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# SACRED HEART COLLEGE

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## School Performance Report

2010

## SCHOOL PERFORMANCE REPORT 2010

This report for Sacred Heart College Senior School 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 Paringa Newsletter, the School Council Report, the School Year Book and the School Website.

This particular report is published electronically on the Sacred Heart College Senior Website: [www.shcs.sa.edu.au](http://www.shcs.sa.edu.au) and an abridged version is available from the front office of the College.

### STUDENT REPORTS

See appendix 1

### INFORMATION RELATING TO SCHOOLS

#### a. **Contextual Information**

Sacred Heart College is a Catholic, co-educational day and boarding senior secondary college, enrolling students in Years 10, 11 and 12. It is located in a middle class seaside suburb but draws enrolments from a wide demographic mainly from the southern suburbs of Adelaide. The current enrolment is approximately 1030 and includes 120 boarding students from rural South Australia and beyond. Historically the student population has been extremely homogenous and remains predominantly of Anglo-Irish descent. However the school now has 14 international students, 8 students from refugee families and 10 indigenous students. It is expected that the number of students from different cultural backgrounds will grow into the future.

With two middle schools (Years 6 – 9) providing the basis of enrolment for senior secondary, Sacred Heart College Senior accepts a broad enrolment and caters for a diversity of students' needs, including a VET program. With 44 subjects 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, photography laboratory and tech studies workshops. The Learning Enrichment Centre supports students with Special Needs as well as those identified as gifted, and, a number of specialist services are provided by librarians, career guidance and 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.shcs.sa.edu.au](http://www.shcs.sa.edu.au).

#### Strategic Plan

Sacred Heart College Senior's vision seeks to:

- Build on the strengths of the past to inform the present and create new futures that will enable students to experience success and growth;
- Promote excellence in Catholic and Marist education;
- Achieve quality teaching and learning in all aspects of school life;
- Actively seek the support and contributions of students, parents and staff in the life of the school;
- Develop and continuously review systems and process to encourage accountability for all members of the school community.

b. **Teacher Standards and Qualification**

The profile of qualifications of the teaching staff is as follows

Qualification	Percentage
Doctorate Degree	3
Masters Degree	11
Honours Degree	10
Bachelor Degree	93
Graduate Diploma in Education	45
Other Graduate Diplomas	13
Diploma of Teaching	22
Graduate Certificate in Theology, Religious Education or Catholic Studies	17

c. **Workforce Composition**

Teaching Staff			Non-Teaching Staff		
	Full Time	Part Time		Full Time	Part Time
31 Males	25	6	21 Males	16	5
49 Females	33	16	30 Females	4	26
Total Teaching Staff			Total Non-Teaching Staff		
80 Staff	58	22	51 Staff	20	31

\* No Indigenous Staff employed. There are 14 Replacement Teachers and 16 Casual Non-Teaching Staff.

d. **Student Attendance**

The following data was compiled by sampling the attendance figures in daily homeroom for the 22 school days in August 2010.

Year Level	Attendance
10	89.4
11	89.7
12	91.7
<b>Total</b>	90.2%

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 11.11%.
- ii) Attained a year 12 certificate or equivalent vocational education and training qualifications equalled 97.6%.

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

Not applicable

- g. **Parent, Student and Teacher Satisfaction Surveys**  
 Each value is calculated on a 1 – 5 Likert Scale Mean

<b>PARENT SATISFACTION SURVEY 2010</b>	
Satisfaction with the religious dimension of the school	3.9
Satisfaction with the school as a school and workplace	4.3
Satisfaction with learning conditions	3.9
Satisfaction with communication	4.0
Satisfaction with pastoral care	3.8
Satisfaction with facilities	4.0
Satisfaction with quality service standards	3.9

<b>STUDENT SATISFACTION SURVEY 2010</b>	
Satisfaction with the religious dimension of the school	3.0
Satisfaction with the school as a school and workplace	4.4
Satisfaction with learning conditions	4.2
Satisfaction with communication	4.2
Satisfaction with pastoral care	4.0
Satisfaction with facilities	4.8
Satisfaction with quality service standards	4.3

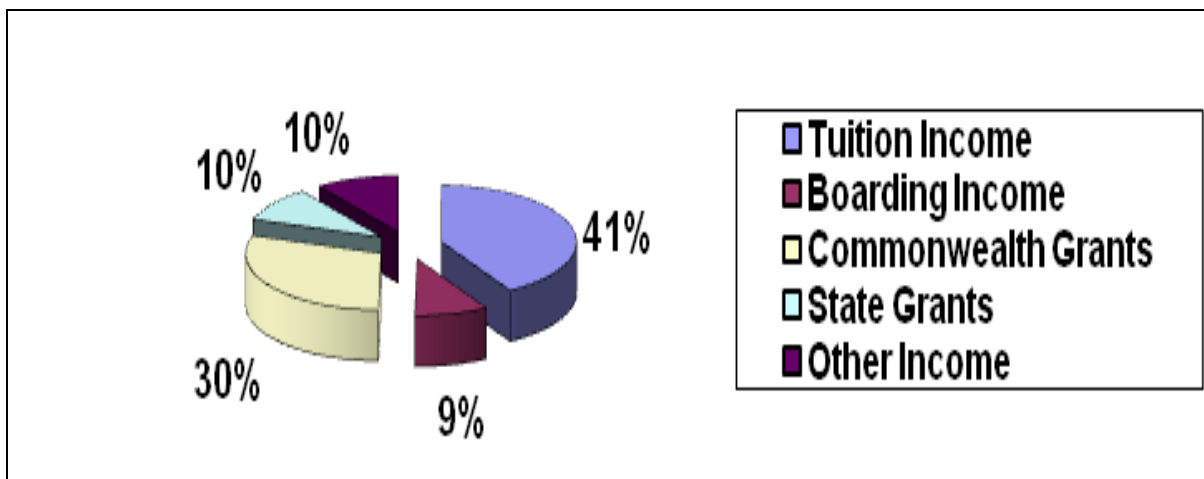
<b>STAFF SATISFACTION SURVEY 2010</b>	
Satisfaction with the religious dimension of the school	4.2
Satisfaction with the school as a school and workplace	4.1
Satisfaction with working conditions	3.8
Satisfaction with communication	4.0
Satisfaction with pastoral care	4.0
Satisfaction with facilities	3.7
Satisfaction with quality service standards	4.3
Satisfaction with management	4.0

h. **Post School Destinations**

Of the students' in 2010 Graduating Class who secured offers to university courses, 74 were given offers to Flinders University, 60 were offered places at the University of South Australia and 39 given offers at the Adelaide University bringing the total number of students to 173. Course offers at TAFE saw the total number of courses offered to 38, which enabled 211 of the 288 graduates successfully enter post-schooling courses of study.

COURSE GROUPINGS	NUMBER OF OFFERS	
	UNIVERSITY	TAFE
Aboriginal & Australian Studies	0	0
Agriculture & Animal Studies	3	2
Architecture, Building, Design & Planning	8	4
Art & Design	6	4
Business & Economics	16	2
Education & Teaching	20	2
Engineering	16	0
Environmental Studies	0	0
Humanities, Social Sciences & Religious Studies	27	2
Law & Legal Studies	15	0
Medicine & Health	49	4
Music & Performing Arts	1	1
Pre trade	n/a	7
Science, Mathematics & Info Tech	10	2
Tourism, Hospitality, Sport & Recreation	2	8
<b>TOTAL</b>	<b>173</b>	<b>38</b>

i. **School Income**



## *Interpretation of Report Information*

Reporting is the process of communicating assessment of student development to students and parents. It provides them with constructive feedback which assists student understanding and growth. When reporting the semester subject results, Sacred Heart College uses grades from A – E. These subject grades will be based on the performance standards described in each subject outline.

Where reported, *Exam Marks* are shown as a percentage.

### **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 beyond 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 SACSA Framework.

If your child is part of a Year 10 subject group that has 10 or more students in it, 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 the position of other children in your child's subject group. This information will show you the number of students in each of the achievement levels A – E.

### **SUBJECTS STUDIED AT STAGE 1 LEVEL**

The major difference between the old SACE and the new SACE is the use of performance standards. Achievements towards the South Australian Certificate of Education (SACE) are reported at the end of each semester and grades C and above indicate a clear pass in individual subjects. Stage One performance will be reported using the A, B, C, D, E achievement scale.

### **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. 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, Grades C and above indicate a clear pass in the subject for SACE. Stage Two performance will be reported using the A, B, C, D, E achievement scale.