The School’s story

System:
Catholic Education Diocese of Rockhampton

Principal:
Mrs Mary O’Donnell

Address:
14 Barracuda Cres
Lammermoor
QLD 4703

Total enrolments:
440

Year levels offered:
Prep to Year 6

Type of School:
Co-educational
Curriculum Offerings

Distinctive Curriculum Offerings

Sacred Heart Catholic Primary School is a three stream school, Prep to Year 6. The motto is "Enriching Spirits. Educating Minds". The school has a clear Catholic identity with prayer, liturgical celebrations, meditation and the teaching of Religion. Approaches to teaching and learning are collaborative and focus on whole-school approaches. Priority is given to student wellbeing. The school offers significant opportunities for students to excel in the arts and sport.

Extra Curricula Activities

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

ANNUAL SCHOOL SPORTS CARNIVAL: Athletics, Senior and Junior Swimming, Cross Country.

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

KEPPEL COAST DISTRICT SPORT: Year 6 students, interschool sports: touch football, rugby league, AFL, t-ball, basketball, netball and soccer on Friday afternoons over two terms.

CHOIR: 4 Vocal choirs: Year 1 Choir, Years 2-3 Choir, Years 4-6 Choir, and Years 2-6 Boys Choir. In addition, we have a Years 4-6 Verse Speaking Choir. All choirs performed at the Rockhampton Eisteddfod.

INSTRUMENTAL MUSIC PROGRAM: Strings, woodwind, guitar and singing. ensembles, folk groups and string orchestra perform at the Eisteddfod, school Eisteddfod Concert and annual Instrumental Music Concert.

STUDENT LEADERSHIP OPPORTUNITIES: Year 6 School Captains elected for each term. Year 6 House Captains elected.

EXTENSION ACTIVITIES: ICAS Competitions, Maths Team Challenge, Premier's Reading Challenge, Chess Club, Maths Online, CQU Robotics Competition, Kids Connect

CULTURAL ACTIVITIES and CONCERTS: Arts Link each term, annual School Eisteddfod Concert, annual Arts / Carols evening, annual Instrumental Music Concert, Indigenous Dancers performance annually, Specialist Dance Lessons and Year level presentation, 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.
MAJOR EXCURSIONS: Yr 6: week long adventure camp at Mapleton, Yr 5: day trip to North Keppel Island Environmental Education Centre, Yr 4: overnight to Capricorn Caves.

COMMUNITY ACTION: Fund raising for Caritas, St Vincent de Paul, Cancer Council, communities affected by natural disasters. School Mini Vinnies group. Annual donation to Presentations Sisters Arop School PNG.


SCHOOL SOCIAL ACTIVITES: Disco / Parent Café usually held once a term. Pancake Tuesday breakfast and a Father's Day breakfast. Morning teas after major assemblies and Masses. Volunteers Thank You morning tea. Annual school fair/carnival.

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

Computers, Chromebooks and iPads are distributed throughout the classrooms and in the technology lab. All classrooms and learning areas have interactive boards 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 iPad Pro, 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.

Social Climate

masses celebrated regularly. Making Jesus Real (MJR) program. NET (National Evangelisation Team) day retreat Year 6.

STUDENT WELFARE PROGRAMS: 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. A school counsellor engaged at the school two days a week.


RECOGNITION OF STAFF AND STUDENTS: Whole School and Year Level Assemblies. Student awards, welcome and farewell cards, recognition of birthdays and individual achievements. Information published in newsletter. Celebration of World Teachers' Day and School Officers' Day.

Cyber Safety and Anti-Bullying Strategies

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.

Each year, students are taught the Daniel Morcombe Child Safety Curriculum. It aims to teach children about personal safety and awareness, including cybersafety and phone safety, by focusing on three key safety messages: Recognise, React and Report.

The school has ICT Codes of Practice and the safe and responsible use of ICT is promoted 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, Reconciliation Action
Plan, 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.

RECONCILATION 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) and goals are set each year.

Reducing the school’s environmental footprint

The use of air-conditioning is restricted to the summer terms: Term 1 and Term 4. Increased paper recycling. Compost bins and worm farm for scraps.

Decreased use of paper through use of E-newsletter, Paper Cut monitoring, Google class pages, sites, drive and blogs, SMS facility, on-line ordering for tuckshop.

Student Environmental Group.

Characteristics of the Student Body

Students from across the Capricorn Coast attend the school. Many students travel by bus from the urban areas of Yeppoon, the rural areas to the west and from the townships of Emu Park and Zilzie to the south. The majority of children were born in Australia and come from a Catholic or Christian background. Eighteen indigenous students are enrolled as well as twelve who have English as a second language. Eighteen students are verified and have Educational Adjustment Plans. Many of the families who reside at the Capricorn Coast have at least one member of the family employed in association with the mining industry west of Rockhampton. Some of these families have come from inter-state and 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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</thead>
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Sacred Heart Primary School Yeppoon 2016 School Reporting
<table>
<thead>
<tr>
<th>Headcounts</th>
<th>35</th>
<th>22</th>
<th>1</th>
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<tbody>
<tr>
<td>Full-time equivalents</td>
<td>31.03</td>
<td>10.72</td>
<td>0.26</td>
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</table>

### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>94.1 %</td>
</tr>
<tr>
<td>Diploma</td>
<td>5.9 %</td>
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<tr>
<td>Certificate</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. $120,900

**MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

Annually our teaching staff members participate in induction and PD for Student Protection, Workplace Health and Safety, Curriculum and Religious Education, Staff Learning Development days and Bishop's Inservice Day. In addition, all teachers participated in Meditation, Grammar in the Primary Years, Mathematic Problem Solving, Using ICT in the Classroom, Inquiry Learning, Teaching Reading, 6+1 Traits of Writing, and GT=GR Feedback Culture Project and High Yield Strategies.


The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT** 100 %
Annually our teaching staff members participate in induction and PD for Student Protection, Workplace Health and Safety, Curriculum and Religious Education, Staff Learning Development days and Bishop’s Inservice Day. School-supported PD has included: Anaphylaxis training, Reading Strategies, Digital Technologies. Teacher assistants have attended 2 days of PD. Learning support staff and early years' teachers attend an annual Curriculum Conference.

**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.

96.62 %

Percentage of teaching staff retained from the previous school year

86.81 %

**School Income**


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

**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 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

2016 NAPLAN results indicate that 100% of Year 3 students achieved at or above the benchmark in Numeracy, Reading and Writing, over 96% of Year 3 students achieved at or above the benchmark in Spelling and over 98% achieved at or above benchmark in Grammar and Punctuation.

2016 NAPLAN results indicate that over 96% of Year 5 students achieved at or above the benchmark in Numeracy and over 94% of Year 5 students achieved at or above the benchmark in all of the literary domains. Within the literacy domain, 100% of Year 5 students achieved at or above the benchmark for Reading.

Student Attendance

Average student attendance rate (%)
93.2 %

Describe how non-attendance is managed by the school
Parents are asked to contact the school and providing reasons for non-attendance. Electronic roll is marked twice daily and a text sent to parents if unexplained absence detected.

Value Added

The story of distance travelled
There has been a trend over recent years towards above average NAPLAN results in Year 3 and the goal is to continue this trend and extend it into Year 5.

The School Development Plan, School Goals and GT=GR Feedback Culture Project 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. Particular focus in 2016 was given to the teaching of Reading, Writing, Grammar and Numeracy. These focusses will continue into 2017 with a review of the Spelling area.

The story of where you are going
The continued implementation of the GT=GR Feedback Culture Project and High Yield Strategies has seen the strengthening of teaching and learning in reading in 2016 through professional development, literacy coaches, instructional walks and talks, data walls, Collaborative Analysis of Student Learning (CASL) and data analysis. Reading, Writing, Grammar and Spelling continue to be focus areas in 2017.
The Early Intervention Program in Reading gives timely individual assistance and will be continued. The continued implementation of the Diagnostic Reading Tool is assisting teachers to establish expectations, set student reading goals and plan effective reading programs.

PD has been undertaken in the teaching of Reading and Writing and whole-school approaches, Reading Tracking Folders and 6+1 Traits of Writing, has been introduced.

**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.