



SACRED HEART COLLEGE

SCHOOL PERFORMANCE REPORT

2017



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This report for Sacred Heart College provides insights into various aspects of school performance, in accordance with the Schools Assistance Act (2004), as determined by the Commonwealth of Australia.

Discrete aspects of school life are documented in detail in the Hearts Newsletter, the School Council Report, the School Year Book and the School Website.

This particular report is published electronically on the Sacred Heart College Website: www.shc.sa.edu.au and a copy is available from the front office of the College.

STUDENT REPORTS

See Appendix 1

TEACHER PERFORMANCE & DEVELOPMENT FRAMEWORK

See Appendix 2

INFORMATION RELATING TO SCHOOLS

a. Contextual Information

Sacred Heart College is a Catholic, co-educational day and boarding college, enrolling students in Years 6 - 12. It has two campuses, the Middle School campus is located in Mitchell Park and the Senior School campus located in Somerton Park, but draws enrolments from a wide demographic, the majority of which reside in mainly from the south western suburbs of Adelaide. The current enrolment is approximately 1659 and includes 123 boarding students from rural South Australia and beyond. Historically the student population has been homogenous and remains predominantly of Anglo-Irish descent. The school now 22 indigenous students. It is expected that the number of students from different cultural backgrounds will grow into the future.

Sacred Heart Middles School Campus is a Catholic school in the Marist tradition providing education for boys from Year 6 to Year 9 in the South-West Region of Adelaide. The range of students provides us with a unique middle school environment.

Curriculum offerings at Sacred Heart Middle schooling are specifically designed to promote a high level of engagement in learning from all boys. It is based predominately on the Australian Curriculum framework. Across the school, this means that students participate in an extensive array of learning activities in all areas of the curriculum including Visual Arts, Design & Technology, Food Technology and Music.

With two middle schools: Sacred Heart Middle and Marymount College (Years 6 – 9), providing the basis of enrolment for senior secondary (Years 10 – 12), Sacred Heart College Senior accepts a broad enrolment and caters for a diversity of students' needs, including a substantial VET program. With 47 TAS (Tertiary Admission Subjects) and 8 non-TAS offered in Year 12,

Sacred Heart has a range of specialist facilities that enable the curriculum to be delivered. These include science laboratories, art studios, computing suites, food and technology suite and tech studies workshops. The Learning Enrichment Centre supports students with Special Needs as well as those identified as gifted. In addition, a number of specialist services are provided by librarians, career guidance and personal counsellors, which augment the educational program at the school.

The College has an expansive co-curricular program in the performing arts and across a range of sports, as well as a strong social justice program that assists the local and wider community. Specific information about the diverse elements of the educational program can be found on www.shc.sa.edu.au.

Strategic Plan

Sacred Heart College has been formed by the Marist charism of trust in God and devotion to Mary.

In the tradition of Marcellin Champagnat, the College promotes a love of learning and the personal growth of each individual within a co-operative and supportive community of faith. In a spirit of hope and audacity, each member of our community is challenged to grow and learn in order to be agents of change for a better world.

Our Vision seeks to:

- Develop the whole person, ensuring all human values find unity and fulfilment in the life of the College;
- Help students work towards an integration of faith and culture in day to day living;
- Provide equal access to appropriate curricula that recognize spiritual, academic, physical and emotional differences;
- Deliver age and ability appropriate teaching and learning programs, which are both challenging and inclusive and aimed at achieving personal, academic excellence;
- Utilise the visual and performing arts as integral features of our religious and secular learning;
- Nurture the social development of students through careful emphasis on polite manners, suitable dress and appropriate behavior in a variety of settings;
- Provide opportunities for students to develop a high level of personal fitness and recreational interests, and care for their health and general wellbeing;
- Provide a holistic, Christian teaching and learning program which nurtures a broad world view and encourages local and global engagement.

The vision will only be achieved through a collaborative partnership involving staff, students, parents and old scholars, and all who contribute to the positive formation of young people for the future. This vision is further defined by six specific aspects or dimensions of Sacred Heart College.

Six Dimensions:

1. Faith Formation and Marist Mission

Goal 1: To develop a relevant and living Catholic ethos in the Marist tradition as central to the culture of Sacred Heart College.

2. Teaching and Learning
Goal 2: To promote excellence in teaching and learning and student achievement through a challenging and inclusive curriculum which presents multiple pathways reflective of students' aspirations.
3. Pastoral Care and Well Being
Goal 3: To provide a quality program of pastoral care based on personal responsibility and high expectations, developing resilience, ensuring security and acknowledging the intrinsic relationship between wellbeing, pastoral care and student learning.
4. Community Participation
Goal 4: To develop and promote a strong sense of community to enhance the educational program at both a local, national and global level, especially across the Marist Community.
5. Resource and Environment
Goal 5: To provide quality facilities and respond strategically to future resource provision and environmental management so as to provide an accessible, high quality learning environment for the families of our region.
6. Boarding Community
Goal 6: To ensure that the Boarding Community is alive with 'family spirit', high expectations and is a safe and inclusive community for boarders and their families.

b. Teacher Standards and Qualification

The profile of qualifications of the teaching staff is as follows

| Qualification | Percentage |
|---|------------|
| Doctorate Degree | 3 |
| Master's Degree | 31 |
| Honours Degree | 14 |
| Bachelor Degree | 175 |
| Graduate Diploma in Education | 83 |
| Other Graduate Diplomas | 30 |
| Diploma of Teaching | 29 |
| Graduate Certificate in Theology, Religious Education or Catholic Studies | 46 |

c. Workforce Composition

| Teaching Staff | | | Non-Teaching Staff | | |
|----------------------|-----------|-----------|--------------------------|-----------|-----------|
| | Full Time | Part Time | | Full Time | Part Time |
| 65 Males | 60 | 5 | 29 Females | 24 | 5 |
| 115 Females | 72 | 43 | 68 Females | 25 | 43 |
| Total Teaching Staff | | | Total Non-Teaching Staff | | |
| 180 Staff | 132 | 48 | 97 | 49 | 48 |

* One Indigenous Staff member employed. There are 52 Temporary Teachers and 40 Casual Non-Teaching Staff.

d. **Student Attendance**

The following data are the attendance rates for each year of schooling in 2017.

| | % Attendance |
|---------|--------------|
| Year 6 | 93.8 |
| Year 7 | 94.3 |
| Year 8 | 92.9 |
| Year 9 | 92.4 |
| Year 10 | 94.2 |
| Year 11 | 94.5 |
| Year 12 | 95.3 |

Attendance is marked for each period in the school day and maintained in an electronic database. Each day an SMS alert is sent to parents of students whose absence at the beginning of the day is unexplained. Teaching staff maintain checks at the subject level and patterns of absence are referred initially to Heads of House and if not resolved, to administration. Truancy officers are informed of long term absence.

e. **Senior Secondary Outcomes**

The total number of year 12 students who:

- i) Undertook Vocational Training or training in a Trade equalled 13%.
- ii) 48 students undertook training out of 362 Year 12 students.

f. **Student outcomes in standardised national literacy and numeracy testing**

The percentage of students achieving at or above the standard in the NAPLAN assessment for 2017

| The following benchmarks were achieved in Year 7: | |
|--|--|
| Reading | 98 % of our Year 7 students were at or above the national benchmark |
| Writing | 97 % of our Year 7 students were at or above the national benchmark |
| Spelling | 96 % of our Year 7 students were at or above the national benchmark |
| Grammar and Punctuation | 98 % of our Year 7 students were at or above the national benchmark |
| Numeracy | 100 % of our Year 7 students were at or above the national benchmark |

The following benchmarks were achieved in Year 9:

| | |
|-------------------------|--|
| Reading | 96 % of our Year 9 students were at or above the national benchmark |
| Writing | 86 % of our Year 9 students were at or above the national benchmark |
| Spelling | 95 % of our Year 9 students were at or above the national benchmark |
| Grammar and Punctuation | 94 % of our Year 9 students were at or above the national benchmark |
| Numeracy | 100 % of our Year 9 students were at or above the national benchmark |

Year 7 2017 - Count of students who were present, absent, exempted and withdrawn

| Component | Present | Absent | Exempted | Withdrawn | Participation Rate |
|-----------------------------------|---------|--------|----------|-----------|--------------------|
| Reading | 156 | 6 | 0 | 2 | 95 % |
| Writing | 158 | 5 | 0 | 1 | 96 % |
| Language Conventions | 158 | 5 | 0 | 1 | 96 % |
| Numeracy - calculator not allowed | 158 | 5 | 0 | 1 | 96 % |
| Numeracy - calculator allowed | 158 | 5 | 0 | 1 | 96 % |

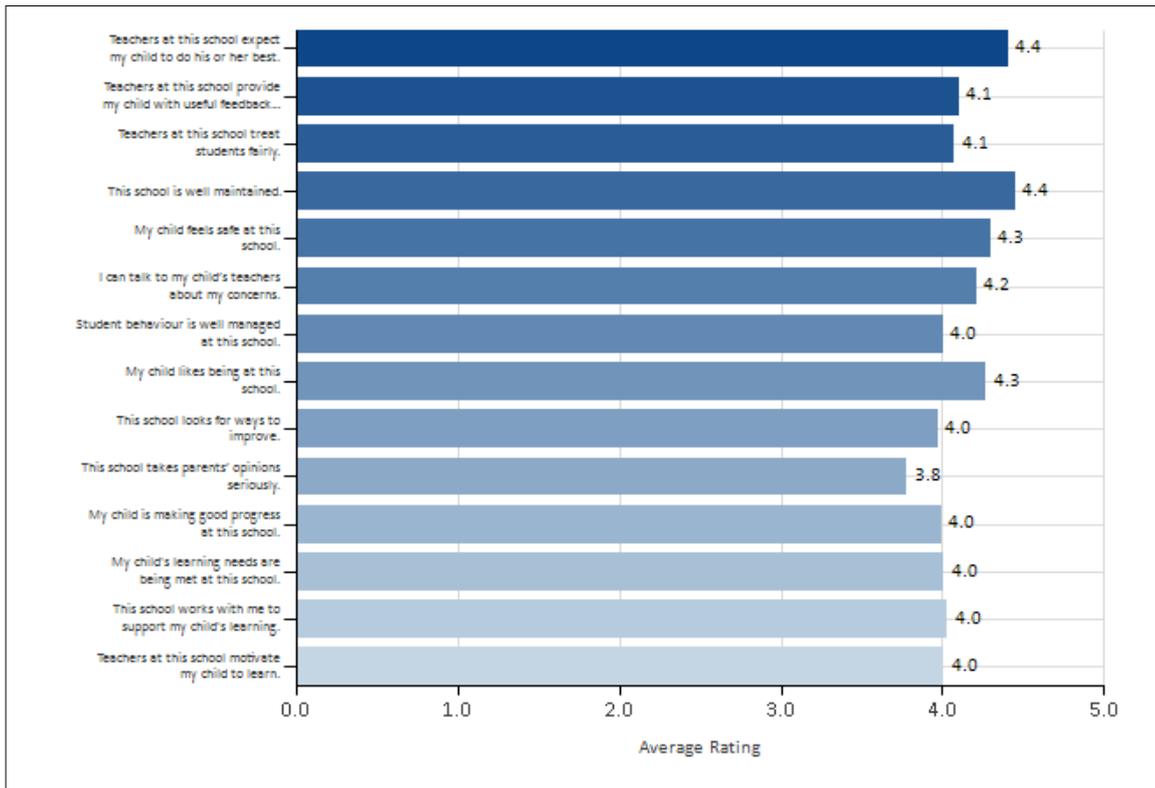
Year 9 2017 - Count of students who were present, absent, exempted and withdrawn

| Component | Present | Absent | Exempted | Withdrawn | Participation Rate |
|-----------------------------------|---------|--------|----------|-----------|--------------------|
| Reading | 160 | 4 | 0 | 4 | 95% |
| Writing | 162 | 2 | 0 | 4 | 96% |
| Language Conventions | 162 | 2 | 0 | 4 | 96% |
| Numeracy - calculator not allowed | 162 | 2 | 0 | 4 | 96% |
| Numeracy - calculator allowed | 162 | 3 | 0 | 3 | 96% |

g. Satisfaction Survey

Question overview

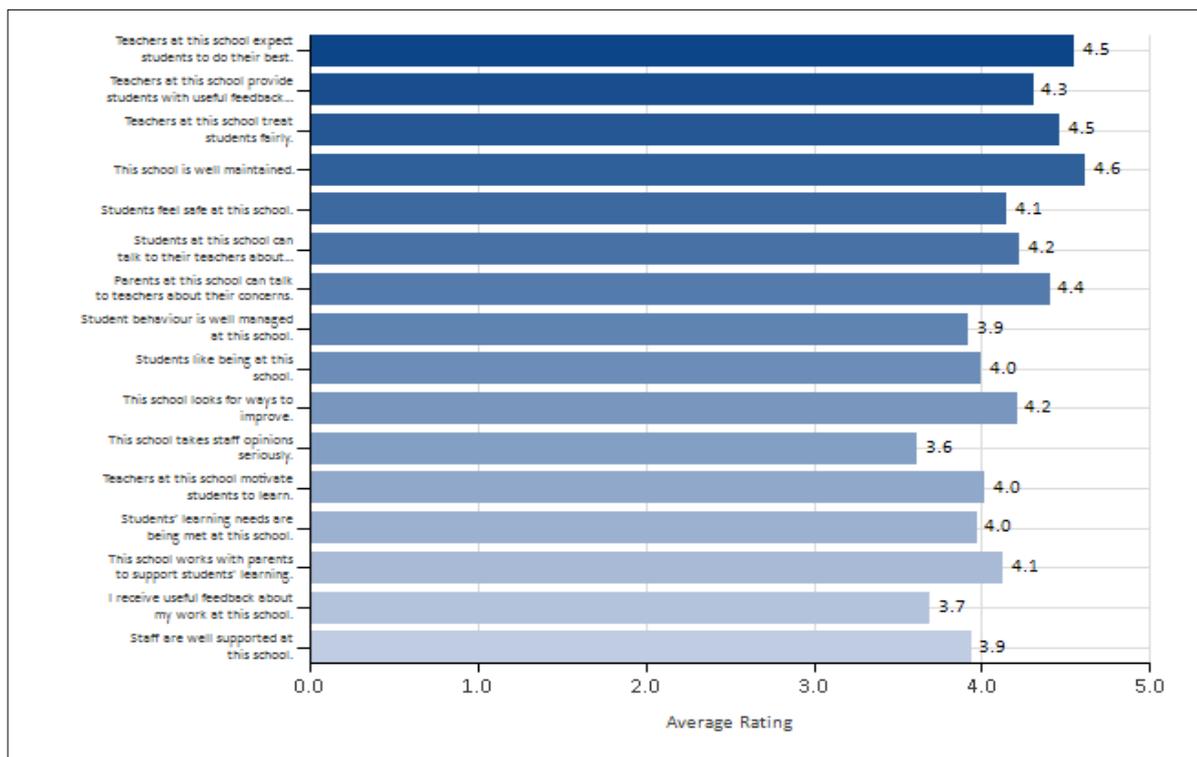
| | | | |
|--------------|---|----------------------------|--------------|
| Module name | 2017 Sacred Heart College PARENT Satisfaction Survey | Rating | Score |
| Module owner | Sacred Heart College Senior School | Strongly agree | 5 |
| Category | None | Agree | 4 |
| Mandatory | Yes | Neither agree nor disagree | 3 |
| Type | Multiple rating (multi row likert) | Disagree | 2 |
| Answered | 377 | Strongly disagree | 1 |
| Not answered | 0 | N/A | Null |



Question overview

| | |
|--------------|--|
| Module name | Sacred Heart College STAFF Satisfaction Survey 2017 |
| Module owner | Sacred Heart College Senior School |
| Category | None |
| Mandatory | Yes |
| Type | Multiple rating (multi row likert) |
| Answered | 62 |
| Not answered | 0 |

| Rating | Score |
|----------------------------|-------|
| Strongly agree | 5 |
| Agree | 4 |
| Neither agree nor disagree | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |
| N/A | Null |



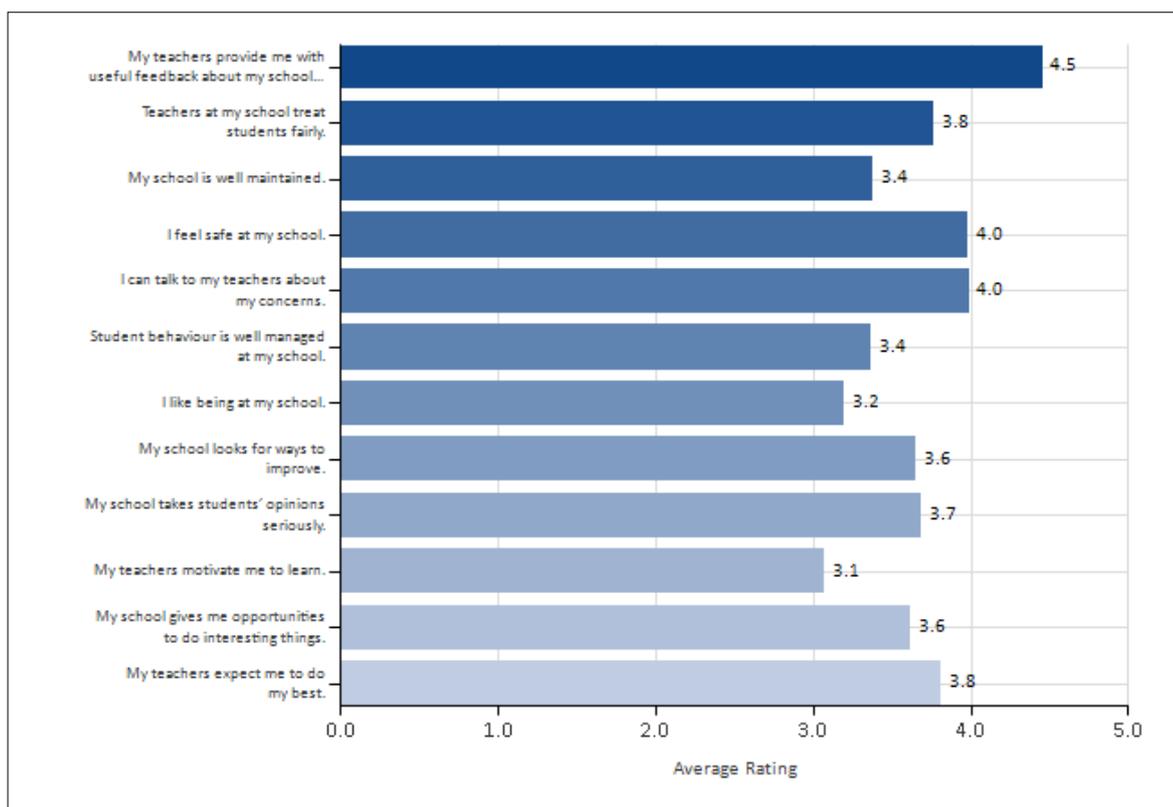
Question overview

| | |
|--------------|---|
| Module name | 2017 Sacred Heart College STUDENT Satisfaction Survey |
| Module owner | Sacred Heart College Senior School |
| Category | None |
| Mandatory | Yes |
| Type | Multiple rating (multi row likert) |
| Answered | 314 |
| Not answered | 0 |

Rating

Score

| | |
|----------------------------|------|
| Strongly agree | 5 |
| Agree | 4 |
| Neither agree nor disagree | 3 |
| Disagree | 2 |
| Strongly disagree | 1 |
| N/A | Null |

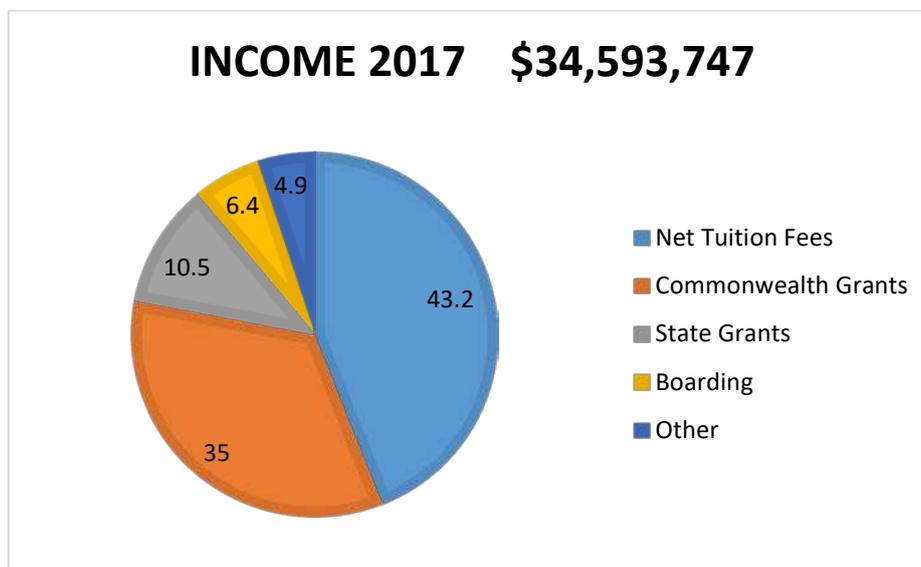


h. Post School Destinations

Of the students' in 2017 Graduating Class who secured offers to South Australian University Undergraduate study, 142 were offered a place at Flinders University, 52 were offered places at the Adelaide University, 47 were offered a place at UniSA. One student received an offer at Tabor College and 1 received an offer at Charles Darwin University. 7 students did not receive any offer from Universities.

| COURSE GROUPINGS | TERTIARY OFFERS |
|--|-----------------|
| Aboriginal & Australian Studies | 0 |
| Agriculture & Animal Studies | 6 |
| Architecture, Building, Interior Design & Planning | 6 |
| Art, Design, Photography & Media Arts | 2 |
| Business & Economics | 33 |
| Education & Teaching | 23 |
| Engineering | 18 |
| Environmental Studies | 3 |
| Humanities, Social Sciences & Religious Studies | 32 |
| Law & Legal Studies | 19 |
| Medicine & Health | 63 |
| Music & Performing Arts | 1 |
| Science, Mathematics & Info Tech | 20 |
| Tourism, Hospitality, Sport & Recreation | 3 |
| University Preparatory Course | 3 |
| TOTAL | 241 |

i. School Income



j. School Improvement Plan

Each year Annual Action Plans are developed to document the intended plans for the year. This planning is aligned to the College Strategic Plan. Each Leadership Team develops the plan at an individual, team and College level. Throughout the year the plan is reviewed and finalised at the year's conclusion. For matters not achieved or completed within the year, they are re-evaluated and usually continue into the following year.

The key sections of the Action Plan are:

Living the Catholic Ethos in the Marist Tradition

Excellence in Teaching and Learning through a Challenging and Inclusive Curriculum

A quality program of pastoral care and well-being that promotes a sense of self and community

Promote a strong sense of community to enhance the educational program

Quality facilities and strategically planned resource provision and environmental management

An outstanding, Marist Boarding community.

Below is a summary of what has been achieved by the process during 2017.

1. Living the Catholic ethos in the Marist tradition:

Key points of focus at the Middle School:

- To create a culture of openness, interest and understanding of the religious domain and implications for daily life and the life of the school
- To create a culture where our Christian imperative is integral and tangible within the life of the College.
- Promote the celebrate 2017 MSA focus and to inform staff of the structure and process of the Marist Association of St Marcellin Champagnat
- Liaison with year level leaders, Leadership team, relevant Marist Personnel and parents.
- Focus on Papal Document Laudato Si - Care for our Common Home with a view to increasing awareness and active participation in caring for our earth.

Key points of focus at the Senior School:

- Ensure students are informed and educated about how their new House links with our broader Marist Heritage. Provide meaningful opportunities for students to engage with the ethos and character of their House patrons
- Using the theme of our Marist Bicentenary and Jesus' servant leadership as an example, commit to a whole school social justice initiative that connects with the theme of 'Awaken!'
- Provide opportunities for students to deepen their faith and be evangelised through RE program, Eucharist and spirituality
- Direct promotion of membership towards school leavers and current year 12's and establish link with SHOC Association. Maintain relevance and influence of the association

- Promote the message of Pope Francis' Encyclical 'Caring for our Common Home' through formation programs and the RE curriculum

2. Excellence in teaching and learning through a challenging and inclusive curriculum:

Key points of focus at the Middle School:

- *Alignment of ACARA*
 - Scope and sequence of achievement standards/content in all subject areas
 - Curriculum writing/task design
 - Learning intentions/success criteria
 - 3 phase planners
 - Standards referenced assessment/assessment grids/Portfolios
 - Investigation Edumate/parent portal and assessment
- *Literacy PD*
 - Cue literacy to provide ongoing PD in developing literacy strategies across all curriculum areas
- *LEC and G&T program meet the individual needs of students*
 - Differentiation/Modification/Resource data base developed
- *Resource Centre engaging and interactive space*
 - Reimagining of use of space in Resource Centre
 - Research/ information skills/independent reading

Key points of focus at the Senior School:

- SACE implementation of the Australian Curriculum
- Redevelop the Academic Integrity Policy across the College. Changes to procedure for deadlines and documentation of work completion strategies
- Documentation and implementation of procedures for monitoring student academic progress (and proposed collection of additional "snapshot" data at Stage 2)
- Further develop the culture of teacher collaboration re setting tasks, benchmarking, cross marking at Stage 2.
- Consistent school standard for Stage 2 subjects.

3. A quality program of pastoral care and well-being that promotes a sense of self and community:

Key points of focus at the Middle School:

- Greater collaboration with Senior School in developing seamless Student Welfare across the College
- Positive Education Focus on awareness and initiatives across the College.
- Continue to investigate the efficient use of Edumate Student Profile Lists, History and Observation to enhance student tracking.
- Investigate the possibility of making the Parent Portal available to parents.
- Improvements in the delivery of the Child Protection Curriculum and Child Protection awareness, particularly in the area of harassment (It's okay to tell someone).

- Continue review of Student Leadership, particularly House Captains.

Key points of focus at the Senior School:

- Undertake a review of the existing Wellbeing Program 10-12
- Utilise external providers to develop current and relevant program sessions
- Increase the number of parent evenings related to Well-Being program.
- Newsletter articles reporting Well-Being Program activities.
- Explicit development of leadership skills.
- Development of new House identity and spirit

4. Promote a strong sense of community to enhance the educational program:

- Welcome and induct Marymount community into the SHC 'family spirit'.
- Develop a broader understanding of the Code of Conduct.
- Conduct Parents Forums around the amalgamation.
- Direct and support Tim to establish a parent/carer group at SHM.
- Lead a SHC Mission March following the Opening and Blessing of the McAteer Centre.

5. Quality facilities and strategically planned resource provision and environmental management:

- Review of master plans
- Development of ICT plan for the future with consideration of aspect of BYOD
- Update plan in line with College/SWR objectives including SHC/MMC amalgamation.
- Reduce the level of outstanding fees currently held on the College Balance sheet.
- Proactive response to families not honouring arrangements and not paying by due dates.
- Review/discussion with families of left students and families with large debts to collect outstanding fees in a shorter time period.
- Review of ESO changes made in 2016 to ensure they are meeting workload requirements
- Continue to foster inter campus exchange where appropriate
- Production of Financial Reports showing clearly College performance against budget and prior years.
- Ensure MSA performance guidelines are being achieved
- Review activities on both school sites and make recommendations to achieve the aim

6. An outstanding, Marist Boarding community:

- Educate the boarders about Catholic liturgies and how to respectfully participate in Liturgies.
- Educate the boarders about Marist community life.
- Enhance the study opportunities delivered to the boarders.
- Ongoing professional development of the boarding staff in the areas of medication and ICT.
- Educating the boarding community in the Marist charism.
- In 2017 focussing on improving relationships between girl and boy boarders and between year levels and on respectful relationships\anti bullying.

Appendix 1

Interpretation of Report Information (Years 6 – 9)

The Australian Government requires that reports for students enrolled from Year 1 – 10 show relative achievement of students based on 5 levels (A, B, C, D, E) as shown below:

| Worded statements of Academic Achievement | |
|---|---|
| A | Excellent Achievement of what is expected at this year level |
| B | Good Achievement of what is expected at this year level |
| C | Satisfactory Achievement of what is expected at this year level |
| D | Partial Achievement of what is expected at this year level |
| E | Minimal Achievement of what is expected at this year level |

The central purpose of reporting at Sacred Heart College is to support teaching and learning by sharing feedback about students' progress and achievement between students, parents/carers and teachers. Information about student progress and achievement assists in identifying areas of strength and future needs, it enables schools and teachers to identify and communicate strategies for the future support of student learning.

Sacred Heart College recognises that students are unique and the reporting process provides parents/carers constructive feedback and information that is sensitive to the wellbeing and development of each student. In Years 6–9 reporting is based on the Australian Curriculum Standards for all learning areas excluding Religious Education. The staff use a variety of assessment practices and collect data to assist them in formulating a grade for each subject.

In keeping with the School Assistance Act 2010;

“You can ask the school to provide you with written information that clearly shows your child's achievement in the subjects studied, in comparison to that of other children in the child's group at school. That information will show you the number of students in each of the five achievement levels.”

Appendix 1

Interpretation of Report Information (Years 10 – 11)

Reporting is the process of communicating assessment to students and parents to provide them with constructive feedback which assists understanding and growth.

A Statement of Results is issued at the end of each semester to all Year 10 and Year 11 students. It is a formal transcript of the final grades each student achieved during the semester.

Where applicable, the Statement of Results also reports the grade and/or percentage achieved in the End of Semester Exam.

SUBJECTS STUDIED AT YEAR 10 LEVEL

The Australian Government requires that reports for students enrolled from Year 1 to 10 show relative achievement of students based on 5 levels (A, B, C, D, E) as shown below:

| | |
|---|---|
| A | Excellent achievement of what is expected at this year level |
| B | Good achievement of what is expected at this year level |
| C | Satisfactory achievement of what is expected at this year level |
| D | Partial achievement of what is expected at this year level |
| E | Minimal achievement of what is expected at this year level |

The A, B, C, D, E achievement scale refers to achievement relative to the Standards from the Australian Curriculum.

If your child is part of a Year 10 subject group which has 10 or more students, you can ask the school to provide you with written information that clearly shows your child's achievements in the subjects studied in comparison to that of other children in your child's peer group at the school. This information will show you the number of students in each of the 5 achievement levels.

SUBJECTS STUDIED AT YEAR 11 LEVEL

The grade for each subject on the Statement of Results is the final grade as reported to the SACE Board. Descriptions of each grade level are included in the subject outlines and are called 'performance standards'. These standards – provided in each subject outline – describe in detail the level of achievement required to achieve each grade, from A to E. Teachers and assessors will use these standards to decide how well a student has demonstrated his or her learning. Central moderation will confirm that school-based assessment levels are consistent with each subject's performance standards.

Students awarded a 'Pending' grade have an opportunity during the following semester to gather more evidence and resubmit work in order to be reassessed against the performance standards. Subject outlines and performance standards can be accessed on the SACE Board website (www.sace.sa.edu.au) or through the subject teacher.

SUBJECTS STUDIED AT STAGE 2 LEVEL

Sacred Heart College reports on the extent to which students have achieved the learning outcomes of a program based on the subject specific curriculum statements provided to the College by the SACE Board. Stage Two performance will be reported using the A⁺ through to E⁻ achievement scale. Assessment components are either school based or external. School based components are assessed by the teacher and moderated by the SACE Board. External assessment components are assessed by a marker appointed by the SACE Board. At Sacred Heart College Senior, progress grades of C⁻ and above indicate that a Stage 2 student is currently passing the subject. Final subject results are issued by the SACE Board in December.

Appendix 2

During 2017, the school implemented the Australian Teacher Performance and Development Framework. All teachers have a set of documented and regularly reviewed goals related to both performance and development, and ways of measuring progress towards them that are agreed with a delegate.

Teachers are supported in working towards their goals, including through access to high quality professional learning.

All teachers receive regular formal and informal feedback on their performance. This includes a formal review against their performance and development goals at least annually, with verbal and written feedback being provided to the Teacher. (Copy of Review template below)

Evidence used to reflect on and evaluate teacher performance came from multiple sources and included data showing impact on student outcomes; information based on direct observation of teaching; evidence of collaboration with colleagues.

Annual Professional Review – Teacher

PLEASE COMPLETE THIS FORM BY the end of week 7, Term 4.

NAME:

The aim of this Annual Professional Review is to:

- recognise and affirm achievements and good practice;
- identify areas for growth and/or improvement;
- set priorities to achieve identified areas for growth and/or improvement;
- improve learning outcomes for students;
- support the ethos and mission of the school;
- comply with WHS requirements related to personal satisfaction in the workplace.

Process:

1. Review performance since last review against current role and any previously set goals.
2. Discuss with a Head of Learning Area.
3. Set goals for the future, organised in order of priority for the year ahead.

Please indicate the learning area(s) in which you have worked this year.

You may indicate more than one.

| | | | |
|----------------------------|--------------------------|---------------------|--------------------------|
| Cross Disciplinary Studies | <input type="checkbox"/> | HPE | <input type="checkbox"/> |
| Mathematics | <input type="checkbox"/> | Religious Education | <input type="checkbox"/> |
| English, LOTE and EAL | <input type="checkbox"/> | Technology | <input type="checkbox"/> |
| Science | <input type="checkbox"/> | The Arts | <input type="checkbox"/> |
| H&SS | <input type="checkbox"/> | | |

All staff share responsibility for the maintenance and implementation of the Catholic ethos and Marist charism at Sacred Heart College.

How have I contributed to the Catholic ethos and Marist charism at Sacred Heart College this year?
Did you begin each Homeroom with prayer? Did you focus on the Marist ethos of 'presence' (for example)? Did you model Christian charity and goodwill towards others?

All staff share responsibility for the development of curriculum/skills and pedagogy which are relevant to the needs of all students and which maximise their education and post school options.

How have I developed the subjects I have taught this year?
Did you design (or redesign) an interesting task? Did you organise content into a sequenced teaching program? Did you integrate ICT into your learning and teaching programs?

What engaging teaching strategies have I used this year?

List one or two (no need for an exhaustive list).

All staff share responsibility for staff cohesion, morale and effective working relationships.

How have I contributed towards staff cohesion, morale and effective working relationships this year?

Did you work with someone else to improve a task? Did you work in a team on a project? Did you assist a colleague at any time?

All staff share responsibility for the development of their potential as members of the community.

What has been my most significant contribution to the Sacred Heart community this year?

What aspect of my work has pleased me most this year?

What is the least satisfying aspect of my work over the past year?

What support or assistance do I believe would enhance my capacity to contribute to Sacred Heart in the year ahead?

All staff are responsible for their ongoing professional development in light of contemporary educational developments, to improve their own professional skills and improve student outcomes.

What progress have I made in achieving my professional goals this year?

What are my main professional goals for next year?

What help do I need to achieve them?

What are my long term goals?

A copy of this review will be filed for your next annual review.