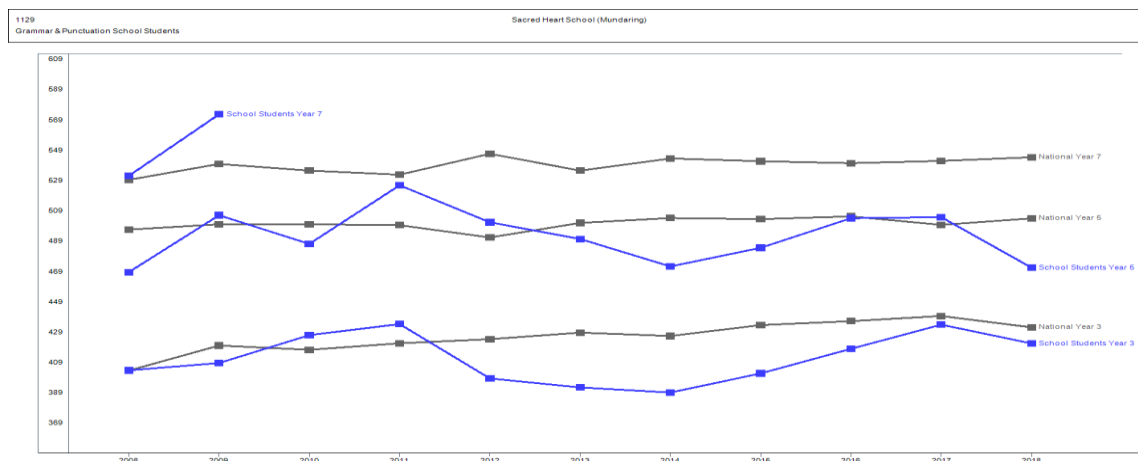
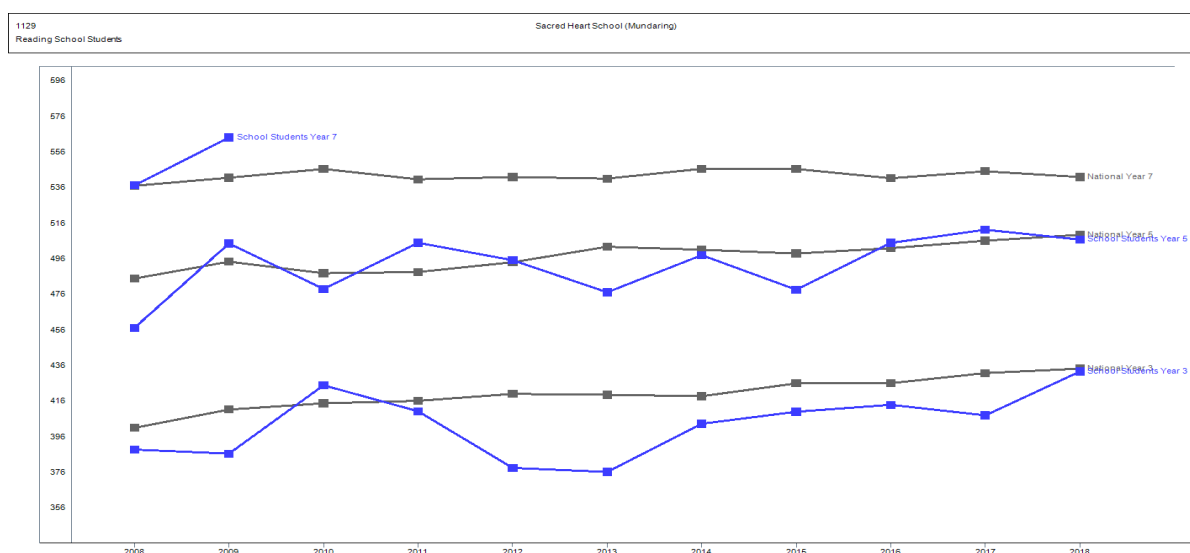


Table 6: NAPLAN – Reading – School Overview



The data in Tables 5 and 6 reflect the growth in both Grammar and Punctuation and Reading for both co-horts of students. The introduction of the Stars and Cars reading program which explicitly teaches the strategies of reading comprehension was introduced in 2016 to the Year 5 class and further classes during 2017. From 2018 The Stars and Cars program has been used from PP-6.

After the analysis of the NAPLAN results the staff has identified that Writing/Grammar and Punctuation will be the main focus for 2019.

% of students who are At or Above the Minimum Benchmark

	Numeracy	Spelling	Writing	Reading	Grammar/Punctuation
Year 3	96	100	100	100	96
Year 5	100	100	100	100	96

During staff meetings in 2019 will be given to the following foci:

- Teaching of English with a focus on writing
- Mathematics
- Teaching of the new guidelines in Religious Education
- Differentiation

- Digital and Design Technologies curriculum full implementation

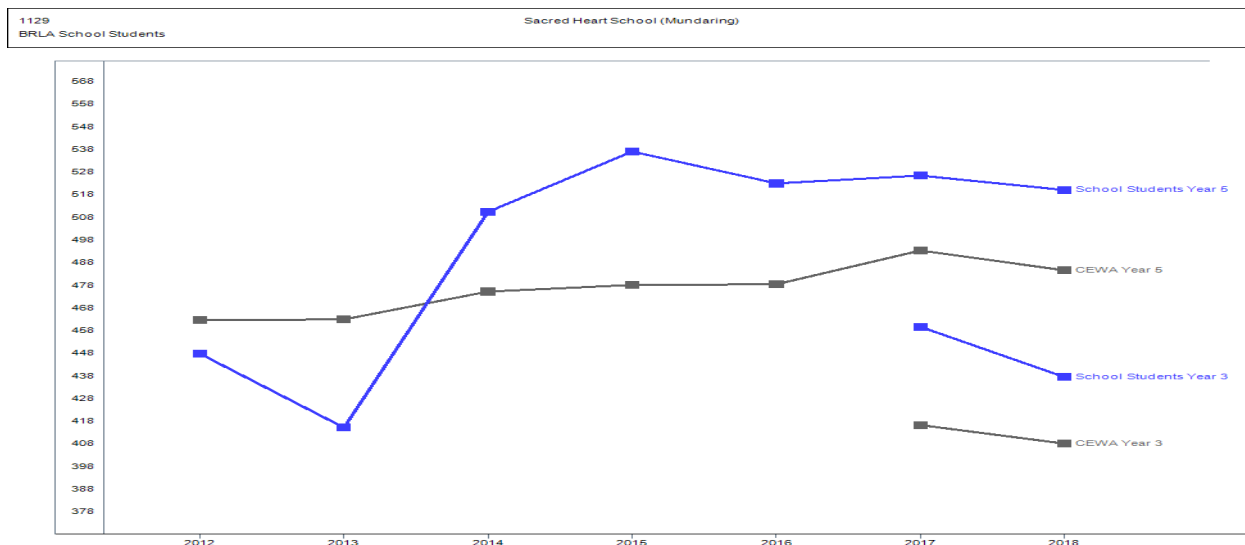
We support students with disabilities by ensuring staff are fully informed about their specific needs, allocating Teaching Assistant support on a needs basis and working closely with families and outside support agencies.

RELIGIOUS EDUCATION

Teachers analyse the Year 3 and 5 Bishops' Religious Literacy Assessment each year to reflect on current teaching practices and focuses, and address any concerns in students' learning that the test may highlight. The analysis showed that children in Year 3 and 5 had the most difficulty answering in areas where inference was required. This will be the focus of teaching for teachers.

Upon analysis of 2018 BRLA data, our school is still well above the state mean therefore the recommendation is to maintain current teaching practices of teaching Scripture explicitly and ensuring teachers are conversant with a clear understanding of the content before lessons.

Year 3	Multiple Choice	Short Answers
Strengths:	Jesus, Scripture, Sacrament and Church.	Jesus, Sacrament and Prayer
Weaknesses:	Bible structure Linking Mass with Last Supper Living the commandments today	Knowledge of Bible Characters Meaning of Parables
Misconceptions:	none noted	none noted
Year 5	Multiple Choice	Short Answers
Strengths:	Jesus, Bible, Sacraments	
Weaknesses:	The Mass & link to Last Supper, Early Church history Living the commandments today	Message behind a Gospel story Understanding "truths" (the term)
Misconceptions:	none noted	none noted



Year 6 destination for High School 2018

School	Student Number
La Salle College	11
Eastern Hills High School	2
Mazenod College	2
Kalamunda High	2
Swan Christian College	1
Treetops Montessori	1

Teacher Standards and Qualifications

- 1 Diploma of Teaching (Early Childhood Education)
- 13 Bachelor of Education
- 1 Master of Arts, Theological Studies

Workforce Composition

	Males	Females	Indigenous
Teaching Staff	3	11	
Non-Teaching		8	

School Report on Attendance at Sacred Heart School – 2018

In 2018, Sacred Heart School enrolled a total of 150 students from Kindergarten to Year Six. We had 6 Indigenous students enrolled in the school.

The attendance rate of each class was as follows:

Year Level	Attendance Rate %
Kindergarten	88
Pre-Primary	92
Year 1	90
Year 2	90
Year 3	93
Year 4	94
Year 5	89
Year 6	93

All parents and carers are required to provide a written explanation of a child's absence from school. If any student is absent from school for any unknown reason, the Leadership Team will work with the family to ensure regular attendance is restored and maintained.

Annual School Improvement

Each year we are continually aiming to improve the outcomes for our students. The following is an overview of Outcomes and Inputs & Practices identified in the School Improvement Plan for 2018, included is what progress has been made in each area.

Learning

NAPLAN data – like school comparisons indicate

- Improvement in Year 3 outcomes
- Student gains from Year 3 - 5 are greater than those in comparison schools with the same starting point
- Progress continues closing the gap on national means

In all areas of NAPLAN there has been a significant improvement. Only reading in Year 3 and Numeracy in Year 5 are we below the National Average.

The graphs above show the progress over time and the steady improvement for both year levels.

Engagement

OUTCOMES

- School Climate Survey – increasing scores for community engagement measures

INPUTS & PRACTICES

- Observation – increased parent participation in the Literacy and Numeracy programs in Kindergarten to Year 2

In 2017 no climate survey was conducted. The School Board conducted a survey looking at a variety of issues. There had been a slight increase in the parent involvement in the K-2 area of the school. Engagement of parents is ongoing issue for the school and one that the P&F has continued to focus on.

Accountability

OUTCOMES

A stronger single stream enrolment pattern is to be continues focus while numbers have increased this is still an area we need to develop. Enrolment patters remain steady for 2018 with overall numbers predicted to remain the same. Fourteen new families have enrolled into the school for the commencement of 2018.

- K-2 facilities and playground spaces comply with the National Quality Standards (NQS)

INPUTS & PRACTICES

- Marketing Plan has been completed and implemented during 2018. The Rotary Markets and the Introduction of Digital Stack has happened in 2018.
- Professional Learning budget is focussed and spent annually in support of this plan

Discipleship

OUTCOMES

- School Climate Survey – Parent feedback on Catholic Culture measures show at least 80% of responses are favourable in each domain

INPUTS & PRACTICES

- The number of Christian Service opportunities for students and parents increase across the four years of this plan

All classes had as focus opportunities for Christian Service.

Major Christian Service School Events 2018			
EVENT	DATE	ACTIVITY	COORDINATOR
TERM 1			
Project Compassion	6/3-10/4	Raising money activities for <i>Caritas</i>	Year 3

Easter Cards	3/4-6/4	Easter Cards – Parish & Yallambee	Year 4
TERM 2			
Mother's Day	Sun. 14/5	Mother's Day Cards – Parish & Yallambee	Year 1
LifeLink Archbishop's Winter Appeal	Leading up to Wed. 8/6	Raising money activities for <i>LifeLink</i> and creating paper chains as a visual symbol for the <i>Year of Mercy</i>	Year 2
TERM 3			
Father's Day	Sun. 3/9	Father's Day Cards – Parish & Yallambee	Kindy & PP
Catholic Mission: <i>Reach Out! Give Life Appeal</i>	Leading up to 25/10 Children's Mission Day World Mission Day – 23/10	Raising money activities for <i>Catholic Missions</i> incl. <i>Sock-it-to-Poverty</i> campaign	Years 1 & 4
Grandparent's Day	Wed. 6/9 10/9 (national)	Senior Class Mass Morning Tea & Open Class	Year 6
TERM 4			
SVDP Christmas Appeal	20/11 – 4/12	Christmas Hamper for specific family situations for <i>St Vincent de Paul's Society</i>	Year 5

In 2019 with a change of focus to a family faction set up, Factions will be responsible for certain aspects rather than year levels.

George Firms
Principal