



**Sacred Heart**

**Catholic Primary School**

**Annual Community**

**Report**

**2015**

# 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 311011  
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Email: [shsl@catholic.tas.edu.au](mailto:shsl@catholic.tas.edu.au)  
Principal: Mr. Matt Jones

## 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 2014.*

## **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 has been on being a W.E.S.T. Community (Welcoming, Encouraging, Saying sorry with sincerity and Thanking). There has been a focus on having an 'attitude of gratitude' with students on a weekly basis having time to write in their gratitude journals.

### **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. This year we have focused on Gratitude Journals and Christian Meditation being elements included as part of a weekly prayer focus. Initiated last year, we have focused on embedding this practice into our weekly classroom prayer experience. This year each class has also provided a short prayer focus to begin Assembly each Friday.

### **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. This year through the support of our Parish Priest 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. We also began a Mini Vinnies group to support the work of the St Vincent de Paul Society. Children and families continued to support the "*With Love ... Tasmania to Tanzania*" project, with student and teacher boxes and clothing being sent throughout the year, as was the case in 2014.. This year we also fundraised over \$4000 towards Two 'Tent Boxes' for families in refugee circumstances. The boxes not only provided shelter but supplies and resources for any people placed in these situations. This is the second year we have fundraised for this cause.

## SCHOOL FACTS:

School sector	Non-government
School type	Primary
Year range	K - 6
<b>Total enrolments</b>	<b>452</b>
<b>Girls</b>	<b>220</b>
<b>Boys</b>	<b>232</b>
<b>Full-time equivalent enrolments</b>	<b>400</b>
<b>Indigenous students</b>	<b>4.20%</b>
Location	Provincial
<b>Student attendance rate</b>	<b>95%</b>
<b>Teaching staff</b>	<b>29</b>
<b>Full-time equivalent teaching staff</b>	<b>16</b>
<b>Non-teaching staff</b>	<b>25</b>
<b>Full-time equivalent non-teaching staff</b>	<b>8.35</b>

## STUDENT BACKGROUND

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

**School ICSEA value:** 1056

Bottom quarter

Middle quarters

Top quarter

12%

24%

33%

30%

### STUDENT LEARNING AND ACHIEVEMENT:

Each year, students in Grades 3 and 5 participate in the National Assessment Program for Literacy and Numeracy (NAPLAN) testing. In May 2012, students in government, Catholic and independent schools across Australia received results in a common reporting format and published on the "My School" website.

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, Language Conventions (spelling, punctuation, grammar), and Numeracy tests. Our whole school results are shown below.

### NAPLAN RESULTS FOR 2015

AREA	READING	PERSUASIVE WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
<b>GRADE 3</b>					
<b>SACRED HEART</b>	<b>470</b>	<b>466</b>	<b>464</b>	<b>469</b>	<b>445</b>
<i>NATIONAL AVERAGE</i>	<i>426</i>	<i>416</i>	<i>409</i>	<i>433</i>	<i>398</i>
<b>GRADE 5</b>					
<b>SACRED HEART</b>	<b>523</b>	<b>478</b>	<b>520</b>	<b>528</b>	<b>501</b>
<i>NATIONAL AVERAGE</i>	<i>498</i>	<i>478</i>	<i>498</i>	<i>504</i>	<i>492</i>

## **REPORTING STUDENT PROGRESS**

Parents receive written reports twice each 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. Students with special learning needs who are working from an Individual Education Program (IEP) receive a modified report, which does not use the A-E format.

**Our student attendance for 2014 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:**

<b>Leadership structure for 2014</b>		
<b>Principal</b>		
<b>Faith and Wellbeing Coordinator</b>	<b>Assistant Principal, Teaching &amp; Learning.</b>	
<b>Early Childhood Team Leader</b>	<b>Gr 3&amp;4 Team Leader</b>	<b>Gr 5&amp;6 Team Leader</b>
<b>E.C. Team K,P,1 &amp; 2</b>	<b>Middle Primary Team. Gr 3 &amp; 4</b>	<b>Upper Primary Team Gr 5&amp;6</b>

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 2015 Sacred Heart School employed staff members, consisting of 23 Teaching staff and 22 non-teaching staff.**

The school employed a music teacher, two physical education teachers, a learning support teacher, an ICT technician 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**

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

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<b>Formative Assessment</b>	<b>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</b>	<ul style="list-style-type: none"> <li>• Outline for math at each grade level</li> <li>• Global goals for each grade</li> <li>• Specific Goals for each grade/unit and development of success criteria</li> </ul>	<ul style="list-style-type: none"> <li>• AP/Team Leaders</li> <li>• Education Officer</li> <li>• Classroom teachers/co-teachers</li> </ul>	<b>2014-2017</b>
<b>Team Collaboration</b>	<b>To have quality team and grade planning timetabled and used for planning purposes</b>	<ul style="list-style-type: none"> <li>• Planning of math with grade teacher and co teacher</li> </ul> <p>Planning based on formative assessment information received from students</p>	<ul style="list-style-type: none"> <li>• AP</li> <li>• Teachers/Co teachers</li> </ul>	<b>2014-2015</b>

**SCHOOL IMPROVEMENT Operational /Action Plans**

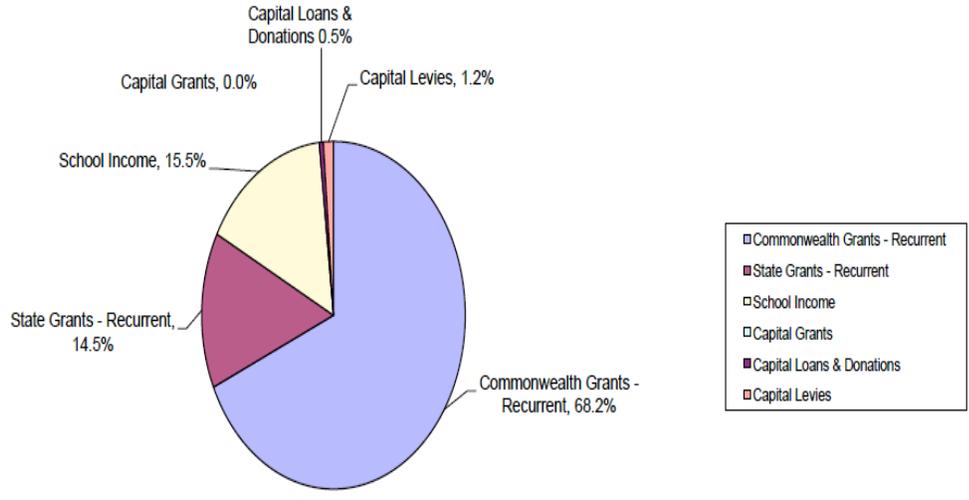
*(Ongoing school improvement plans /actions)*

Domain or Element	Actions to be completed	Resources required	Anticipated Time Line	Date Completed
<i>Domain 4: Well Being</i>	<i>P.B.S. Year 3</i>	<i>Fiona Labuschagne SHS PBS Team – Julian</i>	<i>2015 – one year</i>	

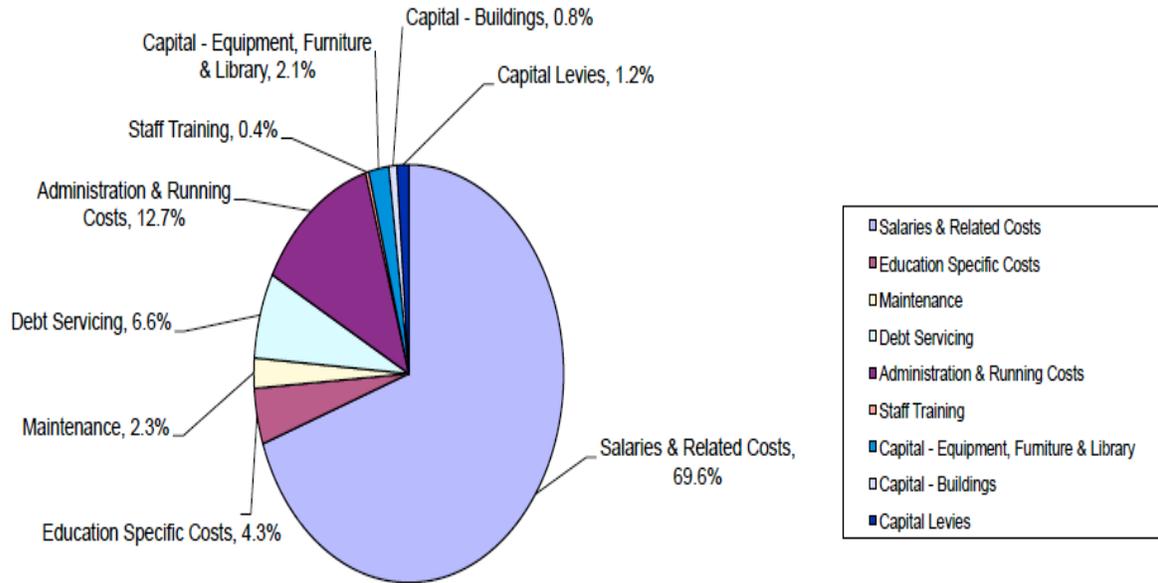
4.1 Student, staff and community well being 4.3 Positive Behaviours		Davie, Matt Jones, Dan Crawford, Teresa McLeod, Ros Johnson and Annie Lee. Meeting regularly 3 times a term.		
Domain 3 – Learning 3.1 Quality Teaching 3.5 Staff professional learning 3.6 Student Achievement	1:1 Ipad implementation year 3 2013- Year 3, 2014 Year 3-4 and 2015 Year 3-5	Ipads for Year 3 students PD for teachers, workshops for parents Gretchen Lane working with teachers using Google Platform for teachers in their professional role	Annual	
Domain – Stewardship 5.2 parent/school/ community partnerships Domain 2 – Leadership Domain 1 Catholic Culture and Ethos 1.3 School Climate	Stage 2 Building Program – Refurbishment of 3 /4 classrooms and connection to Library, P-2 buildings	Reallocations of classrooms from Term 3 Adam Martin, David Gillies (Architect) and Matt Jones meeting once a fortnight from end of February in planning meetings Working and collaborating with staff, Board and P & F continually along the planning process Googledoc – for staff to add questions, things to consider in the moving of classrooms in building process	2015-6	
Domain 3 3.1 Quality teaching 3.2 Learning and Teaching Programs 3.7 Assessment, reporting and feedback	Increase in staffing over 2.0FTE with a focus on enhancing teaching and learning With increase in staffing allocating Co-teachers to each grade to support challenging higher achieving students	Staffing allocation of 1.6 Professional FTE Role descriptions for Health, Art and Co Teachers developed Meeting with co-teachers twice a term in sharing learning, reflection on the model and in planning for the structure in 2016.	2015 – pilot year and review for 2016	
Domain 4. 4.1 student, staff and community wellbeing 4.3 Positive Behaviours	Continue with Gratitude Journals as part of a weekly prayer experience with students. - Assembly focus ‘ attitude of gratitude’  Circle Time into 2 <sup>nd</sup> year – timetabled as part of weekly timetable P-6	Helen Halley – Faith and Wellbeing Teacher – providing ideas, resources to teachers in different ways to focus students in writing in their gratitude journals. Fiona providing refresher session for new staff and a chance for question and answer follow up	2015	

## INCOME AND EXPENDITURE;

**SACRED HEART CATHOLIC SCHOOL LAUNCESTON**  
**SOURCES OF INCOME 2015**  
**Total Income \$4.5 million**



**SACRED HEART CATHOLIC SCHOOL LAUNCESTON**  
**EXPENDITURE 2015**  
**Total Expenditure \$4.5 million**



# Our Mission

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