



Our Lady of the Sacred Heart Catholic Primary School Springsure

2016 Annual School Report



Catholic Education
Diocese of Rockhampton

The School's story

System:

Catholic Education Diocese of Rockhampton

Principal:

Duane Wann

Address:

**Gap St
Springsure, Queensland, 4722**

Total enrolments:

50

Year levels offered:

Prep to Year 6

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

Our Lady of the Sacred Heart Catholic School is a co-educational school offering primary education from Pre- Prep to Year 6. The curriculum programs implement the Australian curriculum in English, Maths, Science, History and Geography. Other learning areas are based on the QSA Essential Learnings and the new Religion Curriculum. Our classes are arranged into the following class groupings: Prep/Year 1, Year 2/Year 3, Year 4, Year 5 & Year 6

Extra Curricula Activities

1. 'Making Jesus Real' Program is a valued-based educational program that aims to help students, staff and parents recognise the presence of goodness and Jesus in their everyday lives. MJR peer led groups have been in place since 2013, and aim to reinforce the values and ideas of our school ethos. Students are encouraged to see the goodness in themselves and others and to recognise these are God-given gifts to be shared freely with all.
2. Representative Sport – students are involved in a variety of sporting events at various levels (school, district, Central Highlands, Capricornia). Sports include athletics, swimming, cross country, football, soccer, tennis and netball.
3. For the past 5 years we have participated in the National Literacy and Numeracy Partnerships Program which targets raising the levels of students' literacy and numeracy skills. The school has benefited greatly from ongoing support that has contributed to developing teacher capacity and improved student outcomes with respect to literacy.
4. Each term the students attend an Arts Council performance. These performances introduce students to different cultures, arts, forms of media and concepts.
5. RREAP Enrichment Days held annually (1 or 2 per year) in conjunction with the other seven small public schools within the district.
6. The school encourages and facilitates student participation in the ICAS Science, English, Maths, Spelling and Computer Skills competitions – these tests are offered to Years 3 – 7 students.
7. All year 5 & 6 students have the opportunity to attend a camp of up to 5 days during the year. Every third year the children travel to Canberra for their camp. Every other grade has the opportunity to attend school excursions if they relate to and enhance classroom teachings.
8. All students are encouraged and given the opportunities to take part in our School Masses and School Prayer Assemblies.
9. Our School proudly supports the local tradition of marching in the town's ANZAC Day march each year and is always well represented by students, parents and staff.
10. Our school enters a display in the pavilion at the local show which provides an opportunity for students to show their work to the wider community.
11. Our school is a Sun Smart school as well as an Asthma Friendly School and we provide education to our students on these two topics throughout the year.
12. To encourage healthy living and eating our school has created an outdoor classroom consisting of a covered area, shade sails, outdoor tables, four vegetable gardens, a compost bin and three fruit trees. Students are encouraged to help with the planting and caring of the food and taught the benefits of eating such products. Each Tuesday is a 'nude food' day.

How Information and Communication Technologies are used to assist learning

In working through establishing the integrated curriculum process, OLSH School aims to make Information Communication Technologies integral to learning. To realise this we aim to achieve a number of goals:

- To take full advantage of the possibilities of ICT to enhance student learning, create efficiencies in delivering education and school administration, and advance lifelong learning.
- To empower teachers and students to make the most of new technologies to create new

learning pathways that will equip students to learn for life.

- To connect teachers with professional learning so they can create and employ meaningful and engaging strategies where ICT is integral to learning.
- To support the effective use of ICT for learning by sharing and celebrating success, delivering an underpinning framework of ICT support and maintain and extend ICT curriculum integration.

Social Climate

'Making Jesus Real' Program is a value-based educational program that aims to help students, staff and parents recognise the presence of goodness and Jesus in their everyday lives and aligns with the Gospel values that underpin our mission/vision. Students are encouraged to see the goodness in themselves and others and to recognise these are God-given gifts to be shared freely with all.

Religion is taught as a Learning Area for 2.5 hours per week. We are currently transitioning to the new Religion Curriculum which is based on the format of the Australian Curriculum. We also have hymn practice every second Friday and each Term one class focuses on one mission activity to promote justice.

Religious education is at the core of our school and we continue to enjoy a very good relationship with our parish.

A whole-school Behaviour Management Policy is in place, with strategies across the school to assist staff in implementing a consistent approach. The aim of the Behaviour Management Plan is to ensure a safe and secure learning environment where all children have access to a range of learning opportunities.

Cyber Safety and Anti-Bullying Strategies

Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school. We access CEO representatives to give focused information sessions to parents, staff and students. The school community is kept up to date about developments in this area. All Diocesan and school policies are reviewed on a regular basis.

Strategies used for involving parents in their child's education

P&F Association: Meetings are held the first Monday of every month. This organisation is primarily responsible for fundraising activities for the school to assist with purchasing resources.

School Board: Has been in operation for the past four years with new members undergoing an induction program. The Board provides leadership with policy development, financial management, visioning, maintenance and capital works.

Our parent body continues to work to provide a wide range of services to the school. These include tuckshop each Friday, school camps, sport days, working bees and other social events.

We have an open-door policy where parents are welcomed and encouraged to be actively engaged in the school community in a variety of ways, depending on their time, talents and interests.

Communication between staff and parents is given the highest priority and it is our belief that with open two way communication our school will continue to flourish as a friendly learning environment. Our weekly newsletter also provides a vital communication link between the school and families and once a fortnight each class provides a comment to the Newsletter to keep parents informed.

Reducing the school's environmental footprint

OLSH school has adopted the Assisi model that has been fundamental in the development of our school as a learning community for sustainability. This model constitutes the Australian Catholic Bishop's Sustainability initiative and is a strategic, systems-based, integrated sustainability initiative that invites all in our community to participate in a process of inquiry, formation and conversation to implement processes for just and sustainable living and is evident in our school via whole school projects including: solar panels, nude food to reduce waste, recycling bins in eating areas, chooks to recycle food scraps, worm farm, student-led gardens, mission activities, Minni-Vinnies, Making Jesus Real Groups, paper recycling and whole school integration of social justice issues within school RE programs.

Characteristics of the Student Body

Current enrolment is 50 students from Prep to Year Six. In the last few years our numbers have decreased due to the declining mining industry.

Traditionally the school has serviced the rural community of Springsure in the Central Highlands, which is dependent on the beef, farming and mining industries. Many of our parents are graziers, farmers, miners or employed by local businesses. Majority of families are middle-class, supportive and very involved in their child's education.

Staffing composition, including Indigenous staff

Workforce Composition of all teachers

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	7	7	0
Full-time equivalents	6.4	2.34	0

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	85.7 %
Diploma	14.3 %
Certificate	

Expenditure on and teacher participation in professional development

TOTAL FUNDS expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

\$ 15,700

MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

The 7 pupil free days are allocated by the Director and were utilised as follows: Bishop's Inservice Day focusing on formation, staff inductions, Literacy workshops, Diocesan facilitated conferences (curriculum and leadership focus), Student Protection, ICT workshops, graduate mentor program. Staff members engage in professional sharing during staff meetings. All staff members attend professional learning provided by Diocesan staff as identified within the school.

The percentage of the TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT

100 %

Average staff attendance

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days.

98.37 %

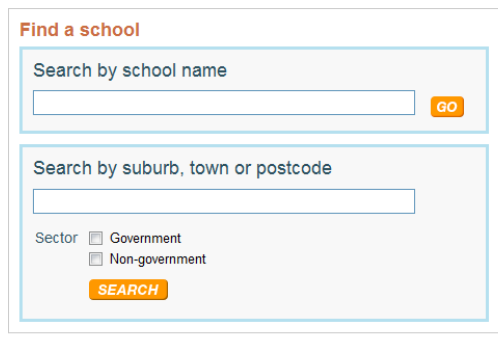
Percentage of teaching staff retained from the previous school year

96 %

School Income

<http://www.myschool.edu.au/>.

(The School information below is available on the My School website).



Find a school

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GO

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SEARCH

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at www.myschool.edu.au.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes

The NAPLAN test results in many categories were very encouraging, with several areas above the State and National averages. During 2016, our school continued a whole school focus on literacy practices, in particular writing, reading and spelling, with cohorts reflecting consistent results in this area. A review of our whole school numeracy program has led to the implementation of a whole school focus on number. This focus on both literacy and numeracy will continue into next year with strategies incorporated into our School Development Plan and the Great Teachers Great Results initiative.

Student Attendance

Average student attendance rate (%)

91.9 %

Describe how non-attendance is managed by the school

It is a statutory requirement that students attend school on each school day during the year. Parents/guardians are asked to notify the school via a telephone call or note whenever their child is absent. Even if a telephone call is made, a written explanation is still required whenever a child is absent and should be given to the class teacher (on return to school or beforehand if for a planned absence). This note must state the date(s), the reason(s) for the absence(s) and at least one signature is required. Extended or repeated absence will be reported to the Principal who may require that the reason for absence be supported by a certificate from a medical practitioner. Normally if no contact is made with the school after 2 days of a child's absence, the school office will telephone the home.

Value Added

The story of distance travelled

Our school's results in the National Tests have shown that the majority of our students are achieving the national benchmark. The teachers and school community have worked towards providing many opportunities for the children to achieve their full potential in the areas of Numeracy and Literacy. Comparison of results using the Sunlanda tool indicates the school needs to continue to focus on improving Numeracy and Literacy outcomes. In particular, writing and spelling have been identified as an area of concern, as a result a whole school approach to writing (7 Steps to Successful Writing) and spelling (Sounds Waves) was initiated. The Daily 5/CAFÉ literacy routines have been used to support whole school literacy routines.

The story of where you are going

Our school is committed to maximizing student engagement in all key learning areas by providing stimulating learning experiences that promote both life-long and life-wide learning. We believe that all students at Our Lady of the Sacred Heart are capable, competent learners and we place particular emphasis on the mastery of Literacy and Numeracy.

We acknowledge and celebrate the contributions and achievements made by students, staff and parents, which enhance the learning environment at Our Lady of the Sacred Heart.

Parent, Teacher and Student Satisfaction

Our Lady of the Sacred Heart School has a very productive School Board and P&F. The school is blessed with many teachers and parents who give much time and effort to ensure that our school offers

all that it can to the students and in doing so have created a welcoming, positive school environment that is valued by all.

This has recently been confirmed in surveys undertaken for the future 'School Review & Improvement' process which culminates in a review of the school by an external team every 5 years. The SR&I internal and external report delivered very favourable information about how OLSH is travelling and that student, parents and staff alike are extremely satisfied with the health of the school in all five key result areas.