

# Annual School Report 2020 School Year

Sacred Heart Primary School, Boggabri



57 Laidlaw Street  
Boggabri NSW 2382

Phone 02 6743 4656  
<https://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 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 Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, 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. It is available on both school and CSO websites by 30 June 2021 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 school's website <https://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 success of Sacred Heart Primary School is underpinned by three key elements that promote the quality teaching and learning programs. I am proud of the academic, social and emotional achievement of students and the ongoing success of the strategies being implemented by the school in order to create high quality learning experiences for students.

We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Students are motivated to learn and participate in the range of educational opportunities provided for them at school.

During the 2020 academic year, Sacred Heart continued to focus on students developing lifelong skills that will enable them to be successful participants in the 21st Century. This involved high quality teaching and learning and using tiered intervention to differentiate and provide individualised learning through a shared and collaborative learning environment. Teachers have high expectations of themselves and were accountable for being active learners. This was, at times, very challenging, with the various difficulties faced with the COVID-19 pandemic.

Various projects were undertaken in order to improve the overall general appearance of the school. The students' toilets were upgraded and I would like to thank the Parents, Teachers and Friends Committee for the financial support they provided to ensure this upgrade was completed. The overall front of the school has changed dramatically with an ANZAC Memorial Garden being installed, as well as the landscaping of the front garden. To complete the upgrade, three totem poles were installed, as well as a mural commemorating NAIDOC Week. It is very pleasing to hear the large number of positive comments on how great the school looks from various members of the community, as well as the Armidale Catholic Schools Office.

Unfortunately, this is my last Principal's Message and I would like to thank the Catholic Schools Office, the community and parish for entrusting me with the great responsibility of principalship of Sacred Heart Primary School for the last five years. I wish everyone associated with this learning community all of the best with their future endeavours and I know that this school will continue to thrive into the future.

Dallas Hyatt  
Principal

### **1.2 A Parent Message**

Due to the various restrictions that were imposed because of the COVID-19 pandemic, the School Advisory Council wasn't as actively involved with various activities and community events as would normally be the case. However, the funds that we were able to raise through limited fundraising activities benefited all members of Sacred Heart.

The appearance of the school has changed dramatically this year with the installation of an ANZAC Memorial Garden. Parents were the main drivers behind this project, along with the refurbishment of the front garden. The parent body donated funds towards the completion with the upgrade to the students' toilet amenities.

On behalf of the School Advisory Council, I would like to thank all the staff at Sacred Heart Primary School for the commitment and care that they give to the children everyday. It is very much appreciated and I know all students will value their time at Sacred Heart Primary for many years to



come. We wish the outgoing Principal, Mr Hyatt, and Religious Education Coordinator, Sharon John, all the best for their future endeavours; you will definitely be missed. However, we know that the new Principal, Mr Nick Baird, will ensure that the school continues to go from strength to strength for many years to come.

Whilst we encountered a difficult year with the cancellation of many fundraising activities, I am sure that the parent body of the school will be back bigger and better in 2021.

Kate Gough  
President  
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 109 years of Catholic education.

The parish priest, Fr John McHugh, 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.

The beginning of the year was marked with an Opening School Mass at which leaders and Student Representative Council members were inducted. Thereafter, the school celebrated Mass on a weekly basis before restrictions came into place with the COVID-19 pandemic. When restrictions were lifted the students celebrated Mass (Year 5/6 and K-4) on a fortnightly rotation. Sacramental programs for reconciliation (two students), first Eucharist (two students) and confirmation (three students) were conducted as students became eligible. Feasts and holy days were celebrated in consultation with the parish priest. This year, Ash Wednesday was a significant celebration. There were no students active in the ministry of altar serving.

The school year concluded with an End of Year Mass. Most staff attended three twilight retreat days, run by the Diocesan Spirituality Team, which were held at Sacred Heart Primary School. Staff prayer was held on a weekly basis and all staff shared responsibility, in turn, for its preparation and delivery. School masses (when celebrated) were organised by staff in a similar manner. Children participated in regular school and class prayer and also prepared, when relevant, public prayer for assemblies.

The whole school community was involved in a number of fund raising activities including Project Compassion and Children's Mission. The Society of St Vincent de Paul was supported through the donation of food, clothing and toys for the Winter and Christmas appeals. The school's Mini Vinnies Group conducted fundraisers that assisted St Vincent de Paul in providing food and funds to various local communities during the pandemic.

Sacred Heart Primary School maintains a very close working relationship with the Sacred Heart Parish. The parish priest administers the school through St Joseph's Parish, 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. Parish events are advertised in the school newsletter, the Boggabri local paper, on notice boards and also in the parish bulletin.



Students in Year 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 30)	
Year 6	20

### 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 2020	TOTAL 2019
<b>Male</b>	2	2	3	1	1	4	6	19	20
<b>Female</b>	2	3	4	3	2	4	4	22	19
<b>Totals</b>	4	5	7	4	3	8	10	41	39

### 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, school 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 2020 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
<b>Average Student Attendance Rates</b>	98.0%	92.0%	93.0%	91.0%	79.0%	87.0%	87.0%	89.6%

#### 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 non attendance 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.	6
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.	6
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	5

## 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 school models and teaches students about respect and responsibility in a number of ways:

- Students and staff contributed generously to social justice appeals, including St Vincent de Paul, Caritas, Catholic Mission and Samaritan Boxes. This year the school made a donation on the students behalf to the local Home and Committee Care Program to ensure that the vulnerable citizens in the community received a meal during the isolation period of the COVID-19 pandemic. Citizenship awards were acknowledged within the general weekly whole school assemblies, while outstanding citizenship was recognised at the Annual Presentation Night with awards donated by the Narrabri Shire Council and the Upper Namoi Cotton Growers Association.
- The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's restorative justice program.
- Sacred Heart Primary School enjoys a proud tradition of being actively involved with various local community events. Whilst participation in various community events was greatly impacted by the restrictions associated with the COVID-19 pandemic, the school still maintained a close working relationship with the local branch of the CWA. Students hosted local community events including the Small Schools Public Speaking Day, as well as Remembrance Day. The Christmas Tree display was an opportunity 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 Primary School undertook a Parent Satisfaction Survey in September 2020. 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 57%. From the executive summary, the average score for all summaries were between 1.9 and 2.7. 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 and comments included:

- The great teacher to student ratio.



- The atmosphere, it is warm and welcoming. The staff are fantastic!
- Being such a small school, it is quite like a family.

Areas of suggested improvement included:

- More open discussion between parents and staff regarding matters of the school.
- The maintaining of the new school garden and toilet block.

### **Student Satisfaction**

Sacred Heart Primary School undertook a Student Satisfaction Survey in September 2020. 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 92%. From the executive summary, the average score for all summaries were between 1.1 and 2.7. 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 and comments included:

- Everyone has a friend and no one is left out.
- Buddy groups happen every Friday so we can interact with children in younger year levels.
- One thing I like about Sacred Heart is that the activities are always interesting and fun, while teaching us skills.

Areas of suggested improvement included:

- If I could improve one thing about the school, it would be storage in the sports shed.
- Upgrade of the toilet facilities.

### **Staff Satisfaction**

Sacred Heart Primary School undertook a Staff Satisfaction Survey in September 2020. 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 83%. From the executive summary, the average score for all summaries were between 1.4 and 2.6. 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 students.



Areas of commendation and comments included:

- The school focuses on getting the best out of each child.
- The strong professional learning culture of the whole staff and their drive to continually improve their teaching practice.
- All staff are extremely passionate about their job and the success of students.

Areas of suggested improvement included:

- The support from the wider community.
- Overall appearance of the school.

### **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.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. 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.

Through the whole school agreed practice of incorporating learning intentions and success criteria in all KLAs, staff embed a contemporary approach to learning to ensure all curriculum requirements and perspectives have been catered for.

Sacred Heart supports students who are at risk or in need of extension through the use of a thorough system of tracking and testing across Kindergarten to Year 6. This system is reviewed regularly during staff and collaborative meetings.

Students are supported in Reading and Mathematics by withdrawal for small group instruction with the educational assistant, Aboriginal educational assistant or teacher in the classroom. In order to provide more support and enrichment during English and Mathematics, students are placed into small groups.

Sacred Heart students participated in the Newcastle Permanent Mathematics Competition, as well as various ICAS assessments, where a number of students received awards acknowledging high achievements. Students entered various forms of poetry in the Dorothea Mackellar Poetry Writing Competition, in which one student from Sacred Heart Primary School was the Kurrumbede Award Winner. Due to the pandemic, the school hosted an internal Small Schools Public Speaking Day, where the students had the opportunity to plan, rehearse and present their prepared and impromptu speeches in front of their peers.

Other extensive learning opportunities included participation in events such as the National Aboriginal and Torres Strait Islander Week program and local internal research projects. Opportunities to participate in various local excursions that enhance inquiry based learning was limited due to COVID-19 restrictions. The school continued with the process of incorporating the Google suite of products which enhanced the collaborative pedagogical approaches through the use of technology. This was particularly evident when remote online learning was taking place during the first wave of the COVID-19 pandemic, as the students had the opportunity to access teaching and learning materials using this suite.



A comprehensive sporting program exists, but it was greatly impacted with various restrictions associated with the COVID-19 pandemic. Fortunately, the annual swimming and athletics carnivals were able to be held. Fourteen students represented the school at the Diocesan Swimming Carnival, where one student was the runner up in the Junior Girl section and the PP5 Relay Team qualified first to participate at the Polding Swimming Trials, which was subsequently cancelled. During Term 3, the school employed a coach to teach the students various skills associated with athletics and the skill development of the children was very evident.

This year's cultural program included employing a dance teacher, Shyamla Eswaran, who choreographed a student performance in the expectation of performing at the Gunnedah Eisteddfod before it too was cancelled. A limited Gunnedah Eisteddfod was held online later in the year with a number of individual students entering.

Students performed a number of acts at the End of Year Presentation Ceremony. This ceremony was live streamed.

### 3.2 Student Performance in National Testing Programs

#### 3.2.1 NAPLAN

There are no NAPLAN results to report in 2020 as a result of the decision by the Australian Government for students not to participate in the NAPLAN Assessments due to the circumstances of the Covid-19 Pandemic.

### 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.

Whole staff development day professional learning activities in 2020 were:

Staff Professional Learning Activity	Date	Presenter
Child Protection Training	28/01/2020	Dallas Hyatt
2020 Organisation	29/01/2020	Dallas Hyatt and Colleen Howarth
Incorporating Core Catholic Principles into Classroom Programming	30/01/2020	Sharon John
Emergency First Aid Response in Education and Care and Anaphylaxis Training	07/09/2020	Julie Aiken
Using Maths Investigations Based In The Classroom	12/10/2020	Colleen Howarth
Preparation of Compliant Scope and Sequences for the 2021 Academic Year	17/12/2020	Members of school staff

### 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 Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's website <https://sacredheartboggabri.catholic.edu.au> and the Armidale Catholic Schools Office [website](#).

#### **4.2 Pastoral Care Policy**

Jesus Christ and his teachings are the basis of all that occurs at Sacred Heart Primary School. Christ's teachings therefore should relate to how staff develop student self-discipline. The school community believes 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. Staff aim to bring this about in the 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 <https://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 <https://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 the 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 <https://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 this 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 the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

*No changes were made to the 'Complaints Handling Policy and Guide' this year.*

*The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's website <https://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 Schools 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 Goals Achieved and Implemented in 2020	Key Goals for 2021
<ol style="list-style-type: none"><li>1. Embedded the explicit teaching of the Core Catholic Principles and Values in all KLAS where relevant.</li><li>2. Increased opportunity and engagement with faith and spiritual formation amongst all members of the school/parish community.</li><li>3. Utilised a whole school approach in the delivering of numeracy.</li><li>4. Increased teacher/student capacity with marking in accordance with the Criterion Scale from the Big Write/VCOP Program.</li><li>5. Developed teacher capacity in embedding differentiation that complies with NCCD legislation in all teaching programs.</li><li>6. Enhanced school access to mental health services.</li><li>7. Continued to implement and enhance communication between the school and the wider community.</li><li>8. Improved the overall general appearance of the school.</li></ol>	<ol style="list-style-type: none"><li>1. All staff to develop their understanding and implement the Living Well, Learning Well Framework document.</li><li>2. Continuing the strong relationship between school, parents and parishioners.</li><li>3. Successfully embedding concepts from the MaST Program within the Stage 1 learning environment.</li><li>4. Continuing with regular 'Staff Collaboration Days'.</li><li>5. Ensuring that regular and effective instructional leadership takes place.</li><li>6. Regular Professional Learning Team Meetings focusing on student and adult learning were conducted.</li></ol>

#### 6.0 Financial Information

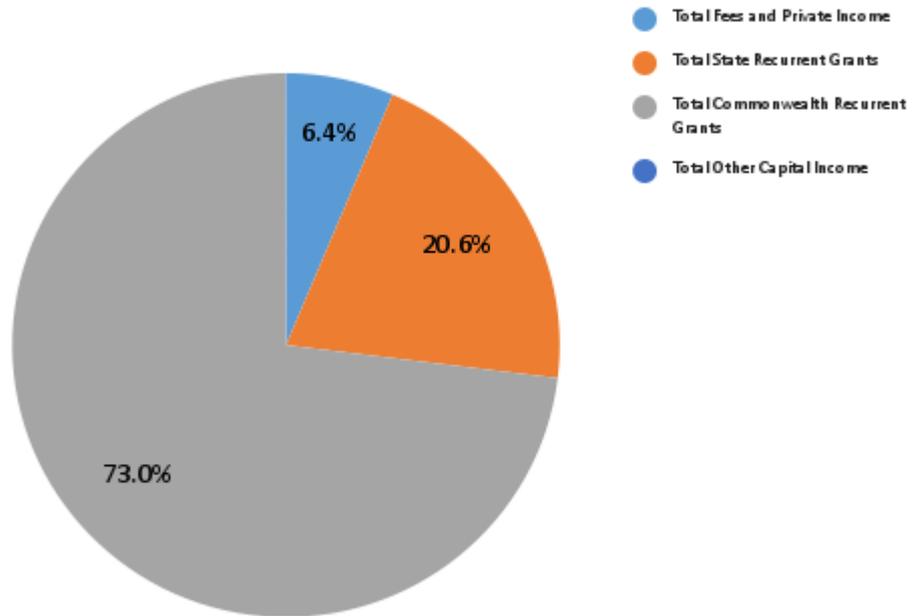
Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure 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 2020 is presented below:



### 2020 Income - Sacred Heart Primary School, Boggabri



### 2020 Expenditure - Sacred Heart Primary School, Boggabri

