

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



**SACRED HEART SCHOOL
CORYONG**

2016

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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision

Identity Statement

Sacred Heart is an inclusive school united in Jesus and committed through action to live the Josephite story as we learn, love and grow.

Vision

Sacred Heart School:

Nurtures the dignity and value of each person;

Develops a relationship with Jesus as central to how we live and love;

Our choices and actions reflect awareness, compassion and commitment to others;

Creates learning that is purposeful and innovative; and

Parents, students and staff work collaboratively to create a safe, supportive and stimulating learning environment.

Graduate Outcomes:

Sacred Heart students live life in Jesus' name by being:

People of integrity with strong sense of justice, knowing that their actions can make a difference;

Flexible & resilient with respect for themselves and others;

Creative problem solvers, critical and reflective thinkers who strive to achieve their best;

Effective communicators who work collaboratively in range of environments;

Inquiring learners willing to take responsible risks, ask questions and support others; and

Stewards of the local and global environment.

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 2016 the enrolment was 67 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

It is my pleasure to provide this report for the 2016 school year. In reviewing our progress as a school, it is essential that we are aware of and united in our school vision and mission. As a staff we frequently looked at our vision in every decision we made regarding “what is best for the children who attend Sacred Heart Corryong”.

I would like to recognize the staff for their support of me and for the work they do for the children and families of Sacred Heart. It is a pleasure to work with them and I thank each of them for their passion and commitment to the children, parents and parish.

2016 was another year of growth, very rewarding and change as we worked towards implementing PBIS, Vic Curriculum and continued to introduce Inquiry Mindset to all staff. I recognize these three changes will take time to embed into our school but certainly will give the school a clear direction and purpose for the years ahead. Sacred Heart recognizes the importance of school/home partnerships in contributing to successful learning experiences for all children. I thank all parents for the support they give to all our endeavours.

Another significant action undertaken in 2016 was our School Review. The Review conducted by the Catholic Education Office, provided the opportunity for all members of the school community to review, reflect, celebrate and set new goals for Sacred Heart.

Religious Education – The school provided the students with the opportunity to celebrate and share their faith through the Source of Life Program, celebrating liturgies and school Masses throughout the year. I would like to thank Ms Celeste Oliver for her role as Religious Education Leader. Also thanks to the CEO staff for their support with planning and programming throughout the year.

All of our achievements would not be possible without the support and commitment of Father Joseph. I sincerely thank Father for his guidance and support that he gives to staff, families and students.

Farewell to the Josephite Sisters – At the end of second term 2016, we said farewell to the “Sisters” after fifty-two years of loyal and dedicated service to our school and parish.

I must also acknowledge the commitment and work of the two committees that support our school. The Board under the leadership of Mrs. Jacinta McKimmie for their support of all our endeavours. Our Parents & Friends work extremely hard to raise much needed funds for our school, but also their work helps build community. The P. & F. have certainly contributed to the growth of our school in a variety of ways throughout the year. I commend Mrs. Jo McNamara for her role as P. & F. Chair and for her sincerity in working hard for the committee and school.

Our school continues to grow and thrive and in so doing, we are aware of the need to challenge what we do, to continue to provide an environment where everyone involved within the school feels valued and motivated to achieve success in all areas.

Education in Faith

Goals & Intended Outcomes

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

Students became active participants in Masses, preparing and taking on roles during celebrations.

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

Four staff members participated in RE accreditation studies.

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.

Class Masses were held as opportunities for students and staff to actively engage in liturgical celebrations and allowed opportunities for spiritual development.

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, Lacey Centre and local shops.

Whole school participation in Sandhurst Switches Off initiative.

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

Teachers seeking RE accreditation through further study.

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.
- Explore Maths Assessment Interviews implemented as a means of gathering data about student understandings.
- Development of Curriculum scope and sequence.
- Engagement in Enquiry Mindset cycle to improve learning outcomes for students.

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.
- Deepened understanding of best practice in maths and now to differentiate learning for students.

STUDENT LEARNING OUTCOMES

NAPLAN data indicates significant improvement across all areas tested.

Year 3 & 5 Reading, Writing, Grammar & Spelling have continued to make progress in 2016 and sit within the State average.

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

Whilst progress has been made with Numeracy we are still below the State average.



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 with behaviour issues.
- 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 afternoon 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.
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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.

Bluearth 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 strong growth over the last three years from 77.4 (2014) to 68 (2015) to 72.8 (2016) reflecting the strong focus on student wellbeing and the explicit teaching. Another area of focus has been with parents as partners in the learning journey.

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.

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



Child Safe Standards

Goals and Intended Outcomes

The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child friendly environment where children feel safe and are free to enjoy life to the full without any impediments for their safety.

The school staff spent many hours developing a school safe policy and its implementation. Through many consultative meetings with School Board, Staff and Parents; I believe the school consulted widely to implement our Child Safe Standards.

The School continues to work closely with the children to embed a culture of child safety. Our child safety policy will be reviewed each year.

Achievements

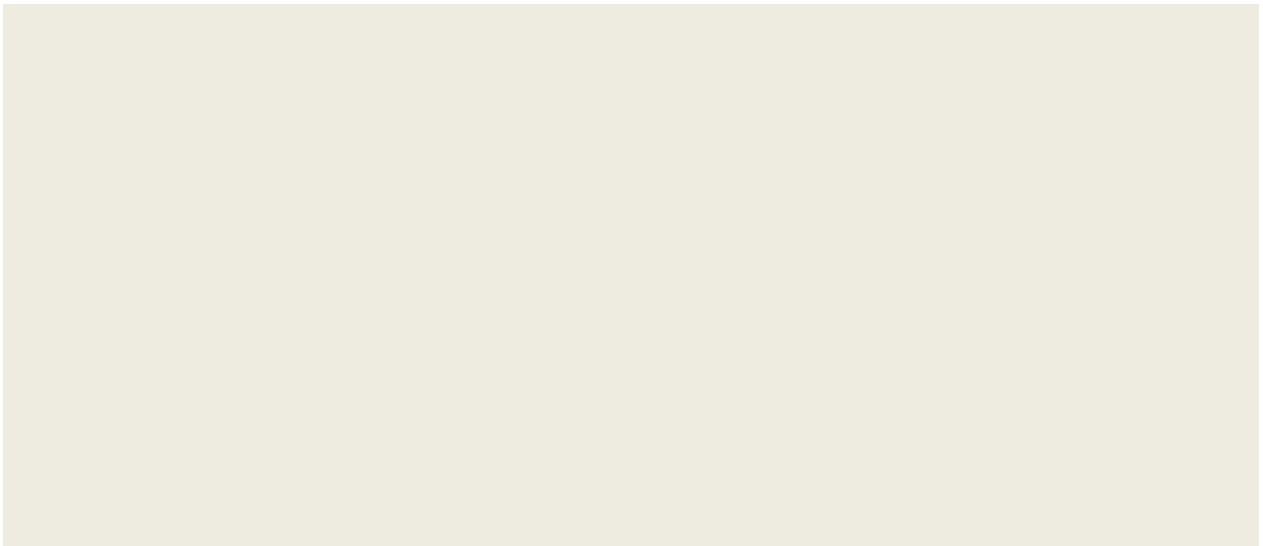
We have ensured that the school's policy is well known by all staff and parents and used appropriately.

Ensure the school's child safety policy is reviewed in the context of school self-evaluation undertaken as part of the school accountability framework.

Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

Be alert to the specific needs of children in need, those with special educational needs and young carers.

Encourage among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them.



Leadership & Management

Goals & Intended Outcomes

- Leadership group was made up of Principal, T&L and ICT Leader.
- 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 2016

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

9

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1014

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 Jacinta McKimmie has worked tirelessly in partnership with the Parents and Friends to ensure the smooth running of the school.

Improvements to facilities and resources: painting of children's toilets, new seating in the children's eating area, new tan bark under adventure playground equipments.

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 75.6 (2014), 74.5 (2015) and 75.0 (2016).

Parent partnerships are a clear strength at our school.



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 making Sacred Heart a welcoming place for all.
- To continue to build a culture of professional collaborative and collegial learning.



VRQA Compliance Data

E3044
Sacred Heart School, Corryong

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
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 05 Reading	100.0	87.0	-13.0	100.0	0.0
YR 05 Writing	100.0	87.0	-13.0	100.0	13.0
YR 05 Spelling	100.0	93.0	-7.3	100.0	7.3
YR 05 Grammar & Punctuation	100.0	86.0	-14.0	100.0	14.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0

YR 07 Reading	100.0	100.0	0.0	-	-
YR 07 Writing	100.0	89.0	-11.0	-	-
YR 07 Spelling	75.0	100.0	14.0	-	-
YR 07 Grammar & Punctuation	100.0	100.0	0.0	-	-
YR 07 Numeracy	100.0	100.0	0.0	-	-
<p>Students in Year 3 & 5 at Sacred Heart School met minimum standards in all aspects of Literacy and Numeracy. 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.</p>					

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

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Overall average attendance	92.0%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.00%
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STAFF RETENTION RATE	
Staff Retention Rate	80.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	40.00%
Graduate	0.00%
Certificate Graduate	0.00%
Degree Bachelor	100.00%
Diploma Advanced	0.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	9
FTE Teaching Staff	5.8
Non-Teaching Staff (Head Count)	7
FTE Non-Teaching Staff	4.5
Indigenous Teaching Staff	0

