



Sacred Heart Catholic Primary School Yeppoon

2019 Annual School Report



Catholic Education
Diocese of Rockhampton

System

Catholic Education Diocese of Rockhampton

Principal

Max Martin

Address

Barracuda Street
Lammermoor Beach
4703

Total enrolments

413

Year levels offered

Prep to Year 6

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

Sacred Heart Catholic Primary School has 17 class groups from Prep to Year 6. Four year levels have three classes in each level and three year levels have two classes in each year level.

The school displays a very, visible Catholic identity with prayer, liturgical celebrations, whole school assemblies, daily meditation and the teaching of Religion being integral to our culture.

The school currently has a focused emphasis on whole school literacy approaches especially in regard to spelling.

Student wellbeing is seen as a priority and consequently a school counsellor is employed for three days each week.

The school offers significant opportunities for children to excel in the Arts, especially visual arts, dancing and instrumental music, and in sport including netball, AFL, rugby league, touch football and soccer.

Sacred Heart School boasts a full-size oval, court-size covered multipurpose area, shaded playground equipment, stage for performances, Visual Arts room, two sound-proof music studios and a music classroom.

The school is within walking distance from the beach and Sacred Heart Catholic Church.

All classrooms and associated buildings have reverse cycle air conditioning.

Extra Curricula Activities

Children and staff regularly attend parish masses, assist with liturgy and music, children's liturgy and altar serving. Staff are involved in the parish sacramental team.

Athletics, senior and junior swimming and cross country are annual school carnivals in which our children are involved. Challenge Cup, Touch Football Challenge, Development Cup and Shield are interschool carnivals in which our school competes.

Our Year 5 and 6 children are also involved in Friday afternoon interschool sport in Terms 2 and 4.

Choir, with trained teachers, is offered to all year levels. All choirs performed at the Rockhampton Eisteddfod.

The school has a well-established instrumental music program including strings, woodwind, guitar and singing. Ensembles, folk groups and string orchestra perform at the regional eisteddfod, school eisteddfod concert and annual instrumental music concert.

ICAS Competitions, Mathematics Team Challenge in Rockhampton, Premier's Reading Challenge, Chess Club and subsequent interschool competitions, Maths Online and CQU Robotics competition are offered to our children.

A myriad of cultural activities and concerts are held annually including Footsteps dance sessions, school eisteddfod concert, end of year concert, instrumental music concert, indigenous dance performance and attendance at local secondary colleges' musicals.

Sacred Heart has an After-School Hour's Care facility where children are cared for in a safe and stimulating environment from 3pm - 6pm, Monday to Friday.

Year 6 attend a week-long camp in Brisbane, Year 5, a day trip to North Keppel Island Environmental Education Centre and Year 4, a two-day overnight camp to Capricorn Caves.

Many social justice initiatives are undertaken at Sacred Heart including fundraising for Caritas, St Vincent de Paul, Cancer Council and communities affected by natural disasters. Our school's Mini Vinnies group is extremely active in our community.

Our involvement in Under 8's Week, Book Week, Science Week, Catholic Education Week, Grandparents' Day, Harmony Day, National Day of Action against Bullying and Violence, Schools' Clean Up Day, NAIDOC

Week, 'Count Us In' National Song, local ANZAC Day march, Reef Guardian School program, Yeppoon Show and Sun Smart School initiative is highly anticipated.

A whole school disco is held once a term. Special events such as Pancake Tuesday breakfast, a Mothers' and Fathers' Day breakfast / morning tea and a Volunteers' Thank You morning tea are celebrated. Morning teas are also held in our undercover area after important whole school assemblies.

How Information and Communication Technologies are used to assist learning

Desktop computers, laptops, Chromebooks and iPads are distributed throughout the classrooms and in the technology lab. All classrooms and learning areas have interactive boards and wireless connectivity.

Google Apps for Education and Google Classrooms are used by teachers.

ICTs are integrated into all Learning Areas.

Teachers are provided with a laptop and iPad Pro and are regularly up-skilled by attending ICT workshops and through peer tutoring. Teachers use a number of on-line administrative resources for recording attendance, behaviour management and for the preparation of report cards.

Teachers use a range of on-line teaching resources to enhance classroom pedagogy.

The school employs an IT specialist for two days each week.

Social Climate

Strategies to Promote a Positive Culture

A school counsellor is employed for three days each week.

A buddy program between Prep and Year 6 operates for the entire year.

Whole school and year level assemblies, weekly student awards, recognition of birthdays and individual achievements, celebration of World Teachers' Day and School Officers' Day are all integral to our school.

The Making Jesus Real program is a part of daily classroom life.

Cyber Safety and Anti-Bullying Strategies

Each year, all children are taught the Daniel Morcombe Child Safety Curriculum in Term One. It aims to teach them about personal safety and awareness, including cyber safety and phone safety, by focusing on three key safety messages: Recognise, React and Report.

The school has ICT Codes of Practice and the safe and responsible use of ICT is promoted for students and staff.

Teachers, parents and children are regularly updated on anti-bullying and cyber safety.

Strategies for involving parents in their child's education

School Board and P and F Association meet once a month.

Heart Parents Friendship group which involves a least one parent representative for each class, welcomes new families to our school and conducts social events throughout the year.

Parents/carers are invited to be part of committees such as the Graduating Class Memories' Book, Reconciliation Action Plan and IT Renewal.

Parents/carers are invited to help in the classrooms and assist in the tuckshop, library, grounds care and on excursions.

Parent information sessions are held when needed. Information about supporting children's learning is presented in our weekly school newsletter. Teachers have parent email distribution lists to encourage effective communication.

Consultation with parents/carers and local elders has been vital in developing our school's Reconciliation Action Plan.

Reducing the school's environmental footprint

The use of air-conditioning is restricted to the summer terms: Term 1 and Term 4.

Paper recycling bins are used in each classroom and we have compost bins and worm farms for scraps.

We aim to decrease our paper usage through the use of E-newsletters, Paper Cut monitoring, Google class pages, sites, drive and blogs, SMS facility and on-line ordering for tuckshop.

Sacred Heart has over 250 solar panels installed on our undercover area. These have significantly reduced the cost of our electricity.

Our Student Environmental group is facilitated by one of our Year 2 and 6 teachers.

Characteristics of the Student Body

Children from across the Capricorn Coast attend our school. Many travel by bus from Yeppoon and from the townships of Emu Park and Zilzie to the south.

The majority of children were born in Australia and come from a Catholic or Christian background.

Twenty-four indigenous students are enrolled as well as twelve students who have English as a second language.

Many of the families who reside at the Capricorn Coast have at least one member of the family employed in association with the mining industry west of Rockhampton. Some of these families have come from inter-state and overseas to take up job opportunities in the resources sector.

Average student attendance rate (%)

94.56 %

Management of non-attendance

Parents and carers are asked to contact the school providing reasons for non-attendance. An electronic roll is marked by the classroom teacher twice daily and a text message sent to families if an unexplained absence is detected.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	28.00	17.00	0.00

Full-time equivalents	24.20	9.95	0.00
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Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	92.86 %
Diploma	7.14 %
Certificate	

Major Professional Development Initiatives

Behavioural management teacher profiling, the effective teaching of spelling, the effective use of data to improve children's learning, faith and religious education development through our annual Bishop's in-service day and professional development days are our major professional development initiatives.

The percentage of teacher participation in professional development was 100%

Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$ 133,600

Average Staff Attendance and Retention

94.21 %

Percentage of teaching staff retained from the previous school year was 84.81 %

School Income

<http://www.myschool.edu.au>

(The School information below is available on the My School website).

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at www.myschool.edu.au.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes and Value Added

There has been a trend over recent years towards above average NAPLAN results in Year 3 and our goal is to continue this and extend it into Year 5.

Our School Action Plan states a priority to improving learning outcomes for all students in our school through improving the competence and effectiveness of teachers, through implementing whole school pedagogy and learning programs and through the use of assessment data to inform instruction.

Particular focus is being given to the teaching of spelling and numeracy.

Strategic Improvement Progress and Next Steps

Strategic progress in 2019

Reflected on National Professional Standards for Teachers and NSIT tool to recognise and promote excellence in pedagogy and for setting personal and school goals.

Continued with opportunities for effective teacher collaboration and data analysis.

Focussed on learning intentions and success criteria.

Focussed on differentiated instruction, including extension.

Evaluated teaching and learning in Mathematics.

Evaluated practices in spelling and developing a whole school spelling program.

Implemented Reconciliation Action Plan.

Strategic Priorities for 2020

Evaluating our whole school spelling program to judge its effectiveness in improving child's spelling abilities.

Further developing our MiniLit program which targets children in the early years experiencing reading difficulties. This program has shown very positive results.

Enacting a whole school maintenance plan with emphasis on our grounds and classroom improvements.

Improving teachers' behavioural management skills through the implementation of a classroom profiling initiative.

Using children's academic data to provide better and more meaningful learning opportunities for our children.

Continuing to develop a whole school focus on quality learning based around high expectations of all our children to succeed.

Parent, Teacher and Student Satisfaction

Parents, carers, teachers and students have expressed satisfaction with our school. Parents/carers seeking enrolments often comment that the school has been recommended to them by other parents and members of the wider community.

Teachers express the desire to remain at our school.

Students express satisfaction with the academic, sporting and cultural opportunities offered to them and graduated students continue to achieve success.