

Our Lady of the Sacred Heart
School Darra



**Our Lady of the Sacred
Heart School, DARRA**

Annual Report 2021

**Brisbane Catholic Education is
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creating a better future.**



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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

Our Lady of the Sacred Heart Primary School, in the western suburbs of Brisbane, embraces a variety of cultures, a significant number having English as a second language. As a Catholic community, we embrace our heritage in the light of Gospel values and endeavour to provide an inclusive curriculum which promotes lifelong learning for all. We strive to create positive partnerships within the school community and to establish a happy and secure environment for all children in our care. A very dedicated and professional staff stay abreast of new and innovative teaching. Guided by a clear approach to building positive relationships, children are taught the value of respect which underpins all relationships.

School progress towards its goals in 2021

The new Administration Building, Library and Amenities were officially blessed and opened by Fr Daniel Carroll on May 31st, 2021. At the ceremony we were fortunate to have visiting dignitaries and guests from Brisbane Catholic Education, Architects and Building representatives, Local and State members of Parliament, Parents + Friends Representatives and our whole school community. The new buildings and amenities promote community, learning, wellbeing, and safety through effective contemporary design.

The community will have clarity about how the charism of our school looks, feels and is lived out in our context. Our charism is obvious in the environment of the school and the shared language of the community.

To deepen our shared understanding of our charism, we explored the iconography of Our Lady of the Sacred Heart. In consultation with the school community including parents, staff, students and parish we developed a whole school vision of the artworks that represent our community. These artworks were designed by Claire Locke and scheduled to be added as signage wraps to the front of our school, to tell our story and our charism is obvious in the environment of the school and shared language of the community.

The Faith Formation Plan is initiated and drafted, particularly for the first year of the plan.

Both the staff and student formations plans were drafted and implemented across the school. Formation experiences for the Year 5 and 6 students were a particular focus as the leaders and emerging leaders of the school. Year 5 and 6 formation experiences with guest speakers from our parish and community was led by the Assistant Principal Religious Education (APRE) as a steppingstone

to leadership in Term 4. Feedback from staff and students deemed this successful and similar experiences are planned for 2022. Opportunities for cross year level faith formation have been considered and discussed with staff, this is reflected in the student formation plan.

The staff formation plan was developed with insight from Elizabeth Fort (Education Officer Religious Education). The APRE attended professional learning sessions on the formation modules with the Brisbane Catholic Education (BCE) Catholic Identity Team. The APRE delivered two of the faith formation modules and connected with Michael Blanchfield who also led a formation experience around our charism for staff. Through the year, several additional staff formation experiences were planned and delivered, this is reflected in our staff formation plan.

We will consistently improve our whole school achievement and progress in Literacy and Numeracy.

We continued with our literacy school goal that by the end of 2021 all children would progress in their reading so that 80% of Prep, 85% of Year 1 and 85% of Year 2 reaching or exceeding the BCE expected PM Benchmark, achieved with consistent application of the effective and expected practices, professional learning and intervention. We introduced a new format for our Enhancement Teacher learning support. This team formed the Levels of Teaching Response. Through the collection of formative and summative data and professional conversations with classroom teachers, Support Teacher Inclusive Education, English as an Additional Language/ Dialect (EALD) teacher and the Primary Learning Leader (PLL), the team collectively devised 3 Levels of Teaching Responses. Their prime role is to provide intensive and strategic intervention to improve literacy levels and is consistently reviewed and updated through weekly collaboration and formative and summative data collection. In 2021, we continued our focus on oral language and phonological awareness in the early years to assist with improvement of achievement in literacy. Our 2021 Concepts About Print (CAP) and Sound Letter Knowledge (SLK) results indicated an improvement of 8% in SLK letter name knowledge and 7% increase in Prep readers (1+). Further to this there was a 3.1% increase in Prep students reaching the PM Benchmarks of Levels 5 to 8. These were pleasing results.

As part of our emerging phase for Mathematics, by the end of 2021, we have participated in professional learning are improving in mathematical best practice.

To continue with our goal for 'Deepening teaching and learning in Mathematics pedagogy to improve mindsets and achievement' we continued with professional learning. We engaged with an BCE Education Officer to plan and deliver a twilight to 'enrich first teaching in Mathematics'. This provided professional learning on hands on enquiry-based mathematics planning and teaching. Ongoing consultation with BCE Education Officer and a focus for planning sessions specifically targeted towards Maths short cycles has engaged students and teachers in the planning, learning and assessment processes. Across all year levels in Semester Two, we gained an additional 5.3% of students achieving an above standard on Mathematics Student Reporting System (SRS) data. Student centred incursion for hands on Maths has also been planned for 2022 and the inclusion of online resource 'Learning through Doing', will further engage students and provide professional learning in best practice for teachers.

Early Years Philosophy

The Early Years Framework has been a priority for discussion in planning with the view to implementing more intentional play based and investigation practices through Prep routines, learning and teaching.

By the end of 2021, Catholic Perspectives will be embedded in English with an emerging focus in Mathematics.

After a revision of RSE and how it is embedded in the health curriculum, teachers had professional learning about Catholic Perspectives, how we teach and plan for Catholic Perspectives in English, and the difference between Catholic Perspectives and Catholic Social Teachings.

With the focus on embedding Catholic Perspectives in English, which teachers have reflected in their planning. A natural next step was to embed Catholic Perspectives across all curriculum areas where they fit authentically.

Increasing the attendance of all students with over 90% of students attending more than 90% of the time.

Parent Teacher night, newsletter, posters and Face Book had information about attendance and late arrivals, this information was consistently shared. The same information was included on school and class communications about attendance goals and the importance of being on time, including at the parent information night at the beginning of the year.

The importance of being on time and attending school for the maximum number of days possible was shared as often as possible to increase awareness and commitment to raising attendance rates. A consideration has been the constant impact of COVID 19 and school lockdowns. A continued focus of Student Support and Classroom Teachers is on contacting families who are consistently late or absent to identify ways of supporting them.

We will maintain enrolments and/or increase numbers across the school over the five-year period, moving back to 21 classes in 2023.

The process of using the signage billboards at the front of the school was discussed with the builders and signage company as a way of promoting the school and building enrolments. This led to the iconography project mentioned above.

Work was continued with strategic partners to improve student engagement, including Occupational Therapy - Griffith Uni, Australian Catholic University, BCE, government grants, advocacy and sponsorship.

In addition, communication was shared with parents and the school community to promote the tax-deductible building fund.

The school will work towards a long-term financial plan that is both sustainable and which supports optimal opportunity for all students using the resources provided by government and BCE in the new resourcing model.

There was a Review of Student Support Team meeting proformas; referral forms and strategy/services documentation with the Leadership Team and STiE. As a result, the student support meetings were modified. The Levels of Teaching Response were developed in consultation with the Learning Enhancement Team, PLL, STiE and Leadership Team. In response, the Tiers of Support for behaviours (PB4L) are used to inform referrals and the language used to talk about the support given.

Led by the APA and SEL (Social and Emotional Learning) Red Team and in consultation with the OLSH community, including parents, staff and students, as well as Brisbane Catholic Education Officers, we planned, reviewed, refined and published our Positive Behaviour for Learning Matrix and school wide expectations. This process included professional learning for staff, and explicit teaching of the expected behaviours named in the matrix. This was a collaborative process. Further to this process, we are continuing with Positive Behaviour for Learning as our Explicit Improvement Agenda in 2022 - to embed our matrix and promote a shared language; develop consistent levels of response and share the OLSH Positive Behaviour Learning Matrix with the wider OLSH community.

Led by the PLL and ELT (Excellent Learning and Teaching) Red Team and in consultation with the OLSH community, including parents, staff and students, as well as Brisbane Catholic Education Officers, we planned, reviewed, refined and published our New Vision for Learning and Teaching. Reflecting our school values of love, hope, faith and excellence, the OLSH Vision for Learning and Teaching inspires to: engage, inspire and transform students and their learning; nurture the whole child; embrace learning for all; create one school and one community with the overarching theme of loving like Jesus. This vision works in alignment with our PB4L expectations, including our 2022 Looks Fors. This vision sits at the forefront of our pedagogy.

We have consistency in providing positive behaviour and social emotional learning and support.

Identified as a focus, we engaged in professional learning about the Positive Behaviour 4 Learning (PB4L) philosophy for behaviour support, in particular Tier 1 supports. Beginning with a shared understanding of what is important for us as a school, and school wide expectations that reflect who we are as a learners, we developed an Our Lady of the Sacred Heart positive behaviour for learning matrix. Our matrix is comprised of our school wide expectations and elaborations for each area of the school. This process was consultative and included the whole school community, staff and students.

As a whole staff, we have reflected on the process and identified the next steps which are: to refine the elaborations in our matrix to allow for a simplified and shared language that our whole community can use; adapting a whole school approach to the teaching of our school wide expectations and what they look like in our context and in different parts of school life; develop and publish the process of responding to students who are not engaging in positive behaviours for learning; a parent and community engagement evening to 'unpack' the matrix and what it looks like in our school context and how parents can support the philosophy at home, strengthening our shared language. In response to this significant process, the PB4L philosophy and practices has become our explicit improvement agenda for 2022.

Future outlook

At the end of 2021, the following were set out as priorities for 2022:

Explicit Improvement Agenda – Embed the PB4L Matrix for staff and students and formally introduce the Matrix to the parents and friends' community.

Catholic identity –

The goal is -Review and align our school Mission Statement with our School Charism and Vision, Values, Vision for Learning and Teaching and other key school documents.

Our success measures will be - An aligned and published revised Mission Statement used across all school documents. The Mission Statement aligns closely to the mission of the church.

Our strategies for improvement are - Consultation with Staff, Parish, Students and Parents. The RLOS Staff Team will construct surveys, collate the results and work on draft statements for the following review and approval of the community. We will be seeking staff, parent, parish and student voice in order for the Statement to reflect the whole community ownership.

The timeline is - Survey and Consultation will happen in Term One. Draft/s completed in Term 2. Draft completed by staff published to the community for feedback in Term 3. Mission Statement completed and branded in Term 4.

It is the responsibility of - The Whole School community, Parish Community and Education Officers BCE. Project led by the RLOS Team.

Teaching and Learning -

The 1st goal is - Deepen teaching and learning in Mathematics to improve mindsets and achievement.

Our success measures will be - Pat M, SRS and NAPLAN data will be used to measure improvements in student academic achievement and teacher efficacy in Mathematics. Learning Intentions, Success Criteria, 3rd teacher, hands on strategies and Effective and Expected Practices are evident in classrooms. Post survey of student Math's mindsets.

Our strategies for improvement are - Place Value and Multiplicative Thinking professional development for staff. EO BCE Support in Planning with teachers in cohort teams. Whole school approach to embedding Maths Inquiry into classroom using 21st Century strategies. Collaborative Partnerships with BCE Eos and external consultants. Work on positive Mathematics mindsets with the children reinforcing the Growth Mindset. Revisit Hattie's Mindframes specifically for Mathematics. Student survey determining Maths mindset at the beginning and end of the year.

The timeline is - Place Value and Multiplicative Thinking PL for staff in Term 1. Planning with BCE EOs will be in Semester 1. By the end of 2022 we will embed Maths inquiry using 21st Century strategies. Source collaborative partnerships involving experts in residence.

It is the responsibility of - PLL, BCE EOs, ELT Red Team, external consultants, whole staff.

The 2nd goal is - By the end of 2022, we will have introduced an evidence based, structured synthetic phonics program to provide a consistent school-wide approach to the teaching of phonics, so that there is consistency of practice and improved student outcomes in reading, writing and oral language, particularly in spelling.

Our success measures will be - SRS and Naplan data will measure improvements. Use writing analysis tool to also gauge improvement. Learning Intentions, Success Criteria, 3rd teacher, hands on strategies and Effective and Expected Practices are evident in classrooms.

Our strategies for improvement are - Visit St Joachim's who have introduced PLD in 2020 and form a community of practice team with them. Contact PLD and have them formulate our requirements for implementing the program across our context. Share with teaching staff and school officers during planning sessions to gauge interest and commitment. Purchase teacher and student resources including decodable readers. \Purchase online professional development licences. Provide PD utilizing St Joachim's PLL knowledge for implementation and a twilight to work in learning teams. Conduct initial spelling test across the school to use within the PD. Form students into groupings.

The timeline is – Terms 1, 2 and 4.

It is the responsibility of - Principal, PLL, whole staff.

Our People -

The goal is - Embed the faith formation of staff and students in the culture of the school.

Our success measures will be - Faith formation is prioritised in the professional development plan. Staff views reflected in the BCE Listens Survey.

Our strategies for improvement are - Faith formation is prioritised in the professional development plan, including the PDP days, a twilight and staff meetings. The plan is used as a working document with frequent reference and editing. Working as a staff through the BCE provided Faith and Spiritual Formation Modules. Formation Days for Students. Continued connections and relationships with the parish. Wellbeing checks with staff.

The timeline is - PDP day Term 1, twilight Term 3 and staff meetings through the year. PDP day Term 1, twilight Term 3. Gazetted dates/encounter points throughout the year.

It is the responsibility of - APRE and RLOS team with consultants from BCE.

Wellbeing -

The goal is - Embedding the Matrix for staff and students.

Our success measures will be - Common language is used around school-wide expectations. Less referrals to the leadership team. Those who are referred to the office can articulate why they are there and what they need to succeed. Data on Engage reflects deep knowledge of the students and tiered behaviour supports in place.

Our strategies for improvement are - Staff professional development on practical use of the matrix – strategies that work. Classroom Essentials for behaviour support are reviewed. Review of support provided by school officers in order to enhance support for academic and behavioural learning. See documents on SPIRE. Professional development for staff who have not completed the Tier 1 supports training.

The timeline is - Student Free Days in January. Term One. Administration Day of the PDP days at the beginning of 2022. When provided by BCE through iLearn.

It is the responsibility of - APA and Red SEL Team leading postcards sessions on Classroom Essentials at Staff Meetings every term. Leadership Team and whole staff.

Diversity and Inclusion -

The goal is - Develop, publish and implement the OLSH Reconciliation Action Plan.

Our success measures will be - Publication of the OLSH RAP. It is introduced to the community and they are aware of what it is and why we have it.

Our strategies for improvement are - APRE and Teacher go to the RAP PL held by BCE. A Yellow Team is formed for this purpose for 2022 and they lead the process. We invite an elder to read and approve the RAP. Review and publish the RAP.

The timeline is - Term 1 pending iLearn opportunity. After draft is completed.

It is the responsibility of - Yellow Team and Leadership Team.

Organisational Effectiveness -

The goal is - Active promotion of OLSH "Look Fors", for the purpose of improving student outcomes.

Our success measures will be - Staff and students can readily articulate the non-negotiables. Observed active engagement with the non-negotiables both in classrooms and the playground.

Our strategies for improvement are - Collaborative building the understanding of staff from the Vision for Learning and Teaching of the OLSH Fab Five (non-negotiables) for 2022. Posters will be made of the non-negotiables. Introduction to staff and school about what they are and why.

The timeline is - Term 1 PDP day.

It is the responsibility of – Whole Staff.

Our school at a glance

School profile

Our Lady of the Sacred Heart School is a Catholic Primary school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	518	257	261	3

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body

Students at Our Lady of the Sacred Heart School come from diverse backgrounds. Approximately 30% of students speak a language other than English at home. A distinguishing characteristic of the multicultural nature of our school is the richness of cultures. Students live this out through acceptance and tolerance of others and a celebration of the existing cultures within our school community.

As a Catholic community we embrace our heritage and shared cultures in the light of Gospel Values. Many students come from homes and families where education is highly regarded and valued. Students are encouraged and supported to achieve their full potential.

Most of our students participate in various extra-curricular activities. These activities include sport, music and cultural pursuits. Many students participate in specific cultural and language education schools on the weekend.

Our school is multicultural in nature with more than 48 diverse cultures, with many students having English as their second language. Many of our students reside in the Centenary suburbs of Western Brisbane. The diversity of our school is continuing with many students now residing in the Forest Lake and Richlands catchment areas.

Curriculum implementation

Curriculum overview

The curriculum taught follows syllabus documents written by the Australian Curriculum Assessment and Reporting Authority and Brisbane Catholic Education Religious Education program. The curriculum covers all eight learning areas of the Prep-Year 10 Curriculum. In 2021, the school continued to implement the Delivering Excellent Learning and Teaching strategy which saw the consolidation of the three high yield strategies: Data Walls, Review and Response meetings and Learning Walks and Talks.

The staff prepare school-based curriculum documents and quality assessment appropriate for our students. The school endeavours to differentiate teaching programs for students to achieve their learning goals. In doing this, it is recognised that students learn at different rates, have different styles of learning, come from diverse cultures, speak different languages at home, have different prior learning and different motivations.

The teaching staff at OLSH have continued their commitment to catering for the varying academic ranges and needs of the students. Enhancement teachers use the BCE Levels of Teaching Response model. This model, planned by the PLL and Enhancement Team, uses a range of data to determine intensive, strategic, and targeted teaching supports across the school. Experienced school officers support teacher and students both within the classroom and in individual situations. OLSH has a

specialist Art teacher, Music teacher, Drama teacher and Physical Education teacher who teach each class individually each week. We have a strong focus on implementation and documentation of differentiation regarding adjustments for targeted interventions.

Extra-curricular activities

The extra-curricular activities at Our Lady of the Sacred Heart include:

- Interschool Sport
- Catholic Schools Sports carnivals
- Opportunities for regional/state sport selection
- Swimming lessons
- Fitness Club
- School choir & school musical
- School camps
- School /class liturgies and Masses
- Altar Servers
- Instrumental music
- Drama lessons
- Chess Club
- Homework Club

How information and communication technologies are used to assist learning

In 2021, the implementation of the 1:1 iPad program began in Year 4, parents were invited to attend an information session at the end of 2020 to prepare. The 1:1 program is well embedded into the Years 5 and 6 classroom learning, with teachers and students competently using One Note to share information about learning and assessment.

In all other year levels, the students have access to iPads on at least a 1:3 basis, meaning that they are well versed in using technology from Prep. We teach digital technologies and build ICT capabilities and assessment capable learners across the curriculum subject areas. The students and teachers use technology in order for students to access the full curriculum and to have the opportunity to develop both digital literacy and responsibilities.

Technologies also enable us to differentiate for our students with diverse needs e.g. speech to text, targeted learning Apps. The EAL/D teacher uses technologies to target learning with students who are new to or consolidating their English. We commenced NAPLAN in the online environment in 2019.

We continually upgrade our facilities, have forward thinking ICLT plans and work to consistently improve our capacity in this area.

Social climate

Overview

At Our Lady of the Sacred Heart, we know that students learn best when their spiritual, physical, social and emotional needs are met. Pastoral Care permeates all aspects of school life and expresses itself in quality relationships and the sense of belonging to our school community. We have a full time Pastoral Worker, who is available to both students and parents in a pastoral and confidential way. We are fortunate to have a Guidance Counsellor, who works closely with our Leadership Team, Student Support Team and teachers to support students and families.

We have a Social and Emotional Learning Team whose focus and goals are targeted toward the development of social and emotional learning across the school. In 2021, the focus of the SEL Committee was on the development of our Positive Behaviour for Learning Matrix in line with the PPB4L Philosophy of supporting students to make positive behaviour choices so that they can access the curriculum in its fullness. This journey will be continued into 2022 with the refinement of our matrix and consolidation of the shared language and practice for supporting students in our school-wide expectations.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2020
This school helps my child to develop their relationship with God	98.6%
School staff demonstrate the school's Catholic Christian values	95.7%
Teachers at this school have high expectations for my child	89.6%
Staff at this school care about my child	94.4%
I can talk to my child's teachers about my concerns	93.1%
Teachers at this school encourage me to take an active role in my child's education	90.3%
My child feels safe at this school	97.2%
The facilities at this school support my child's educational needs	88.9%
This school looks for ways to improve	89.4%
I am happy my child is at this school	94.3%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	92.2%
I enjoy learning at my school	91.8%
Teachers expect me to work to the best of my ability in all my learning	98.5%
Feedback from my teacher helps me learn	95.4%
Teachers at my school treat me fairly	88.7%
If I was unhappy about something at school I would talk to a school leader or teacher about it	75.8%
I feel safe at school	89.7%
I am happy to be at my school	89.1%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree# that:	2020
Working at this school helps me to have a deeper understanding of faith	98.1%
School staff demonstrate this school's Catholic Christian values	98.1%
This school acts on staff feedback	76.5%
This school looks for ways to improve	98.1%
I am recognised for my efforts at work	81.1%
In general students at this school respect staff members	96.2%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	96.2%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Families are encouraged to participate in and contribute to the Parents and Friends association at the school. The P and F support projects and initiatives to progress the learning of the students both with physical and human resources. Parents and families are encouraged to attend whole school events including liturgies and masses, athletics carnivals, school musical, school fete, Harmony Day, ANZAC Day and supporting classroom learning.

The school collaborates with universities to provide strong connections with the wider community and to promote the wellbeing and support of our students. An example of this is Our Lady of the Sacred Heart providing practicum experience for speech therapy and occupational therapy students from Griffith University. We also provide practicum experience for pre-service teachers from a variety of universities.

The school engages with a range of external providers in meeting the needs of students who require adjustments due to disability and/or diverse learning needs.

Staff meet regularly with parents to plan learning goals for students. From 2019, we have used the Engage system online from Brisbane Catholic Education to document adjustments to learning and to monitor and assess needs for all students with a personalised support plan.

Focus team meetings involve multiple staff, therapists, parents/carers and specialist support staff. Teachers have regular check in meetings and communications with parents and meet formally with parents twice per year at Parent/Teacher interviews.

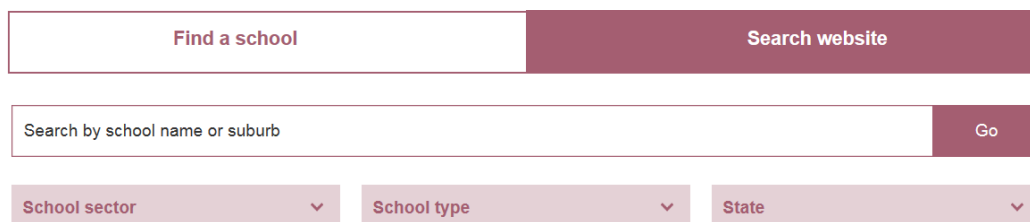
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	42	19
Full-time Equivalents	33.7	11.6

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Graduate diploma etc.**	4
Bachelor degree	22
Diploma	3
Certificate	3

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

- Leadership Conferences
- Our Lady of the Sacred Heart Charism
- PB4L
- Embedding Catholic Perspectives in English and other Curriculum Areas
- Planning for Learning and Teaching with targeted support
- Early Careers Teacher Induction and targeted learning
- Whole staff professional learning, including Mathematics effective pedagogy, Whole Part Whole, NCCD, student protection and mandatory system training
- Targeted learning for teachers who have students with high level needs
- Staff goal setting processes for individual development plans.

The proportion of the teaching staff involved in professional development activities during 2021 was 95%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	95.7%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	87.6%

Average attendance rate per year level			
Prep attendance rate	93.1%	Year 4 attendance rate	93.4%
Year 1 attendance rate	93.4%	Year 5 attendance rate	92.8%
Year 2 attendance rate	93.9%	Year 6 attendance rate	93.0%
Year 3 attendance rate	94.7%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Our Lady of the Sacred Heart is conscious of the management of student attendance. The school uses electronic roll marking for student attendance twice a day. Parents of children arriving late or exiting school early are required to use an electronic check in system.

Parents/guardians of students absent and where the school has not been notified, are texted by 9.15am each day. Parents who do not respond to the text message by 10am are contacted by phone. Student absenteeism is recorded on student reports each semester and students taking holidays during school time are required to have school approval for this leave.

Absenteeism is investigated to ensure that all children are attending school regularly. If students are away for ten or more consecutive school days for family reasons, they are required to complete paperwork available in the school office and this is kept on file. The school regularly communicates with parents about the positive correlation between student attendance, progress and achievement. This is done through newsletters, at parent teacher evenings and on the school Facebook page. Attendance is known by all staff to be a significant factor in student achievement, and it is therefore monitored by classroom teachers.

Parents are called regarding these concerns and the response communicated to the student support team. Attendance is also a focus for both the Leadership Team and the Student Support Team. At different times and in varying contexts, a member of the student support team is allocated to follow up on any concerning attendance issues with parents and students.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



A screenshot of the search bar on the My School website. It features a search input field on the left with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned on the far right of the search bar.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.