



*SACRED HEART CATHOLIC SCHOOL*  
*BEAGLE BAY*

*School Performance Data 2013*

*OUR VISION*

*Sacred Heart School is a Catholic faith community which recognises the importance of respect for God, self, others and all aspects of the environment. The School community acknowledges that the students are the future of Beagle Bay and nurtures their development through two-way learning.*

## **1. Contextual Information**

Sacred Heart School is a Catholic co-educational composite school, catering for children from Kindergarten to Year 10 and comprising of approximately 110 children. There is also a 3 Year old programme in operation in the ECE centre. The school is located in Beagle Bay, a remote Aboriginal community. It was a bi-lingual school where instruction was given in French and Nyul Nyul, the language of the traditional owners of the land around Beagle Bay. They also learnt to speak and sing in English and were taught Latin hymns. The school offers a holistic education, embracing the spiritual, religious, intellectual, physical, social and emotional development of all students that is developmentally appropriate. At our school, relationships and learning are both important. Our Vision underpins school life. We provide a variety of religious experiences which embrace and enhance Faith, Life and Culture.

The school focuses on literacy and numeracy across all years. Vocational pathways are offered in the senior school. As a futures oriented school, we are committed to developing independent learning skills amongst students and strongly encourage the use of learning technologies in the classroom. A broad range of extra-curricular activities in sport, music, drama, dance and a wide range of academic competitions and clubs, enhance the pastoral and educational programs offered. Inter-house sporting competitions, broad student leadership experiences, both highlight the quality of pastoral care provided to students. Our Secondary children are involved in Bush Cadets and the school seeks a variety of opportunities to enhance senior leadership in school and in the wider community. The model of schooling offered by Sacred Heart School is underpinned by Gospel values. We strive to promote excellence and support the children to reach their God-given full potential.

We place a huge emphasis on student needs, styles of learning, data analysis and teaching strategies. We promote a whole school collaborative approach of ongoing reflection and analysis of data to direct future goal-setting for teaching and learning. This approach provides successful monitoring of student learning and implementation of best teaching practices.

The NPP has enabled us to access additional funds for our Key Teachers in Literacy and Numeracy to attend quality, current and relevant Professional Development. Due to a high percentage of indigenous students, there is a major focus on Literacy and Numeracy which caters for the needs of all students. We implement ongoing assessment and data gathering to direct the teaching and learning experience. Support is provided through Reading Recovery, Extending Mathematical Understanding, Literacy Intervention and support as well as Computer Programs. Our school promotes excellence in pedagogy through the Coaching Model and Mentoring with a focus on a 'whole school' approach to teaching and learning.

The school provides a balanced curriculum including Cultural Education, involving community members, Music, Dance, Physical Education, Sports, IT, Library and Promoting Alternative Thinking Strategies. The school has an ICT Centre, as well as a bank of computers, iPads and

Apple TVs in every classroom. The school community works together to create an environment where diversity is valued and everyone is treated with dignity and respect.

## **2. Teacher standards and qualifications**

- All teaching staff is registered with the Teacher Registration Board of Western Australia (TRBWA).
- All staff holds Working With Children Checks.
- Nine teachers hold a Bachelor of Education Degree.
- Nine teachers hold a Diploma of Teaching Degree.
- Three teachers hold a Masters of Education Degree.
- Two teachers hold a Diploma in Religious Education.

## **3. Workforce composition**

Staffing is as follows:

- 9 Full time teachers
- 9 full time Aboriginal Educational Assistants,
- 1 part time Aboriginal Educational assistant,
- 1 full time clerical assistant,
- 1 part time clerical officer,
- 1 part time grounds/maintenance person,
- 1 part time gardener/cleaner
- In total – 9 males and 13 females.

## **4. Student attendance at school**

### **Attendance**

Student attendance has an average of 82%.

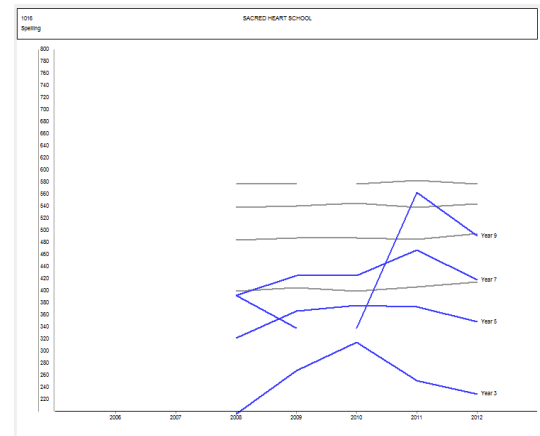
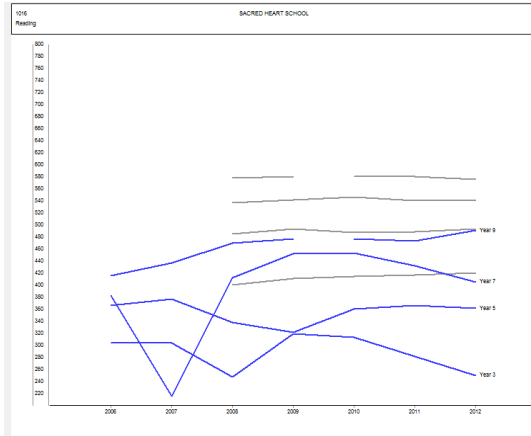
Non-attendance is being addressed through a variety of ways.

1. Employment of a Aboriginal community liaison officer to work in partnership with families to improve attendance daily.
2. Daily home visits to promote school attendance.
3. Weekly, monthly and term rewards promoting attendance.
4. Publicising in the community the positive elements of schooling.
5. Development of a Community / School Partnership Agreement.
6. Promoting school attendance through the weekly Newsletter.
7. Accessing external agencies for support e.g. Youth at Risk.
- 8.

## NAPLAN DATA

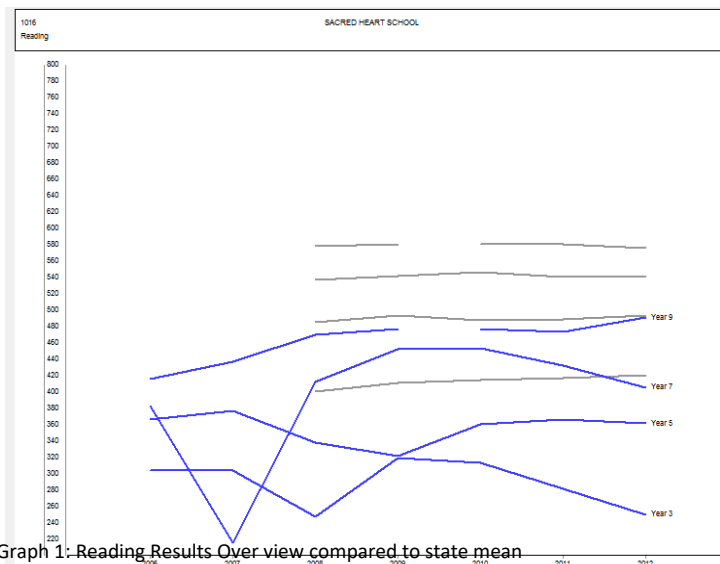
In the 2013 NAPLAN data, the school performed below national averages in all areas. The school is working at improving students' use of Standard Australian English at school through specialised professional learning for all teaching staff.

Trends from NAPLAN data identify irregular patterns of student gains and losses. Importantly, identifying individual student's story and class cohorts enables a greater depth of understanding to the data.



## Reading

The Reading Recovery program recommenced in 2012 in a full capacity with all year 2 students being exposed to the program. This may influence positive gains in future data.



Graph 1: Reading Results Over view compared to state mean

## Observations:

- Students that participated regularly in the Reading Recovery and are now in Year 5 continued to show improvement.

- The Year 7 data over the past 2 years has dropped.
- Like schools comparisons indicate Sacred Heart students perform well, however considerable gaps still exist between state and national comparisons.
- There is a need to work on students reading comprehension skills, especially in locating information within texts.

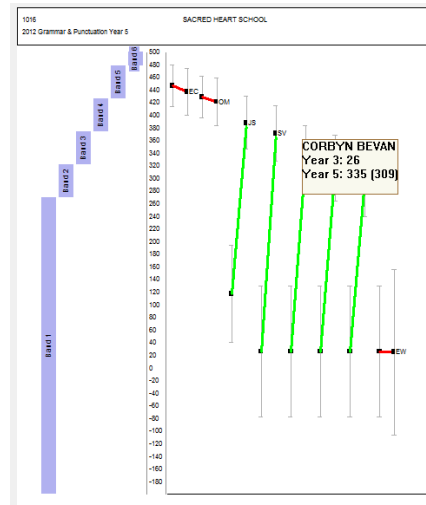
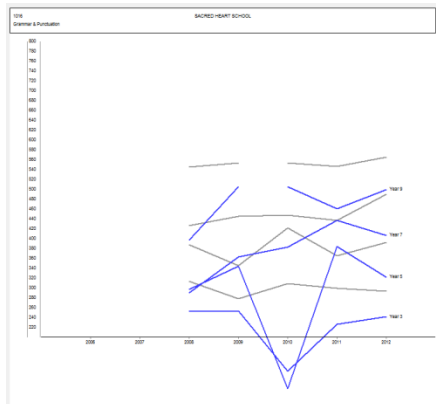
### Spelling:

Spelling has been a consistent challenge at Sacred Heart School. As EALD users, students oral language development (vocabulary) and phonological awareness contributes to the challenges when completing standardised tests.

### Observations:

- Students in all cohorts performed below their like school comparison and well below state and national averages.
- Looking at specific errors in testing it is apparent that students require additional support in developing phonological awareness. An emphasis on explicit teaching of sounds will again be explored in 2013 to build upon existing practices. Suggestions include Diana Rigg or Words Their Way.

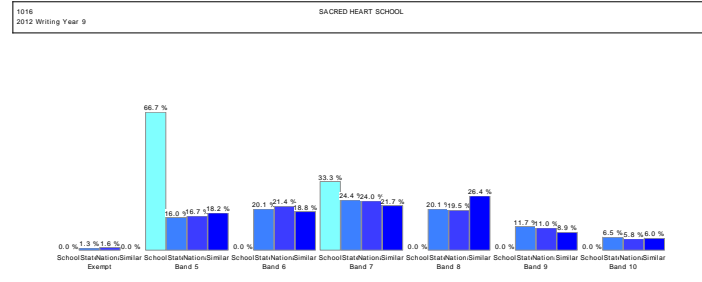
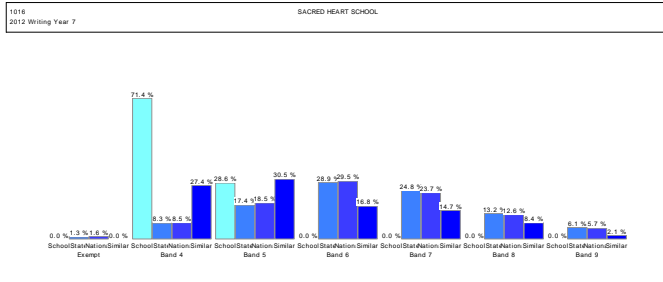
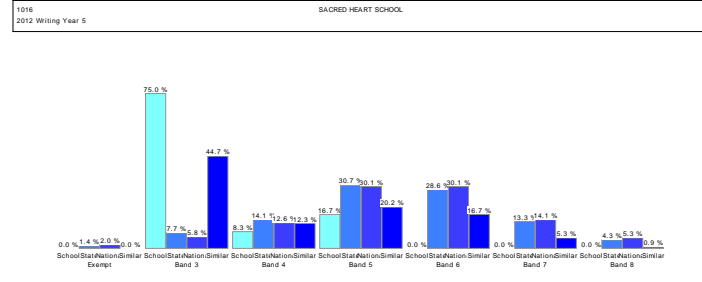
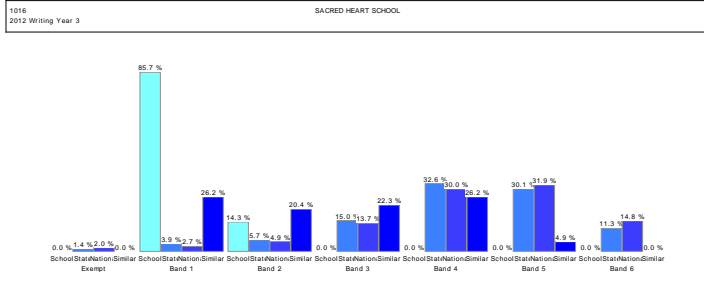
### Grammar and Punctuation



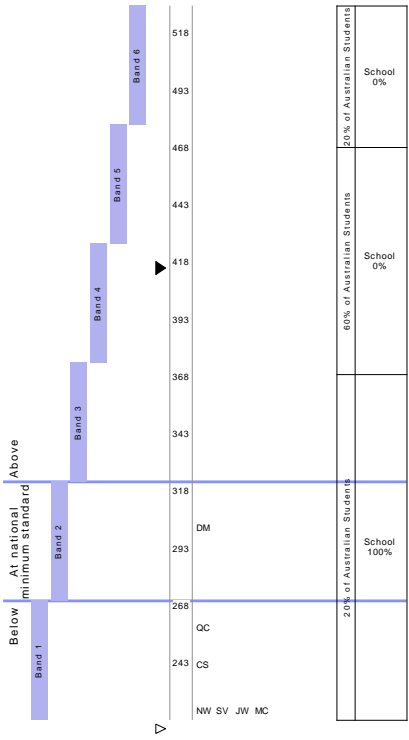
### Observations:

- Students in Year 3 and 9 demonstrated significant improvements.
- Individual students in Year 5 made pleasing gains. Teaching to the tail has been identified as an issue with 2 students making no gains between Yr 3 and 5.
- Areas that will be focused on specifically in 2013 include a whole school focus on the use of specific forms of punctuation (fullstops, capital letters) and knowledge of word types (verbs, nouns, adverbs, conjunction).

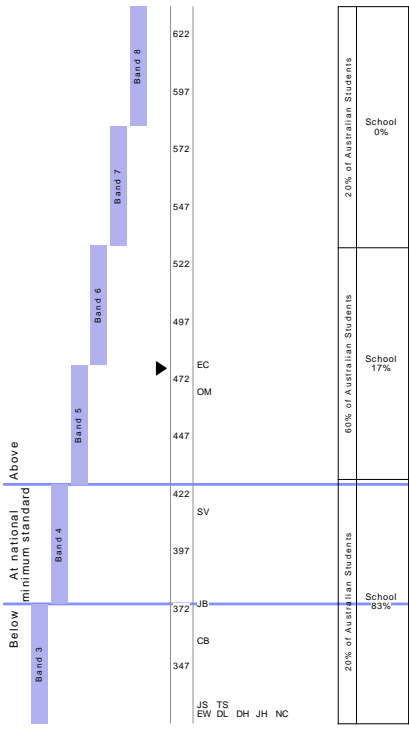
# Writing:



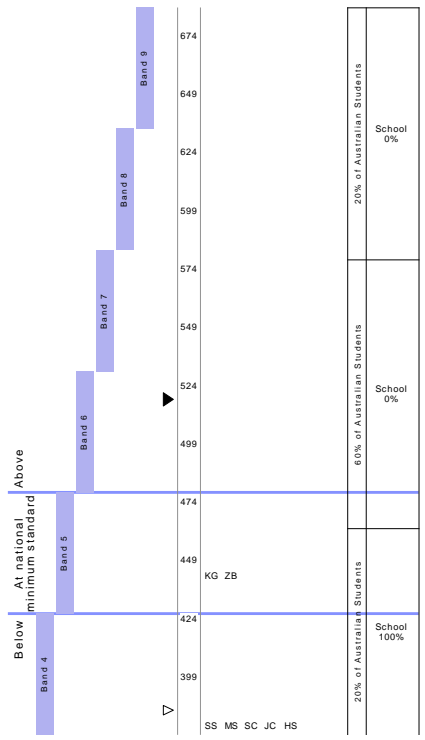
1016 SACRED HEART SCHOOL  
2012 Writing Year 3  
NAPLAN  
All Australian Schools Mean: 415  
All WA Schools Mean: 407  
School Mean: 214



1016 SACRED HEART SCHOOL  
2012 Writing Year 5  
NAPLAN  
All Australian Schools Mean: 477  
All WA Schools Mean: 470  
School Mean: 308



1016 SACRED HEART SCHOOL  
2012 Writing Year 7  
NAPLAN  
All Australian Schools Mean: 518  
All WA Schools Mean: 521  
School Mean: 385



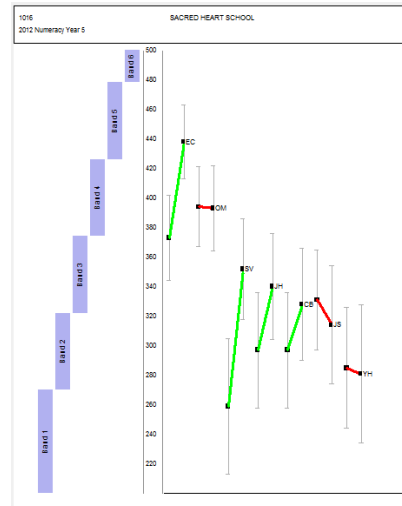
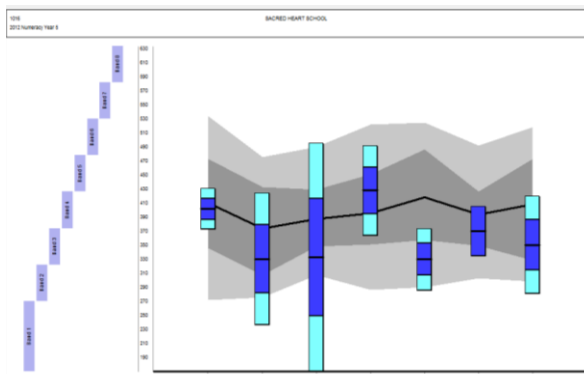
## Observations:

- Year 3, 5 and 9 showed an increase in results as teachers and students became aware of the processes and conventions involved in persuasive texts.

- When examining the data in all year levels, students have the opportunity to further develop their understanding of paragraphing and punctuation. Students knowledge of the structure of persuasive text was limited.
- Students in all Year levels are below the national minimum standard. Data shows that students' understanding of sentence structure and paragraphing are capable of improvement.

### Numeracy:

Student achievement in numeracy has demonstrated a level of inconsistency in previous years which continued in 2012. The graph, 'Students over Time' demonstrates the level of inconsistency throughout the past five years.



### Observations:

- Individual students are achieving good results, however, the tail of the school can contribute to lowering the appearance of the cohort.
- When looking at specific concepts, no consistent misconception exists in year levels with a range of misconceptions apparent in differing year levels.
- Continuing to focus on students' mental strategies and flexibility between operations is essential to improving undertsndings.
- Differentiation is a priority across all year levels.

### Parent, Student and Teacher Satisfaction

All members of the school community recognise the importance education plays in providing opportunities for students to grow and develop. The school and broader community are working towards a united goal to improve student attendance and ultimately educational success.

The members of our School Board are very supportive of school policies and educational programmes. The school and community embraced the 'What Works' project with the final

report delivered in December. The proposals will be developed as an action plan in 2014.

Communication between the school and home is a high priority. Parents appreciate the fact that the school works hard to maintain a culture of inclusiveness, openness and cooperation.

Visitors to our school always comment that SHS has a wonderful, positive and welcoming environment.

#### **5. Post school destinations**

On leaving our school, children attend the following high schools: -

- Clontarf College
- St Mary's College, Broome
- Broome Senior High School
- Aquinas College
- The Peninsula School
- Belmont College
- Aranmore College
- Coolgardie
- Esperance

#### **6. School Income**

- See

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