

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



**SACRED HEART SCHOOL  
CORYONG**

**2017**

REGISTERED SCHOOL NUMBER: 1642



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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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

11 May 2018

## 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 Statement

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;

**Responsible** for their actions, knowing they make a difference;

Flexible & resilient with **respect** for themselves, others and the environment;

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

Effective communicators who work collaboratively and **safely** in range of environments;

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

## 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 6. For 2017 the enrolment was 55 students.

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.



**SAFE RESPONSIBLE RESPECTFUL LEARNERS**



## Principal's Report

2017 was an exceedingly busy and fruitful year for Sacred Heart School Community. There were many highlights across the year.

Our School Reviews, Stewardship of Resources and V.R.Q.A. gave us the opportunity to reflect our current goals, review and celebrate all the positives and set further new goals for Sacred Heart.

Our number one focus must always be our Catholicity. Sacred Heart is a Catholic School that lives and enacts a life of faith expressed through our Catholic Identity that calls us to witness, serve and celebrate. The Sacrament of Reconciliation and Communion was certainly a highlight.

We continued to provide personalised and collaborative learning classroom's that were challenging and engaging to all. We worked hard to improve student outcomes through collaboration with all stakeholders.

We continued to embed our Positive Behaviour in School (P.B.I.S.) programme based around our "four pillars" SAFE RESPONSIBLE, RESPECTFUL LEARNERS

To reach out to families, parishioners and the wider community at every opportunity, this inclusion was certainly appreciated by the parents and wider community. Sacred Heart is certainly seen as a welcoming and friendly school.

Other highlights were:

- |                                    |                                 |
|------------------------------------|---------------------------------|
| * School Masses                    | * Our School Production         |
| * Athletics and Swimming Carnivals | * Mother's Day Morning Tea.     |
| * Father's Day Breakfast           | * Feast Day Celebrations        |
| * Grandparent's Day                | * Man from Snowy River Festival |
| * Ride to School                   | * Parent Forums.                |

My thanks to:

- Father Joseph for his guidance, wisdom and support to all staff, children and families.
- To our school staff for all their work in providing a quality education for all students.
- Our two committees who work so hard for our school which in turn benefits the children. Sincere thanks to the School Board under the Leadership of Jacinta McKimmie and Parents and Friends with Jo McNamara at the helm.

- Finally to the children who are the heart and soul of our school. I thank you for your efforts during 2017. Your motivation to learn, to take risks and be challenged certainly contributed to the success you had in 2017.

## 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.

Three 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, from CEO staff was most valuable.

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.

Student on the roster for Corryong OpShop.

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

#### 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 2017 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.

### 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 with phone calls.

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 and bush poetry competition.

Participation in local sporting clubs.

Hot lunches were prepared by senior students for whole school on Mondays during term 2.

#### STUDENT SATISFACTION

Insight SRC data indicates that the Aggregate Indicator for Student Wellbeing has strong growth over the last three years from 68 (2015) to 72.8 (2016) to 80.1(2017) 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.

#### RESPECTFUL

- Raise my hand
- Wait my turn
- Use kind words
- Use an inside voice
- Keep my hands and feet to myself
- Walk

#### RESPONSIBLE

- Actively listen
- Participate
- Use my time appropriately
- Help others
- Share
- Use positive statements
- Am tolerant
- Manage myself

#### SAFE

- Hands and feet off
- Remain in assigned location
- Listen to all staff
- Be cyber-safe

#### LEARNER

- Listen
- Follow directions
- Use my time productively
- Take responsible risks
- Am proactive



## Leadership & Management

### Goals & Intended Outcomes

- Leadership group comprising Principal, T&L, ICT and RE Leader.
- The formation of a Consultative Committee was completed.
- Staff and Parents working together to educate the children was a major 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  
 Staff worked with Helen Ramsdale to further develop school culture.

#### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

10

#### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1342

### 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 to be a priority to ensure all learning spaces are safe and pleasing for all.
- Teacher resource area was refurbished which allows all resources to be housed in one area.

### 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 support the school with all our endeavours.

Ongoing improvement to our grounds: outside seating.

Parents and staff workshops with Dan Petro.

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 74.5 (2015) , 75.0 (2016) and 83.1 (2017).

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.





## School Data

**E3044**  
**Sacred Heart School, Corryong**

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2015 %	2016 %	2015–2016 Changes %	2017 %	2016–2017 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	86.0	-14.0
YR 05 Reading	87.0	100.0	13.0	100.0	0.0
YR 05 Writing	87.0	100.0	13.0	100.0	0.0
YR 05 Spelling	93.0	100.0	7.3	100.0	0.3
YR 05 Grammar & Punctuation	86.0	100.0	14.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0

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.

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

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.00%

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%
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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

**NOTE:**

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

