

ANNUAL REPORT TO THE SCHOOL COMMUNITY



SACRED HEART SCHOOL, CORRYONG

2015

REGISTERED SCHOOL NUMBER: 1642



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Contact Details

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Minimum Standards Attestation

I, Michael O'Riley, attest that Sacred Heart 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 2007 (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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

Our School Vision

Identity Statement

Sacred Heart School is a Catholic community where together we grow in faith, hope and charity, honouring our Josephite tradition.

Vision Statement

Our team of twenty first century learners creates a community of care centred in Jesus.

We value:

- The development of the whole person - spiritually, academically, socially, emotionally and physically - is nurtured.
- The teachings of Jesus are taught, modeled and lived.
- The sacredness of all creation is valued and respected.
- Everyone feels happy, safe, loved and supported.
- Positive partnerships are promoted among parents, students, staff, parish and the wider community.
- The joy of discovery and the excitement of learning are celebrated.

Graduate Outcomes:

At the conclusion of year six, we expect the students of Sacred Heart to:

- have adopted the values of the Christian tradition in their everyday life and to have developed a respectful and deepening relationship with God
- have developed a good sense of self and be accountable for their actions
- have experienced success, and have discovered and identified their own strengths and weaknesses
- be able to set future goals based on past learning
- have an understanding of and have applied the 'You Can Do It' foundation principles of Confidence, Persistence, Getting Along, Organisation and Resilience in their everyday lives
- have had a variety of experiences and understood the importance of their roles as leaders in a community
- understand the value and importance of sincere relationships in life
- know that they are loved and that people care
- have experienced a great sense of what it means to belong to a community
- be proud of their achievements and of who they are.

School Overview

Sacred Heart School is a Catholic School within the Sandhurst Diocese. Established in 1953 by the Sisters of St Joseph, and expanded to include Years 7 and 8 in 2009, Sacred Heart School (SHS) offers a faith based and contemporary learning environment, for students from Foundation to Year 8. For 2015 the enrolment was 79 students. At the end of 2015 due to declining numbers it was decided to close the Years 7 & 8 campus.

At the rooftop of the country, SHS is well placed to inspire students with the horizon of vastness and possibility, while being grounded in the daily realities demanded by the natural environment. SHS is committed to offering a Catholic education that liberates, empowers and motivates students to use their gifts with confidence, creativity and generosity as encapsulated in our motto, *together in faith, hope and charity we grow*.

As a small school each student and family shapes the learning experience. Everyone is valued. Our diversity contributes to the vibrant and inclusive learning environment that defines Sacred Heart School, demanding responsiveness and flexibility in teaching and learning programs where the uniqueness of the individual is celebrated.

In partnership with parents, SHS is a beacon of relating, learning and community. Strengthened through their formative experience of inclusive education at SHS, flexible, contemporary, global learning, students are skilled to both thrive in this place of great beauty, or to step out onto the many roads that lead from this deep centre.



Principal's Report

At Sacred Heart School, 2015 was a year of consolidation and growth. With a strong leadership team and highly competent teaching staff, the school's data radiated the success of the year, a year that was defined by unity across the school and the strong focus in classrooms on learning and teaching, our core business, within a calm and respectful learning environment.

Restructuring was a major focus with the closure of Year 7/8 at the end of the year and the establishment of an Annexe to accommodate students with disabilities beyond Year 6. This involved a need to reduce staff numbers with some staff finding other positions and other staff finishing up with the expiry of their contracts at the end of the year.

Attention to facilities was also a major focus with the redevelopment of the back asphalt area with a synthetic surface, and the much overdue extensive redevelopment of the Administration area and refurbishment of the Year 5/6 learning space.

The School continued to promote a positive school culture with all children encouraged to use their individual gifts with confidence; creativity and generosity as is our motto –

Together in faith, hope and charity we grow.



Education in Faith

Goals & Intended Outcomes

The following goals identified in the Annual Action Plan were achieved:

- participation in the celebration of prayer, liturgies, Mass, Feast Days and the Sacramental program following the liturgical calendar, is nurtured

Achievements

Josephite Feast Days were celebrated (St Joseph's Day, Feast of the Sacred Heart, St Mary of the Cross MacKillop Feast Day) keeping the charism of our school as a living dynamic.

Catholic Education Personal Development course, supported by Catholic Education staff was offered for students and families. Staff professional development in Source of Life was offered.

VALUE ADDED

Student opportunity for outreach through being on the roster for Corryong Meals on Wheels.

Students visit the Nursing Home each term to lead prayer for the residents.

Displays were maintained in the church foyer, building parish / school connections.

Whole school participation in Sandhurst Switches Off initiative.

Participation by students in local ANZAC and Remembrance Day commemoration services.

Seasons for Growth, grief and loss education program offered for targeted students.

Learning & Teaching

Goals & Intended Outcomes

- Development of an Assessment Schedule for linear tracking of student progress
- Reporting procedures to be updated in line with new online data collection processes
- Staff to complete Blueearth Accreditation
- Explore Maths Interviews as a means of gathering data about student understandings
-

Achievements

- High levels of expectation and consistent practices across all year levels.
- An inclusive learning environment has been established.
- Strong focus on learning and teaching across the school.
- Reading Recovery embedded within school.

STUDENT LEARNING OUTCOMES

NAPLAN data indicates significant improvement across all areas tested.

Year 3 Reading, Writing, Grammar & Spelling have continued to make progress in 2015 and sit just above the State average whilst progress has been made with Numeracy we are still below the State average.

Year 5 students Literacy results have continued to improve, especially Grammar & Numeracy.

Student Wellbeing

Goals & Intended Outcomes

Continue to develop a culture of inclusivity, care and positive relationships built on mutual respect.

OH&S requirements to be addressed to ensure compliance with legislative requirements.

Continue to be a place of hospitality and welcome, central to our Josephite tradition.

With a consistent, whole school approach, continue to embed a culture of personal responsibility underpinned by the principles of Choice Theory.

Continue to live into our goal of being a Quality School.

Achievements

- Regular Parent Support Group (PSG meetings) were conducted each term for students with special needs and for students who learn differently.
- A comprehensive transition program where outgoing and incoming students feel comfortable, confident and safe in their new school surrounds.
- Development of a strong partnership between parents and teachers with an open door policy, a welcoming environment, active encouragement and support of parent initiatives and ongoing communication between home and school.
- Families are invited to Monday morning assemblies where students achievements are celebrated and significant global, community and personal events are a focus of sharing.
- Positive behaviours are affirmed and encouraged. Staff model respectful relationships.

Non Attendance

Absenteeism results in missed learning and impacts on the development and maintenance of friendships.

Sacred Heart is a small community school in an isolated setting in Victoria's high country. Families are well known to the school and non attendance is managed through personal contact with parents. Teachers monitor attendance and unexplained absences are followed up.

Student medical appointments in Albury / Wodonga account for a number of absenteeism where a full day is required to access these services and siblings often accompany the family to the appointments. At harvest time, non-attendance increases as students traditionally are needed to help on the farm.

Morning and afternoon rolls provide documented evidence of student attendance.

VALUE ADDED

Participation in sporting carnivals including athletics, swimming, cross country.

Participation in competitions and events with the opportunity to represent the local area, zone and state, for high performing students.

Swimming program offered at the beginning and end of the school year.

Blueearth sport and wellbeing program supported by visiting accredited coaches.

Display student art works on the perimeter of the school and on external walls.

SCOPE provided Speech pathology and Occupational Therapy services as needed.

Participation in the Man From Snowy River street parade.

Participation in the Man From Snowy River bush poetry competition.

Participation in local sporting clubs.

Hot lunches were prepared by senior students for whole school on Wednesdays.

STUDENT SATISFACTION

Insight SRC data indicates that the Aggregate Indicator for Student Wellbeing has increased steadily over the past three years from 61 (2012) to 68.1 (2013) to 77.4 (2014) reflecting the strong focus on student wellbeing through staff formation in Choice Theory and the explicit teaching of social emotional learning. Building a culture of pastoral care for our students is a high priority.

Students have indicated that their attitudes to school have improved across each of the areas measured: emotional wellbeing, teacher relationships, engagement in learning, students behaviour and their attitude to the survey. Graphs have moved from the lower 25% of schools to the middle 50% of schools bracket reflecting strong growth in student wellbeing.

Students have indicated that learning is interesting and that their teachers are respectful of them.

Leadership & Management

Goals & Intended Outcomes

- Leadership group was made up of Principal, Deputy principal and one Staff member.
- The formation of a Consultative Committee to be actioned.
- Parent engagement to continue as a priority focus.

Achievements

The school has now entered a period of stability with dedicated staff with consistently high expectations of students.

Documentation was updated in all aspects of VRQA compliance requirements including policies and procedures

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

Catholic Education Personal Development
Source of Life with Kerrie Hill
First Aid: CPR, Anaphylaxis
School Culture with Helen Ramsdale

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

10

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2,087

TEACHER SATISFACTION

Insight SRC data indicates that a strong staff team has developed at our school through collaborative practices and that trusting relationships have been formed.

Staff members collaborate, share ideas and solve problems together, leading to a shared understanding and alignment of team goals.

The school has experienced consistent and significant improvement in student learning outcomes evidenced by the NAPLAN data.

School Community

Goals & Intended Outcomes

- Ongoing empowerment of parents through opportunities to share in professional learning and community engagement as part of our school.
- School Parents, Staff and students actively involved in Community event Man from Snowy River Festival.
- Maintenance of the school in a safe and pleasing condition with community involvement through Working Bees.

Achievements

Parent Engagement remained a priority for our school.

A strong School Board led by Jon Pitman has worked tirelessly in partnership with the Parents and Friends to ensure the smooth running of the school.

Improvements to facilities and resources: back asphalt playing area.

Parents invited to participate in Seasons for Growth workshops alongside staff.

Staff/Parent/Student team participated in local Swimming Carnival, Small Schools Cross Country & Athletics Carnival.

PARENT SATISFACTION

Insight SRC data provides positive feedback about our parent satisfaction with the Community Engagement Aggregate Indicator showing steady improvement over the past three years with scores of 60.6 (2012), 69.5 (2013) and 75.6 (2014).

Parent partnerships are a clear strength at our school.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	-
Other fee income	40,699
Private income	4,571
State government recurrent grants	431,740
Australian government recurrent grants	1,316,097
Total recurrent income	1,793,107
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	1,084,281
Non salary expenses	285,203
Total recurrent expenditure	1,369,484
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	35,927
Other capital income	16,988
Total capital income	52,915
Total capital expenditure	233,968
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	114,524
Total closing balance	52,568

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

Future Directions

- The School will focus on differentiated learning to ensure Learning needs of all students are catered for.
- The role of the SRC (Student Representative Council) will be further developed to enhance the student voice at the school.
- The school will continue to reach out to parents and the wider community to make Sacred Heart a welcoming place for all.
- To continue to build a culture of professional collaborative and collegial learning.



VRQA Compliance Data

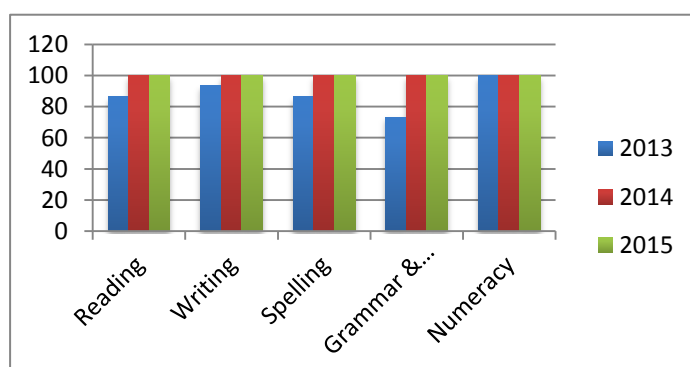
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Sacred Heart School, Corryong

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 03 Reading	86.7	100.0	13.3	100.0	0.0
YR 03 Writing	93.3	100.0	6.7	100.0	0.0
YR 03 Spelling	86.7	100.0	13.3	100.0	0.0
YR 03 Grammar & Punctuation	73.3	100.0	26.7	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	91.7	100	8.3	87.0	-13.0
YR 05 Writing	90.9	100	9.1	87.0	-13.0
YR 05 Spelling	91.7	100.0	8.3	93.0	-7.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	86.0	-14.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0

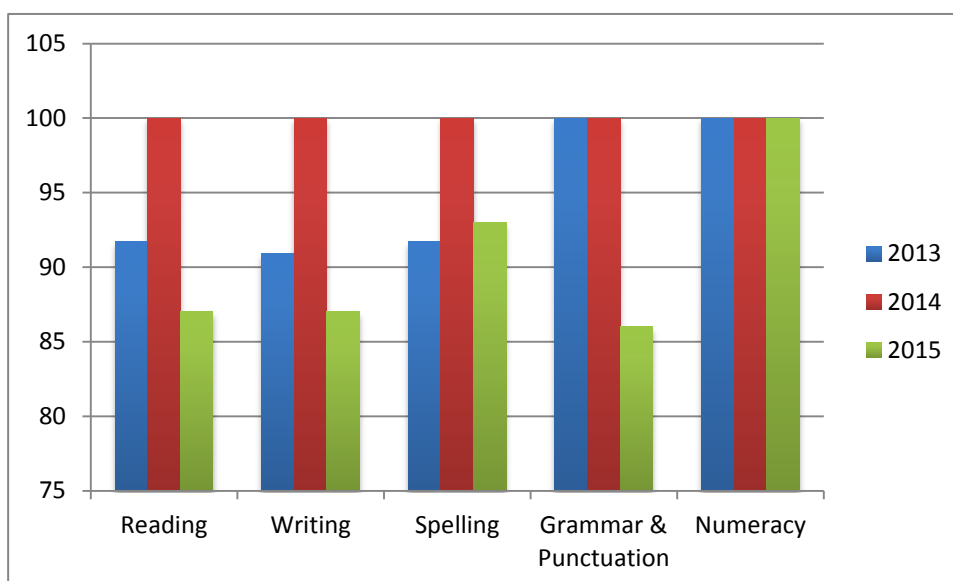
YR 07	Reading	100.0	100.0	0.0	100.0	0.0
YR 07	Writing	100.0	100.0	0.0	89.0	-11.0
YR 07	Spelling	75.0	83.3	8.3	100.0	16.7
YR 07	Grammar & Punctuation	100.0	83.3	-16.7	100.0	16.7
YR 07	Numeracy	100.0	100.0	0.0	100.0	0.0

Students in Year 3 at Sacred Heart School met minimum standards in all aspects of Literacy and Numeracy. While the Year 7 Spelling, Grammar and Punctuation results were an improvement on the previous year reflecting a 16.7% growth. Year 5 Literacy results demonstrate that significant attention needs to be directed to the explicit teaching of foundational skills in Literacy, in order for minimum standards to be met. Overall the data indicates that the strategies that have been implemented including structured, sequential learning through explicit teaching combined with individualized programs where students learn at their area of need has led to strong improvement across the school.

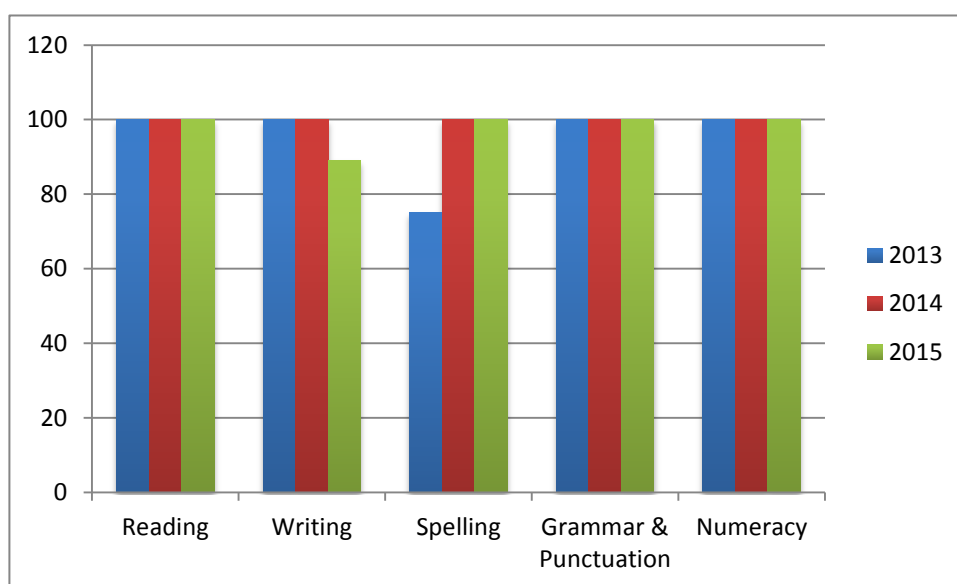
NAPLAN Year 3



NAPLAN Year 5



NAPLAN Year 7



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	0.00%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Overall average attendance	91.28%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	80.00%

STAFF RETENTION RATE	
Staff Retention Rate	40.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	40.00%
Graduate	40.00%
Certificate Graduate	20.00%
Degree Bachelor	100.00%
Diploma Advanced	20.00%

No Qualifications Listed	0.00%
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STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	10
FTE Teaching Staff	8.0
Non-Teaching Staff (Head Count)	9
FTE Non-Teaching Staff	5.4
Indigenous Teaching Staff	0

