

SACRED HEART SCHOOL MUNDARING 2020



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

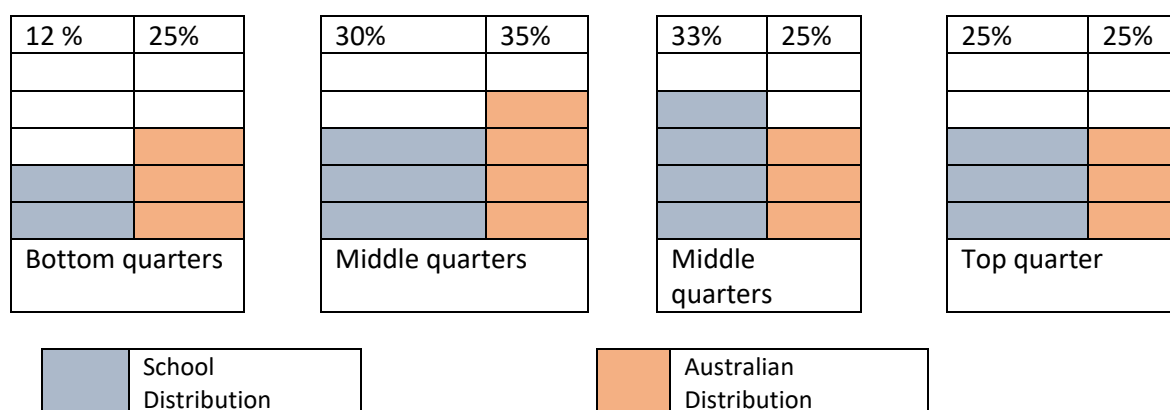
Sacred Heart School is in the shire of Mundaring. We are a co-educational Catholic primary school with enrolments of 170 from Kindergarten to Year Six providing a Catholic education to our community. Our Mission is to strive for educational excellence for our students. Within our school parents and staff 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. We have 6 values on which all that we do at the school is based: Courage, Compassion, Forgiveness, Humility, Respect for Human Dignity, Service to Others. Our school amenities are outstanding and provide for the needs of the children for the 21 century. Within every space and interaction you can feel and see the school motto in action; ‘to learn, to care to give’.

Student background

Index of Community Socio-Educational Advantage (ICSEA)

- School ICSEA value 1058
- Average ICSEA value 1000
- School ICSEA percentile 72

Distribution of Socio-Educational Advantage (SEA)



Percentages are rounded and may not add to 100

2020 Data as of August 12 Census

Year Group	Number of Students	ATSI	LBOTE	CAP	IEP	SWD
Kindergarten	19					1
Pre-Primary	16					
Year 1	26			3	3	3
Year 2	17			3		
Year 3	19	1		6	2	2
Year 4	27	1		2	2	2
Year 5	17	1		4	4	4
Year 6	23	2		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		5		

4. SCHOOL ATTENDANCE

Year level	% of attendance	Year level	% of attendance
Kindergarten	94	Year 3	94
Pre Primary	94	Year 4	95
Year 1	95	Year 5	92
Year 2	92	Year 6	93

Total Attendance: 94%

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

No assessment undertaken in 2020

6. Parent, Student and teacher satisfaction

2020 was timetables as the reintroduction of the climate survey of Sacred Heart. Due to COVID 19 the survey was postponed until this year. School events were well attended and the Parent and Friends events were also very well supported. They concentrated on the building of community and events continued even though they modified to suit the situation.

Our numbers grew in 2020 form the commencement of the census and even during the COVID lockdown we managed to increase overall school numbers. For 2021 our Kindergarten enrollments remained stable and most expressed that it was because of the positive comments they had heard about the school. This is sign that there is high level of satisfaction with the school in the community

7. SCHOOL INCOME

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

9. ANNUAL SCHOOL IMPROVEMENT

This table 1 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. Table 2 is from AEIM. Due to the situation in 2020 much of the content in the plans will continue to be worked on.

TABLE 1

Focus Area	Informed by Evidence	Specific	Measurable	Achievable	Relevant	Time Bound
	Qualitative and quantitative	Performance & development goal to be achieved (stated simply)	Evidence that will be used to demonstrate progression and goal achievement	What actions will we take to achieve the goal?	How does the goal connect to your school's strategic plan (and/ or other plans)?	What are the timeframe milestones? Timeframe within which the goal will be achieved

<p>Curriculum Plan Focus</p>	<p>2019 NAPLAN results show a dip below national mean in Years 3 & 5 in Numeracy</p>	<p>School achieves higher than national mean in NAPLAN Numeracy by 2022</p> <p>PAT-R tests show (growth) & achievement in band level & scaled score relevant to year level</p> <p>Reintroduction of Paul Swan's lesson structure & programs to include Mathematics Proficiency Strands</p>	<p>NAPLAN Data</p> <p>PAT-R data from OARS, ACER</p> <p>Programmes, staff meeting discussions & class visits</p>	<p>Teachers to meet regularly during each term to discuss Proficiency Strands, current Mathematics program and lessons</p> <p>Teachers to be more knowledgeable about curriculum and best practice pedagogy for Mathematics</p> <p>Teachers to become more skilled at using manipulatives in teaching</p>	<p>Curriculum Plan</p> <p>QCS 301 <i>An Explicit Improvement Agenda</i></p> <p><i>Strategic goals 2020 - 2022: Striving to be a school of excellence</i></p>	<p>Term 1: Structure Lessons in place (MET & TO BE CONTINUED)</p> <p>Introduction of Mental Maths strategies in place each day (MET)</p> <p>Term 2; introduction of Proficiency Strand in final week of programming period (BEGUN TBC)</p> <p>Term 3: Evidence of Working mathematically being programmed</p>
<p>Additional Focus (optional)</p>		<p>Continuation of use of literacy dedicated teaching block in</p> <ul style="list-style-type: none"> • Spelling • Reading • Writing <p>Continuation of use of literacy programming format to ensure whole-group-whole</p> <p>Continuation of use and monitoring of <i>Gramatica</i>, <i>Brightpath</i> and <i>PLD</i> strategies and teaching points</p>	<p>NAPLAN Data</p> <p>PAT-R data from OARS, ACER</p> <p>Programmes, staff meeting discussions & class visits</p>	<p>Teachers to meet regularly during each term to discuss curriculum, pedagogy, current literacy program and lessons</p>	<p>Curriculum Plan</p> <p>QCS 301 <i>An Explicit Improvement Agenda</i></p> <p><i>Strategic goals 2020 - 2022: Striving to be a school of excellence</i></p>	<p>In place by beginning of term 1 (MET)</p>

ABORIGINAL EDUCATION IMPROVEMENT MAP

Table 2

Focus Area	Specific Performanc & developme nt goal to be achieved	Achievable What actions will we take to achieve the goal?	Relevant How does the goal connect to the School's Strategic Plan	Time Bound What are the timeframe milestones?	Resources Support/resourc es that will be required to achieve the goal.	Responsibility Who is responsible for the focus strategies?	Success Criteria How will we know our school has achieved the goal?
Personalis ed Learning Plans							
Focus 3	For all Aboriginal students to have PLP's.	Find the document and understand it. 3 way meeting with parents, students and teachers.	We need to make a specific plan for the individual student. Being Christ centred Being school of excellence Being pastoral in a Catholic community Being accessible, affordable and sustainable.	End of Term 1 2020	SEQTA Helen Parent P.D/staff meetings Collaboration with teachers who are doing the plans.	Classroom teacher Co-ordinator of the IEP's	Access plans every semester. Review and update (MET)
Focus 2	All staff to commence CCM School organise PD for staff Termly meetings to engage and evaluate effectivene ss of PLP	Designate a staff meeting	AEIM plan (Aboriginal Education Improvement Plan)	2/3 years	CEWA staff Online Appoint a liaison officer	Principal	All staff are at Stage 3 CCM journey for the school (Continuous)
Focus 1	Evidence of Aboriginal Histories and Cultures being taught across all year groups including specialist classes.	Whole school staff meeting to liaise, 1/term Evidence in staff curriculum plans	It is mandated	Each term staff meeting that discusses shortly/brief ly ways to develop Aboriginal education awareness	Gather as many resources we have available already... CEWA	The whole school Jade & Juliette as our liaison personnel Have particular leaders to help direct	Conversations Displays Observable evidence in undercover area and classrooms (MET)