



Sacred Heart
Catholic Primary School

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Catholic Primary School

Annual Community Report

2017

Our Vision

God loves you
Absolutely,
Just as you are.

*At Sacred Heart
We love each other
As God loves us.*

*To love and to be loved
Allows all of us to
Flourish and become
The best that we can be:
In ourselves,
In our relationships
And in our learning.*

School Name: Sacred Heart Catholic School
School Type: Kindergarten to Grade 6
Suburb/Town: Launceston
State: Tasmania
Address: 227 York St, Launceston, Tasmania, 7250
Telephone: 03 63 311 011
Email: shsl@catholic.tas.edu.au
Principal: Mr. Brent Wilson

INTRODUCTION

The purpose of this Annual School Community Report is to provide the community with a holistic overview of the work and operation of Sacred Heart Catholic Primary School. It is by no means an all-inclusive report, but a generalized summary of a number of internal reports and documents that all Systemic schools are required to provide to the Tasmanian Catholic Education Office, the Federal Government and other regulatory authorities. Some of the information herein is taken from a number of other reports and documents such as Sacred Heart's Annual Plan, School Improvement Validation Report and Board Financial Report. Every year is full of new experiences, opportunities and successes. We trust that the following report provides the reader with a good understanding of the work and achievements of Sacred Heart Catholic School for 2017.

SCHOOL PROFILE:

Our school is proud to be named after the Sacred Heart of Jesus. Our school motto is “All for the Sacred Heart”. This is a reminder that we strive to love others as Jesus taught us.

Sacred Heart Catholic Primary School is situated in the heart of the city of Launceston. It was established in 1872 and is today Launceston’s largest Catholic Primary School. The students, together with their families and staff, form a vibrant community, which continues to celebrate and build on the rich traditions of the Presentation Sisters and the Christian Brothers.

Our approximately 450 students enjoy the full range of curriculum choices with a strong emphasis on literacy, numeracy and science. The arts, through music, drama opportunities and visual art lessons, are highly valued as a means for students to find out more about themselves and their world. Our outstanding physical education program, supported by our school swimming pool and school athletics club, ensures the students' active participation in a variety of sporting areas.

We value and celebrate the diversity of our school community. We take a shared responsibility, based on Christian values, for the wellbeing of each member of our community. Working together we ensure that each person can continue to learn in a safe and supportive environment. This allows us all to be challenged to reach our potential and live as God intends us to live.

For more information and the weekly newsletter, visit our website:

<http://www.sacredheartl.tas.edu.au>

Follow us on twitter at @shslton

Follow us on Facebook Sacred Heart Catholic School Launceston

CATHOLIC CULTURE AND ETHOS:

Each year we have a focus which appears on every newsletter and which aims to work towards achieving our Mission Statement. Our focus in 2017 was '*Love thy Neighbour*'.

Our school continues to be focused on being a W.E.S.T. Community (Welcoming, Encouraging, Saying sorry with sincerity and Thanking). We continue to have a whole school belief in living out the messages of 'Making Jesus Real' (MJR) in our interactions, attitudes and thinking.

SPIRITUALITY

Nurturing the Spirituality of all members of the school community begins with daily prayer in the classroom and prayer is part of every gathering. Students participate in Christian Meditation to further develop their spirituality. Staff prayer early each Wednesday morning. Our school has the rich traditions of Edmund Rice and Nano Nagle.

LITURGY

Celebrating through Liturgy is central to our spiritual development. We celebrated the Eucharist all together at the beginning of the year, the Feast of the Sacred Heart and the end of the year. Buddy Masses were maintained as an important focus where relationships were strengthened and the Eucharist celebrated in a more intimate setting. Grades 3-6 celebrated the Sacrament of Reconciliation together throughout the year. We celebrated special Liturgies for Mary, All Saints, Holy Week and Easter. We also celebrated Mother's Day, Father's Day, Grandparent's Day, Lenten Liturgies, ANZAC Day and NAIDOC Week. In 2017 we continued through the support of our Parish Priests Fr. Mark and Fr. Chris we have held Classroom Liturgies with the priest coming to the classroom to celebrate liturgy rather than the class always going to the Church. This has provided a different experience for the students as well as the priest celebrating the liturgy.

SACRAMENTAL PROGRAMS.

The Sacraments of Initiation and Reconciliation are Family based, Parish centred and School supported. Along with all other Catholic Primary Schools our students through discernment within their family, choose when their children will celebrate the Sacraments of Reconciliation, First Eucharist and Confirmation. There is a program that helps support students in preparing for these Sacraments facilitated by the Parish. Our school and classroom teachers celebrate and support students in their preparation along this journey to becoming adult members within the Catholic Church.

OUTREACH

The students have given generously to many charities throughout the year. This is an area of pride within S.H.S. Our mantra of having an 'attitude of gratitude' is reflected in practical terms by auctioning support for a variety of causes. Some of these include Project Compassion, the Archbishop's Samaritan Project, Winter Relief, our adopted child and the St. Vincent de Paul Christmas appeal. In 2017 we continued to maintain a Mini Vinnies group to support the work of the St Vincent de Paul Society.

BUILDINGS AND PLANNING

In 2017 Sacred Heart completed the final phase of Classroom Refurbishments. This meant by June 2017 every classroom has been fully refurbished.

In July 2017 we began a planning process for our playgrounds. Community consultation with parents, staff and all children was fully engaged. The Draft Playground Master Plan was presented to the community in December 2017.

We anticipate commencing Stage 1 of the Playground Master Plan in mid 2018.

THE PILLARS OF SACRED HEART

In 2017 Sacred Heart developed a guide of the for "What matters most at Sacred Heart?". Our school intend to use the 6 pillars of our school to guide future planning and direction. The pillars of Sacred Heart are

- Catholicity

- Culture
- Capacity
- Curriculum
- Communication
- Collaboration

SCHOOL FACTS:

School sector	Non-government
School type	Primary
Year range	K - 6
Total enrolments	456
Girls	222
Boys	244
Full-time equivalent enrolments	402
Indigenous students	4.00%
Location	Provincial
Student attendance rate	95%
Teaching staff	28
Full-time equivalent teaching staff	21.3
Non-teaching staff	24
Full-time equivalent non-teaching staff	10.4

STUDENT BACKGROUND

[Index of Community Socio-Educational Advantage \(ICSEA\)](#)

School ICSEA value: 1064

Bottom quarter	Middle quarters		Top quarter
12%	24%	33%	30%

STUDENT LEARNING AND ACHIEVEMENT:

In 2017 the school focus for Sacred Heart Catholic School was Mathematics with an emphasis on Professional Learning Communities. The three main guiding ideas of Professional Learning Communities were embedded into our school through Mathematics, focusing on learning and results as well as building a collaborative culture. This was achieved by timetabling time for Professional Learning Teams, teachers and co-teachers, to plan Mathematics in a manner underpinned by the three main ideas of Professional Learning Communities in order to improve student outcomes in Mathematics, our Teaching and Learning Goal for 2015-2017.

This focus was supported by Professional Development in the following areas;

Quality Maths Teaching

The Assistant Principal and team leaders lead how to prioritise the Mathematics Curriculum, formatively assess cyclically and provide learning opportunities that allowed access, support and growth for all students regardless of ability levels.

Teacher Goal setting

Teachers set goals around the AITSL Standards and worked towards these goals through a Peer Coaching program which involved colleague and Leadership team observations and feedback on teacher pedagogy.

Data

Data was used both formatively and summatively in a variety of ways.

ENI - From Grades Prep - Grade 3 teachers were given the time to complete the Early Numeracy Interview. This was used to inform practice, to discuss student performance and track on the online student databases.

NAPLAN

Sacred Heart continued to show commitment to improving teacher practice in a continued effort to increase student outcomes. Each year students in grade 3 and 5 participate in the national Assessment program for Literacy and Numeracy (NAPLAN)

In 2017 the following results were achieved for Mathematics. These tables outline “at risk” students as students who obtained a score at or below the National Minimum Standard (Grade 3- Band 3 and Grade 5 Band 5), as well as those who achieved above the National Minimum Standard (NMS).

Bands	1	2	3 Grade 3 NMS	4	5	6
Grade 3	0	2	6	20	19	9
Bands	3	4	5 Grade 5 NMS	6	7	8
Grade 5	1	3	24	14	14	11

In 2017 there were 8 students in Year 3 at Sacred Heart identified “at risk” and 28 students “at risk” in Grade 5. 2016 there were 11 students in Year 3 at Sacred Heart identified as ‘at risk’ - this represented any student who obtained a mark at or below National Minimum Standard (Band 3).

NAPLAN results - overall

Each child's report showed national information including how children performed in relation to other students in a particular year group, and against the average score for each of the Reading, Writing, Spelling, Grammar and Punctuation and Numeracy tests. Our whole school results are shown below. Sacred Heart is continuing to track well above mean scores for Similar Schools, above the Tasmanian mean and above the Australian mean.

NAPLAN RESULTS FOR 2017

AREA	READING	PERSUASIVE WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
GRADE 3					
SACRED HEART	433	446	434	444	428
<i>NATIONAL AVERAGE</i>	<i>431</i>	<i>414</i>	<i>416</i>	<i>439</i>	<i>409</i>
GRADE 5					
SACRED HEART	550	499	538	525	524
<i>NATIONAL AVERAGE</i>	<i>506</i>	<i>473</i>	<i>501</i>	<i>499</i>	<i>494</i>

REPORTING STUDENT PROGRESS

Written reports are received by parents twice a year and parent/teacher meetings are also held twice a year (start of year and beginning of Term 3). Written reports assess all the key learning areas using an "A to E" format, where A signifies that the student is achieving well above the expected Grade level and E signifies that the student is achieving well below the expected Grade level. Some students with special learning needs who are working from an Individual Education Program (IEP) receive a modified report (Narrative), which does not use the A-E format.

Our student attendance for 2017 is 95%. It is an expectation that Parents notify the school should their child not be attending on any given day. Parents, who have not notified the school regarding non-attendance of their child, are notified by text message or phone if their child is not at school.

**CURRICULUM AND FUTURE PLANNING:
LEADERSHIP AND STAFFING:**

Leadership structure for 2017		
Principal		
Assistant Principal, Teaching & Learning.		
Faith/Spirituality	Wellbeing Coordinator	Specific Learning Needs Key Teacher
Early Childhood Team Leader	Gr 3&4 Team Leader	Gr 5&6 Team Leader
E.C. Team K,P,1 & 2	Middle Primary Team. Gr 3 & 4	Upper Primary Team Gr 5&6

Our 3 Teaching and Learning Teams continue to work collaboratively and effectively through planning and Professional Learning. Utilising the teams, we can identify areas we need to focus on. These teams plan collaboratively, sharing resources, expertise and ideas.

In 2017 Sacred Heart School employed staff members, consisting of 28 Teaching staff and 22 non-teaching staff.

The school employed a music teacher, a Science Teacher, a physical education teacher, a learning support teacher, an ICT technician, Co-teachers and an art teacher. One of our staff members has Indigenous heritage.

Strategic Direction 2015- 2017

Rationale

Maths: To improve student outcomes in Mathematics

Evidence/Indicators of Success:

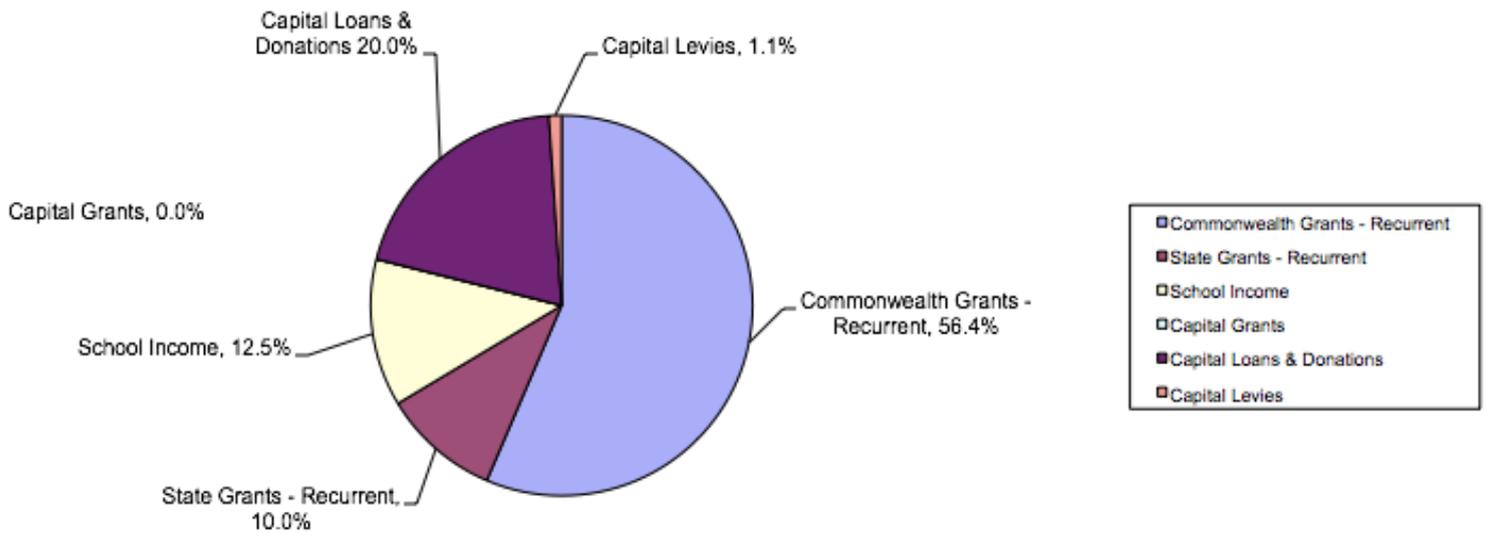
*Individual improvements of 10 scale points on PAT maths test each year
ENI Growth Points increasing for individuals each year at appropriate rates
School PAT and NAPLAN Data showing improvement*

DOMAIN and Element	GOAL	STRATEGIES	Who/ Resources	Time Line
Quality Math Teaching	To ensure that each teacher is providing quality mathematics teaching and learning opportunities to all students	<ul style="list-style-type: none"> • PD Focus of whole school on Maths only • Use of Education Office • Use of co-teacher • Use of ENI Data gathered in Weeks 2-4 each year • Math word wall in every room 	<ul style="list-style-type: none"> • AP • Classroom teachers, co-teachers • Education Officer 	2014-2017
Teacher Goal	Each teacher has an AITSL linked goal that is Math outcome based	<ul style="list-style-type: none"> • Coaching of all teaching staff – 4 per term, 5 sessions each • Teacher goal linked to math and formative assessment 	<ul style="list-style-type: none"> • Principal • AP • Classroom teachers 	2014-2017
Use of Data	To use the data available to plan math units and more specifically lessons based on the goal for each students outcome	<ul style="list-style-type: none"> • Time for P-3 teachers to complete ENI Interviews with their students and to interpret the data on each student • ENI information sent home to parents • Use of online student records so that student progress can be seen and 	<ul style="list-style-type: none"> • Principal • AP • Classroom teachers. Co teachers • Education Officers 	2014-2017

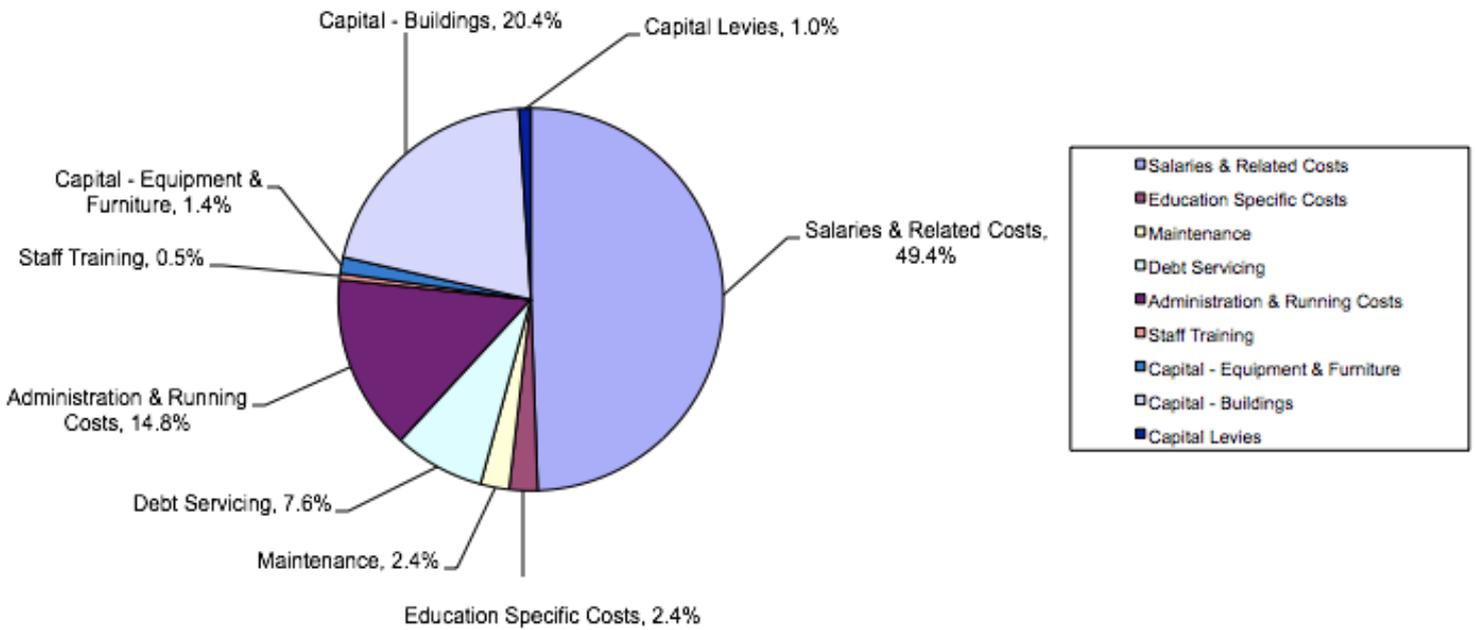
		<p>reviewed</p> <ul style="list-style-type: none"> • Data Wall – putting faces to the data and setting student outcome goals based on these • Interpretation of NAPLAN Data/Pat Data 		
Formative Assessment	To focus on finding out what each student knows and doesn't know and to develop teaching and learning sequences that focus on that information	<ul style="list-style-type: none"> • Outline for math at each grade level • Global goals for each grade • Specific Goals for each grade/unit and development of success criteria 	<ul style="list-style-type: none"> • AP/Team Leaders • Education Officer • Classroom teachers/co-teachers 	2014-2017
Team Collaboration	To have quality team and grade planning timetabled and used for planning purposes	<ul style="list-style-type: none"> • Planning of math with grade teacher and co teacher <p>Planning based on formative assessment information received from students</p>	<ul style="list-style-type: none"> • AP • Teachers/Co teachers 	2014-2015

INCOME AND EXPENDITURE

SACRED HEART CATHOLIC SCHOOL LAUNCESTON SOURCES OF INCOME 2017 Total Income \$6.6 million



**SACRED HEART CATHOLIC SCHOOL LAUNCESTON
EXPENDITURE 2017
Total Expenditure \$6.7 million**



Mission

Go forward and share
God's gift of love,
To make our world
A better place.