

Sacred Heart Catholic School - School Compliance Data 2018

| Item | Subject | School Performance Information |
|------|------------------------|---|
| 1 | Contextual Information | <p>Sacred Heart Catholic School is a co-educational school that caters for approximately 68 students from Pre-Kindergarten to Year 6. The town of Goomalling is located 130km north east of Perth in the Wheatbelt region with a population of one thousand. The school was opened in 1912 by the Presentation Sisters and the school has strong ties with the local parish. The mission statement of the school is, 'Sacred Heart is a unique Catholic, rural community where everyone is nurtured, respected and valued as God's children. We strive to develop each student's full potential by recognising their individual giftedness as part of God's creation.' This statement is very much at the teaching and learning process at Sacred Heart. Our educational philosophy is that the learning at Sacred Heart be reflected in the following: - Each child must accept responsibility for his/her decisions. - All children can be successful learners. - Children learn best when the teaching and learning is appropriate to their level of development. Sacred Heart has an enthusiastic and committed staff that provides a quality Catholic education to all students. The school has specialist teachers in Music, Physical Education, Science, Art and Indonesian who all assist in providing a variety of educational opportunities to all students. The school has a strong focus on Literacy and Numeracy with both learning areas having dedicated time. The school also has a strong environmental focus by being Water Wise, Sun Smart, having a community recycling program and a vegetable garden and is solar efficient. The Kindergarten program runs for three full days a week and supports the teaching of play based learning in conjunction with implementing the Early Years Learning Framework. This program is supported by a specialist trained Early Childhood Teacher and qualified Teacher Assistants allowing the students to thrive in a specifically created and generated environment. The School Board and Parents and Friends' Association are actively involved in improving resources and facilities for all students. Both of these committees are fully supportive of the school and work together towards common goals to assist the school in providing the best possible resources and tools for the teaching and learning programs. The school is particularly proud of the fact that we consistently maintain an environment that is safe for, respectful, supportive and attainable for all.</p> |

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2 Teacher Standards and Qualifications

All of the teaching staff at Sacred Heart Catholic School Goomalling :

- met the requirements of the TRB.
- hold current Working With Children Checks
- all teaching staff have a Bachelor Degree in Education or Early Childhood Education
- all educational assistants hold qualification of either Certificate III or IV

3 Workforce Composition

Sacred Heart Catholic School has a total of 20 members. This includes:

| | Principal | Teachers | Admin and Clerical | Building & Cleaner | Educational Assistant |
|---|-----------|----------|--------------------|--------------------|-----------------------|
| Full Time Male | 1 | | | | |
| Full Time Female | | 4 | | | |
| Part-time Male | | 1 | | | |
| Part-Time Female | | 3 | 2 | 1 | 7 |
| No Indigenous Staff were employed for this period | | | | | |

4 Student Attendance as School

Kindy 85%
 PP 87%
 Year 1 92%
 Year 2 94%
 Year 3 90%
 Year 4 92%
 Year 5 92%
 Year 6 95%

- The average number of days that students attended Sacred Heart Catholic School Goomalling in 2018 was 91%.
- Non Attendance is managed via an automated SMS notifying parent's each day by 9.15am.

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6 NAPLAN Information

All students in Years 3 & 5 that were enrolled at Sacred Heart Goomalling participated in the NAPLAN Testing Program in 2017. Results are :

| Year 3 | Grammar and Punctuation | Numeracy | Spelling | Writing | Reading |
|--------|---|------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| | 35% Well above the Benchmark | 35% well above Benchmark | 15% well above Benchmark | 25% well above the Benchmark | 15% well above Benchmark |
| | 25% above the National Standard | 45% at Above the National Standard | 55% Above the National Standard | 55% above the National Standard | 55% above the National Standard |
| | 30% at the National Standard | 20% at the National Standard | 15% at the National Standard | 20% at the National Standard | 20% at the National Standard |
| | 10% Below the National Standard | | 15% Below the National Standard | | 10% Below the National Standard |
| Year 5 | Grammar and Punctuation | Numeracy | Spelling | Writing | Reading |
| | 40% Well above the Benchmark | 40% well above Benchmark | 80% Well above the Benchmark | 40% Well above the Benchmark | 60% well above the Benchmark |
| | 60% above the National Standard | 60% at Above the National Standard | 20% Above the National Standard | 60% Above the National Standard | 20% above the National Standard |
| | | | | | 20% At the National Standard |
| | No Students were below the minimum standard | | | | |

7 Parent, Student and Teacher Satisfaction

During 2018 our survey results indicated

- A high level of satisfaction with the school by staff and parents.
- A high retention rate of staff (90%)
- A high level of teacher experience for regional area
- Students appreciation of the facilities and teaching staff
- Increased support through the P & F Association
- Increased participation at School and Parish events

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| 8 | Post School Destinations | The graduating Year Six students went on to secondary education at: <ul style="list-style-type: none">• St Joseph's (3)• Dowerin DHS (1)• Hale (1)• Northam Senior High (1) |
| 9 | School Income | http://www.myschool.edu.au/ |
| 10 | Annual School Improvement | The below table highlight the key components of the schools' improvement agenda indicating the success from the 'Sacred Heart School Annual Improvement Plan 2018' and reviewed to formulate the priorities for the ongoing Improvement Plan. |

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| CECWA Strategic Directions | | CATHOLIC IDENTITY (Discipleship) | EDUCATION (Learning) | COMMUNITY (Engagement) | STEWARDSHIP (Accountability) | | | |
|----------------------------|---|--|---|--|--|--|--|---|
| Focus Area | Informed by Evidence <i>Qualitative and quantitative</i> | Specific <i>Performance & development goal to be achieved (stated simply)</i> | Measurable <i>Evidence that will be used to demonstrate progression and goal</i> | Achievable <i>What actions will I take to achieve the goal?</i> | Relevant <i>How does the goal connect to the school's strategic plan (and/ or other plans)?</i> | Time Bound <i>What are the timeframe milestones? Timeframe within which the goal will be achieved</i> | Resources <i>Support/resources that will be required to achieve the goal. <u>Key personnel:</u> who is responsible / ensuring we are on track</i> | Success Criteria <i>How will you know you have been successful?</i> |
| Education Writing | Data shows students are not making expected growth cross the school | 80% of students demonstrate 0.4 ES or above growth across the school (pre and posy) | Moderated Writing samples & Assessment Tasks (longitudinal NAPLAN) | Continue to Implement Talk 4 Writing in K-2 and The Big Write in 3-6 to deliver curriculum with appropriate pedagogy across the school. Coordinate PD and PLC focus on Writing. Implement Assessment Module of writing | Strategic Plan Improved educational outcomes | By end of 2019 all teaching staff to attend Day 2 of The Big Write | PLC driven to deliver, review and moderate effectiveness of program – Principal and Literacy Leader | Increased number of students showing growth at or above 0.4ES across the year |

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|--|---|--|---|--|---|--|---|---|
| Education Mental Computation | Data shows students are experiencing difficulty in mental computation task impacting performance | Focused program on mental computation to increase student confidence and performance - Measure | Westwood Mental Maths Assessment Class assessment tasks Pre and Post Assessment | Focussed professional development Implementation of a focused classroom program on mental maths Focused Pedagogy in the Area of Mental Math | Strategic Plan Improved educational outcomes | By the end of Term 4. Each Term evidence of planning and improvement to be identified. | PLC driven to deliver, review and moderate effectiveness of program – Principal and Numeracy Leader | Increase in student confidence and performance in mental computation across all year levels |
| Education/ Community / Catholic Identity Aboriginal Education Plan | Outdated non-specific education plan | An inclusive and relevant revised Aboriginal Education Plan | Survey Data Community consultation with elders | 1. Liaise with staff, students, parish and community 2. Consult CEWA RE Team for resourcing 3. Compile draft plan 4. Liaise with stakeholders 5. Finalise new plan | Strategic Plan - Increase enrolment of the vulnerable, poor and marginalised as a visible sign of our faith in action | By the end of Term 4. | CEWA Aboriginal Ed Principal Staff Students Parish Community/Elders | Increased awareness and enrolments in Aboriginal Education |
| Community Community Relations (Improving Communication and education) | Feedback indicated that there is a need to provide parents with support in aiding their child's overall development | Implement one formal and one informal parent event each term | Attendance at each event Surveys to assess effectiveness of each event | Term 1 – Parenting 3P Term 2 – Reading Term 3 – Keeping Safe Term 4 – Resilience Part 2 | Strategic Plan Enhance parental engagement in their child's learning and faith formation | By the end of the year events are to be completed and reviewed | P & F Representatives and Meetings Budget for expenses Planning Meetings | · Activities planned, advertised and promoted · Community attendance · Student and parents feedback |
| Stewardship Resources | Staff and students have indicated that key resources are required | Plan, fund and purchase required resources in | Resources purchased and effectively used in | 1. Guided Reading 2. Maths Hand On 3. ECE Furniture 4. ECE Outdoor Play | Strategic Plan Provide relevant resources required | By the end of Term 4 all required resources purchased | P & F Principal Staff | Resources purchased and effectively used in |

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| | around the school | identified areas | respective settings | | | | | respective settings |
|--|--|--|---|--|---------------------------------|-----------------------|---|--|
| Catholic Identity Christian Service Community Outreach | Service indicates an increased need for outreach and service within the community | Increase the number of students involved in outreach | Records of students involved in outreach and service programs throughout 2019 | Liaise with community groups, parish and staff to ensure relevant needs are identified with appropriate planning for outreach each term for each year level. | Evangelisation Plan | By conclusion of 2019 | Christian Service Co-ordinator. Class Teachers/Year Co-ordinator. | 100% of students meet expectations by end of 2019 |
| Catholic Identity Evangelisation Plan | Evangelisation Plan requires updating to meet the changing environment of the school community | Review and publish the new Evangelisation Plan 2019 - 2020 | Timeline of completion Published to the community | <ol style="list-style-type: none"> 1. Liaise with staff, students, parish and community 2. Consult CEWA RE Team for resourcing 3. Compile draft plan 4. Liaise with stakeholders 5. Finalise new plan | Strategic Plan - Evangelisation | By the end of Term 2 | CEWA RE RE Coordinator Principal Staff Students Parish Community | A revised Evangelisation Plan be shared with the community |