Principal’s Foreword

Introduction

Sacred Heart Primary School, located in the bayside suburb of Sandgate caters for the educational needs of boys & girls from Prep to Year 7. As a Parish school we have a strong connection to our local Catholic parish, the parish of Sandgate Brighton.

The 2012 school year saw the school continue to grow and prosper. With a solid enrolment base we continued the tradition of offering quality Catholic education to the children of the Sandgate, Shorncliffe, Deagon and Boondall local areas. This task was undertaken in partnership with the parents of our students who are encouraged to be active in the educational journey of their child & to share their skills & talents to enrich our educational program.

Each year we work together as a community to strengthen the educational opportunities available to our students through enhanced educational programs, improved resourcing and the on-going professional development of our school staff.

School Profile

Sacred Heart School Sandgate is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational [✓] or Single Sex [□]

Year levels offered: Primary [✓] Secondary [□] P-12 [□]

Total student enrolments for this school 320

Total Enrolment 323
Girls 211
Boys 112
Characteristics of the student body

Sacred Heart School is a two-stream primary school.

We believe in catering for children of all academic abilities. Therefore, within each class we have students whose ability ranges across the educational spectrum, from those who require additional educational support because of a disability, through to those who are assessed as being in the 'gifted & talented' range of ability. Our educational programs are designed as such that all children are extended and the teaching of the curriculum is tailored to cater for their needs.

Whilst we strongly encourage that all students remain at Sacred Heart for all of their primary schooling, at the end of Year 4 it is a tradition in the local area that the majority of boys depart their Parish primary school, looking to commence in an all-boys Order-owned school which will take them from Year 5 to Year 12. As a result, Sacred Heart has a predominantly female student clientele from Year 5 - Year 7 and our educational program is designed to cater for this change.

Our distinctive curriculum offerings

Sacred Heart School's curriculum is based on the Australian curriculum in Mathematics, English, Science, History & the Early Years curriculum as well as the syllabi as designated by the Queensland Studies Authority (QSA). The Religious Education curriculum is in accordance with the guidelines designated by Brisbane Catholic Education.

In addition to the core curriculum offerings we also offered:
# An enhanced Physical Education program from Prep to Year 7 with weekly student access to the disciplines of Music & Movement (Term 1), Sports Skills Clinics (Term 2), Gymnastics (Term 3) and a school swimming program (Term 4) - all in addition to weekly Physical Education specialists lessons.
# Integrated Arts lessons for Prep to Year 7 conducted by a teacher accomplished in the Arts (an artist in her own right) which leads the children on an exploration of their own artistic ability in the visual arts, performing arts & media strands of the curriculum.
# All students from Year 3 to Year 7 had access to participation in the ICAS academic competitions which run across Asia & the Pacific region of the world. These include the curriculum areas of Maths, Science, English (general), Writing, Spelling & Computing skills.
# Singing choirs - one for the Junior students & one for the Senior students.
# A speech choir
# Year 6 & 7 Leadership skills program which includes a Year 6 'outdoor education' camp and a Year 7 trip to Canberra.
# Participation in a competitive sporting program in the areas of Athletics, Swimming & Cross Country.
Extra curricula activities

To enhance our student's educational opportunities and to expand upon the curriculum offerings our students have access to, we also provided:
# A quality instrumental music program available to all students from Prep to Year 7, conducted weekly on-site & covering a wide range of instruments including ensembles & voice training.
# A Chess club conducted at lunchtimes for students from Year 2 to Year 7.
# A homework club for those children seeking extra assistance with their homework activities
# A Gardening Club which operates during two lunchtimes and which cultivates the school fruit and vegetable patches
# Sports training in cross country, athletics & swimming.
# Sports clinics in soccer, basketball and cricket.
# Tennis lessons over two mornings before school.

How Information and Communication Technologies are used to assist learning

Our teachers used ICLT's to enhance student learning & to assist the students to access the resources of the wider community.

Using our wireless computer network & utilising the class laptops available in three out of our four classroom blocks students were able to:
# access the internet for research & information
# access classroom blogs to interact with each other & to share information
# utilise programs such as Word, Powerpoint & Excel to present their work & demonstrate their learning
# utilise programs & websites to enhance their access to spelling & sight-words
# display group activities & projects
# use digital cameras & video recorders to capture data & record activities & inset these into documents & displays
# access homework activities from home to school
# record excursions & school events to use for presentations.

Social climate inclusive of pastoral care and our response to bullying

As a Catholic school community we believe that we have a major role in building community. We conduct as many 'purely social' events throughout the year as we can to build community spirit. We also hold a 'Welcome Back BBQ & Disco' in February and a Christmas BBQ and Concert in November to bring the whole community together. Our class Co-Ordinators play a major role in the home/school liaison, in assisting families in times of need & in ensuring social activities take place at a class level so families feel that they belong to a smaller group within the school community.

Our students are part of a Buddy program which includes Tuesday Buddy lunchtime & Pastoral activities each term which have the children working in mixed age groupings across a range of activities. By 'being known' we create an atmosphere of unity so that we work as one. As a school we have a 'zero tolerance' to bullying & utilise our resources - Principal, Counsellor, Parents Teachers & Students to actively work towards a positive school community using our school's 'Four Non-Negotiables' as our guide. Our student leaders are instrumental in their leadership role to building student harmony.
Parent, student and teacher satisfaction with the school

Each year we offer the community a number of ways to provide feedback on the strengths and areas for growth within our school, and to input ideas as to how we can constantly renew. Parents and parent groups (eg School Board and P & F Assoc) also engage with the evaluation of our school policies as a measure of satisfaction within our school. An Annual Survey is conducted to gain ideas and perspectives on school issues & progress.

In 2012 the school community saw our strengths as: Continuing to have a strong religious focus and the actions that make that real; A strong sense of community where parents are welcome in the educational life of their children and form part of our community; The behaviour of our students and the many avenues available to our students to reach their potential.

Areas for growth included Our children's access to meaningful experiences of the use of IT within the classroom, the addressing of the needs of our girls in the Middle Schooling area; and ensuring strong viability both now and into the future.

Parent involvement in their child’s education

We strongly support the right of parents to be an active participant in their child's educational journey. We seek parent involvement in classroom assistance, tuckshop, excursion assistance, the sharing of their talents to assist the community, and representation on the School Board & Parents & Friends Association Executive.

We also hold a 'Celebration of Learning' night & a 'Celebration of the Arts' night to allow parents to come together with their children and to celebrate their child’s successes.

Our 'Parents-in-partnership' program provided parents with an opportunity to be active participants and co-learners on the educational journey.

From the start of our Orientation program for new families through to the formal opportunities for families to meet with their child's teacher to discuss their progress, we believe strongly in bringing parents into the game of education rather than having them sit on the sidelines and watching.

Staff Profile

<table>
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<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
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</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>25</td>
<td>16</td>
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<tr>
<td>Full-time equivalents</td>
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<tr>
<td>Indigenous</td>
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Qualifications of all teachers

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<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
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<tbody>
<tr>
<td>Doctorate</td>
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<td>Masters</td>
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<tr>
<td>Post Graduate Diploma/Certificate</td>
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<tr>
<td>Bachelors Degree</td>
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<tr>
<td>Diploma/Certificate</td>
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</tbody>
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Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $57397.16.

The major professional development initiatives were as follows:
- A exploration of the Spirituality of the Sacred Heart (one day retreat) and the enactment of this spirituality.
- Curriculum – A study of the Australian Curriculum – English
- You Can Do It - social skills program
- Engagement of a literacy coach for the year to work with Staff on an individual basis and as a Staff group
- Spirituality day
- Consistency of Teacher Judgment day
- Girls in Education - an exploration of the pedagogical needs of girls in the upper primary years

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:

‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was 97.18% in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, 99% of staff were retained by the school for the 2012 year.

Key Student Outcomes

| Whole School Attendance Rate | 94.8% |
| Prep Attendance Rate         | N/A   |
| Year 1 Attendance Rate       | 95.6% |
| Year 2 Attendance Rate       | 93.9% |
| Year 3 Attendance Rate       | 95.5% |
| Year 4 Attendance Rate       | 95.8% |
| Year 5 Attendance Rate       | 95.9% |
| Year 6 Attendance Rate       | 93.8% |
| Year 7 Attendance Rate       | 93.2% |
Policy and practice to manage student attendance

Classroom teachers mark the roll electronically twice each day to maintain accurate records of student attendance. At 9am each day the Secretary checks the absentees list and takes note of all unexplained absenteeism. The Secretary then rings the parent of each 'unexplained absentee' child to determine if the child is safe and to ensure the parent knows their child is not at school.

The Principal has access to an electronic report which displays for him the pattern of child absenteeism. The parents of any child who has a pattern of absenteeism or who has a large number of days absent are contacted by the Principal to ask for an explanation of why this is occurring & to reinforce with parents that school attendance is compulsory.

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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