

Sacred Heart School, Mundaring

For 2019



To contribute to students' Christian development, the starting point for all curriculum decisions will be the students themselves and their individual needs. Education that seeks to promote integrated personal development relates curriculum content to students' real life situations. (Mandate, 2009)

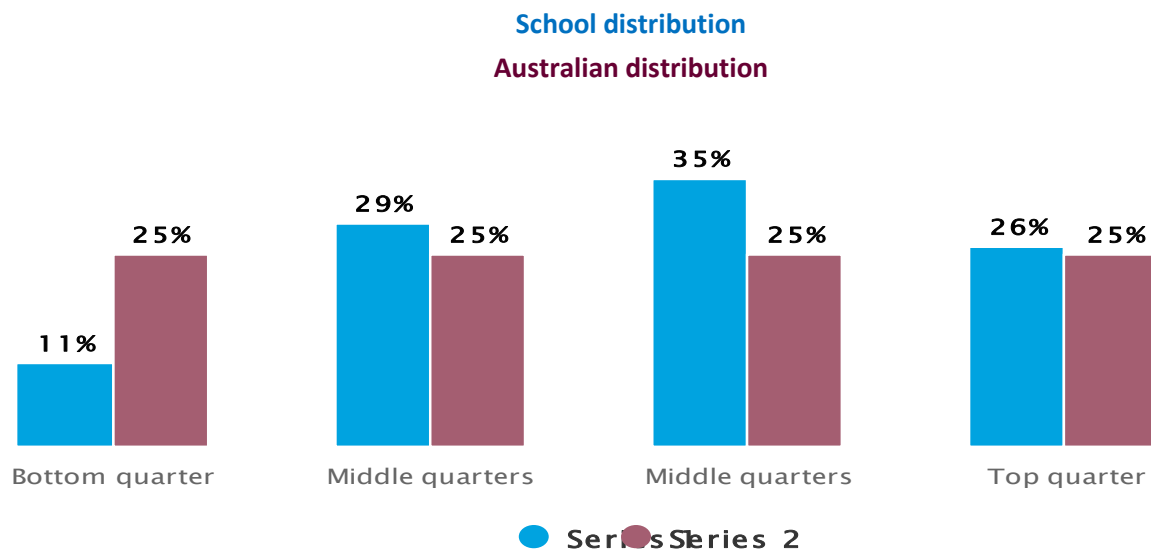
1. SCHOOL CONTEXT AND PROFILE

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	20					
Pre-Primary	15		1			
Year 1	15		1		2	2
Year 2	24			1	1	
Year 3	22	1		1	2	2
Year 4	21	1		1	2	2
Year 5	28	1		1	2	2
Year 6	17	2				

2. TEACHER QUALIFICATIONS

Teacher Assistant Certificate 3	Teacher Assistant Certificate 4	Diploma of Teaching	Bachelor of Education	Masters of Education
4	1		19	1

3. WORKPLACE COMPOSITION

STAFF	Female		Male	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full time teaching		6		3
Part time teaching		3		
Full time non teaching		1		
Part time Non teaching		3		

4. SCHOOL ATTENDANCE

Year level	% of attendance	Year level	% of attendance
Kindergarten	85	Year 3	92
Pre Primary	96	Year 4	95
Year 1	88	Year 5	95
Year 2	93	Year 6	93

Total Attendance: 92%

Sacred Heart has positive attendance rates. Non -attendance is managed through SEQTA and the process outlined below is followed for children absent from school.

Non-Attendance Procedures

Parents are required to notify the school of student absence by phoning or emailing the school admin account. Verbal notification of an absence must be followed up by a written note or email on the child's return to school. The electronic attendance registers are maintained in accordance with legal requirements. If a child is absent; a note explaining the absence is sought. This is done either by a note or email to the class teacher.

The notification by either note or email must include the following:

- the name of the student
- the class group of the student
- the reason for the absence
- the full name of the parent/guardian at the end of the message (the 'from' email address is not sufficient as it does not necessarily have the full name of the person sending it)

Prolonged periods of absence are brought to the attention of the principal by the child's class teacher. This is then followed up by the principal. Administration will contact parents for unexplained absences with an SMS message. If no response is received, the Administration Officer will call the parents directly. The School sends written requests to parents for all unresolved absence (absences without written notification).

5. NAPLAN ANNUAL ASSESSMENTS

After analysing last year's results in NAPLAN and standardised assessment we decide that our focus for 2020 would be Numeracy.

The following table is a summary of our results.

NAPLAN YEAR 3 (Cohort of 16)

	School Vs National Mean	% of SH students above Minimum standard	% of Australian students above the Minimum Standard	% of SH students at or above Minimum standard
Grammar & Punctuation	Below 439.8 416.9	100	89	100
Reading	Below 432.3 429.3	100	89	100
Spelling	Below 418.7 394.4	81	87	100
Writing	Below 423.1 421.8	100	94	100
Numeracy	Below 408.4 394	100	88	100

NAPLAN YEAR 5 (Cohort of 19)

	School Vs National Mean	% of SH students above Minimum standard	% of Australian students above the Minimum Standard	% of SH students at or above Minimum standard
Grammar & Punctuation	Above 499.1 502.3	100	89	100
Reading	Above 506 529.4	100	87	100
Spelling	Above 500.7 524.6	100	86	100
Writing	Above 473.9 493.4	100	94	100
Numeracy	Below	86	86	100

	495.8			
	489.0			

6. Parent, Student and teacher satisfaction

2019 no community survey was undertaken due to 2020 reintroduction of the climate survey of Sacred Heart. School events were well attended and the Parent and Friends events were also very well support. A Quiz Night held at the end of the year had an uptake of 200 tickets sold with more requested. For 2020 our Kindergarten enrollments grew and during interview most said that it was because of the positive comments they had heard about the school. At the commencement of 2020 there were 15 new families who joined eh school. The largest number of new families into the school for several years.

7. SCHOOL INCOME

This information is located on the MySchool Website. www.myschool.edu.au

9. ANNUAL SCHOOL IMPROVEMENT

This table has been lifted from the School Improvement plan. The areas shown are the Criteria being used to measure what improvements have been made on the journey

LEARNING

Success Criteria	
Improvement in NAPLAN results Brightpath assessment shows growth for all students PAT assessment data shows expected or above results for all students To see implementation of the resource. To see improved results for children. Greater understanding of terminology and transferred to learning.	Progress has been made in all areas of Naplan. In Year 5 the school mean is above that of the Nation in all but Numeracy and that gap closed . In Year 3 while the results were not as high as we had hoped the gaps are close to the National Mean. In all cohorts the students were all above the minimum standard for the year level. Brightpaths formed the basis for much of the schools writing analysis. It was used to track students' progress and the data to inform teaching. Staff moderated work that children had written to gain a better understand of the tool and to maximise its support of learning. PAT testing was used as a means of comparing classes to a norm. The information provided teachers with another method to confirm their assessments and to guide their teaching. Results are recorded and then compared over time as another way of securing longitudinal data.

ENGAGEMENT

Success Criteria	School has established connection with the Historical Society in Yr 2 & 5. Have an opportunity to build on the conversation of an area in Sculpture Park. Long term connections with Yallambee are continuing to be maintained.
At least three new long-term initiatives established within local community.	

ACCOUNTABILITY

Success Criteria	The ACER social and emotional test targeted the year 5 cohort and provided information about student well-being and mental health. Information was then dovetailed in to the UR Strong and Keeping Safe Curriculum tools. Further testing will occur in 2020. NQS is ongoing tool to examine the ECE area of the school. It forms the base for discussions and clarity of direction in the area.
Staff feedback on effectiveness of ACER test.	
Staff feedback on effectiveness of NQS.	

DISCIPLESHIP

Success Criteria	No climate survey was held in 2019 due to the introduction of Climate surveys in 2020. Students completed the ACER test and results were used to inform teaching.
Staff & student self-reflections	
Staff, students and parents involved in and with the events celebrating the House system.	Each house took on a Social Justice activity to raise awareness of the real meaning. These were school based activities and will continue in 2020. House activities developed during the year. Houses prepared Social justice activities and key liturgical celebrations aligned to their House and related saint.