Sacred Heart Catholic Primary School
Yeppoon

CELEBRATES
School Review and Improvement
2014

Validation Team visit – 6th May to 8th May 2014
Sacred Heart After School Care

Sacred Heart Cross Country and Sporting Teams

Sacred Heart Opening School Mass

Easter Musical
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“Catholic Schools are first and foremost places of quality education and provide for lifelong and life-wide learning experiences founded explicitly on the person and teaching of Jesus. Catholic Schools have a special and vital role in the Church’s mission in education. Through providing a learning environment that is spiritually nurturing, intellectually challenging and emotionally caring, Catholic school communities will continue to provide support to lifelong learners so that they will be able and willing to envision and contribute to the creation of a just, equitable and compassionate world” (Miss Leesa Jeffcoat, Diocesan Director of Catholic Education, 2004).

Each Catholic school community is challenged to continually evaluate its performance against the aspirations articulated above. The Catholic school community places emphasis on seeking continued improvement through reflecting on its mission, nature and purpose, examining its outcomes utilising both internal processes and through external validation. The process of School Review and Improvement involves the compilation of a report co-ordinated by an internal committee comprising members of the school community, and a visit to the school by an external validation team comprising members from other Catholic schools as well as members from the Diocesan Catholic Education Office.

The process of School Review and Improvement is continuous. It is a journey towards wholeness, a journey towards God, a God who is with us every step of the way.


**METHODOLOGY:**

**Focusing the SR&I:**
- Presentation to teachers Wednesday 22 January by Craig Fairbairn
- Presentation to other staff Tuesday 4 February by Mary Schick
- Presentation to School Board and P&F 18 February by Craig Fairbairn

**Reflection:**
- Meeting of Leadership Team The Haven 19 February
- Staff Meeting focusing on the Mission Statement and Religious Character Tuesday 11 March
- Board Meeting focusing on Mission Statement and Religious Character Monday 17 March
- Staff Meeting focusing on the Diocesan Learning Framework and Sacred Heart Curriculum Framework Tuesday March 18

**Data Collection**
Steve Francis and the staff from Survey My School were extremely helpful in preparing the surveys, emailing them out to staff, parents and students Years 4 to 7, sending email reminders and providing survey reports. The SR&I Internal Team met on Friday 28 February at 11am to reflect on the survey questions provided by Survey My School and some changes and additions were made.

The surveys were sent out on March 10 with the closing date of Friday March 21.

**Data Analysis**
The survey results were received on Monday March 24. Helen Jeffries collated the many comments under common themes and the SR&I Internal Team met on Monday 31 March at 6:30 pm to discuss the survey results and comments. The response to the surveys was excellent and the results were affirming. On Wednesday 16 April at 2pm the SR&I Internal Team met to finalise the Commendations and Recommendations. The SR&I Internal Report is being finalised.

**The members of the school’s Internal Team are:**
- Leadership Team Member & Chair ………. Mary Schick
- Teaching Staff Member……………………. Samantha Suthers
- Support Staff Members……………………. Helen Jeffries & Kerry Sullivan
- Board Member…………………………….. Peter Bartlett
- P&F Member………………………………. Evon Rutledge

**The Validation Team are:**
- Craig Fairbairn……………………………. Assistant Director: Schools (Rockhampton Region)
- Gayle Cunningham…………………………. Assistant Director: Curriculum
- Jakki Graham………………………………. Assistant to the Principal: Administration, St John the Baptist School, Gladstone
- Amanda Kidd…………………………….. Assistant to the Principal: Religious Education, St John’s, Walkerston.
- Max Martin……………………………… Principal, St Patrick’s Catholic Primary School, Emerald.
MISSION STATEMENT

With Jesus as our companion we honour the past, enrich the present and shape the future as we celebrate our:-

Journey together
Excellence in learning and life
Spirit of love, forgiveness and fun
Unity in developing personal gifts and potential
Support of one another in a safe and caring community

Through respect for God, self, others and the environment
LOGO & MOTTO

Enriching Spirits. Educating Minds.

The central figure with outstretched arms shows that we are a welcoming, loving and joyful community. This figure also represents Jesus who is the centre of our lives at Sacred Heart School. Orange is the colour of “acceptance of all people”.

The rising red sun urges us to rise to the challenges of the present whilst looking forward with hope, faith and trust to the future. The colour red reminds us that love is central to all that we do.

The top of the blue heart looks like waves which are significant because of our beach location. This shows that our environment is precious and special to us. We show respect for our environment.
STATEMENT OF SPECIAL RELIGIOUS CHARACTER

The guiding charism of Sacred Heart School is the love of Jesus symbolised in the Sacred Heart of Jesus. This love, which we commit ourselves to, has been described by the missionaries of the Sacred Heart founded by Jules Chevalier in 1854 as follows:

“A spirituality of the heart focuses on the love of God, for each of us personally and for all people, and it leads to a way of life that reflects the qualities of the heart of Jesus: Compassion, Mercy, Service, Prayer, Fidelity, Obedience to God’s will.”

The person and life of Jesus are central to the school mission statement and life of the school community.

PROFILE OF SACRED HEART YEPPOON

Sacred Heart Primary School is located on the Capricorn Coast. The Presentation Sisters established Sacred Heart School in 1958 with 41 students enrolled in Years 1 and 2. The school was on a limited site beside the Catholic Church in John Street, Yeppoon. Sr Pius Stubberfield P.B.V.M. was the first Principal and the Parish Priest at that time was Fr M O’Connell. The separate primary school grew out of St Ursula’s College. The Presentation Sisters ceased to provide principals to Sacred Heart School in 1977 and since then, have had a limited presence. The last religious member of staff was in 1993.

As enrolment continued to increase and, based on recommendations made by a committee formed to investigate the future needs of Catholic education on the Capricorn Coast, a decision to relocate the school to a new site at Lammermoor Beach was taken in 1987. The school opened at Lammermoor Beach in 1991. Enrolment numbers at Sacred Heart peaked in 2008 with an enrolment of 615 students. In 2009, a new Catholic Primary School, St Benedict’s, was opened to the north of Yeppoon. The projected enrolment number for 2014 is 505.

Since 1991 the school has continued to expand with new classrooms, extensions to the administration building and library and an additional car park in Bottlebrush Drive.

Sacred Heart School has excellent resources with a court-size covered area, full size oval, modern play equipment and a sacred site and labyrinth. The school is located close to the Sacred Heart Church. Lammermoor Beach is within walking distance and, within the school grounds, there is a paperbark swamp which includes a large area of remnant vegetation.
REPORTS
Principal’s Report
Mrs. Mary Schick

Sacred Heart School strives to be both an effective Catholic community and educational community. The school is welcoming and values positive relationships.

A Professional Learning Community
At Sacred Heart School collaborative and distributed leadership is encouraged. Opportunities for teacher leadership and peer mentoring tutoring are provided and there is an expectation that teachers collaborate in Year Level Teams. There has been a focus in recent years on establishing a Professional Learning Community and on school-wide pedagogy and programs.

Sacred Heart Staff
Many of the staff at Sacred Heart School are mature and have had many years of experience in their roles. The majority of teachers have taught for over 20 years and have the Experienced Teacher 6 classification. There is minimal change of staff from year to year. A number of teachers take on leadership roles beyond the classroom in areas such as sport, Workplace Health and Safety and technology. Teachers, previously teaching at Sacred Heart School, now hold leadership positions in other schools and in the Diocesan Catholic Education Office.

School Leadership Team
The School Leadership Team attempts to meet every week on a Tuesday for one to two hours. Once a term, the team meets for a full day at The Haven. There have been a number of changes in the leadership team over the past five years. This has been advantageous to the school as new ideas and personalities have contributed to the team and school. Mary Schick has continued as Principal throughout the five years and below is listed the changes and the reasons for the change.

2010 Mary O’Donnell: APRE (part time at school), Kath Byrne: APC, Sally Page: Acting APA (John Campbell: Acting Diocesan Maths Co-ordinator) (Leadership Team back to part-time release).
2012 Mary O’Donnell: APRE, Aleysha Ferlazzo: Acting APC Terms 1&2, Louise O’Shaughnessy: Acting APC Terms 3&4 (Kath Byrne: Acting Diocesan Co-ordinator Early Learning and Care), Helen Dean: APA.
2013 Mary O’Donnell: APRE, Louise O’Shaughnessy: APC, Deb McGuire: Acting APA
2014 Same leadership team as 2013 and all now in permanent positions.

Major Leadership Team Professional Development in 2013
QELi: Good to Great: Mary Schick: Parent Partnership Project
QELi: Middle Leadership Program: Louise O’Shaughnessy (and Samantha Suthers): Implementing Google as the Learning Management System.

School Goals and Teacher Goals
The School Development Plan was finalised in 2010 after the SR&I in 2009. From 2011 onwards, School Goals have been set and evaluated each year. In 2011 and 2012 many of the goals referred back to the School Development Plan. Goals in recent years have identified initiatives for each year. Teachers have also been setting and evaluating their own professional goals each year.
Student Leadership
For a number of years there has been a student leadership model that aims to give leadership opportunities to as many students as possible. The following is the leadership model for 2014.

School Captains
All students in Year 6 and 7 will have the opportunity to be elected and to vote for School Captains. There will be four School Captains elected for each term. (Total of 16 School Captains: 1 boy and 1 girl from Year 6; 1 boy and 1 girl from Year 7 each term). Please note that students who have served as School Captain in Term 1 or 2 cannot nominate for a Sports Captain in Semester 2.

Sports Captains
All students in Year 6 and 7 will have the opportunity to be elected and to vote for Sports Captains. There will be eight Sports Captains elected for each sporting event. (Total of 24 Sports Captains: 1 boy and 1 girl for each of the four sports houses for each event: Athletics, Cross Country, Swimming Carnival)

Student Council
All students in Years 4 and 5 will have the opportunity to be elected to the Student Council. One student from each class will be elected each term. The School Captains for each term are the Year 6 and 7 representatives on the Student Council.

Enrolment
Decrease in Enrolments Since 2009
St Benedict’s, a second Catholic Primary School on the Capricorn Coast opened in 2009. The enrolment number at Sacred Heart has dropped from 615 in 2008, to 545 in 2009 and to the present enrolment number of 500 in 2014. The school has been a three steam school but overstaffing has been an issue over recent years and in 2014 there has been the need for a combined year level class this year.

Movement to Secondary School
Most students who graduate from Sacred Heart progress on to St Ursula’s College and St Brendan’s College. At the end of 2010 a significant number of students enrolled at Emmaus. As a result, the local order-owned secondary schools reviewed their discount structures to better recognize other members of a family in Catholic Education at the coast.

Parent Partnership and Social Climate
In recent years there has been a focus at Sacred Heart on parent engagement and parent partnership with the goal that families and the school work together as partners in the education of children. Parents are invited to become involved in the Sacred Heart School through volunteering in the school and engaging with their child’s learning and wellbeing. The Google Class Pages and blogs celebrate learning and provide the communication of learning content and skills and links to appropriate sites for learning. Teachers have established parent email distribution lists so that email contact can be made between teachers and parents.

Effective and regular communication with parents is also achieved through the school E-newsletter, notes, Parent /Teacher Meetings and phone conversations. A text facility is available. Late in 2013, a parent Facebook page has been established. It is a goal of the school to establish an updated school website by the end of 2014.
A group of parents volunteered to complete the School Assessment Tool (MCEECDYA Strengthening Family and Community Engagement Resource) in 2013 and Parent Partnership Goals have been set for 2014.

**Jigsaw**

*Solving the Jigsaw, Changing the Culture of Violence Building a Culture of Well Being* has become the Whole School Approach to Bullying and Violence.

2010 Jigsaw was first introduced: Sissy Mylea as trainee facilitator: one class of Year 4
2011 Jigsaw taught voluntarily by Sissy as a qualified facilitator: two classes of Year 4
2012 Whole School Approach to Bullying and Violence: Jigsaw Program ( Funded by Fairfax and National School Chaplaincy and Student Welfare Program): three classes of Year 4 and sessions with all classes in the school. Six staff completed six days of Jigsaw training. Sissy recognized as the school Student Welfare Officer.
2013 Continuation of the program and funding similar to 2012. Teachers completed one day of training in Jigsaw. Sissy won the State Spirit of Catholic Education Award.
2014 Continuation of the program supported by school funding and the National School Chaplaincy and Student Welfare Program funding.

**Counselling**

A Centacare counsellor is available one day a week for three hours. In previous years the counsellor was engaged for five hours each week but Sissy, our Student Welfare Officer, now works with children who are experiencing in-school relationship issues.

**Nominations for Spirit of Catholic Education**

2009 Sr Andrea McGrath: School Chaplain
2010 Mrs Mary O’Donnell: APRE
2011 Mrs Margaret Kershaw: School secretary
2012 Mrs Annette Williams: Teacher Assistant
2013 Sissy Myrea Facilitator of the Solving the Jigsaw Program (Winner of state award)

**School Resources**

**IT Upgrades and IT Renewal Group**

A Technology Upgrade was undertaken in 2010 and this resulted in Interactive Whiteboards in all classrooms, 6 computers in Years 2 to 7 classrooms, 3 or 4 computers in Prep and Year 1 and 30 computers in the technology lab. New printers were purchased. A decision was reached to upgrade technology every two years instead of three years as had been done in the past.

In 2011 teacher laptops were replaced. This was funded by DCEO.

In 2012, an IT Renewal Group was formed to discuss the technology upgrade due for 2013. Late in 2012 the technology upgrade occurred with many older computers being donated to charity. The 2013 school year started with a similar number of computers in the school but many were new desktop and laptops in classrooms and the technology lab and all were capable of running Windows 7.

An IT upgrade is due for the commencement of the 2015 school year and the IT Renewal Group will commence meeting later this term.

The teachers are to be commended for their commitment to the use of IT in their classrooms. In 2014 Class Google Sites and blogs have been established.

We are waiting for the arrival of 20 Chromebooks to undertake a trial in Year 6 later this year.
The Oval Story
When the school was established here at Lammermoor in 1991 only a small oval was established. A loan was taken out in 2005 and the oval was increased to a full size oval with a football field and 400m running track. (This loan has now been paid out.) Drainage problems started in 2011 after a major rain event and flooding in Yeppoon. Drainage on the north east side of the oval near the sports shed was upgraded as part of the Building the Education Revolution (BER) in 2011 and the oval was top dressed. However, problems continued and there were consultations and theories including the possibility that the water table had risen. The oval could not be used for football or the Athletics Carnival in 2013. A rubble drain on the south west of the oval was established in later 2013 with financial assistance from the Catholic Education Office. However, it was then found that the council drain on the Bottlebrush Street side of the school was overflowing onto the oval when there was heavy rain. (It is thought that the runoff into this drain has increased as new housing estates have been established off Bottlebrush Drive.) The council drain had silted up which was contributing to the problem and the Rockhampton Regional Council agreed to clean out the drain and at the same time, the school paid for the establishment of a continuous bank between the drain and oval. There has been continued heavy rain this year and the oval is still not draining well. The council drain needs to be cleaned out again.

National School Pride Projects in 2010
- Makeover of the Early Outdoor Learning Area including soft fall and shade sails
- External painting of the school
- Installation of IWB, removal of blackboards, repairs, additional pinboards and whiteboards and painting of front walls of classrooms
- Window and lock maintenance
- Widening of ports racks on some buildings
- Electrical maintenance

BER (Building the Education Revolution) 2011 / 2012
- Multipurpose Area upgrade plus music studios, music room, new tuckshop, seating area, store room
- Extension to oval shade shelter
- Drainage, paths and “bridge” on north east of oval near sports shed
- Establish the archive room / Scott’s office
- Bottlebrush Car Park upgrade and repaint (two lanes to the north of car park)
- Barracuda Car Park additional bitumen plus road to teacher car park and marking
- Bi-lock upgrade
- Top-dress of oval
- Phone upgrade
- Fence near MPA and Bottlebrush Car Park
- New shade sails for Year 1 classrooms and library
- Printers and laptops
- Compactus and furniture for library
- Trophy Cabinet for office
- External lockable noticeboards
- Classroom furniture
- Outside metal seating
Capital Projects in Recent Years
- Painting of classrooms in Block G and paint repairs to verandas in Block G, H and East side of library Christmas holidays 2012 /13
- Replacement of carpets in 4 classrooms in Block G
- New photocopier Cannon C7065 (Canon IR3570 to library)
- Major air conditioning upgrade: 2012 (funded by DCEO)
- Applications for National Solar Schools Program 2009 and 2011 were unsuccessful.

Capital Project Applications for 2014
- Prep playground upgrade
- Renovation of toilets Block G
Sacred Heart School has at the very heart of its Mission Statement the person of Jesus. Sacred Heart aims to provide a nurturing, caring and joy filled community where Gospel values are promoted and celebrated in diverse, meaningful and relevant ways. We strive to express these values through the teaching of Religion, in our relationships and in our prayer and faith experiences.

**Curriculum**

The new Religion Curriculum is the guiding document for the teaching of Religion at Sacred Heart. Teachers have embraced this curriculum with a spirit of enthusiasm and are engaging with the inquiry based approach to teaching Religion, as modelled through the sample units. They have received in-service in the various aspects of the curriculum and are increasingly drawing on the wealth of resources that support the dynamic teaching of Religion that are provided through the diocesan website.

We also endeavour to assist students in developing a personal and meaningful relationship with Jesus Christ through supplementing the Curriculum with the Making Jesus Real program. This program has been an active part of the Years 6 and 7 Curriculum for a number of years; however, this year classes from Prep to Year 7 are engaging with the program through mini retreat experiences. It is hoped that the values of Jesus will be expressed in practical and relevant ways through this initiative.

The Virtues Project compliments both the Religion program and MJR through providing a focus for prayer, personal reflection and action in our classrooms and in personal relationships. This focus extends to the staff in our school. Each class is encouraged to engage with the virtues, identify ways to express the virtues in their actions and use virtues based language.

**Liturgical and Prayer Life**

It is our hope that a personal relationship with Jesus is encouraged through the liturgical and prayer life of the school. Students of all ages participate in the preparation and leading of school prayer through weekly prayer assemblies.

Classes from Year 3 to Year 7 are also rostered to attend a weekly parish mass. This provides the students with the opportunity to engage with the mass as an important form of personal and communal prayer. It also provides a connection with our parish community.

Weekly masses are complimented by five school masses per year. Active and meaningful participation of all students is encouraged through these masses. Students participate in diverse and creative ways, including singing, reading, playing a range of instruments, drama and serving. These masses are also attended by many family members.

Staff prayer opportunities are provided through weekly Wednesday morning prayer and prayer to begin each staff meeting. Staff are rostered to prepare these times of prayer and they provide meaningful and reflective prayer experiences for the whole staff.
Our school has a Sacred Site and labyrinth. This area is a place of prayer and reflection with classes allocated each term to organize a prayer experience for all students in our school.

Throughout the year we recognize the importance of family. We have dedicated prayer assemblies and celebrations for Mother’s Day and Father’s Day, and in recent years have celebrated Grandparents Day with a prayer assembly and morning tea. This has been overwhelmingly supported.

**Parish Connections**

Sacred Heart School values its connection with the parish and encourages these connections in a range of ways. We have a positive relationship with our Parish Priest, Father Bryan Hanifin and regularly communicate with him. We are grateful for his friendship and spiritual direction.

We actively promote, support and assist in the preparation of students for the reception of the sacraments of Baptism, Reconciliation, First Eucharist and Confirmation. Staff members are well represented on the Parish Sacramental Team. This team presents information evenings, supports families on the journey to the reception of sacraments, meets regularly as a team and assists with the ceremonies and celebrations for each sacrament. Baptisms are also attended by the student’s class or year level.

In partnership with St Benedict’s, we coordinate the Children’s Liturgy and Altar Server rosters. Many staff, parents and students are actively involved with these rosters. These rosters provide a practical connection with the parish community.

Partnership with the other Catholic schools on the Capricorn Coast is evident through regular meetings with Julie McLaughlin (APRE at St Benedict’s) and Father Bryan to discuss a range of issues and upcoming events. The APREs also meet and collaboratively prepare a ‘Combined Catholic Schools of the Capricorn Coast Mass’ to celebrate Catholic Education Week each year. Students from each of the schools attend this mass.

**Charity**

The Gospel virtues of justice and love are at the heart of our fund raising endeavours for those in need. Each year we participate in the Caritas Project Compassion Appeal, with an Easter egg raffle and Pancake Tuesday breakfast our major fund raising events. Fund raisers are also organized for special appeals, such as global natural disasters and appeal requests from the DCEO.

Sacred Heart provides financial support to the Presentation Sisters who helped to rebuild and run a school in the community of AROP following the devastating effects of the 1998 Tsunami.

Mini Vinnies is an active group within our school and open to Years 6 and 7. This group assists with fund raisers for those in need, assists during Senior Citizens Week with a line dancing luncheon event and volunteer at the local Vinnie’s store on rostered weekends.

The above provides an insight into the diverse and ongoing efforts to honour our mission to keep Jesus at the heart of all we do at Sacred Heart. As we move into the future we are challenged to ensure that the rich heritage of Gospel values we have been entrusted with are ignited and kept burning in the hearts of our students and school community.
Curriculum change and improvement is part of the culture of any great school and most certainly that of Sacred Heart. With the ongoing implementation of the Australian Curriculum, teachers have been diligent in familiarising themselves with standard achievements and best pedagogical practice. Balancing principle, purpose and people remains an ongoing challenge and goal for us all in these times of change.

Learning Area Overviews of the Australian Curriculum subjects already implemented at Sacred Heart School are accessible by all teachers on Curriculum Google Sites and the Public Drive. These provide teachers with a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations across the year levels. They are supported with links to resources and websites.

At Sacred Heart School collaboration and shared leadership are paramount in devising effective school goals for improvement each year. Open communication is encouraged as teachers express evidence of celebrations and concerns for the direction of teaching and learning in our school. This process occurs during staff meetings and professional development days and is a reflection of data and research pursued further by members of the administration team and Professional Learning Community Committee to guide best practice for the future.

Since our last School Review and Improvement, staff have spent much time and energy implementing Literacy rotations in both Reading and Writing to ensure that every student is engaged, challenged and learning successfully. The school employed the services of Literacy Solutions’ Angela Ehmer who inserviced staff and provided modelled lessons in Literacy rotations. These rotations remain a part of the culture of our school as they provide optimal time for teachers to work in small groups providing explicit instruction to the needs of students. They may take different formats across the school, but differentiation and small group teaching is valued. Many teachers have transferred these methods to Mathematics and other learning areas to maximise student learning. Student centred learning remains both our challenge and our goal.

As individual needs are addressed, documentation of differentiation processes has been formalised and archived to improve accountability in teaching and learning practices. Documents are discussed and signed with all stakeholders in the child’s learning. Flexible structures and processes enable the school to appropriately meet the needs of individual learners.

Data is used throughout the school to identify gaps in student learning, to monitor improvement over time and growth across the years of school. Student learning is recorded digitally and colour coded for easier tracking using google spreadsheets in spelling, reading and the 6+ 1 traits of writing. To improve confidentiality, TASS codes replace conventional naming. Data is routinely analysed and interpreted by teams of teachers to guide and improve explicit teaching and learning. Band movement of NAPLAN data across year levels and over time is annually examined for whole school trends in subject growth and any regression acted upon.
In 2011, teachers formed a Professional Learning Community Committee to use shared leadership and decision making processes as a means to manage innovation and change. Last year we met regularly with our Diocesan Literacy Coordinator to discuss latest research on pedagogical practices in writing. ‘Writing’ was initially chosen from concerns expressed by teachers and this need was later supported by band movement in 2013 NAPLAN data. From these discussions we began to use the 6+1 Traits of Writing as a means to track and identify needs in writing. Ongoing professional development and support in this area is required but the journey has begun. In early 2014, we employed Jen McVeity “Seven Steps to Writing Success,” to provide Professional Development to staff. Her pedagogical and motivational methods provided staff with ideas to break down the writing process into smaller more manageable chunks with practical ideas for the classroom.

In 2014, our Professional Learning Community meetings have evolved into Google and technology tutorials which operate Monday afternoons after school in the staff room. The topics are driven by teacher request and are fluid in membership. This year Sacred Heart School became a GAFE school: Google Apps for Education. The initialisation of this most recent project has taken many hours of ongoing professional development and dedicated work as teachers and students engage with a new platform for learning. It is hoped that as students become more adept at using these new technological tools for learning, the technology will become invisible and the learning will spread beyond the traditional school boundaries, opening up to a connected world and the collective wisdom of educators, parents and the wider community.

School identified major Professional Development and opportunities since 2009 in addition to those provided by the Rockhampton Diocese of Catholic Education and curriculum initiatives mandated by the Queensland Studies Authority (QSA) and the Australian Curriculum Assessment and Reporting Authority (ACARA) have been:

- Literacy Solutions: Angela Ehmer
- Write2Spell: Sam Woods
- Solving the Jigsaw
- 21st Century Learning Skills in connection with the General Capabilities of the Australian Curriculum
- Google - blogging: Learning Journey Blogs and Class Blogs

These initiatives have resulted in the adoption of whole school approaches to spelling, reading, writing and anti-bullying. Resources recently purchased to support these and other whole school initiatives have been

- enVision Maths - Pearson
- Role-M
- Springboard into Comprehension
- Write2Spell
- Technology - Chromebooks (yet to arrive)
The school is driven by a deep belief that every student is capable of successful learning. There is a strong collegial culture of mutual trust and support among teachers and school leaders and parents are treated as partners in the promotion of student learning and well-being. Classroom learning is openly shared through the use of Google Sites and Blogs which can be accessed by teachers, students and parents from any device connected to the internet, password protected. By using technology to share learning experiences our classrooms have improved in transparency, enabling parents to become more active in their child’s learning experiences. No matter where a parent lives or works, they have instant access to their child’s classroom. All classes have a class blog where teaching and learning experiences are shared, with parents and students, using multi-modal techniques and methods. All students from Years 3 - 7 have their own Learning Journey Blog. These blogs have been established with the intended purpose of the student to record their Learning Goals and Success Criteria in Reading, Writing, Spelling or other relevant subject area. Some class teachers have progressed rapidly with this very recent initiative while others are watching to follow the lead of others. It is hoped that this new technology will assist with the effective communication of using a common language of shared goals and success between teacher, parent and child. It also enables constructive and positive feedback to the student. Valuable assistance and the generous donation of time of a volunteer parent has ensured privacy settings and naming consistencies across the whole school. At the end of a child’s schooling at Sacred Heart, the Learning Journey blog becomes a documented history of learning experiences which can be readily transferred and shared when transitioning to the child’s next school.

Information mornings have been provided to parents enabling them to become active partners in improved learning in Mathematics and English, and in the near future, Technology. Our links with the wider community are advantageous as we tap into the generosity and wisdom of parents and grandparents as our partners. Since St Benedict’s School opened in 2009 we have worked at maintaining a closer relationship at sharing expertise, experience and resources. When Professional Development is advantageous to both schools we share these opportunities together. Our contacts and reciprocal relationships with numerous community organisations remain strengthened by ongoing communication and attendance to local events.

People and relationships are paramount to the success of any curriculum change and initiatives at Sacred Heart School and sometimes it is necessary to slow processes to allow innovation and creativity to occur and be celebrated. Our dedicated staff remain committed to providing students a genuine faith community and an excellent educational community. Our curriculum supports our students to become successful learners, confident and creative individuals and active and informed citizens, promoting equity and excellence in education.
Justice and compassion, values outlined in our Diocesan Strategic Plan, are also considered essential in our operations at Sacred Heart. It is important to be fair in our decision making as we aim to benefit all staff equitably. At the same time it is equally important to employ the values of discernment when considering longer term decisions.

With the long standing culture at Sacred Heart being one of a supportive and caring community, the implementation of management procedures such as timetables, non-contact time, staffing arrangements and environmental care of our school is accomplished with greater ease. The understanding and flexible nature of all staff ensures that necessary changes are accommodated seamlessly within our daily operations. A staff planner is provided at the commencement of each term and updated regularly along with the calendar on the staff page. Emails are sent to staff to advise of changes and the staffroom whiteboard offers a daily point of reference for what is happening in the school on any given day.

Coordinating relief staff, as required, may at times involve many phone calls prior to the commencement of the school day during peak times of illness, or when conferences are held, and on occasions has called for creative uses of teaching staff. At present we are fortunate to have a bank of regular relief staff who are familiar with the routines and expectations at Sacred Heart. Teachers assist in the early securement of relief staff via early morning contact or advising of any known upcoming absenteeism. The procedure for informing the school of absenteeism is outlined during our first days together as a team at the commencement of each school year. This applies to all school staff not only classroom teaching staff. A staff handbook is currently located on public drive and more recently has been added to the new Google drive format.

We are privileged to have an established culture of collegial support at Sacred Heart allowing for flexibility of timetabling thus enabling changes to accommodate classroom and teaching needs. When considering timetabling and rosters, either prior to the commencement of each term, or as changes are required at any given time during the term, it is important to be equitable and fair with the placement of all classes. Consideration is given to the needs of each year level and to whole school needs when special occasions are imminent in each term. Additional considerations, such as time for the buddying program between the Prep/ Year 1 students and the Years 6/7 students, are also factored into the timetables.

Non-contact time is provided through forty-five minute specialist lessons of physical education, and music one semester or one and half hour fortnightly lessons of visual arts in the other semester. The additional half hour owed to teaching staff each week is accumulated and taken as a planning day, providing an ideal opportunity for the enhancement of leadership at all levels and within all areas of our school.

Just as with timetabling, it is imperative to be considerate and equitable when rostering staff for scheduled duties such as in the playground. A yearly, term by term roster provides the opportunity to ensure all classroom teaching staff have an equal number of duties in any given year. These comprise both outdoor and undercover duties in the first and second lunch breaks. Consideration
is given to those who have specific health needs at any given time and are accommodated accordingly. Once again staff members are very generous of spirit when needing to support a colleague for any particular reason on any particular day.

Regular communication with visiting specialist music teachers via email, text and in person has provided more seamless scheduling of lessons for students and reduced timetabling clashes for these teachers. It is important that all staff members are kept informed of changes when possible and as such a staff planner is regularly updated. Emails are forwarded to all, as many classes are intertwined with specialist and learning support lessons or staff and these too may impact on grounds and auxiliary staff. In addition to weekly timetables, Eisteddfod nominations are organized, followed by subsequent communications and arrangements for attending scheduled events.

In accommodating parent-teacher interviews, an online booking service is used allowing teachers to be somewhat flexible with their schedule, and parents the opportunity to identify a suitable available time electronically. A parent planner is sent home at the commencement of each term highlighting known forthcoming events or activities throughout the school.

Programs, such as Arts Council, are presented each term throughout the year catering to students from Prep to Year 7 and are selected due to their curriculum relevance. School camps are held for students in Years 4–7 with an overnight camp for the younger students and a week-long camp held for the older students. These camps too are chosen for their relevance to curriculum topics being covered at that time. Events such as the Cross Country training breakfast program, Walk to School day and Schools’ Clean Up day provide further opportunities for wider school community involvement and partnership.

Sacred Heart continues to welcome and support many university student teachers each year providing a real link between university and teaching life. Students are aligned with a mentor teacher and as a school we remain informed and in contact with the universities to which each student is assigned. First year graduate teachers are also assigned a mentor teacher and this is timetabled to maximise support in areas of need identified by both the graduate and the mentor.

The Environmental Group is an established team of students and teachers who coordinate the waste management program and engage in purposeful plantation. Council conducts a yearly audit as part of our commitment to being a Reef Guardian School. Each year it is noted, that as a school, improvements in our waste management are evident. One exciting addition in 2013 was that of a second, larger worm farm providing for the management of compost within the school and assisting in the reduction of landfill. Our dedicated group of environmental students, and staff, meets each Friday and in addition to composting and gardening also present information at assembly as required, host guest speakers and plan for future initiatives with the aim to improving environmental sustainability. At a recent Parent and Friends meeting several parents expressed interest in supporting this group and suggestions put forward will be pursued in the coming months.

Overall, it is the interpersonal relationships which are important in all facets of our school community. Working collaboratively with staff, providing the opportunity for input and feedback regarding every aspect affecting each individual is important as we strive to maintain our school values.
Report from Learning Support

Mrs. Leonie McKenna – Teacher
Mrs. Deb Campbell - Teacher

Inclusive Curriculum Framework Sacred Heart 2014:

Sacred Heart is committed to providing a safe, supportive, inclusive and disciplined learning environment that provides diverse and differentiated educational opportunities for all students. We strive to nurture a school community that endorses a whole school approach to improving student learning and we provide a variety of supports to maximise the educational and social outcomes of all of our students. At Sacred Heart we have a diverse range of student characteristics and experiences which are attributable to a variety of physical, cultural, personal health, wellbeing, intellectual, psychological, socio-economic and life experiences. This diverse range of personal characteristics and experiences enriches our school community. We currently have students from German, Afrikaan, Philipina, Afghan, Thai and Indian cultural backgrounds. An indigenous support worker, Cath Stanley, is employed two days a week to support the identified indigenous students under the direction of the class teachers. We cater for students with low-incidence disabilities. These students have been profiled through the Diocesan Education Adjustment Program process.
This process identifies and responds to the educational needs of students with disability who require significant educational adjustments related to specific impairment areas. Currently we cater for students with Autism, Hearing Impairment, Speech Language Impairment and Social Emotional Disorder.
Several students have been formally identified with dyslexia, central auditory processing disorder and attention deficit disorder, scotopic sensitivity (Irlens), Cystic Fibrosis and specific medical conditions. This student information is recorded on Teacher Kiosk and Learning Support Database.

Identification and Student Tracking Procedures:

In catering for our diverse range of student needs there has been a whole school focus on developing and extending the skills of classroom teachers in terms of knowledge of learning disabilities and associated curricular adjustments. Teachers have been upskilled in the identification process, developing, implementing and documenting student support and differentiating the curriculum to support individual student needs. In 2014 teaching staff, in collaboration with Learning Support team, Assistant to the Principal Curriculum and parents, have documented individual student adjustments on a checklist to accountably record adjustments and modifications for students with learning difficulties and those who require acceleration. This proforma assists with individual student monitoring. An electronic student data base is maintained by the learning support teachers to provide a chronological summary of student provisional education history. This information is also valuable in assisting the school’s collation of the pending August 2014 Nationally Consistent Collection of Data on Students with Disability.
Sacred Heart teaching staff identify and respond to learning needs through ongoing monitoring, assessment of student progress and response to Data – national, state and internal including NAPLAN. Students are supported with differentiated teaching practices, assistive technology and where necessary, focussed intensive teaching.
Enrolment and Transitions Procedures:

The enrolment application process seeks to reveal and clarify the needs of the student and to identify the individual educational adjustments required for accessing the learning program. Transition into and out of Sacred Heart community is effectively implemented due to the professional liaising with kindergartens, Special Education Disability Unit, secondary schools and other systems. Collaborative communication with our Regional Coordinator Inclusive Curriculum, Kaylene Adams effectively assists these processes.

**Individual Education Planning:** I.E.Ps are collaboratively planned and implemented for those students with a disability and document disability specific goals which are reviewed annually after first term.

**Individual Support Plans:** Students who have been identified as requiring specific curriculum adjustments to class planning have individual and group adjustments documented in teacher planning. An Education Support Plan is collaboratively planned and documented by the class teacher, parent, learning support teacher and APC to accountable monitor student learning.

**Inclusive Curriculum Personnel**

**Teachers**

- There are two part time learning support teachers – Leonie McKenna (four days a week) and Debbie Campbell (three days a week). These teachers have the following responsibilities-

  **Direct student intervention**
  - Teachers work with individuals and small group to provide intensive teaching in Literacy, Numeracy and Social/Emotional Coaching and to support the recommendations of specialists.

  **Administration: A major role includes supporting the Principal in:**
  - Maintaining Diocesan accountability procedures and documentation (Targeted Programs, Data Tracking Devise, February / August census, Nationally Consistent Collection of Data- Students with Disabilities summary, end of year accountability documents, applications to the Diocesan Moderation Committee, Individual Education Plans, Education Support Plans, beginning of year induction pupil free days, attendance at enrolment interviews when requested).
  - Co-ordinating and supporting teacher assistants (timetabling, mentoring, resourcing).
  - Communicating with external professionals and agencies.
  - Working with Assistant to Principal Curriculum to analyse and plan responses to the needs identified by data.
  - Planning and implementing Behaviour Management, Crisis Intervention, Risk Management and Social Emotional Plans.
  - Co-ordinating additional resourcing and support for identified students for lunch time support and variation to school routines (camp, sports days, school masses, excursions).
  - Meeting regularly as a school Equity Committee to address and respond to social justice issues.
  - Assisting parents in accessing appropriate information and support mechanisms.
There is one part-time teacher – Michelle Baldwin (3 days a week) employed to coordinate and implement intensive literacy intervention in the early years. This role involves:
- Establishing baseline data through a process of screening and formal literacy assessments with identified students.
- Working individually or in small groups to implement intensive literacy programs
- Liaise with class teachers and equity team to monitor and program for further intervention and needs.
- Assisting class teachers with resourcing for students with literacy needs and directing future in class programs.
- Meeting with external specialists when necessary.

Teacher Assistants
- There are five part time teacher assistants to directly support the Educational Adjustment Program students (Annette Williams, Julie Smout, Kerry Sullivan, Rachel Smallwood and Rose Hindman). Teacher assistants work collaboratively with the classroom teacher and case manager in meeting the adjustment requirements.

External Professionals
- We accommodate three visiting speech language pathologists and a psychologist to assist parents with access to external professional assessment and therapy.
- Advisory Visiting Teachers (AVT) Hearing Impairment and Physical Impairment have key partnership in maximising access for three students with hearing impairment including cochlear implant and for a Prep student who has missing digits on her left hand.
- Diocesan Regional Inclusive Curriculum officer, Kaylene Adams, works in collaborative partnership with leadership, learning support staff, teachers, parents and professionals in enhancing the educational outcomes for all students.

Inclusive curriculum at Sacred Heart School continues to evolve in both structures and procedures. Current goals include continuing to refine collaborative intervention practices in supporting identified students and promoting the use of Diocesan practices and documents for professional referrals. We have established effective and collaborative inclusive curriculum practice throughout the school and continue to monitor and review inclusive practice throughout the school.
Report from School Board
Mr. Peter Bartlett, Chairman, School Board

Sacred Heart has a School Board which provides support to the Principal and aids in setting and reviewing school policy. The Board is comprised of six parent representatives, a teacher representative, a co-opted member, the Principal and a Diocesan Board Liaison representative.

Sr Grace Bartolo was the Spiritual Leader and Faith Community Member of the Board for a number of years but could not continue in this role in 2012. Although a replacement for her has been sought, one has not been found.

For the last two years, the Board membership has remained the same. Prior to that, the group has included two extra co-opted parent members. Parent members have been recruited from information sessions carried out by the Principal with board members support.

The group meets on a monthly basis during school terms, a total of 9 times per year. The meetings involve prayer, reflections, occasional in-services by invited guests and normal meeting agenda items comprising the reading of minutes, correspondence and reports by the Principal. The final meeting of the year also acts as the Annual General Meeting (AGM) which includes determination of office bearers and future members for the upcoming year. The group members have a meal together after the AGM which is a celebration of the efforts of the members in giving of their time for support of the school.

The board has been involved in the changing needs of the school, particularly over the last four years. As well as policy reviews, the board has overseen the following changes:

- The writing of an Interim Homework Policy in 2009 and hosting of a School Community Conversation in 2010 to finalise the policy.
- Development of the School Development Plan in 2010 (after the SR&I in 2009)
- Updating of the Behaviour Management Procedures in 2010
- The reviewing, removal or updating of school policies in response to Diocesan Education Council Policies in 2011.
- The development of a sub-committee: The IT Renewal Group.
- Commitment to combined meetings of the School Board and P&F at least once per year.
- Commitment to attend biennial regional School Board Inservice.
- Reviewing and providing feedback on DEC Policies and School Fees and Levy consultations.
- Providing feedback on and approval of the School Budget and School Goals each year at the AGM.
- Commitment to parent meetings of Indigenous and Islander parents each semester. The motivation for this came from the updated DEC Aboriginal and Torres Strait Islander Education Policy (2012) and the implementation of Personalised Learning Plans for indigenous students. The first meeting was held in Semester 2 2012 A commitment has been made to the completion of a Reconciliation Action Plan for Sacred Heart School.
- Supporting political action particularly in respect to funding for Catholic Schools.
- The development of the Flying Start Consultation Group for the transition of Year Seven students into High School and looking to 2014 with Year Six as part of the graduating cohort.

The Board will continue to provide support to the school as it develops into the future. The challenge will be to further develop the school as a “Catholic” School with the current features of quality teaching and personal student care.
Report from P&F
Mrs. Sandy Naredo (President) and Mrs. Evon Rutledge (Vice President)

Sacred Heart Primary School Parents’ and Friends’ focuses on developing and maintaining community spirit and relationships within the school community and contributes to ensuring the ongoing progress and maintenance of school equipment. Parents pay a P&F Levy of $20 per family per term rather than having fundraising activities.

The P&F meets monthly and welcomes all to attend to discuss issues and support for the school faculty and families. The AGM is held in February each year. Food and drinks are provided at the meetings and children are welcome.

The Sacred Heart P&F is committed to regional and state P&F meetings and conferences. Over the past five years a Sacred Heart Cluster Representative has attended Rockhampton Region P&F Cluster Meetings. One or more P&F representatives have attended the Diocesan P&F Conferences and the State P&F Conferences. Three parents attended the recent State Conference in Cairns.

Each year the P&F nominate someone in the school community for the Community Spirit Award and the certificate is presented at the Volunteers Thank You Assembly and Morning Tea each year. This year an application has been submitted for the Leo Dunne Award.

The P&F and School Board meet at least once a year. Sometimes this is for a designated consultation with parents such as the meetings in 2013 which focused on the Flying Start and decisions about the Year 6 Class as a Graduating Class in 2014.

Some parent committees which provide reports at the P&F Meetings are:
- Heart Parents
- Graduating Classes Camp Fundraising Committee
- Graduating Classes Memories Book Committee
- Tuckshop Committee
- Uniform Committee (when active)

Heart Parents
This friendship group has been part of the school community for a number of years. In 2009 the group was given the name of “Heart Parents”. Each class in the school has a Heart Parents representative.

Heart Parents is a welcoming and pastoral care group. The group organises meet and greets at the start of the school year to welcome new parents and organises social activities for parents. A Biggest Morning Tea is organised each year and this year there is a morning tea for parents on most Fridays after assembly. The group helps to identify families in hardship and illness and offers support needed in these times (as we are a mining community sometimes people are laid off which makes life very difficult when there is loss of income).

Tuckshop
The tuckshop is open Mondays, Wednesdays and Fridays. The new tuckshop in the MPA was finished in October 2011. New stoves, dishwasher and range hoods were installed. Mary Norris is the convenor and is paid for 10 hours per week. Mary also caters for school functions and meetings. In 2013 the tuckshop also helped out in the fundraising for the Graduating Class Camp-ie; hot chocolate and biscuits in winter.

Tuckshop Committee Meetings are held to discuss changes to the menu to fit with the industry guidelines ie; the traffic light system. Mary has recently introduced an on-line ordering system. In some years in the past the P&F has had to “top-up” the tuckshop funds but this has not been necessary in recent years. The P&F has funded Mary to attend a Tuckshop Conveyer Conference and Expo in Brisbane.
In the past 5 years the P&F has helped in these areas:

**Donation to the School** - a donation of $10,000 is made to the school each year which is used for resources and maintenance in the school. A report is given to the P&F as to how these funds have been spent each year.

**Arts** - subsidised Arts Council and Dance Fever, paid for the new area outside the Art Room.

**Social** - organises a Parent Café when a school disco is being held. Assistance is given at school events such as Grandparents Day, Father’s Day Breakfast, Sacred Heart Day, Pancake Tuesday, Opening School Mass morning tea, Closing School Mass morning tea.

**Staff** - World Teachers Day gifts and morning tea or lunch, gifts for staff leaving the school, basket of goodies for the last week of the school year. Support for engaging supply teachers so some teachers could complete Jigsaw training in 2012.

**Students** - Purchasing of Graduating Medals in the past and, in recent years, purchasing of the Graduating Class Memories Book. Donations towards the purchase of Interactive Whiteboards in 2008 and a $10,000 donation towards the IT Upgrade at the end of 2012. Purchasing of additional reading books and comprehension books. Purchasing of cake, cordial for students at major school celebrations and ice blocks for the Cross Country Carnival and for the class who present the weekly Prayer Assembly.

**Sport** - funds for consumable sports equipment, sponsorship for students selected in KCD, State sport teams or cultural activities eg Gondwana, purchasing of medallions for sports Age Champions, supply of sunscreen.

**Other Resources Purchased**
- coffee machine for staff room (now not working)
- books for parent library
- new school BBQ
- outdoor seating
- grandstands for MPA that are used for assembly, discos and various other activities.
- shade sails and pond mesh cover in Early Learning Area
- hopscotch grid to mark hopscotch on concrete around the school

**Parent Education Fund Applications**
Successful applications have been made in 2009 and 2013 for Parent Education Funds.
- 2009: Angela Ehmer: Parent Reading Evening
- 2013: Brett Lee from INESS: Internet Education and Safety

**Community Support**
The P&F committee also uses its funds to help the outer community in times of need and hardship like the Schobbe Family who lost their 2 girls in a tragic accident. The P&F made a donation.
COMMENDATIONS
AND
RECOMMENDATIONS
Catholic Ethos and Relationships

Commendations

- The liturgies and religious celebrations are vibrant, engaging, respectful and child appropriate.
- Mini retreats are used effectively within the school and provide appropriate learning activities.
- The visible catholicity of the school as evidenced through symbols, signs, statues, naming of buildings and prayer spaces around the school.
- The APRE for her enthusiasm, dedication and motivation towards her role.
- The nurturing of a welcoming, family atmosphere through many school events including assemblies, discos, parent cafés and Heart Parents.
- Implementation of the Jigsaw program with its whole school approach to bullying and behaviour support.
- Teaching children how to pray and worship through prayer assemblies, class liturgies and parish masses.
- The focus on Christian values through the Virtues Program.
- Christian faith is prominent at Sacred Heart.
- The parents acknowledged the Christian atmosphere that instills morals and religious values.
- The visible, personal and positive relationships amongst staff, children and families.
- The continuing development of a strong link with and the building of a close relationship between the parish and APRE.
- Importance of prayer in the school is noted by staff and students.
- The encouragement of children and staff to be actively involved in parish life.
- Sacred Heart encourages a sense of community within its school and parish.
- Sacred Heart celebrates, congratulates and recognises student and staff achievements within and outside the school.
- The school is a welcoming community where it is very apparent that children are listened to, happy and respected.
- Parents expressed that they are extremely happy to send their children to Sacred Heart.
- Parents feel that Sacred Heart teaches Religious Education well and where morals are taught and practised.
- Students like the safe environment that Sacred Heart provides.
- The staff at Sacred Heart believe that the school provides a positive environment.
- The professional development given to all staff in the area of student protection and the maintenance of attendance records.
Recommendations

- Continue to encourage the respectful use of the class prayer tables and the correct use of liturgical colours.
- Staff continue to see the importance of attending weekly prayer and its value within the school community.
- Continue to encourage the involvement of the Parish Priest in the life of the school.
- In line with student protection protocols, update all school handbooks to include appropriate information on student protection, ensure that student protection posters are displayed in all classrooms and teaching areas and that student protection materials e.g. Student Protection brochure are available in the foyer area.
- Explore the wide range of teaching resources available in the school to ensure that religion lessons are varied and engage all children.
Leadership and Relationships

Commendations

- The Principal’s strong, visible and practical leadership is noteworthy.
- Parents appreciate the accessibility and approachability of staff.
- The school is well-organised.
- The Leadership Team care about the staff’s personal and professional well-being.
- Effective communication strategies are in place to keep the staff and families informed of what is happening in the school.
- The collaborative decision making processes in the school is commended.
- The leadership team’s accessibility, visible collegiality and hands on approach are commended.
- The APA is commended for her dedication and commitment to the day to day organisation of the school.
- The establishment of the Flying Start Consultation Group assisted in the development of effective transitional processes with the move of year seven to secondary school.
- The school leadership team is committed to continuous improvement in teaching and leadership practices as exemplified by staff goal setting, class visits and the provision of feedback to teachers.
- The good work to date in promoting and developing parental engagement strategies that assist in the building of community.
- Year six and seven students are provided with opportunities to be role models and leaders.
- The work of the student representative council.
- There are clear expectations of students and these are well communicated to the school community.
- The input of the school Board and the Parents’ and Friends’ Association in working with the principal and staff in planning for the improvement of the school’s facilities is noteworthy.
- The collaborative support that the School Board and the P&F provide is much appreciated by the school community.

Recommendations

- Continue to explore the leadership opportunities for students.
- Continue to unpack the Australian Professional Standards for teachers with staff.
- Investigate National School Improvement Tool and the opportunities it may provide for school improvement.
- Review the frequency, length and expectations in regards to preparation and performance of assemblies.
- Explore ways of showcasing the school to the wider community. eg Media
Teaching and Learning and Relationships

COMMENDATIONS

• Parents and students at Sacred Heart feel that the students are receiving a good education and they are pleased with the quality of teaching the children receive in the classroom.
• Parents and students believe that the teaching staff of Sacred Heart are approachable and genuinely care for the children.
• Parents believe that Sacred Heart has clear expectations of the students and these expectations are communicated well to the student body.
• Parents who have diagnosed learning support children at Sacred Heart are pleased with the level of assistance and understanding teachers and aides give to their children.
• The learning support team provides experiences that support, challenge and motivate children to achieve their best.
• Staff value and appreciate the collaborative approach of the learning support team.
• Teachers at Sacred Heart believe that the collaborative planning processes, including the one planning day per term, are effective.
• Teachers at Sacred Heart believe that they are well supported with regard to Professional Development especially with the new technologies for classroom practice.
• Teachers enjoy teaching at Sacred Heart.
• The school is dedicated to the holistic development of each child through the provision of specialist lessons in instrumental music, art, PE and Friday sport.
• Staff involvement in extra-curricular activities is appreciated and valued.
• ICTs are used effectively in the classrooms.
• Teachers’ willingness to embrace new learning through the implementation of Google Apps for Education, including class blogs, is commended.
• Teachers have presented attractive classroom environments which include an array of children’s work that complement teaching and learning.
• The positive relationships developed between children and teachers are very evident.
• The library staff provides a welcoming environment and supports classroom teachers with access to appropriate resources.
• The support provided by the APC through her availability, knowledge, guidance and skill is commended.
• The reading intervention program is valued by teachers in the lower grades.
• The progress to date in the school-wide collation and analysis of a range of data on student outcomes is commended.
• Differentiation of curriculum is demonstrated in teacher planning.
• The implementation of rotational groups and the willingness of teachers to take on this initiative in the classroom are commendable.
• Teacher assistant time in classrooms is used effectively.
RECOMMENDATIONS

- Investigate the effectiveness of student led conferences.
- Review the information communicated within the school’s report cards.
- Continue to review the appropriateness of homework policies and procedures to ensure they address the needs of children in all year levels and provide guidelines for families.
- Explore the possibility and practicality of reintroducing LOTE to the school.
- Continue to expand ways of providing information to parents about their children’s learning and wellbeing at school and on how parents can support their child’s learning.
- Consider ways in which extension opportunities for children can be incorporated further into classroom teaching and learning.
- In planning for ongoing professional development, consideration be given to:
  - Provision of professional development that is year level and subject area specific.
  - Allocation of additional time to follow up on professional development to ensure effective implementation within classrooms.
  - Provision of professional development that will update and re-energise teachers in best practice for rotational groups.
  - Ongoing professional development for all teacher assistants.
- Review the whole school spelling program to ensure relevance, consistency and how it meets student’s needs.
- Continue to develop teachers through coaching and mentoring processes, including visits to others’ classrooms.
- To continue to engage teachers in the analysis of data collection on student outcomes.
Resources and Relationships

Commendations

Resources and Relationships

Commendations

- The school is well resourced.
- The commitment in the school budget to the provision of technology resources.
- The office staff is welcoming and very helpful.
- The school newsletter is informative and well written.
- The school grounds and facilities are exceptionally well maintained and well presented.
- The teacher assistants are enthusiastic, show initiative and work effectively with teachers.
- The library is a learning area which is well maintained, well utilised by children and is continually being updated with a variety of educational displays.
- The sport’s shed is well maintained and well equipped.
- There is an effective use of 'spare' rooms i.e. art room.
- The effective use of library and computer room during lunch times to provide additional, supervised activities.
- The wider community is very appreciative of their use of the oval i.e. Little Athletics, junior rugby league.
- The commencement of an online tuckshop facility is a worthwhile initiative.
- The effective use of the Diocesan Parent Education Fund to keep parents informed of educational initiatives.
- The contribution of $10 000 made to the school each year by the P&F.

Recommendations

- Continue with the development of the school website.
- Investigate the refurbishment of the Prep outdoor play area.
- Continue to consult with DCEO staff in regards to the oval drainage issues.
- Provide opportunities to inservice parents and carers to develop their understanding of the Jigsaw program.
Improvement Processes and Relationships

Commendations

- Teachers agree that change initiatives are well managed at Sacred Heart School.
- The internal team’s commitment to the SR & I process and the development of the initial Report.
- Parents through the P&F, Board and committees are encouraged to continue to assist in planning for the future.
- The Workplace Health and Safety Officer is to be commended for their effective and proactive commitment to the role.
- Workplace Health and Safety Standards are monitored and necessary action taken.
- The development of the annual goals that are presented to the School Board.

Recommendations

- Students would like to see improvements in the eating and playing areas.
- Continue to review the car park traffic especially at peak times.
- From this review, the school, in conjunction with the Board, prepares a School Development Plan that is communicated to all stakeholders.
- Recommendations of the Workplace Health and Safety Audit to be actioned.
CONCLUSION

We would like to congratulate and thank the School Review and Improvement Team for their work in co-ordinating the process and in preparation of this Report.

We would like to thank all participants for the willingness, openness and honesty that they demonstrated throughout the process. We value their insights, appreciate their thoughtfulness and will respect all confidences. The positive and optimistic attitudes of everyone in the community offer us great encouragement and we believe we will be enthusiastic in taking this process of Review and Improvement forward.

We have confidence that we have the ability and expertise to continue the process and believe that significant possibilities for continued individual and community growth are at its heart.

We now submit this report to Miss Leesa Jeffcoat, Director of Catholic Education in the Diocese of Rockhampton.

____________________________
Mary Schick
Principal

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Peter Bartlett
Board Chair

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Craig Fairbairn
Assistant Director: Schools (Rockhampton Region)
For the External Validation Team