2013 Annual Report to the School Community

Sacred Heart Catholic Primary School
Morwell

Registered School Number: 0153
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Contact Details

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Minimum Standards Attestation

I, Lance Rooney attest that Sacred Heart Catholic Primary School is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
Our School Vision

Sacred Heart is a Catholic Primary School for the children of Morwell Parish.

Our staff is committed to the evangelising mission of the parish and to the spiritual tradition of Mary MacKillop and the sisters of St. Joseph. As such:

- The Good News of the Gospel is at the centre of all we do at Sacred Heart
- Sacred Heart students are provided with equal access to education so they have every opportunity to succeed
- The Sacred Heart school community is welcoming where all are valued.

We are constantly looking for opportunities to:

- Strengthen the faith of our community by nurturing an awareness of our Christian story
- Meet the needs of all our members
- Create learning opportunities that are exciting, challenging and relevant
- Construct and foster positive relationships
- Empower all members of our community to contribute to the growth and development of Sacred Heart Catholic Primary School.
School Overview

Sacred Heart School was established in 1884. The school has been at its present site since 1933 with the second storey being added in 1962. Throughout much of its history, Sacred Heart has been administered by the Sisters of St. Joseph. The Sisters took over the running of the school in 1907 finishing in 1992. The Sisters served faithfully for over eighty years, providing a quality Catholic education for the population of Morwell.

We are a Catholic co-educational school that prides itself on the pastoral care that is offered to each child. All teaching staff work hard to build warm and caring relationships with the children in their care so that the children are safe, happy and confident.

The message of the Gospel is integral in our daily interactions with the children, staff and parents. We aim to educate young people to be skilled, informed, tolerant, open and just, to discover God and to reach their full potential.

We offer a curriculum that is inclusive and allows for success. All children are encouraged and supported throughout their years at Sacred Heart. The children are exposed to strong Literacy and Numeracy teaching and learning. We offer a curriculum that caters for the needs of the individual learner, recognising that children have different gifts and talents and varied learning styles.

A steady building program over the years has seen refurbished classrooms, a new multipurpose room and magnificent new library creating an outstanding learning environment for the children of Morwell.

Here at Sacred Heart Catholic Primary School we are committed to providing a safe and caring environment, which fosters respect for others and does not tolerate bullying. We believe such an environment is established by encouraging the children to develop self-control and take personal responsibility for their actions.

The school takes seriously its responsibility to support the wellbeing needs of its community members. At Sacred Heart we approach the implementation of wellbeing as being integral across every aspect of our daily life. Well-being is reflected in our mission, policy, organisation, organisation and our relationships with our families and the wider community.

Today Sacred Heart is staffed by 19 dedicated staff. We are focused on building a learning community that celebrates high quality learning within a contemporary learning environment where all have opportunity and are encouraged to learn and grow to their full potential.
Principal's Report

At Sacred Heart Catholic Primary School we are driven by the desire to help all children, whatever their unique gifts, talents and challenges, to achieve their full potential and experience success. Actively promoting the concept of community and the Catholic ethos of the School were key themes though out the year, hence our school motto, ‘All for you Lord’.

2013 was an eventful school year. Our major foci were:

- learning social and emotional skills
- continuing our involvement in National Partnerships
- and focusing on building best teaching practice in the classroom.

We are proud of the emphasis we place on staff professional development at Sacred Heart Catholic Primary School. It is through the growth of a strong and professional staff that engaging learning for students can be facilitated. Our staff undertook professional learning activities in the key areas of literacy, numeracy, leadership and social and emotional learning.

Educationally we spent considerable time teaching social and emotional skills across the school. Our aim was to equip our students with social and emotional proficiencies which in turn would help them to deal with the complexity of change many were encountering in their home lives. We used our Sacred Heart values as a reference point to build a community of empowered learners and help the children to develop self-discipline, respect and to take responsibility for their behaviour and learning.

In 2013 the school continued its involvement in the National Partnership Learning initiative. Part of this initiative was the role of the Home School Convenor in promoting and enhancing school/parent partnerships. An emphasis was the provision of social events for families so we could link people together. Our family barbeques, play group, literacy mornings and community volunteer sessions were well attended. Our part in this initiative also enabled staff to access professional development in the area of Literacy with a strong focus on reading. It also provided funds for .3 Reading Recovery and .3 EMU staff replacement costs.

Our school production was a great success. Producing ‘Super Kids’ proved yet another chance for all our children, staff and the production team to shine on the stage and bring the Sacred Heart community together for a thoroughly entertaining evening at the Morwell Performing Arts Centre. Once again our children excelled winning acclaim with high quality performances.

As a faith community we continued to plan and celebrate high quality liturgies throughout the church year. We are grateful for the many gifts and talents we have been given, committed staff, an enthusiastic School Board, warm and friendly children, a new Parish Administrator and high quality learning facilities. It is thanks to the work of this team of people that Sacred Heart continues to be a dynamic learning community working to support and nurture the children of Morwell.
Education in Faith

Goals and Intended Outcomes

Sacred Heart is a Catholic Primary School for the children of Morwell Parish. In 2013 we aimed to support the evangelising mission of the parish and to carry on the spiritual tradition of Mary MacKillop and the sisters of St. Joseph through:

- Faith learners deepening their understanding of social justice in our community
- Learners at Sacred Heart striving to achieve a deeper understanding of themselves and their faith by being able to articulate their thinking.
- Encouraging all at Sacred Heart to be reflective learners who work collaboratively with others and clearly articulate their understandings in Religious Education.

Achievements

In 2013 we continued to work at building a strong focus on academic rigour in Religious Education. We worked diligently at delivering an authentic and contemporary RE curriculum. We continued to encourage all children to be reflective thinkers who can articulate their understandings of scripture. We worked at encouraging the children to make links between scripture and their own lives.

During 2013 we were lucky enough to gain both Father Francis and his assistant Father Darek to our Parish. Both Father Francis and Father Darek have strongly encouraged the classes to regularly attend Mass. The teachers at Sacred Heart have embraced this and the children are excited and happy to attend Mass regularly.

Our liturgies, both at the Church and within our school continue to be well supported by our community. The Mother’s Day, Father’s Day and Grandparents Day liturgies saw our Josephite Centre overflowing with many happy members of our wider community. We continued our tradition of inviting our special visitors to stay for morning tea and to then visit the classrooms with their children. Our Anzac Day Liturgy was also well supported by our wider school community.

The Sacramental Team consists of members from Sacred Heart Catholic Primary School, St Vincent’s Primary School and Lumen Christi Primary School. This year children were able to receive the sacrament of Reconciliation and Confirmation. It has worked well to have the three schools working collaboratively. In 2013 our Sacramental Meetings and workshops had a high level of participation.

In the area of curriculum we have worked closely with Mrs Robyn Lewry from the Catholic Education Office to ensure that we offer a relevant and engaging RE curriculum. We continued to follow our two year cycle that linked in well with the broader curriculum.

The Catholic Education Office, Sale organised a school closure so that staff could attend a professional development day on faith. This was presented by Sister Rose.
Duffy and Mr Jim Quillinan. The staff commented that the day was informative and well worth attending. The whole staff also attended a lecture by Dr Amy Jill Levine who spoke about the Jewishness of Jesus. Staff feedback indicated that this provided a good perspective on the Jewish influences on our scriptures.

In 2013 we have worked hard raising the awareness in our school community of the work Caritas Australia. Early in the year we held a Rice Day where children were invited to eat a bowl of plain rice for lunch instead of their usual yummy treats. The children were asked to make a gold coin donation and to also think about children in the world who may never even get plain rice to eat. Most of the children in the school participated in the day and the comments they made showed an understanding of their own role in mission work.

During Mission Month in October Mrs Susan Grout came to speak with the middle and senior classes about the work Caritas are doing for the children in Mongolia. The whole school then worked hard at fund raising for the missions.

**VALUE ADDED**

During Term 3 we began to hold Buddy Masses in the church on a Tuesday. This involved each class planning and attending Mass with their own Buddy class.

On Mary Mackillop’s feast day we began with a liturgy followed with a whole school multi age group activity day. The aim of the day was for all leaners to gain more information about Mary Mackillop and the link she has with our school.

On All Saints Day we celebrated Mass with the Parish and then once again all of the children worked in multi age groups across the school to learn more about a number of different Saints.

During Advent the children were encouraged to take home the Family Prayer Box and set up an Advent prayer time with their family. Comments from both parents and children showed that this was very well received.

We have continued to have huge numbers of parents and friends attend our liturgies within the school. Parents have commented that they feel welcome and also connected with the school community.

The way in which the children embraced their social justice commitment was terrific. The children could reflect and articulate exactly who and why they were raising money.
Learning and Teaching

Goals and Intended Outcomes

That Sacred Heart will be a place of learning where the needs of all its members are met.
- Students will be using deeper thinking strategies in all curriculum domains.
- Staff will know and be growing in confidence in their use of thinking strategies in their teaching.
- Every staff member will have a learning goal and be working toward achieving it.

Literacy:

- Increase student competency in reading across the school
- Emphasise the connection between oral language, reading and writing
- Promote an improved attitude to reading

Achievements

The staff at Sacred Heart take seriously their responsibility for achieving real gains in a range of outcomes for their children. Throughout 2013 parents had ongoing opportunities to meet with teachers and continue to be informed about their child’s progress.

In Professional Learning Teams assessment data was compared to state and national outcomes. From the assessment data, teachers then identified specific students who were at risk in reading and created clear teaching strategies that would cater for the individual children whom had been identified. The results of these specific teaching goals were then shared at regular Professional Learning Team meetings and new goals were discussed and created. While these teaching foci were targeted at specific children, all teachers identified a difference in all of the children’s outcomes. Advice from specialised personnel from the Catholic Education Office in Warragul was sought to assist teachers in writing, revising and reviewing their teaching goals and helping to make this change in practice a sustainable one.

Testing at the beginning of the year identified that inferential comprehension was an area of concern in the middle and senior grades. The use of clear goal setting and teaching to the specific needs of the children saw an improvement in the standard of comprehension across all grades.

Another focus was to make reading relevant for all of the children in the school. Through the National Partnerships programs, learners engaged in ‘Real Reading’ that sought to make reading relevant, fun and supported by all parents in the community.

In numeracy, more concrete material was introduced across every class. This was to ensure that formal algorithms were not introduced before the learner was ready. It also catered for the students who needed more support before learning the more abstract forms of mathematics.
STUDENT LEARNING OUTCOMES

The table on page seventeen summarises and compares the proportion of students meeting national minimum standards for reading, writing, spelling, grammar & punctuation and numeracy as tested in Years 3 & 5 in the National Assessment Program (NAPLAN). Each year an analysis of NAPLAN and other data the schools collects is used to inform teaching and to establish areas of focus for the future.

Teachers have analysed the results and have identified specific areas of challenge in Numeracy, Grammar and Punctuation to assist in future achievement. While the results were disappointing in Year 3 for reading, grammar and numeracy, Year 5 reading, writing and spelling were positive with 100% of children achieving the minimum benchmark. Where students are struggling we have implemented further support in classes with teacher directed focus groups employing the literacy leader to work as the classroom expert. Similarly this happens with Mathematics focus groups. Students requiring extension are challenged by small group focus and independent learning challenges in the AusVELS levels beyond what is expected. Specific initiatives to address these learning challenges are being implemented in 2014.

School Community and Student Wellbeing

Goals and Intended Outcomes

In 2013 our goal was to build a strong and unified community of empowered learners

- To build a strategic approach to Family-School Partnerships to enhance learning and wellbeing in our community
- To plan strategic activities to strengthen school-family-community partnerships.
- To build parent capacity to bring about participation in the life of the school and student learning

To build empowered learners who take responsibility for their behaviour and learning.

Achievements

We are aware that the capacity of children to learn and benefit from their education at Sacred Heart is inextricably linked to their social, emotional and physical wellbeing. As such, in 2013 we took a proactive and preventative approach to wellbeing through:
- Using our weekly assemblies to celebrate achievements and build a sense of belonging to our school
- Building a strong ethic of teamwork
- Using our Family-School Partnership Convenor to implement strategic activities to strengthen school-family-community links
- Encouraging a community spirit between staff, parents, children, parish and the wider community
- Provide timely, appropriate access to support agencies and personnel

Management of Student Non-Attendance

At Sacred Heart, teachers will advise the principal when a child has been absent for three consecutive days without an explanation. The parents of the absent child will be contacted by either a phone call or sending home the appropriate form. If the absence continues, an enrolment meeting will be called to resolve the situation. If no communication is forthcoming, then the relevant authorities (Department of Human Services) will be contacted and a report made.
VALUE ADDED

The school has been very proactive in creating an atmosphere where all are welcome and encouraged to participate. A number of school-initiated BBQ evenings were held to mark significant events in the year. These evenings allowed everyone to share a meal and to gather in an informal social setting.

The mother’s day and father’s day stalls continued to be very successful events. They allowed a number of parents to work towards a common goal and to raise significant money for the improvement of the school.

The school has been involved in the local ANZAC day ceremonies with school leaders laying a wreath to honour those who have died defending our country.

Members of our teaching team were again invited to share their success with staff from other schools at the Gippsland Catholic Education Learning Expo in November. This was testament to the work that our team had done in taking a proactive and preventative approach to learning and building links with our families.
STUDENT SATISFACTION

At Sacred Heart we understand the importance of regularly reviewing how we operate in order to seek feedback from our stakeholders. To do this the school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. Among the strategies used to communicate and seek feedback are Parent/Student/Teacher Interviews, staff meetings, School Board meetings and Class meetings.

The students articulated that they enjoyed opportunities to lead, that they could see themselves developing as learners and that the teachers were supportive in the classroom.
- “Our class has had a good year for learning.”
- “After setting my learning goals I was much more focused in class.”
- “My teachers have helped me stay calm. When I am calm I get more work done.”
- “The learning goals were a good idea. I took charge of my own learning and in areas I needed to improve.”

PARENT SATISFACTION

Feedback indicates that most parents are happy with Sacred Heart. They particularly like attending assemblies and volunteering. Some families have indicated they would like even more opportunities to be involved.

- “It is quite exciting how the parents are getting organised and helping out.”
- “We have had some excellent involvement in our volunteer program.”
- “The Sacred Heart playgroup really grew this year.”
- “The school Masses in the church were good. Father Francis really connects with the children.”
Leadership and Stewardship

Goals and Intended Outcomes

In 2013 our goal was to continue to develop the leadership aspirations and skills of both staff and students.

Achievements

We set out to meet this goal through:

- Providing opportunities for our children to develop their leadership skills e.g. sport, debating, public speaking, Caritas fund raising and Class Meetings
- One of our leaders participated in a Coaching course supported by staff at the Catholic Education Office
- We endeavoured to foster peer relationships and leadership opportunities for students within both the school and the wider community
- Promoting and offering further leadership opportunities for the senior school leaders as well as providing opportunities for all staff and students
- Reflecting on our role as leaders during key review times such as end of term and annual review meetings.
The staff at Sacred Heart took part in a variety of professional development activities to support our work. Some of these were:
- Religious Education and staff spirituality
- RE accreditation training
- THRASS training
- Performance and Development Culture: Reading
- Coaching
- Reading Recovery and EMU support training

Number of Teachers who participated in PL: 11

Average expenditure per teacher for PL: $383

Teacher satisfaction
Teacher feedback indicated that there was a supportive leadership and opportunities to take on leadership and responsibilities. Teachers gained a great deal of satisfaction from our work in developing our teaching of reading in 2013 and strong links were made to connect with our families.

“Sacred Heart is an awesome school.”
“I am grateful for the leadership opportunities I have been given.”
“The staff have made me feel welcome.”
“We get great support and advice.”
“Thank you so much for giving me the chance to do what I love doing; teaching.”
“Our team worked so hard to develop in 2013. We had some amazing learning conversations and I learnt so much.”
“Special thanks for all the opportunities I was given in 2013.”
“The honest advice I have been given has been invaluable.”
Financial Performance

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
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</thead>
<tbody>
<tr>
<td>Recurrent income</td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>7181</td>
</tr>
<tr>
<td>Other fee income</td>
<td>19 465</td>
</tr>
<tr>
<td>Private income</td>
<td>16 684</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>284 724</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>1 117 566</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>1 445 620</td>
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</table>

<table>
<thead>
<tr>
<th>Recurrent expenditure</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>1 019 803</td>
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<tr>
<td>Non salary expenses</td>
<td>187 634</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>1,207,437</td>
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<table>
<thead>
<tr>
<th>Capital income and expenditure</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td>2945</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>46 132</td>
</tr>
<tr>
<td>Other capital income</td>
<td>9022</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>58 099</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>57 061</td>
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<table>
<thead>
<tr>
<th>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
<td>34 809</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>24 6409</td>
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*Note that the information provided above does not include the following items:*

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

2014 will be a year of consolidation of the practices that have been implemented over the past number of years. It is also a renewal year where the future direction and goals of the school will be debated and formalised.

The school will be investigating the learning theme of “Building a Community of Empowered Learners” and incorporating this vision into the school’s future direction.

The school will continue to build on the achievements of the National Family School Partnerships.
VRQA Compliance Data

E4002
Sacred Heart School, Morwell

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>YR 03 Reading</td>
<td>91.7</td>
<td>100.0</td>
<td>8.3</td>
<td>85.2</td>
<td>-14.8</td>
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<tr>
<td>YR 03 Writing</td>
<td>92.3</td>
<td>88.2</td>
<td>-4.1</td>
<td>84.6</td>
<td>-3.6</td>
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<tr>
<td>YR 03 Spelling</td>
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<td>70.6</td>
<td>-29.4</td>
<td>76.9</td>
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<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>82.4</td>
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<td>73.1</td>
<td>-9.3</td>
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<tr>
<td>YR 03 Numeracy</td>
<td>100.0</td>
<td>82.4</td>
<td>-17.6</td>
<td>85.2</td>
<td>2.8</td>
</tr>
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| YR 05 Reading         | 88.2   | 42.9   | -45.3               | 100.0  | 57.1                |
| YR 05 Writing         | 83.3   | 100.0  | 16.7                | 100.0  | 0.0                 |
| YR 05 Spelling        | 78.9   | 100.0  | 21.1                | 100.0  | 0.0                 |
| YR 05 Grammar & Punctuation | 73.7 | 33.3   | -40.4               | 100.0  | 66.7                |
| YR 05 Numeracy        | 94.4   | 50.0   | -44.4               | 100.0  | 50.0                |

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>92.92</td>
</tr>
<tr>
<td>Year 2</td>
<td>88.90</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.78</td>
</tr>
<tr>
<td>Year 4</td>
<td>90.67</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.16</td>
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<tr>
<td>Year 6</td>
<td>86.14</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>90.76</td>
</tr>
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</table>
## TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 96.63% |

## STAFF RETENTION RATE

| Staff Retention Rate | 76.92% |

## TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Doctorate</td>
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<tr>
<td>Masters</td>
<td>9.09%</td>
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<tr>
<td>Graduate</td>
<td>27.27%</td>
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<tr>
<td>Certificate Graduate</td>
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<tr>
<td>Degree Bachelor</td>
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<tr>
<td>Diploma Advanced</td>
<td>36.36%</td>
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<tr>
<td>No Qualifications Listed</td>
<td>9.09%</td>
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## STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal Class</td>
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</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>16</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>12.730</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>12</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>7.418</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
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