



# Our Lady of the Sacred Heart Catholic Primary School Springsure

2019 Annual School Report



Catholic Education  
Diocese of Rockhampton

# System

Catholic Education Diocese of Rockhampton

# Principal

Peter Smith

# Address

Gap St  
Springsure 4722

# Total enrolments

41

# Year levels offered

Prep – Year 6

# Type of School:

Co-educational

# Curriculum Offerings

## Distinctive Curriculum Offerings

Our Lady of the Sacred Heart Catholic Primary School is a co-educational school offering primary education from Kindergarten to Year 6. We offer a holistic and innovative educational program that leads the way in the Central Highlands. We have a wonderful partnership between staff, parents, students and the wider community to help create the foundation of a caring and inclusive culture which supports the growth of every student. Honesty, Respect and Care are the values that underpin our faith driven culture which develops well-grounded, respectful and community-minded individuals who are ready for bright futures.

## Extra Curricula Activities

1. 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, rugby league, rugby union, soccer, tennis and netball.
2. 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 and participate in the school 'Garden Club'
3. Each term the students attend an Arts Council performance. These performances introduce students to different cultures, arts, forms of media and concepts.
4. RREAP Enrichment Days held annually (1 or 2 per year) in conjunction with the other five small schools within the district.
5. Each term students are offered the opportunity to participate in 'Active Afterschool Sport' which is a program run by staff or external coaches in various sports and activities for an hour a week after school.
6. The school runs a 'Mini Netball' competition for the district, inviting any girls or boys throughout the district to be involved in an active and team supportive afterschool activity.
7. All year 5 & 6 students have the opportunity to attend a camp of up to 5 days during the year. Every second year the children travel to Canberra for their camp. Every other grade has the opportunity to attend school excursions when 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 that 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. Our school runs a school art exhibition for the community at the local art gallery towards the end of the year.

## 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

## Strategies to Promote a Positive Culture

The '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 as God-given gifts to be shared freely with all. MJR groups take place as a mixed class of all ages, helping to provide an avenue for peer support and mentoring across year levels. Religion is taught as a Learning Area for 2.5 hours per week. Religious education is at the core of our school and we continue to enjoy a very good relationship with Our Lady of the Sacred Heart 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 Catholic Education Diocese of Rockhampton (CEDR) 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 CEDR representatives to give focused information sessions to parents, staff and students. This year the school collaborated with Cyber Safety Solutions who ran a seminar with all students and parents to assist in the area of cyber safety. The school community is kept up to date about developments in this area. All CEDR and school policies are reviewed on a regular basis.

## Strategies for involving parents in their child's education

The P&F Association meetings are held on the first Monday of every month. This organisation is primarily responsible for fundraising activities for the school to assist with purchasing resources. However, the P&F also are committed to generating events that promote a culture of family within the school, providing an avenue for families in the community to get together to share their thoughts, feelings and time together.

The School Board has been in operation for the past six 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, sports 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. We have incorporated 'Celebration of Learning' days at school to help invite families and community into our classrooms, providing an insight into the children's learning and the wonderful work the school does.

Our fortnightly newsletter also provides a vital communication link between the school and families and once a fortnight each class provides a comment for the Newsletter to keep parents informed. We also have a social media page to help inform parents of happenings in the school.

## Reducing the school's environmental footprint

The 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 Bishops' Sustainability initiative and is a strategic, systems-based, integrated sustainability initiative that invites all in our community to participate through inquiry, formation and conversation to implement processes for just and sustainable living. It is evident in our school via whole school projects including: solar panels, nude food to reduce waste, recycling bins in eating areas, poultry to recycle food scraps, a worm farm, student-led gardens, mission activities, 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 41 students from Prep to Year Six. In the last few years our numbers have decreased due to the fluctuation in the 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. The majority of families are middle-class, supportive and very involved in their child's education.

## Average student attendance rate (%)

94.46 %

## Management of non-attendance

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, email or note whenever their child is absent. Text alerts are automatically sent each morning to families of children who are absent from the school but have not notified the office. 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. If no contact is made with the school after two days of a child's absence, the school office will telephone the home.

# Staffing Information

## Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	5.00	6.00	0.00
Full-time equivalents	4.60	3.17	0.00

## Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	
Bachelor Degree	100 %
Diploma	
Certificate	

## Major Professional Development Initiatives

Staff profession development initiatives included:

- Bishop's Inservice Day and Religious Education focusing on formation
- Workplace Health and Safety procedures and protocols
- Data collection and the efficient use for improving learning outcomes
- Mathematics workshops focusing on a whole school approach to teaching and learning
- Catholic Education facilitated conferences (curriculum and leadership focus)
- Student Protection and Protective Behaviours including Safeguarding
- Staff members engage in professional sharing during staff meetings
- Staff attended several self-directed professional development activities, including the K-6 Conference, literacy development and Google Summit.

The percentage of teacher participation in professional development was  
100 %

## Total funds expended on Professional Development

The total of funds expended on teacher professional development was  
\$ 13,900

## Average Staff Attendance and Retention

99.08 %

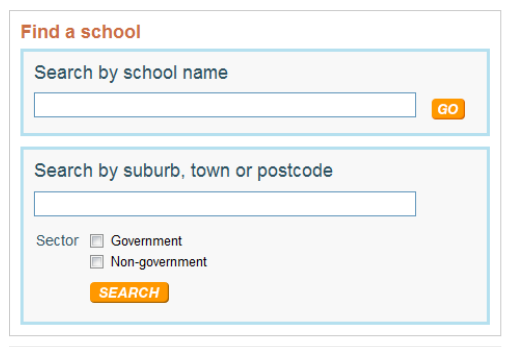
Percentage of teaching staff retained from the previous school year was  
56 %

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## School Income

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

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



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name" with a text input field and a "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this, there are radio buttons for "Sector" with options for "Government" and "Non-government". A "SEARCH" button is located at the bottom of the second section.

## National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at [www.myschool.edu.au](http://www.myschool.edu.au).

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

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## Key Student Outcomes and Value Added

The NAPLAN test results in many categories were very encouraging, with nearly all areas above the State and National averages. During 2019, our school continued a whole school focus on literacy practices, in particular reading and spelling, with cohorts reflecting consistent results in this area. The introduction of warmup and sight word spelling across the whole school has helped to build literacy skills. A review of our whole school numeracy program has led to the implementation of a whole school focus on number. This

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focus on both literacy and numeracy will continue into next year with strategies incorporated into our School Development Plan.

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# Strategic Improvement Progress and Next Steps

## Strategic progress in 2019

In 2019, the school enhanced our Catholic Identity with our connection to the Sisters of Mercy by designing a project for an outdoor educational facility to be named the MERCY building. We further engaged our parent community in the school and, student learning opportunities, using open classrooms and 'Celebration of Learning' days. We have continued to develop the educational outcomes of our students by developing a whole school Curriculum and Pedagogical framework, allowing for the systematic curriculum delivery across the whole school. This process is continuing and will be completed in 2020. Utilising student data, teachers have implemented programs in literacy and numeracy to see growth across both areas from Years 3 to 5. This was evidenced in strong NAPLAN results placing us the highest performing school in the Central Highlands area and in the top 8% of schools in the state.

## Strategic Priorities for 2020

In 2020, Our Lady of the Sacred Heart has implemented the following priorities for future development:

- Providing Professional Development opportunities for staff that align to the School Improvement Plan and school future directions
- Implement a new writing program with the help of CEDR staff to strengthen teacher pedagogy and improve students results
- Implement social emotional and wellbeing programs to enhance personal development and wellbeing
- Establish and articulate a clear vision and understanding of strategic directions for school improvement.

## Parent, Teacher and Student Satisfaction

Our Lady of the Sacred Heart Catholic Primary School has a very productive School Board and Parents & Friends Association. This year we extended our Board membership to past families and community members to gain a better understanding of the community, its needs and how best these are supported by school. 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. We endeavour to provide the children of Springsure the best possible education on offer. We have a feedback system whereby the leadership team and staff consult with parents on a regular basis. Throughout the year, we encourage and welcome any feedback from staff, parents, students and the wider community through our open-door policy on all aspects of the school's operation.