



# Sacred Heart Primary School Cunnamulla

Catholic co-educational primary school  
Diocese of Toowoomba

## Annual report 2017

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<b>email</b>	cunnamulla@twb.catholic.edu.au	<b>Principal</b>	Rosemary Curley		
<b>Year levels</b>	Prep-Year 6	<b>Enrolment</b>	84		
<b>Co-educational or single sex</b>				co-educational	
<b>Boarders</b>	no	<b>Outside hours school care</b>	no	<b>Vacation care</b>	no
<b>Contact person for information about the school and school policies</b>			Pollyanna Crawford		

### The school's mission

Sacred Heart Parish School community lives the Gospel values of care, respect and compassion for all. Christian spirit and values permeate all areas of learning and school life and determine the atmosphere of the school. We aspire to be a living faith community together with the Parish, parents and other community members.

Our school acknowledges parents as the first educators and we work with home and community to support the needs of individuals. Sacred Heart endeavours to provide relevant learning experiences and respond to the needs of the broader community of which it remains an integral part.

### Distinctive curriculum offerings

At Sacred Heart, nine Key Learning Areas are taught from Prep to Year 6, including Mathematics, English, Science, History, Geography, The Arts, Health and Physical Education and Technology. The syllabuses implemented follow the current ACARA and QCAA documents.

The Toowoomba Religion Curriculum is implemented under the guidance of Toowoomba Catholic Schools Office, and this includes the two dimensions of Religious Education and Religious Life of the School.

The school's experienced and enthusiastic, full-time teacher aides support the class teachers in delivering and implementing small group and individual programs to students. The teacher aides are a vital part of the school as they present literacy and numeracy programs with teachers to ensure that all the students achieve to the best of their ability.

### **Groupings of students**

Sacred Heart has small class sizes. Our composite classes are arranged to provide the best learning opportunities to each year level. The school has a Phonic Ear system in each classroom to assist with auditory learning. This system allows the teacher's voice to be directed into the centre of the room through speakers located in each corner. This system is particularly useful to the hearing impaired and Indigenous students in our school.

Most students at Sacred Heart participate in online intervention sessions conducted by a learning support teacher in Toowoomba. The students can view the teacher on a television screen and access the interactive whiteboard for directed activities. This innovative program uses a range of interactive activities to engage the students and enhance learning.

### **Use of computers**

Sacred Heart prides itself on providing its students with the very best in technology resources. Our school uses technology to enhance learning in all areas of the curriculum and has 6 interactive whiteboards, 12 laptops, 10 desktops and 10 iPads. The students enjoy a 2.5:1 student to computer ratio.

### **Extra-curricular activities**

Throughout the year, Sacred Heart students participated in a range of community events including the ANZAC day march, the local show and the Cunnamulla Fella Festival. Every month students from the school delivered Meals on Wheels to locals.

In addition to numerous extra-curricular sporting opportunities, Sacred Heart offers its students the opportunity to broaden their horizons in The Arts and other academic arenas. Students participate in a range of cultural activities.

Parents and volunteers are always invited to participate in school activities so that the range of extra-curricular activities on offer can be expanded.

As a far western RREAP school, Sacred Heart is also in the enviable position of being able to offer its students free weekly instrumental music lessons online. RREAP funds support the use of instruments for a small fee and helps provide the students with access to band camps and the Charleville Eisteddfod.

### **Social climate (including pastoral care and student behaviour support)**

Sacred Heart Parish School is a friendly, caring community. We aim to provide a happy, safe and supportive environment in which the children are encouraged to live the Gospel values as well as consolidate their academic work. In the words of the Sacred Heart School Prayer, we try to be "more like Jesus in our words and actions".

Each week, students participate in family group rotations in which students are grouped from Prep through to Year 6. The Year 6 students are leaders and each week the groups rotate through four different activities including sport, reading, social skills and art. The students participate enthusiastically in these rotations and enjoy spending time together.

Incidents of bullying are addressed through the Behaviour Management policy and Anti-bullying policy and procedures. Under these policies, the Zones of Regulation Program is implemented to maintain a harmonious and happy environment. This program helps children learn to regulate their emotions and deal with problems. Students complete a Responsible Thinking 'Time Out' form when incidents occur. This gives students the opportunity to think about who was affected by their behaviour, what they were thinking/feeling at the time and how they can resolve the situation. Behaviour data is collected and analysed, and 2017 analysis shows that there was improvement in positive student responses.

Children are actively encouraged to speak with a responsible adult when issues of bullying arise. Parents with concerns are asked to talk with their child's class teacher in the first instance, and then with the principal if the situation is not resolved.

The school's pastoral care and behaviour management policies are reviewed annually, in consultation with the parents.

The school has nominated Student Protection Contacts and students are aware of who these staff members are. Students also have access to a School Counsellor if required.

## Characteristics of the student body

Sacred Heart's student body can be considered extremely diverse. Located in a remote area the students come from a variety of socio-economic characteristics including graziers, local residents and itinerant workers. The school enrolment consists of over 50% Indigenous students. Many of these students use their local home language in the day to day context.

Of the school population, just over 50% are baptised Catholic. Each year students receive the Sacraments of Reconciliation, Confirmation and Communion with the help of our local Parish Pastoral Leader.

A number of students at Sacred Heart are supported in disability categories including Hearing Impairment, Speech Language Impairment, ASD and Social and Emotional Disorders.

Many students who begin their schooling at Sacred Heart remain until the end of Year 6.

## Parent/carer involvement

Parents are an important part of the Sacred Heart family. They are supportive of school activities and provide services such as tuckshop and fundraising events to the school community.

Sacred Heart actively encourages parents to become involved in their child's education.

Members of the school staff are pleased to meet with parents and assist them in any way they can.

Parent/Teacher interviews are offered twice a year, but staff are always happy to speak with parents at any time should any concerns arise. Parents communicate with teachers using the student diaries, phone calls and email.

Parental attendance is always strong at school events. Many parents attend school liturgies, cultural events and sports carnivals. Parents are always willing to assist at these events and are often called upon to act as time keepers or assistants. When approached, parents are willing to support classroom events as well. They help in classroom activities such as Science experiments and excursions. There is a strong parent presence around the school during drop off and pick up times. Parents will always complete surveys and other relevant data gathering information when approached in this time.

To assist parental involvement in their child's education, the school often provides parent information sessions so that parents can learn about important educational issues such as reading and oral language development.

The school's Parents and Friends Association (P&F) members are friendly and welcoming and generally meet once a month. The P&F association provides funds to support the school resourcing.

## School income by funding source

School income reported by the financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *MySchool* website at [www.myschool.edu.au](http://www.myschool.edu.au).

## Staff

### Workforce composition

	Total teaching staff	Total non-teaching staff	Indigenous staff
<b>Headcount</b>	8	5	1
<b>Full-time equivalents</b>	7.3	4.1	0.8

### Teacher qualifications

Qualification	% of teaching
Doctoral / Post-Doctoral	0
Masters	25
Bachelor Degree	75
Diploma	0
Certificate	0

### Average staff attendance

96%

### Staff retention

85%

### Professional Development (participation and expenditure)

2017 School Budget Allocation: \$3,000.00

A considerable amount of time in 2017 was dedicated to the Diocesan Reading Improvement Strategy. All teachers attended four full days of intensive training and were then supported during school time. Teachers were provided with assistance from a designated school reading coach who provided modelling, feedback and planning assistance. School Officers also received training in Reading Intervention.

Graduate teachers attended Professional Development provided by the Catholic Schools Office. They also participated in a school induction program.

Two members of the Leadership Team completed the Using and Interpreting Data in Schools online course.

Two staff members completed the ACARA Digital Technologies Training.

A Leadership Team member completed the 3a Language Training, a 2 day workshop regarding language intervention for the early years.

All staff participated in Bishop's Inservice Day and other Religious Education Professional Development including Worlds of the Text Workshop and an Introduction to the Mercy Tradition session.

Total amount expended on Professional Development for 2017 was \$833.00.

## Student attendance

### Average whole of school student attendance rate (expressed as %)

89.68%

### Student attendance for each year level (expressed as %)

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average student attendance rate
88.66%	90.91%	88.40%	89.98%	95.06%	87.67%	87.71%	89.68%

### Description of how non-attendance of students is managed by the school

Rolls are marked twice a day, electronically. Parents are required to contact the school if students are not able to attend. If the parent has not contacted the school by 9.00am, they are contacted by phone or in person on the same day the student is absent to ensure there are legitimate reasons for student non-attendance. Should non-attendance be an issue, a meeting with the principal is required.

## National Assessment Program Literacy and Numeracy (NAPLAN) results

Year 3 test results				
Focus	Our school average	State average	National average	Percentage of students at or above the national benchmark
Reading	345	425	431	70%
Writing	367	402	413	100%
Spelling	349	409	416	90%
Grammar and Punctuation	360	437	439	80%
Numeracy	346	402	409	100%

<b>Year 5 test results</b>				
<b>Focus</b>	<b>Our school average</b>	<b>State average</b>	<b>National average</b>	<b>Percentage of students at or above the national benchmark</b>
<b>Reading</b>	445	502	505	82%
<b>Writing</b>	424	461	472	81%
<b>Spelling</b>	436	496	500	73%
<b>Grammar and Punctuation</b>	377	496	499	82%
<b>Numeracy</b>	446	490	493	91%

## School renewal and improvement

### Overview of procedures

Sacred Heart engaged in the Excellence in Catholic Education (EiCE) school improvement process that has been in place in Diocese of Toowoomba Catholic schools since 2012.

EiCE involves the school reflecting on its effectiveness, making plans for improved teaching and learning and acting upon those. EiCE envisages the school taking five years to work its way through 24 components in the four areas of Catholic Life and Religious Education; Learning and Teaching; Leadership for School Improvement; Strategic Resourcing.

In 2017, the EiCE components on which the school focused were Social Action and Justice, Curriculum Structure and Provision, Cultural Diversity, Compliance and Accountability and Stewardship.

### Parent, staff and student satisfaction

Each year Sacred Heart engages in data gathering from parents, staff and students to assist in evaluating the effectiveness of its educational program.

Materials provided by Research Australia Development & Innovation Institute (RADII) are used. Part of the RADII process is the collection of data regarding the overall satisfaction of parents, staff and students. Overall satisfaction responses for 2017 are shown below.

#### Parents

100% of parents satisfied with children's educational progress at the school.

100% of parents satisfied that school's educational program enable children to learn.

#### Staff

100% of staff satisfied overall with educational progress of students.

100% of staff satisfied that school's educational programs enable students to learn.

#### Students

78% of Years 5-6 students satisfied with their learning at this school.