



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



Sacred Heart Primary School Pearce

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Principal

Mrs Anne Staines

Section One: Message from Key Groups in our Community

Principal's Message

Sacred Heart is a vibrant and welcoming community where each person is valued and all members strive to nurture the hearts, minds and spirits of others.

We work together to develop strong links with Mary Help of Christians Parish and try to unite ourselves in Jesus in all we do. Respect is the focus value for the beginning of each year at Sacred Heart. It is the basis on which classes revise and develop age appropriate strategies to enhance a safe and supportive classroom environment.

Our staff work collaboratively to create classrooms that allow for difference and meaningfully integrate the appropriate and effective use of ICT. The needs of the children are at the centre of all planning and are the heart of the Sacred Heart community. During their time at Sacred Heart children will have the opportunity to engage in meaningful learning experiences that involve investigation and inquiry across all areas.

Parent Body Message

This year was a big year for the Sacred Heart School Community as it was turn to organise the Catholic Schools' Sacred Heart Netball Carnival. The parent committee worked closely with the school to run an extremely successful event that drew many positive comments from other schools that participated. The carnival had the strong community feel that makes the school so proud.

Parents enjoyed the opportunity to see their children parade around the local shopping mall in their book character costumes. It was very exciting for everyone. Many children have enjoyed the garden club and clinics that run during lunch times and helping in the vegetable garden is very popular with many.

Parents attend the Parish Masses when their children's class attend the Friday morning Mass.

The renovations in the Stage 1 and Kindergarten have been well received by students, staff and parents. It has certainly made a difference to the area.

Student Body Message

This year stage 3 enjoyed participating in rotations that included bike skills and safety. The school supplied a bike and helmet for those students that didn't have one so that everyone could join in.

The teacher librarian organised for us to have our annual book week parade down at the local shopping centre. We got to parade through the centre in our book character costumes with a band providing loud music. We had fun and many shoppers stopped what they were doing to watch.

The student Social Justice Leaders suggested a buddy system for the playground this year and organised to have two orange vests made for students to wear. During lunch time two students are rostered on to help younger students on the playground. They wear the vests so that the children can find them easily. They have been really helpful especially in finding friends for the little ones to play with.

Lots of fun was had on the Olympic day where everyone participated in activities in celebration of the Olympics.

Section Two: School Features

Sacred Heart Primary School is a Catholic systemic Co-educational School located in Pearce.

Sacred Heart is a co-educational Catholic Primary School located in Pearce. Our school belongs to Mary Help of Christians Parish, South Woden. The school caters for students from Kindergarten to Year 6 and has a current enrolment of 310.

Students at Sacred Heart continue to be warm, friendly and open in their interactions with each other, staff and parents. They embrace the spiritual, academic, social and physical opportunities offered by the school. They make Sacred Heart the energetic and happy place it is.

The Staff are dedicated, professional, warm and caring. They are always well prepared, concerned for each and every student in their care and do all they can to support families.

The parents actively participate in Learning Journeys and enjoy the opportunity to join with their children in attending the parish mass on Friday morning. They have been generous in giving time to support the school's community events.

The students in Year 6 nominate for leadership roles to support staff, wider community and younger students in sport, social justice, ICT, environment and music. All student leaders participate in a leadership training day to prepare for their role and develop the necessary skills to run the peer support program. The strong spirit of social justice at Sacred Heart continues with students actively participating in the Mini Vinnies program.

The school uses a blended approach to technology when it is the best option, ensuring that each learning experience is enabled and supported appropriately. Students use technology to assist their learning across all curriculum areas and this opens opportunities for parents to become more involved in their child's learning journey. They continue to enhance student engagement and provide access to many creative ways to solve problems and present work.

Our continued focus on Literacy and Numeracy has once again seen improvements in 2016. Staff continue to develop quality integrated units of work using investigation and inquiry to further develop enduring understandings, deep knowledge and effective skills. Along with Music and Italian, students at Sacred Heart are offered a wide range of experiences to meet their individual learning needs and interests. Our enrichment programs continue to provide our students with the opportunity to benefit from the expertise of specialist music and dance teachers. Students are offered a range of activities including Chess and Reading Buddies.

Four classrooms at the school have been refurbished into larger more flexible learning environments that reflect current practice. The COLA at the back of the school has been raised and a better space for learning and play. The canteen foyer is a multi-purpose area for designing and creating for the enrichment of all students.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Members of Sacred Heart community know that the spirit calls us to the sacred. At Sacred Heart the importance of silence and quiet time in prayer and liturgies is modelled and practised.

We believe that all learning planned, guided and implemented by the school is designed to ensure that the student understands and values the lived faith tradition and mission of the Catholic Church. We pray as a community, each morning when we gather for a short assembly. 'Heart Room' which is our school's time for Christian meditation continues to be part of the classroom prayer life.

The Feast of the Sacred Heart is a special day of devotion to Jesus and a wonderful celebration of our community both past and present. We encourage the students to understand and live the values of respect, equity, integrity, gratitude, justice/service, excellence and compassion. Each week staff nominate students for Spirituality Awards linked to actions displayed by students in the classroom and on the playground.

The Sacramental Program is Parish-based, but is very much supported by the classroom teaching at each grade level. The staff at Sacred Heart actively support the program by being a visible presence with the sacramental team. Children are involved in class/stage/whole school Masses throughout the year and lead Prayer Celebrations related to our values.

Classes regularly attend the Parish Mass on a Friday morning. This has been a wonderful opportunity for the parents, children and Parish to join together in prayer.

The school is strengthened by the many outreach programs it involves itself in throughout the year. This includes supporting our St Vincent de Paul at Mary Help of Christians Parish. We continue to provide financial support for specific purposes at our Global School partner Takima Academy in Kenya. The students at Sacred Heart reflect their generous spirit in the way that they take action to bring change not only in their immediate community but the world.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
190	137	32	327

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2016 was 93.63%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	94%
Year 1	94%
Year 2	95%
Year 3	94%
Year 4	93%
Year 5	93%
Year 6	93%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;

- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
24	7	31

* This number includes 12 full-time teachers and 12 part-time teachers.

Percentage of staff who are Indigenous	3%
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Professional Learning

Staff participated in a spirituality day in January that focused on the Year of Mercy.

The focus areas for whole school Professional Learning were Inclusion, Wellbeing, Investigation, Inquiry and Literacy.

Our 'Collaboration on Student Achievement' (COSA) project was Numeracy. In collaboration with Doug Williams, Professional Development provided the demonstration of quality pedagogies for the teaching of Mathematics from Kindergarten to Year 6.

Individual staff attended Professional Learning to better cater for students with diverse needs.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	65%	49%	6%	11%
	Writing	52%	49%	0%	6%
	Spelling	60%	46%	8%	12%
	Grammar and Punctuation	67%	52%	0%	10%
	Numeracy	50%	36%	0%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	56%	35%	6%	15%
	Writing	38%	17%	3%	18%
	Spelling	38%	30%	3%	18%
	Grammar and Punctuation	59%	36%	0%	15%
	Numeracy	45%	29%	3%	17%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2016

The schools focus on quality investigations across the curriculum has led to greater engagement and deeper understanding by students. Staff have access to quality resources to support their practice of having students work like mathematicians.

Staff are implementing strategies in Literacy and Numeracy blocks that reflect the needs of individual students and better cater for diversity. Spelling has been a specific target in Literacy.

Kindergarten and two of the Stage 1 classrooms were refurbished and the COLA in the Kindergarten courtyard was raised to improve its purpose and use. The improvement to the canteen foyer has created a multi-purpose space that can be used for Teaching and Learning. A new serving window was installed and now service can be managed from the outside to improve daytime supervision and efficiency.

The schools capacity for the wellbeing and resilience of staff and students involved Professional Learning and implementing research based practices to support all in the community.

Priority Key Improvements for 2017

Resources and Professional Development to improve outcomes in Literacy and Numeracy are a priority. The 'Collaboration on Student Achievement' (COSA) project continues to focus on improving Teaching and Learning in Mathematics. Student centred learning focused on genuine inquiry and investigation continues across the curriculum.

KidsMatter Primary Professional Development for staff will be completed. The framework will then be used to create a teaching and learning environment that better caters for the mental health and wellbeing of our community. As part of this improvement project staff will continue to be trained in leading the 'Rock and Water' program.

Improvements to the school playground is a major target for using funds raised by the community. A scope of work has been created and priorities will be established to prepare a five-year plan for the outdoor areas of the school. Some major improvements will be completed in the first year.

Staff will be working together and learning from each other's practices through observation, reflection, collaborative planning and feedback.

Section Eight: School Policies

Student Welfare Policy

Sacred Heart Primary School is a community shaped by the teachings of Jesus Christ. Our school rules are grounded in the core value of respect. As such, we want our school to be a happy place; a warm and safe environment where shared beliefs, consistent expectations and a framework for support encourages each individual to grow and learn.

Staff explicitly teach the Sacred Heart Rules. I try to live like Jesus so I respect the gift of life, I respect the right to learn and I respect myself and others.

When dealing with inappropriate behaviour we use logical consequences rather than punishment.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school's Student Welfare and Management Agreed Practice is available on the school website or from the Front Office.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

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The full text of the Complaints Policy may be accessed on the CE website at <https://cg.catholic.edu.au>.

Sacred Heart Primary School is committed to building a healthy and positive school environment that is free from discrimination and harassment. We aim to make staff, students and community members aware of their rights and responsibilities. The school makes every effort to communicate effectively to minimise misunderstandings and resolve differences justly, efficiently and promptly.

The full text of the school's practice is available on the school website or from the Front

Office.

Section Nine: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

In the survey results from parents there was overall satisfaction of in the school and no areas of critical concern.

The results indicate that most parents believe the school to be a good Catholic school where staff make them feel welcome. They believe Religion is taught well and prayer is important in the school. They believe that their children are happy and safe.

Areas that scored lower were communication between the school and wider community. They also identified improvements to the school facilities would be beneficial.

Student Satisfaction

The results of the students surveys demonstrated satisfaction in the school overall and there were no areas that students felt were very poor.

Overall most students believe they are getting a good education and that the school encourages them to be good community members. They also think that technology is used to help them learn.

Students felt that homework was not helpful to their learning. The survey results identified that more student voice was important to them. Students would like to see improvements to the building and facilities.

Teacher Satisfaction

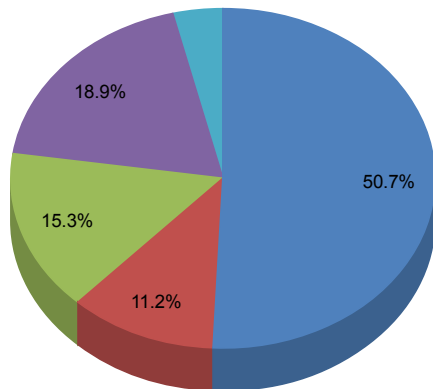
Overall the staff responses were very positive with no areas identified as major concerns.

Staff believe the school to be a good place to work and that the Principal appreciates what they do. The survey results demonstrate that teachers feel their work is important, and that their work gives them satisfaction. They believe that this a good Catholic school where prayer plays an important role.

They would like to have more feedback about what they are doing well and to find ways to improve communication with and among staff.

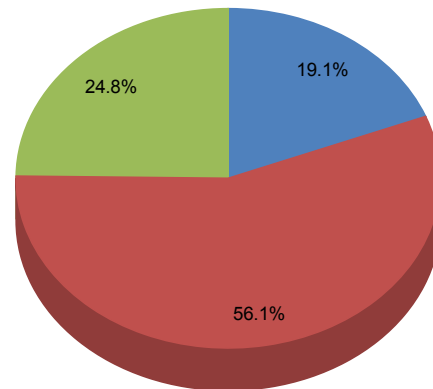
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (50.7%)
- Government Capital Grants (11.2%)
- State Recurrent Grants (15.3%)
- Fees and Private Income (18.9%)
- Other Capital Income (3.8%)

Expenditure



- Capital Expenditure (19.1%)
- Salaries and Related Expenses (56.1%)
- Non-Salary Expenses (24.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,436,931
Government Capital Grants ²	\$539,738
State Recurrent Grants ³	\$737,126
Fees and Private Income ⁴	\$906,686
Other Capital Income ⁵	\$182,769
Total Income	\$4,803,250

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$905,305
Salaries and Related Expenses ⁷	\$2,666,028
Non-Salary Expenses ⁸	\$1,177,556
Total Expenditure	\$4,748,889

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.