

ANNUAL

REPORT

TO THE SCHOOL

COMMUNITY

2019



Sacred Heart Catholic Primary School Newport

REGISTERED SCHOOL NUMBER: 0077



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Minimum Standards Attestation

I, Kaylene Carlin, 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 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

17 June 2020

Our School Vision



In the spirit of St Mary of the Cross and our Catholic faith, we nurture in our students a sense of hope and joy in life and challenge them to strive for excellence in their learning.

“May the spirit of the Sacred Heart animate you.”

Mary MacKillop (1906)

School Overview

Sacred Heart Catholic Parish Primary School is situated at 20 Newcastle Street, Newport in the Western Suburbs of Melbourne, eight kilometres from the CBD in the City of Hobsons Bay. The school was opened in 1901 under the direction of the Sisters of St. Joseph, with the first Principal personally chosen by Mary MacKillop. The school has maintained a strong link to the Josephite Sisters and the tradition of St Mary of the Cross. We still have a Josephite Sister working on a voluntary basis at Sacred Heart. Sacred Heart appointed its first lay Principal in 2001.

Sacred Heart is a typical inner-suburban school of its time being red brick and two storeys. The school has been constantly added to and upgraded over the years, resulting in an engaging learning environment. A house adjoining the school was purchased in 2001 so we could expand the size of our school grounds. The house was demolished and a new adventure playground and hall were constructed in 2002/03. To green our school environment and recognise our history, a garden dedicated to Mary MacKillop was built between the school and the Church in 2005. Extensive playground development occurred in the latter half of 2009, adding sandpits, seating, trees, rubberised surface under the adventure playground, areas of artificial turf and a dry creek bed. In addition, one wing of the school has also been extensively rebuilt and refurbished to accommodate a Library Learning Area and a Senior Level Learning Area. This year, we are embarking on a new building project that will result in the addition of a third level on the existing building. The addition will incorporate contemporary learning spaces that reflect what we know about how students learn best.

In 2019, the school had an enrolment of 308 students in fourteen class groupings consisting of two Prep classes, two Year 1 classes, two Year 2 classes, two Year 3 classes, two Year 4 classes, two Year 5 classes and two Year 6 classes. The demographic profile of Newport has changed over the last few years. Newport as a suburb has seen real estate values increase and Newport has experienced a movement of younger families into the area.

The majority of our students come from families where both parents were born in Australia although many of the parents have cultural backgrounds of other countries. At Sacred Heart Parish Primary School, we celebrate cultural and linguistic diversity and encourage our students to explore and share their families' backgrounds. Our enrolment of Catholic students in 2018 was 82% and this has been maintained in 2019. We have students baptised into other Christian faith, as well as Muslim. Less than 1% of students indicating no religious denomination. Our enrolment mix is reflective of the cultural diversity of Newport.

In 2019 we had twenty-eight staff members in total with 23 teaching staff (FTE). We had fourteen classroom teachers, five specialist teachers (Reading Recovery, Physical Education, The Arts, Library, LOTE), six teachers in leadership roles (Literacy Leader, Learning and Teaching Leader, Student Wellbeing Leader, Religious Education Leader, Deputy Principal, Principal), five Learning Support Officers, and two Administration staff and one School Officer - Maintenance.

Principal's Report

As the new Principal, I am excited about the opportunity to lead the Sacred Heart community, continuing a journey of discovery and re-imagining. Our world today is vastly different to what it was fifty years ago and at Sacred Heart we recognise the need to ensure our school and classrooms reflect these changes. Contemporary, innovative schools have a responsibility to provide an educational context that enables students to take risks, make mistakes, problem solve and think their way through challenging situations, both cognitively and emotionally.

At Sacred Heart, the child is at the centre of everything we do. We recognise the importance of developing the whole child, leading to a full flourishing across the physical, cognitive, emotional, social and religious domains within a safe and supportive environment.

We understand that parents are the first educators of their children and parent engagement in learning is essential. At Sacred Heart, when we enrol the child, we enrol the whole family. The primary school years are a journey we take together. With a relationship built on trust and mutual respect, together we will take your child on an exciting journey of discovery and learning.

As a team of educators, we are committed to achieving the highest standards possible based on reflective practice, using data, research and evidence to ensure progress and growth in learning for all students.

I wish to thank our Parish Priest, Fr. Binh Le for his ongoing encouragement and support of all we do at the school. With the support of our Parish Priest, many things are possible as we move into 2020 and beyond.

Yours in Faith,

Kaylene Carlin

Parish Priest's Report

The Motto of the Sacred Heart Parish Primary School is “Praise God”, which reminds us to always praise and thanks God for his constant protection, love and care. There are many reasons why Sacred Heart Parish Primary School ought to praise and thanks God in 2019.

We give thanks to God for the diverse and unique gifts of our children. While striving for excellence in their learning, they also learnt to become a responsible, resilient, respectful and reflective people. We are grateful for the team of educators – school principal, teachers and staff – who inspire, encourage, empower, and engage the children in their learning. We acknowledge the contribution of Mr Tony Crosbie, our former school principal, who nurtured and strengthened the relationship between school and families and parish in the last seven years. We welcome Mrs Kaylene Carlin, our new school principal, who together with the Leadership Team has showed marvellous, caring, creative and pastoral leadership during the unprecedented pandemic of Covid-19. We give thanks to God for the parents of our school, in particular, our School Advisory Board, who have worked closely with the principal, teachers, parishioners and me to promote and foster a strong interrelationship between parish and the parish primary school and the broader community.

The Parish School Fete, Country

Fair, is a testimony to this! Finally, we are blessed with the charism of the Sisters of St Joseph instilling in our children a sense of faith in God, a hope for a brighter future, and a transforming and selfless love.

Throughout 2019, it is a delight to walk around the school and see the joy of the students and the commitment of our educators. There is always so much learning and fun happening each day. And I am humble and privileged to be a part of that!

Fr Binh Le PP

School Education Board Report

The Sacred Heart School Education Board ('the Board') acts in an advisory role to the Parish Priest and principal of the school. In 2019 it comprised the following members:

Father Binh Le	Parish Priest
Tony Crosbie	Principal
Donna Condon	Deputy Principal
Sue Burke	Staff Representative
Nicky Hachem	Parent Representative (Elected Chair)
Michelle Gill	Parent Representative
Andrea Nutbean	Parent Representative
Sue-Anne Parlour	Parent Representative
Katherine Wong	Parent Representative

The Board meets to share information relating to parish and school news, discuss school budget, financial operations and fundraising, assist in policy development and awareness, and to enhance school/community relationships.

In 2019 we thanked Marija Maher and Vanessa Raymond for their contribution and service to the Board from 2015 to 2018.

The year saw many changes to the school and included many highlights – a change to holding the Annual General Meeting (AGM) at the end of the year instead of in March, the huge success of the School Country Fair for which we are thankful for the vast support from our parent community, significant work into school redevelopment plans, work on school policy such as the Student Anti-Bullying Policy, and the endorsement of school fees for 2020.

In April we bid farewell to Father Anthony Gnanapragasam, Assistant Priest, and thanked him for his service and care in our community.

The end of 2019 also saw us giving thanks for Sr Lorraine Robinson and Mr Tony Crosbie. We had a thanksgiving Mass for Sister Lorraine and the Sisters of St Joseph of the Sacred Heart in November as we thanked Sr Lorraine for her compassion and service to our school community. We also celebrated the career of Mr Tony Crosbie as he began his retirement at the close of the school year in 2019. We thank him for his leadership, his significant contribution to our school community and for shaping our school over his 7 years as Principal at Sacred Heart.

Education in Faith

Goals & Intended Outcomes

- To further enhance the Catholic identity of Sacred Heart School as a living faith community in a contemporary world.
- That the Sacred Heart school community confidently and competently enacts our Vision Statement.
- That students understand and confidently engage with our living faith community.

Achievements

- Strengthened teacher capacity both theologically and pedagogically in the light of contemporary approaches and the new Religious Education Curriculum to confidently educate our children in faith.
- Professional Development and implementation of the new Religious Education Guidelines
- Implementation of the Parish Sacramental Programs in light of the new Parish structure.
- Embedded the school vision and ensured it was at the core of all documentations and practices.

VALUE ADDED

- St Margaret Mary's Parish Primary School & Sacred Heart Parish Primary School celebrated a Mass together and then engaged in activities together to promote connection between the two schools in the Parish
- Grandparents Day – We celebrated a Mass on the morning on the Feast Day of St Anne & St Joachim, grandparents of Jesus. Grandparents then visited children in their classrooms & we later shared a Morning Tea
- Sacred Heart Feast Day – Mass and activities in the classroom
- Fresh Fruit Friday every week – Children brought fruit to school that was then collected and donated to the St Vincent de Paul food van
- Residents from local nursing home came to mass and celebrated morning tea with the senior students
- Megan Bourke from Caritas Australia visited to speak with the staff about Social Justice and Catholic Social Teaching
- The staff worked with Rose Thomas from CEM Western Region to work through the new Religious Education framework

Learning & Teaching

Goals & Intended Outcomes

- To provide a learning environment that challenges, engages and empowers all learners to be confident participants in and beyond the classroom.
- That student outcomes in Literacy and Numeracy improve, with all students demonstrating expected levels of growth.
- That students develop positive and risk-taking learning dispositions and that they see themselves as successful and capable.

Achievements

- Worked with Catholic Education Melbourne (Elisabeth Clifton) to explore the use of Data Walls to track student growth and monitor progress.
- Introduced Essential Assessment as a tool to pre and post-test students in Mathematics.
- Worked with Catholic Education Melbourne (Nancy Surace) to investigate the learning proficiencies in Mathematics and to implement the strategies of Number Talks. This strategy encouraged student to take risks in Mathematics and articulate and justify their reasoning.
- The Year 3/4 team participated in professional learning focused on Enabling Conditions for Growing Mathematical Mindsets in students, which led to the implementation of learning sprints to improve students' capabilities in problem solving and reasoning.
- Key focus on the development of a shared approach using the instructional strategy of Reciprocal Reading in Years 3-6. The goal was to improve student learning outcomes in Reading, specifically comprehension.
- Built teacher knowledge and understanding of the Inquiry Process, with the view to moving towards developing personalised, authentic Inquiry Units, driven by the needs and interests of our students.
- Continued to use student data to write learning intentions and success criteria for targeted and whole class teaching.
- A strong commitment to facilitated planning with a strong emphasis on the use of student data to drive teaching and learning.

STUDENT LEARNING OUTCOMES

NAPLAN results continue to demonstrate 100% of students meeting minimum standards across nearly all disciplines in both years 3 and 5. There continues to be a small percentage of year 5 students (6.1%) who require intervention in Grammar & Punctuation.

Student Wellbeing

Goals & Intended Outcomes

- To strengthen key competencies and capacities of all to manage and develop healthy relationships and behaviours.
- That students develop as responsible, confident and resilient people
- Continue to develop and implement whole school approaches that build personal and interpersonal growth within our Catholic context

Achievements

- Continued practice and monitoring of structured SEL time from Years P- 6
- Co-ordination of Junior School Council and Mini Vinnies
- Two staff attended Berry St training over 4 days and provided Professional Learning for the whole staff, sharing knowledge, strategies and potential whole school change
- ‘Be You’ (Beyond Blue) provided Professional Learning for staff about recognising the mental health and supporting the wellbeing of all students.
- Employed a school psychologist who has now been at Sacred Heart Parish Primary School for an extended period, providing strengthened partnerships and greater degree of consistency for students
- Implemented a Social Skills program for Prep students for an intensive period to meet the needs of a targeted group of students
- Attendance by Student Wellbeing Leader at Cluster Meetings and Zone Professional Development days
- Student Wellbeing Leader facilitated staff meetings on Social Emotional Learning
- Systematic tracking of students utilising nWellbeing (nForma) from year to year to monitor learning, social and/or emotional progress/needs
- Regular Program Support Group Meetings to support students with additional learning needs and social/emotional needs e.g. anxiety
- Teachers provided with release time and support to meet with leaders to write Personalised Learning Plans, Behaviour Plans and/or Student Safety Plans

VALUE ADDED

- Students given access to an external psychologist working on site at Sacred Heart Parish Primary School one day a week. Communication between the school and psychologist was facilitated by the Student Wellbeing Leader, particularly in the initial stages of referral

Significant & special events celebrated throughout the school year that foster student wellbeing included:

- Outdoor Education Program from Prep – 6 that includes overnight stays at school camps
- A Buddy Program connecting new Prep students with current students in Year 5. The program enables students' regular opportunities to gather together, building relationships and getting to know one another
- Regular incursions and excursions providing students with a range of experiences, connecting with the world and people beyond their immediate environment
- Whole school celebration of Harmony Day, recognising and celebrating diversity in all its forms
- Involvement in Interschool sporting activities, emphasising the importance of exercise and participation in sports to maintain a healthy lifestyle and sense of wellbeing
- Junior School Council members engaged in a range of social justice, religious and community projects, building an awareness of others and a sense of giving to others
- Transition Programs for both Prep and Year 6 students
- Grandparents Day, Mother's Day and Father's Day celebrations recognising that each one of us has families that are unique, diverse and equally valued and special

CEMSIS 2019 STUDENT RESPONSE DATA DASHBOARD

2019 Student Survey positive response aggregated % totals by year level and gender for Sacred Heart School	
OVERALL SCHOOL POSITIVE ENDORSEMENT % (n=120)	CEM average PRI school comparison % positive (n=29,768)
61%	66%

STUDENT SATISFACTION

Student responses in the 2019 CEMSIS surveys highlighted Learning Dispositions and Rigorous Expectations as two areas of strength.

92% of Students reported that doing well at school was important to them whilst 94% indicated that they put considerable effort into their work at school.

STUDENT ATTENDANCE

The school has a clear process which requires parents to notify the school of any absence via Care Monkey.

Unreported absences are followed-up after 10:00am with parents by administration staff. If the absence is an extended period then the classroom teacher and/or the Student Wellbeing Leader contacts the parents.

An on-line Absence Form is also available on the Parent Lounge.

In the event of unexplained absences, the Principal will contact CEM to seek advice. In regard to family holidays, the protocols concerning student attendance require parents to write a letter to inform the principal of the holiday detailing the dates and period of absence. The principal will check with the class teacher before granting leave for the student.

Child Safe Standards

Goals and Intended Outcomes

- To formulate and implement child safe policies and practices according to Ministerial Order 870, which reflect the seven child safe standards, in our school community to ensure the care and wellbeing of all students
- That child safe policies and procedures are clear to all stakeholders (teachers, staff, parents, students, parish community)
- Implement the Sacred Heart Code of Conduct and the Child Safe policies;
- That policies are reflected in everyday practice
- That students have a voice and are empowered to speak up if they are feeling unsafe.

Achievements

- The school has developed all the Policies, Procedures, Measures and Practices in accordance with *Ministerial Order No. 870* for managing the risk of child abuse by the implementation of minimum standards for a child safe environment, and responding to allegations of child abuse of a student at the school by someone connected to the school – another student, employee, contractor, volunteer or other person connected to the school
- Parents and staff are provided with copies of all policies and procedures and these were made available to all parents and staff via the relevant Internet Portals (Parent Lounge and School Website)
- All staff were engaged in the prescribed Professional Development programs and signed off on the Child Safe Policy as directed by ***Ministerial Order No. 870***
- The staff and School Board worked collaboratively to review the Sacred Heart Parish Primary School Anti-Bullying Policy, demonstrating our school's commitment to child safety and monitored the school's adherence to our child safety policy and statement of commitment
- Reinforcing all child safe standards often to remind school staff, parent volunteers, parishioners, contractors of the expected to behave with children via the child safe code of conduct
- Ensuring that all applicants for teaching/staff positions were informed about the school's child safety practices (including the code of conduct), and conducting all referee checks to ascertain whether the applicant is suitable to work with children
- Taking reasonable efforts to gather, verify and record the information about a person whom it proposes to engage to perform child-connected work
- Continuing Human Resources practices (recruitment, supervision, performance review)
- Conducting working with children checks of all contractors and parents;

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- Implementation of ‘PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools’. Provided copies of the updated PROTECT document to staff so as to assist in identify child abuse signs and behaviours and how to report child abuse;
- Revisited mandatory reporting requirement including all staff (Office Administration, Leaders, Teachers and LSOs) completing the mandatory reporting e-learning module and reportable conduct
- Provision of a Child Safety Team/Committee structures which included all members of the Leadership Team
- Student Wellbeing Leader and a member of the Leadership team attended a Child Safety Standards session at the Commission for Children and Young People.

Leadership & Management

Goals & Intended Outcomes

- To grow and sustain a staff culture that is characterised by clarity of purpose, professional engagement and a focus on continuous improvement
- That the School Climate is strengthened and leads to improved outcomes for students.
- That a strong culture of professionalism underpins all school practices.
- To strategically build professional competencies of all staff
- To further develop clarity around the nature of leadership and roles, practices and structures across the school including those around communication

Achievements

- The Leadership team met regularly to oversee the School Improvement Plan and Annual Action Plan and to ensure actions were implemented in line with the goals. The Leadership team also met to discuss matters pertaining to the daily running of the school
- Setting agendas for PLT meetings which have a greater focus on student learning, student outcomes and data analysis
- The Consultative Committee met to consult on issues such as class groupings and Positions of Leadership
- Staff met formally with the Principal during the year as part of the Review and Appraisal process and informally at other times
- Ongoing upgrading of resources and materials
- Review of the Student Report Format in preparation for on-line Reports
- Leadership team members involved in the interview process for a new School Principal and Deputy Principal
- Staff (and Parents) invited to contribute to the selection criteria for the new School Principal to be appointed for the 2020 school year
- School building structure and facilities reviewed and adapted in light of increasing enrolments
- Building Project team established to facilitate the commencement of Building Project that would include the addition of new learning spaces and professional learning spaces for educators in the addition of a third floor on top of the existing structure

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Leadership Network Meetings – Principals Network, Deputy Principals Network, Religious Education Leaders Network, Student Wellbeing Networks, Learning and Teaching Network Meetings eg Literacy, Numeracy
 Other Network Meetings – Library Network Meetings, Administrative Officers Networks
 Berry Street Education Model Professional Learning
 Caritas Australia visited to speak with the staff about Social Justice and Catholic Social Teaching
 The staff worked with Rose Thomas from CEM Western Region to work through the new Religious Education framework
 Use of Data Walls to track student growth and monitor progress (CEM)
 Essential Assessment in Mathematics.
 Number Talks (CEM)
 Enabling Conditions for Growing Mathematical Mindsets in students
 ‘Be You’ (Beyond Blue) provided Professional Learning for staff about recognising the mental health and supporting the wellbeing of all students.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	28
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 700.00

TEACHER SATISFACTION

Across the fourteen domains contained in the CEMSIS Staff Survey, the overall positive response when compared to averages across Catholic Education Melbourne (CEM) highlighted strengths in team function at Sacred Heart (73%) with the strongest variable being Collaboration (89%). The School Climate was slightly higher than the CEM average during 2019.

Domain 2: School climate	School Positive % (n=22)	CEM average school comparison (n=13,985)	Response distribution (% of Likert scale)				
			Negative	Neutral	Positive	Very Positive	Extremely Positive
	77%	76%	<1%	4%	18%	49%	28%

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Domain 11. Collaboration in teams	School Positive % (n=22)	CEM average school comparison (n=13,985)	Response distribution (% of Likert scale)				
			● Negative	●	●	●	● Positive
	89%	67%	0%	5%	6%	48%	41%
Domain 12. Support for teams	School Positive % (n=22)	CEM average school comparison (n=13,985)	Response distribution (% of Likert scale)				
			● Negative	●	●	●	● Positive
	73%	65%	4%	6%	17%	31%	42%

School Community

Goals & Intended Outcomes

- To continue to strengthen connectedness and enhance collaborative partnerships between the school, home, parish and wider community
- That students' learning will flourish as a result of connectedness to their school and the community
- Continue to build community connectedness as a dimension of all structures and processes.

Achievements

- Continued commitment and implementation of special events and celebration days that include Multicultural Lunch, School Sports, Catholic Education Week, Father's Day Breakfast, Mother's Day Breakfast, Christmas Concert and Picnic
- Prep parents invited to attend Prep Morning Prayer
- Extended, ongoing invitation for parents to join the school community at Whole School Assemblies
- Continued involvement in the School Board roles and responsibilities
- Parent Helpers in the classroom to support student learning, as directed by the classroom teacher
- Ongoing development of the Parent Lounge, an online platform that enables parents and families to access key information, forms, newsletters, announcements, special event details etc
- Development and distribution of a Curriculum Newsletter that gives parents information about learning and teaching in each year level from Prep – Year 6
- School tours for prospective parents
- Weekly story-time in the library for toddlers and parents
- School involvement in District Sporting events such as Athletics Carnival, Cross Country, Swimming etc
- Planning, organising and implementation of Sacred Heart Country Fair in the second half of the year. Parents were key organisers in ensuring all facets of the fair were managed strategically and within the local council and school policies and procedures. A Parents and Friends committee was established for this purpose. The Country Fair raised a significant amount of money that has been set aside for the purchase of a new school playground area

- Regular family attendance at Whole School and Class Masses at Sacred Heart Parish Church which is on the school grounds of Sacred Heart Primary School
- Ongoing transition to a new School Uniform and Sports Uniform 2018 – 2020
- Re-purposing of the school Facebook page to advertise the Country Fair 2019

PARENT SATISFACTION

Parent responses to the 2019 CEMSIS Survey indicated that Sacred Heart across the seven domains generally aligns with the CEM averages. Results indicate that relationships particularly between staff and parents are strong, whilst communication is identified as an area of challenge.

CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=21)	CEM average PRI school comparison % positive (n=8,679)
1. Family engagement	The degree to which families are partners with their child's school.	56%	57%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	83%	89%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	71%	79%
4. School climate	Families' perceptions of the social and learning climate of the school.	78%	86%
5. Student safety	Perceptions of student physical and psychological safety while at school.	76%	73%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	65%	72%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	70%	70%

CEMSIS 2019 FAMILY RESPONSE DATA DASHBOARD

2019 Family Survey positive response aggregated % totals by year level and gender for Sacred Heart School											
OVERALL SCHOOL POSITIVE ENDORSEMENT % (n=21)	CEM average PRI school comparison % positive (n=8,679)	Prep (n=3)	Year 1 (n=2)	Year 2 (n=3)	Year 3 (n=2)	Year 4 (n=3)	Year 5 (n=5)	Year 6 (n=3)	Female (n=11)	Male (n=10)	N/S (n=0)
72%	77%	*	*	*	*	*	62%	*	72%	73%	-

Future Directions

There is much to look forward to in the upcoming school year of 2020. Sacred Heart Parish Primary School is rich in tradition and history. The story of our past is one we acknowledge and draw on when reflecting on what is important in our school. But 2020 is also a time of renewal and re-imagining. With the appointment of a new School Principal and Deputy Principal, we have a unique opportunity to think critically about what is ‘working well’ and what would be ‘even better if’.

In 2020, Sacred Heart School will engage in a cyclical four-year review process. The School Improvement Framework promotes an evidence and research-based approach to planning for improvement within the school context and across all spheres of a Catholic school – Leadership and Management, Religious Dimension, Learning and Teaching, Student Wellbeing and School Community. This process will facilitate practices that will include ongoing monitoring, deep learning and focus on impact in order to enable continuous school improvement, leading to improved learning outcomes for our students.

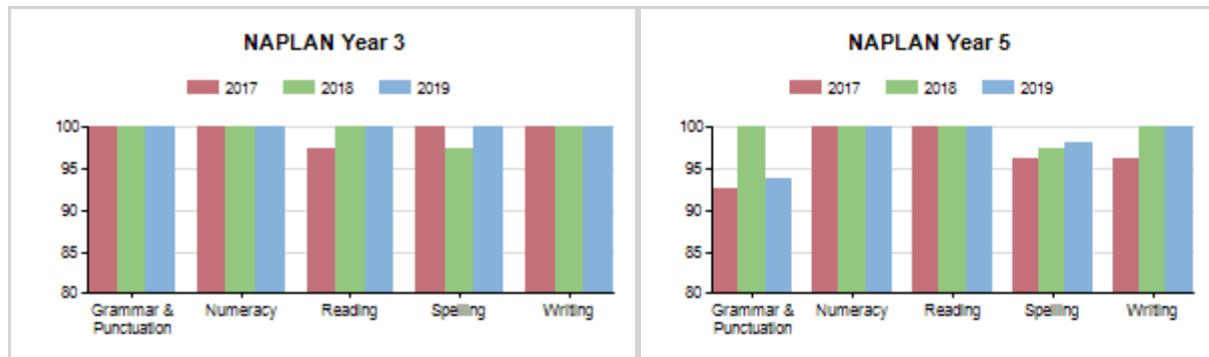
The 2020 school year will also see the commencement of the Building Project that has been in the planning phase for the past two years. The project includes the addition of two new learning spaces, professional planning spaces and new toilets. The project design is aimed at facilitating an approach to learning and teaching that is both innovative and contemporary, building the capabilities of our students as 21st century thinkers.

As a community, we are looking forward to working together in a culture of recognition, celebration and continual improvement.

School Performance Data Summary

E1010
Sacred Heart School, Newport

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	97.5	100.0	2.5	100.0	0.0
YR 03 Spelling	100.0	97.5	-2.5	100.0	2.5
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	92.6	100.0	7.4	93.9	-6.1
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	96.3	97.3	1.0	98.0	0.7
YR 05 Writing	96.3	100.0	3.7	100.0	0.0



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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.0
Y02	92.1
Y03	93.4
Y04	92.5
Y05	91.3
Y06	91.4
Overall average attendance	92.3

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	84.9%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	77.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	28.6%
Graduate	23.8%
Graduate Certificate	9.5%
Bachelor Degree	85.7%
Advanced Diploma	33.3%
No Qualifications Listed	0.0%

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STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	23
Teaching Staff (FTE)	19.4
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	6.5
Indigenous Teaching Staff (Headcount)	0