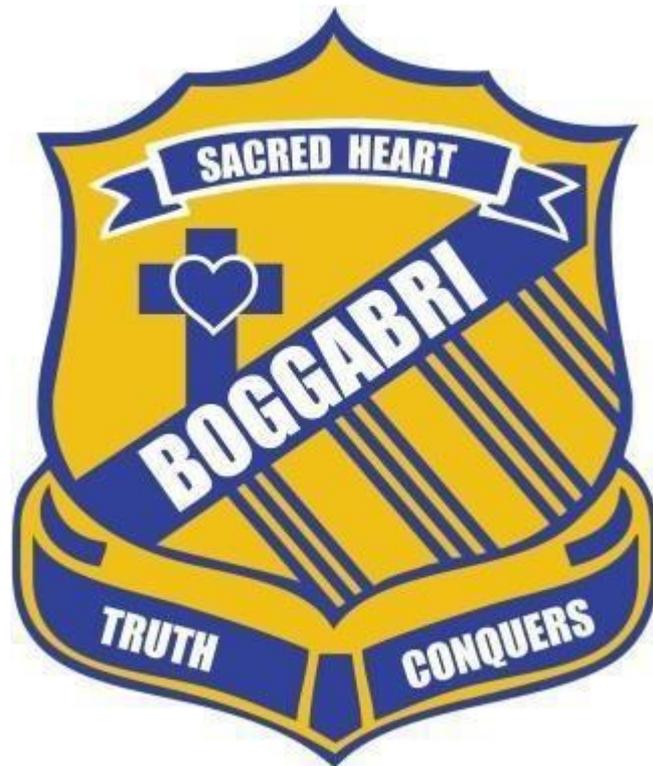


# Annual School Report 2018 School Year

Sacred Heart Primary School, Boggabri



57 Laidlaw Street  
Boggabri NSW 2382

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[sacredheartboggabri.catholic.edu.au](http://sacredheartboggabri.catholic.edu.au)

Principal  
Dallas Hyatt

## About this report

Sacred Heart Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the School Community* for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, and other regular communications. The *Report* is available on the school's and CSO's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums, including the School Advisory Council meetings, and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6743 4656 or by visiting the website at [sacredheartboggabri.catholic.edu.au](http://sacredheartboggabri.catholic.edu.au).



## **1.0 Messages**

### **1.1 Principal's Message**

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. Sacred Heart Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

The primary purpose of Sacred Heart Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. Sacred Heart Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Sacred Heart Primary School prides itself on providing high quality teaching and learning opportunities, which inspire and challenge students to achieve excellence in academic, social, citizenship, sporting, technological and cultural areas of learning. Sacred Heart has continued to make great strides in preparing our students for the 21st Century. Every child is known, valued and cared for to ensure each student's individual potential is developed. Students build their skills and understanding to make sense of their world, through access to high quality teaching and learning and being immersed in a wide array of educational opportunities and experiences that build on students' strengths, interests and talents.

Every student at our Catholic Professional Learning Community brings something special and makes it the happy, safe, warm and caring school that it is; one that promotes excellence, achievement and success in learning. I congratulate all of our students on their achievements throughout 2018 and feel very fortunate to be a part of the wonderful school community, that has worked consistently together to build the strong learning culture, that is Sacred Heart Primary.

Dallas Hyatt  
Principal

### **1.2 A Parent Message**

The School Advisory Council have been busy this year not so much on the fund raising front but more behind the scenes. This year one of our major projects was on upgrading the school canteen, with a team of grandparents who spent five very long weeks doing up the building; filling cracks, painting, putting in the new stove, bench tops and dealing with an unexpected plumbing issue. A big thank you goes out to Nan Fran and Bill for all your time and effort, it has not gone unnoticed.

We would like to thank Mr Hyatt, Ms Traynor and all the teaching staff for all their help and guidance this year. You are so in-tuned with what the needs are within the school and make our job as to what to work towards so much easier.

This year is a very sad year for the School Advisory Council as we farewelled two families who have been on the committee for a number of years. Anita and Steve thank you for your time you have given over the years, Anita for all your work as treasurer it has been greatly appreciated. To Kiara, all your work as secretary has made each president's job so much easier.

We wish everyone all of the best for 2019 and hopefully we will receive some much needed rain soon!

Mrs Corinna Thomson  
Chairperson  
School Advisory Council



## **2.0 This Catholic School**

### **2.1 The School Community**

Sacred Heart Primary School is located in Boggabri and is part of the Sacred Heart Parish which serves the communities of Boggabri, from which the School families are drawn.

Last year the school celebrated 107 years of Catholic education.

The parish priest Fr John McHugh (Administrator) is involved in the life of the school.

### **2.2 Catholic Life and Religious Education**

Sacred Heart Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

Sacred Heart Primary follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy. The beginning of the year is marked with an Opening School Mass at which leaders and Student Representative Council Members are inducted. Thereafter the school celebrates Mass on a weekly basis. Sacramental programs for Reconciliation (1 student 2018), and First Eucharist (1 student 2018) were conducted as students become eligible. Feasts and Holy days are celebrated in consultation with the parish priest.

This year the Feast of the Sacred Heart, the Feast of the Assumption, All Saints Day and Ash Wednesday were significant celebrations. Parents are invited to participate on all occasions. There are currently no students active in the ministry of Altar Serving. Again in 2018, the school celebrated in Catholic Schools Week, in which the school leaders represented the school at the Catholic Schools Week Mass celebrated at the cathedral at Armidale, as well as hosting an open day to which the community were invited. The school year concluded with an End of Year Mass. Most staff attended two twilight retreat days run by the Diocesan Spirituality Team which were held at Sacred Heart. Staff prayer is held on a weekly basis and all staff share responsibility in turn for its preparation and delivery. School masses are organised by staff in a similar manner.

Children participate in regular school and class prayer and also prepare public prayer for assemblies at relevant times, ie Good Friday. Parents are invited to participate in education afternoons when their child has sacramental preparation and all children in the school join in the retreat day activities with their classmates leading up to reception of the sacrament. The whole school community was involved in a number of fund raising activities including Project Compassion and Children's Mission. St Vincent de Paul was supported through the donation of food, clothing and toys for winter and Christmas appeals. Again this year the school's Mini Vinnies Group conducted fundraisers that assisted them to donate books to Ronald McDonald house. Sacred Heart School has a very close working relationship with Sacred Heart Parish. The Priest administers Sacred Heart through St Joseph's, Gunnedah.

The principal attends Parish Pastoral Council meetings and assists in joint activities when required. The Parish Priest is on the School Advisory Council and the interests of both the parish and school are served by this structure allowing communication and planning to occur. We advertise parish events in our school newsletter, the Boggabri local paper and on notice boards and we regularly have information in the parish bulletin.

Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions.

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.



Our School's average result (as a mark out of 50)	
Year 6	29

### 2.3 School Enrolment

Sacred Heart Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
Male	4	0	1	4	4	5	2	20	17
Female	2	3	1	3	4	3	7	23	20

### 2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	86.0%	89.0%	91.0%	90.0%	86.0%	87.0%	90.0%	88.4%

#### Managing Student non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.



School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic nonattendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

## 2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	0
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	5
3.	Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESA Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	5
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	2

## 2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.



The values of our school community are enshrined in school behaviour policies and enhance the strong school culture of providing a balanced curriculum in an environment which is safe, friendly and supportive of individual needs. The goals of the National Safe Schools Framework continue to be promoted through this statement and via school activities including visiting the residents of the local hospital and participation in social justice efforts such as Caritas and St Vincent de Paul campaigns. Our student leaders act as great role models for younger students and accept responsibility for a number of tasks around the school, especially the organisation and running of the school weekly assemblies as well as being the presenters of our annual school presentation night.

In Term 4, this year the school implemented a whole school Peer Support Program with the main theme focusing on 'Resilience'. This program was a huge success and it will definitely be running again in 2019. Other events such as Clean up Australia Day, ANZAC and Remembrance Day and the Christmas Tree display were opportunities for the students to participate in communal activities as respectful and responsible citizens.

## **2.7 Parent, Student and Teacher Satisfaction**

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

Sacred Heart undertook a Parent Satisfaction Survey in August 2018. Parents were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:

Strongly DISAGREE 0 DISAGREE 1 AGREE 2 Strongly AGREE 3. Parents who expressed dissatisfaction were asked a follow up question seeking further information about the issue of concern. Their responses were included in this report with the relevant question. The survey response rate was 62%. From the executive summary, the average score for all summaries were between 2.3 and 2.8. Sacred Heart Primary School would like to sincerely thank the parents for their participation in this survey. Feedback will assist in delivering real benefits to students.

Areas of commendation included: the cleanliness and facilities, the caring nature of staff members and the positive relationship between students, parents and staff.

Areas of suggested improvement included: renovations to the toilet facilities, use of social media for advertising and updating sporting equipment for the students.

### **Student Satisfaction**

Sacred Heart undertook a Student Satisfaction Survey in August 2018. Students were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:

Strongly DISAGREE 0 DISAGREE 1 AGREE 2 Strongly AGREE 3. Students who expressed dissatisfaction were asked a follow up question seeking further information about the issue of concern. Their responses were included in this report with the relevant question. The survey response rate was 79%. From the executive summary, the average score for all summaries were between 1.2 and 2.9. Sacred Heart Primary School would like to sincerely thank the students for their participation in this survey. Feedback will assist in delivering real benefits to both students and staff.

Areas of commendation included: the use of technology, how students are encouraged to have an active voice in improving the school and the close relationship between students and staff.

Areas of suggested improvement included: updating the playground equipment, renovating the toilet facilities and varied sporting activities.



## **Staff Satisfaction**

Sacred Heart undertook a Staff Satisfaction Survey in August 2018. Staff were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:

Strongly DISAGREE 0 DISAGREE 1 AGREE 2 Strongly AGREE 3. Staff who expressed dissatisfaction were asked a follow up question seeking further information about the issue of concern. Their responses were included in this report with the relevant question. The survey response rate was 80%. From the executive summary, the average score for all summaries were between 1.7 and 2.8. Sacred Heart Primary School would like to sincerely thank the staff for their participation in this survey. Feedback will assist in delivering real benefits to the school's leadership team.

Areas of commendation included: the family/community orientated atmosphere, the supportive and caring environment and the level of dedication shown by all staff members.

Areas of suggested improvement included: more time allocated to Professional Team Meetings and to have a fence erected near the classroom to ensure all visitors at the school come via the school office.

## **3.0 Teaching and Learning**

### **3.1 School Curriculum**

The school provides an educational program based on, and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

As a Catholic School, Religious Education is a mandatory key learning included in the curriculum for students in each grade. Sacred Heart Primary School is committed to providing a quality education that meets the needs of all students.

Sacred Heart Primary School regularly reviews its current teaching practices regularly. Through the whole school agreed practice of incorporating learning intentions and success criteria for all key learning areas, all staff are embedding a contemporary approach to learning to ensure all curriculum requirements and perspectives have been catered for. Sacred Heart is supporting students who are at risk or needs extension through the use of a thorough system of tracking and testing across Kindergarten to Year Six that is reviewed regularly by all teaching staff during staff and collaborative meetings.

Students who are supported through Reading and Mathematics in class assistance by parents and withdrawal for for small group instruction by the educational assistant or teacher in the classroom. All students are placed in groups with English and Mathematics to provide more support and enrichment.

Other extensive learning opportunities have included participation in such events as the National Aboriginal and Torres Strait Islander Week program, research projects for the CWA, local school excursions to enhance inquiry based learning projects and also the Brain Olympia Tournament, where our team came first in the regional heats. This year the school has continued on with the process of incorporating the Google suite of products which enhances the possibility of collaborative pedagogical approaches through the use of technology.

A comprehensive sporting program exists with three major carnivals through which children may reach diocesan, state and national representation. In cross country there were 8 regional representatives. In athletics there were 7 regional representatives in which our PP5 mixed relay team qualified for the Polding Trials at Glendale and also this year we sent a team of 10 students to the Diocesan Swimming Carnival held at Armidale and our PP5 mixed relay team qualified for the Polding Trials at Homebush, where they came sixth. Again in Term 3, the school provided tennis for sport and the skill development



of children was very evident. Also this year the students participated in a gymnastics program, in which they completed on a weekly basis at the Gunnedah Gymnastics Centre.

The cultural program this year included performing at the Gunnedah Eisteddfod, where the school again won the small schools choral speaking. Various students from Sacred Heart participated in individual sections at the eisteddfod in a range of categories including: bible reading, impromptu speech and also poetry reciting. We also participated in the Gunnedah Show with a school display and writing competition entries, where the majority of our students received a number of awards.

## **3.2 Student Performance in National Testing Programs**

### **3.2.1 NAPLAN**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 7 students presented for the tests while in Year 5 there were 7 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At Sacred Heart Primary School, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of Sacred Heart Primary School students in each band compared to the State percentage.



Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School										
Reading	30.3	0.0	23.9	14.3	22.5	0.0	13.8	0.0	5.9	28.6	2.0	28.6
Writing	15.2	0.0	30.0	28.6	29.5	42.9	15.6	14.3	5.4	0.0	2.9	14.3
Spelling	27.2	14.3	23.6	28.6	21.9	0.0	14.8	57.1	7.6	0.0	3.2	0.0
Grammar and Punctuation	32.1	28.6	24.4	0.0	18.2	14.3	13.2	14.3	7.4	42.9	3.0	0.0
Numeracy	18.4	28.6	23.7	0.0	26.6	28.6	18.8	42.9	8.6	0.0	2.3	0.0

Year 5 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 3 to 8												
BAND	8		7		6		5		4		3	
	State	School										
Reading	16.7	14.3	22.4	28.6	26.6	14.3	20.0	0.0	9.5	42.9	3.3	0.0
Writing	4.0	0.0	12.3	0.0	30.4	42.9	30.3	14.3	14.5	28.6	7.3	14.3
Spelling	15.2	14.3	23.4	0.0	28.2	28.6	19.2	42.9	8.8	0.0	3.6	14.3
Grammar and Punctuation	15.7	14.3	22.3	14.3	28.1	28.6	18.5	0.0	9.3	42.9	0.0	0.0
Numeracy	11.6	0.0	19.2	28.6	29.0	28.6	25.0	14.3	11.1	28.6	2.6	0.0

NOTE: Where a year level has five or less students the information is withheld to protect the privacy of the students



### 3.3 Teacher Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff development days this year with the areas of focus as follows:

<b>Term 1</b>	Working as a Professional Learning Community to review and extend school improvement
<b>Term 2</b>	Catholic Values and Principles-The Common Good
<b>Term 3</b>	Working as a Professional Learning Community to review and extend school improvement
<b>Term 4</b>	Working as a Professional Learning Community to review and extend school improvement

### 4.0 School Policies

#### 4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the *School's website* [sacredheartboggabri.catholic.edu.au](http://sacredheartboggabri.catholic.edu.au) and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>

#### 4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all we do at Sacred Heart Primary School Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. We aim to bring this about in our school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.



All people attending Sacred Heart Primary School have the right to be treated:

- justly
- respectfully
- fairly

*No changes were made to the 'Pastoral Care Policy' this year.*

*The full text of the School's 'Pastoral Care Policy' may be accessed on the School's website [sacredheartboggabri.catholic.edu.au](http://sacredheartboggabri.catholic.edu.au) or at the administration office.*

#### **4.3 Student Discipline Policy**

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

*No changes were made to the 'Student Discipline Policy' this year.*

*The full text of the School's 'Student Discipline Policy' may be accessed on the School's website [sacredheartboggabri.catholic.edu.au](http://sacredheartboggabri.catholic.edu.au) or at the administration office.*

#### **4.4 Bullying Prevention and Intervention Policy**

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by our school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy.

*No changes were made to the 'Bullying Prevention and Intervention Policy' this year.*

*The full text of the School's 'Bullying Prevention and Intervention Policy' may be accessed on the School's website [sacredheartboggabri.catholic.edu.au](http://sacredheartboggabri.catholic.edu.au), the administration office or on the CSO website.*

#### **4.5 Complaints Handling Policy and Guide**

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by our school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Schools Office monitors the implementation of these policies.

*No changes were made to the policy this year.*

*The full text of the policy may be accessed on the School's website [sacredheartboggabri.catholic.edu.au](http://sacredheartboggabri.catholic.edu.au) or the administration office.*

#### **5.0 School Review and Improvement**

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.



## Key improvements Achieved in 2018

- Embedding of the Initialit Program in the literacy block for our K-2 students.
- Embedding of the Words Their Way (Spelling Program) and the Seven Steps to Writing in daily writing sessions for our 3-6 students.
- The implementation of STEAM for our primary students.
- Implementation of a whole school resilience program (Peer Support Australia).
- Continuation of the diocesan small school based alliance with the implementation of the Religious Education Program.
- All classes implementing Learning Intentions and Success Criteria for every key learning area.
- Leaders of learning having two set 'Collaboration Days' a term with the intent of group assessing students writing samples, reviewing and updating Aboriginal Education Plans and also reviewing pedagogical practices and procedures.
- Improved attendance and participation of all staff members at school hosted 'Twilight Reflection Evenings'.
- Developing of a stronger relationship between school and parish.
- The embedding of all Catholic Principles and Values in all key learning areas.

## Priority Key Improvements for 2019

- Embedding of the new Science and Technology and the Personal Development and Health Syllabi in the curriculum for 2019.
- Implementing the Big Write Program in the daily literacy block.
- Continuation of the Words Their Way (Spelling) Program in the daily literacy block as a whole school agreed practice for improving spelling and writing.
- Continuing on with the second year of the Initialit program for our K-2 students.
- Continuation of the Peer Support Teaching program in Term 4 based on non-bullying.
- Whole school review and implementation of mathematics.
- Implementing a daily whole school fitness program.
- More active student involvement in our weekly Mass celebrations.
- Improving the overall general attendance rate of our students.
- Further development of leadership capacity of all members in the Sacred Heart Learning Community.
- Further reviewing and modifying of the current School's Pastoral Care Policy that will encompass all members of the Sacred Heart Learning Community.

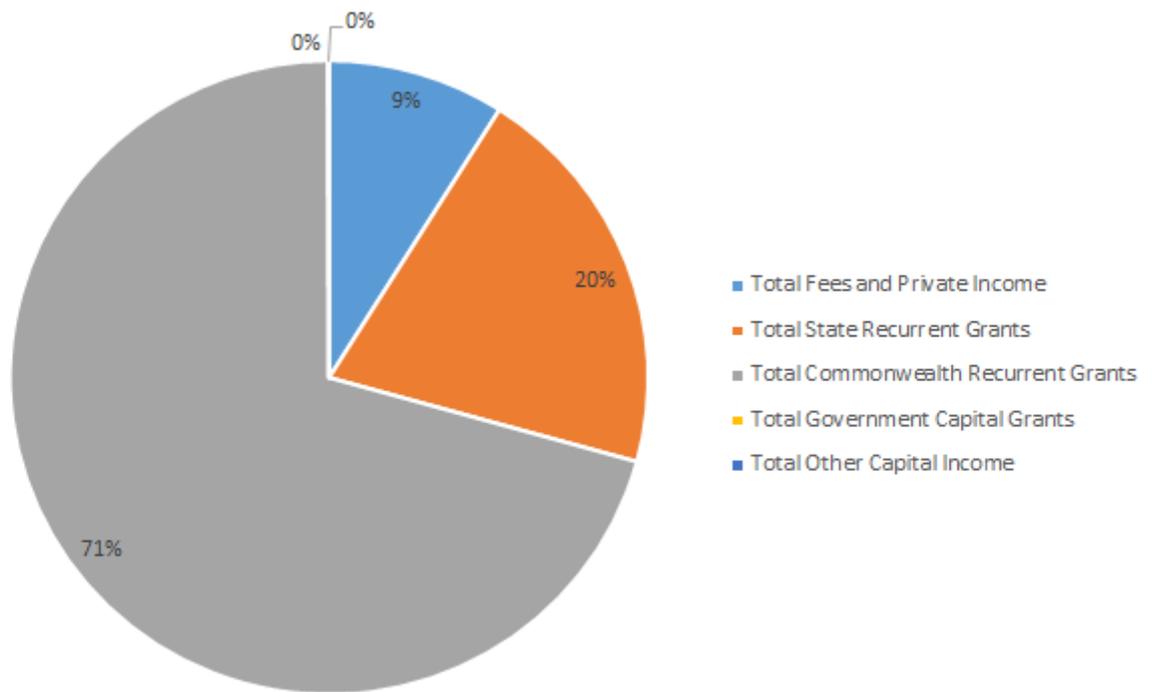
## 6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:



### 2018 Income - Sacred Heart Primary School, Boggabri



### 2018 Expenditure - Sacred Heart Primary School, Boggabri

