

## 2015 ANNUAL SCHOOL REPORT

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I would like to begin my report by thanking all of those who contributed in any way to our school in 2015. I thank the Board and P&F who work to ensure that the children have all they need at our school. Thank you to the many volunteers who help make our school, your efforts were appreciated and I sincerely thank them for the interest in our school.

All of the available research emphasises that when parents are involved in their child's school, value what is undertaken at school and talk positively about teachers and the school results for children are improved. This is attributed to the fact that if children hear and see their parents placing importance on school then they will do the same. The Students First initiative outlines ways that parents can help their children and ways that schools can engage parents.

STUDENTS FIRST is a government website that outlines the Government's plan to put students first and improve the education outcomes and our schools. Parent engagement is one of the four pillars of the Australian Government's *Students First* reform agenda for schools.

## LEAD

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LEAD is the acronym used for the strategic direction for Catholic Education in WA until 2017. Every school has an improvement plan which is linked directly to this acronym.

The acronym LEAD stands for

LEARNING, we are committed to learning at every level

ENGAGEMENT, we are committed to Catholic Education's mission through relationships

ACCOUNTABILITY, we have personal and collective responsibility for our systems success

DISCIPLESHIP, we are committed to deepening our relationship with Jesus

Under each of these headings Sacred Heart formulated goals which we worked on during 2015.

**L:** To increase teacher capacity so as to improve student learning. Implement practices that: Engage our students to become 21<sup>st</sup> Century learners (through following an inquiry approach) and Ready our students to engage with the world (locally/globally)

- Maintain what processes and procedures were in place during 2014

- Collect & analyse data from standardised testing.. information was collected through NAPLAN , PIPS
- Audit 2014 programs – what was stated? What was really covered?
- Create scope & sequence for knowledge & skills and genres in Writing
- Implement new or revisit teaching strategies responding to “*how we teach*” English ~ Writing (genre, spelling, grammar & punctuation)
- Revisit practices & strategies in *First Steps*
- Explore NAPLAN persuasive/narrative text marking guide ~ knowledge/skills being marked & the correlation to what should be being taught, incl. analysis of actual students’ writing
- Review Reading & Maths programs & strategies to understand current success
- In-service staff in use of Apple products & resources
- Implement new school platform (GAFE)
- Implement new reporting system with SEQTA suite
- Continue use of Pastoral Care notes for records with SEQTA suite (linked to reports)
- 2015 programs need only include GC that teachers will actually focus on in that programming period
- teachers to gain a deeper understanding of these by focusing ...

~Class teaches ~ ICT, Critical & Creative Thinking, Personal & Social Capabilities

~LOTE/ARTS ~ Intercultural Understanding Capabilities

~PE/Library ~ Personal & Social, Intercultural Understanding Capabilities

#### **E:** Engage parents to become active in their child’s learning

- Hold class parent information evening focusing on teaching spelling & homework led by class teacher
- Hold parent information evenings each Term focusing on curriculum issues led by teachers & leadership
- Hold termly parenting workshops led by school social worker & school psychologist
- Implement digital contact between school & parent via SEQTA Coneqt.P & class page.
- Investigate Coneqt.S for students to access at home
- Implement paperless academic reporting complementing teacher-parent interviews (formally & informally) and Evidence Files with parent-friendly rubrics/marketing guides
- Introduce formal PP academic report

Implement new means to 'catch' parents' attention to school news (e.g. TV in public area showcasing school events & notices)

**A** Ensure teachers see the importance of ... Focusing on what we teach ➡ to what we are looking for ➡ to how we will see it ➡ to how we will teach it so ALL students can achieve (or do their very best) ➡ to how we will report their success to their parents honestly & accurately\*

Enhancing the Early Childhood playground & classrooms to ensure a balance between indoor & outdoor learning

- Continue the planning practice :-outcomes ~ assessment ~ teaching/learning ~ reporting
- Refer to "SOAR" document
- Study this in the light of English ~ what and how are we assessing in Reading & Viewing, Speaking & Listening, and Writing (genre, spelling & grammar/punctuation)? How do we report this accurately & honestly to parents (& students)?
- Purchase materials for nature-base play outside in playground
- Utilise outdoor areas (e.g. veranda) as learning spaces

**D** Ensure Gospel Values are prominent & understood within the school community

- Explicitly exposing school community to Gospel message through our school values lived out in school policies & procedures
  - Offer staff professional development in knowledge (teaching RE) and faith formation (witnessing faith)
  - Purchase resources that provide background knowledge for teachers yet can be used in class with students
  - Engage students in biblical stories with background knowledge

Emphasis on the Bible stories (characters, settings, context & message for today) & to learn and witness Jesus' teachings from these.

## *Standardised assessment data*

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### BISHOPS RELIGIOUS LITERACY ASSESSMENT for YEAR 5

While both Year 3 & 5 sit the Bishops Test only data for the Year 5 cohort is compared across the state. Since the emphasis on explicitly teaching Scripture, attending staff PD on understanding reading the Bible, and focusing on the Unit of Work's objectives as the main content teaching point, there has been a significant improvement in the school mean. Hopefully, this is a true indication for our whole school's knowledge of their Catholic faith.

### NAPLAN

In 2015 our NAPLAN results have shown that there is still work to be undertaken to improve the results of Sacred Heart against the National Average. With the continued focus on Spelling from 2015 and Numeracy 2015 it has been decided to focus on comprehensions and reading strategies this year in 2016. Staff will undertake two Professional Development days this year with the focus on improving the teaching of this area.

<b>Year 3</b>	<b>% of students above the benchmark</b>	<b>% students above National Average</b>
<b>Writing</b>	<b>100</b>	<b>33</b>
<b>Grammar &amp; Punctuation</b>	<b>95</b>	<b>45</b>
<b>Reading</b>	<b>95</b>	<b>11</b>
<b>Spelling</b>	<b>100</b>	<b>33</b>
<b>Numeracy</b>	<b>95</b>	<b>25</b>

<b>Year 5</b>	<b>%of students above the benchmark</b>	<b>% students above National Average</b>
<b>Writing</b>	<b>94</b>	<b>50</b>
<b>Grammar &amp; Punctuation</b>	<b>94</b>	<b>50</b>
<b>Reading</b>	<b>94</b>	<b>20</b>
<b>Spelling</b>	<b>100</b>	<b>39</b>
<b>Numeracy</b>	<b>100</b>	<b>47</b>

Improvement in the Dianna Rigg spelling profiles for the students have been evident. This has reinforced the need to maintain the program and to work on the transfer of the children's learning to all facet of literacy.

The other standardised tests that have been analysed in literacy and numeracy have shown expected progress by the students across the year.

### *Strategic Plan*

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In 2014 it was mandated that all schools needed to have a strategic plan. Sacred Heart was in a sound place as there was an existing plan the ended in 2015. During 2015 we employed Jeff Thorne Consulting to lead us in the process of developing a strategic plan. Jeff worked with the leadership team and staff to ascertain directions that were required. Carlyn Dyer ran a session for parents and parish members to have their input into the plan. As well as this input, we analysed a large amount of data to support the learning and engagement aspect of the plan. The plan runs until 2019 and each year there will areas that we focus on. I will be sending each family a copy of the plan.

Each year there will be a focus taken from the plan. This year the main focus for us at the school is to examine the enrolment patters and to look at what can be done to increase our numbers. The other issue that is to the fore is the examination of improving results for children.

This year there are some changes to the school. Which it is hoped will have a positive influence on the learning environment for our children.

- Increase to music: this will give the opportunity to broaden the ranges of music opportunities that children can be exposed to.
- Introduction of a Gifted and talented program for years 4-6. An opportunity to provide targeted extension to those students who have demonstrated from academic testing undertaken that they fall into the gifted range
- MULITLI: while this program began last year as a trial it will be implemented into the school with the help of parents to provide students who experience problems in literacy to improve their results
- SEQTA.. this is the next step in the process of given students and parents at Sacred Heart the opportunity to experience online learning and to improve communication with parents and make what happens in a classroom more transparent
- ECE nature play area has commenced construction: this is to improve the Early childhood playground area and assist teachers in that area with their indoor/outdoor program