

Annual School Report 2019 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 2020 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.

Sacred Heart Primary School is a wonderful school. This year students achieved at the very highest levels in a range of academic, sporting, cultural, artistic and social opportunities.

It is a school that is embedding 21st century learning opportunities and approaches for all students. We are a school that is embracing change and we are working hard to prepare our students for a world beyond school life. I would like to acknowledge the wonderful work of each and every staff member for their commitment to professional learning and growth. They strive to provide students with the best possible educational outcomes. Every teacher has participated in systematic professional learning throughout the year, in line with our Annual Improvement Plan (AIP), in order to further enhance our skills and knowledge.

An effective school cannot run smoothly without the support and assistance of administration staff. Thank you for your efforts in supporting our students, staff and parents during 2019. We also thank the Parents, Teachers and Friends Committee for their generous support throughout the year. Our resources and facilities within the school have been greatly enhanced through your generous donations.

Next year will bring opportunities to again embed 21st learning approaches throughout the school. School targets in continuing to build the capacity of teachers in Literacy, Numeracy and Pastoral Care will be the focus for our school next year as we continue providing the students of Sacred Heart with outstanding learning opportunities. I look forward to once again leading such a dynamic and future focused school in 2020.

Dallas Hyatt
Principal

1.2 A Parent Message

The School Advisory Council were busy in 2019 on a lot of fronts. This year, one of our major projects was focused on conducting a number of fundraising activities at various community events. The funds that were raised will go towards upgrading the amenities block in 2020. In December the School Advisory Council was successful in obtaining some federal and state grants and now we should be able to proceed with this project early next year.

On a different note, we were happy to have been able to give some financial support to the students and their families who qualified to take part as Diocesan representatives in Sydney at the NSW state swimming and athletics carnivals and also at the Polding Rugby League Trials held in Tamworth.

Thank you to all the teachers and staff at Sacred Heart. Thank you for teaching our kids not only English, Maths and Science but also thank you for the upholding and instilling of values, manners and kindness. All of you are outstanding educators!

Students, you may not be aware, but you have something special here at this school. Continue to look after each other. It is wonderful to see how the big kids here look after the little ones and how the little ones grow into the big ones that then eventually pay forward the favour.

Last of all I would like to thank Mrs Corrina Thomson who is stepping down in her role as chairperson of the School Advisory Council. Corrina, it has been a pleasure working with you and I know that you do a lot of work behind the scenes. You will be truly missed and our new chairperson will have big shoes to fill.



I hope 2020 will be the year when this horrific drought finally breaks.

Heike Watson
Member
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 Boggabri Parish which serves the communities of Boggabri, from which the school families are drawn.

Last year the school celebrated 108 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. Sacramental programs for Reconciliation (two students) and First Eucharist (one student) were conducted as students became eligible. Feasts and holy days were 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 were invited to participate on all occasions. There are currently no students active in the ministry of Altar Serving.

The school celebrated Catholic Schools Week, in which the school leaders represented the school at the Western Deanery's Catholic Schools Week Mass celebrated at Moree, 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 three twilight retreat days run by the Diocesan Spirituality Team which were held at Sacred Heart. Staff prayer was held on a weekly basis and all staff shared responsibility in turn for its preparation and delivery. School masses were organised by staff in a similar manner. Children participated in regular school and class prayer and also prepared public prayer for assemblies at relevant times, such as Good Friday. Parents were invited to participate in education afternoons when their child was involved in sacramental preparation.

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 the Winter and Christmas Appeals. The school's Mini Vinnies Group conducted fundraisers that assisted them in donating food and funds to various local communities to assist them during the drought. Sacred Heart School maintains a very close working relationship with the Sacred Heart Parish.

The parish priest administers Sacred Heart 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 50)	
Year 6	32

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 2019	TOTAL 2018
Male	2	3	1	1	4	4	5	20	20
Female	3	2	2	1	4	4	3	19	23
Totals	5	5	3	2	8	8	8	39	43

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, 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 2019 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	92.0%	91.0%	93.0%	90.0%	90.0%	84.0%	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.	4

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. Citizenship awards were acknowledged within the general weekly whole school assemblies, while outstanding citizenship was recognised at



the Annual Presentation Night with awards donated from the Narrabri Shire Council and the Upper Namoi Cotton Growers.

- 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 enjoys a proud tradition of being actively involved with various local community events. Throughout the year, students and staff participated in Youth Week Activities and maintained a close working relationship with the local branch of the CWA. The students played an active role in Boggabri's Carols by Candlelight. The students also hosted local community events including the Small Schools Public Speaking Day as well as the annual House/Grandparents Day. ANZAC Day, 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 Primary School undertook a Parent Satisfaction Survey in August 2019. 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 50%. From the executive summary, the average score for all summaries were between 1.7 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 included:

- the caring nature of staff members
- the positive relationship between students
- parents and staff as well as the small class sizes

Areas of suggested improvement included:

- renovations to the toilet facilities
- the appearance of the grounds

Student Satisfaction



Sacred Heart undertook a Student Satisfaction Survey in August 2019. 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 83%. From the executive summary, the average score for all summaries were between 1.1 and 2.5. 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 various sports that the school provides
- the caring nature of all of the teachers

Areas of suggested improvement included:

- updating the playground equipment
- renovating the toilet facilities
- less homework

Staff Satisfaction

Sacred Heart undertook a Staff Satisfaction Survey in August 2019. 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 1.5 and 2.4. 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
- the collaboration of teachers working together to improve the results of every child

Areas of suggested improvement included:

- more consistency in staffing
- staff well-being
- opportunities for competition and performance



3.0 Teaching and Learning

3.1 School Curriculum

The school provides an educational program based on and taught in accordance with the NESAsyllabuses 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 for all key learning areas, staff are embedding 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 with in class assistance by parents and by withdrawal for small group instruction by the 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. In 2019 Sacred Heart students participated in the various ICAS Assessment challenges as well as the Newcastle Permanent Mathematics Competition. One Year 6 student received the highest score in the Barwon Region.

Other extensive learning opportunities 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 the Brain Olympia Tournament, where the Sacred Heart team came first in the regional heats and third in the diocese final. This year the school continued with the process of incorporating the Google suite of products which enhanced 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. Sacred Heart achieved 10 regional representatives in cross country and 14 in athletics with the PP5 mixed relay team qualifying to represent Polding team at the NSWPSSA Athletics Championships conducted at Homebush, where they achieved 8th place in the final. A further 14 students represented at the Diocesan Swimming Carnival held in Moree, with the PP5 mixed relay team representing Polding at Homebush. One student represented the diocese in rugby league at the Tamworth Polding Winter Trials. During Term 3, the school provided volleyball for sport and the skill development of the children was very evident.

This years cultural program included performing at the Gunnedah Eisteddfod, where the school again came third in the Small Schools Choir, Interpretative Performance and Musical Entertainment sections. 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 recitation. The school participated in the Gunnedah Show with a school display and writing competition entries, where the majority of 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, 2 students presented for the tests while in Year 5 there were 8 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 are 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.

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



NOTE: Year 3 has five or less students, consequently the NAPLAN information has been withheld to protect the privacy of the students.

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	10.5	0.0	27.4	62.5	32.6	25.0	16.0	12.5	8.5	0.0	2.3	0.0
Writing	3.5	12.5	10.9	0.0	30.8	62.5	36.7	12.5	11.6	12.5	6.5	0.0
Spelling	7.9	25.0	21.6	25.0	30.4	25.0	24.7	12.5	9.1	12.5	3.0	0.0
Grammar and Punctuation	8.4	12.5	17.5	12.5	27.5	25.0	24.9	37.5	11.9	0.0	3.7	0.0
Numeracy	4.0	0.0	13.0	0.0	37.8	50.0	30.4	50.0	10.0	0.0	2.1	0.0

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 2019 were:

Staff Professional Learning Activity	Date	Presenter
Introduction To Big Write & VCOP	29/01/2019	Jamie McDowall
Compass Training	29/04/2019	Kim Kliendienst
System Conference	11/06/2019	Various
System Conference	12/06/2019	Various
Review of 2019 Annual Improvement Plan and Creation of 2020 Annual Improvement Plan	19/12/2019	Members of school staff
Preparation of Compliant Scope and Sequences for the 2020 Academic Year	20/12/2019	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 <https://www.arm.catholic.edu.au>.

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 improvements achieved this year	Key Improvements for 2020
<p>Nurture Our Catholic Society</p> <ol style="list-style-type: none"> 1. Embed the explicit teaching of the Core Catholic Principles and Values in all KLAs. 2. Increased opportunity and engagement with faith and spiritual formation amongst all staff, students and parents. 3. Further engaged students, parents and School Advisory Council with Core Catholic Principles and Values. 	<p>Nurture Our Catholic Society</p> <ol style="list-style-type: none"> 1. Further embed the explicit teaching of the Core Catholic Principles and Values in all KLAs. 2. Increase opportunity and engagement with faith and spiritual formation amongst all staff, students and parents.
<p>Improve Learning</p> <ol style="list-style-type: none"> 1. Improved the whole school attendance rate. 2. Teachers designed relevant assessment tasks that broadcast for, as and of learning linked to the syllabus. 3. Enhanced the data literacy of all teachers. 4. Whole school approach in delivering numeracy. 5. Improved all students fitness levels and well being. 	<p>Improve Learning</p> <ol style="list-style-type: none"> 1. Utilise a whole school approach in the delivering of numeracy. 2. Increase teacher capacity with marking in accordance with the Criterion Scale from the Big Write/VCOP Program. 3. Enhance student capacity with self/peer assessment.



Key improvements achieved this year	Key Improvements for 2020
<p>Lead Learning</p> <ol style="list-style-type: none"> 1. All staff understand contemporary pedagogy. 2. Staff participated in Professional Learning Team meetings. 3. Continued developing teachers understanding of the new Science and Technology syllabus. 4. Teacher understanding of the new PDHPE syllabus. 	<p>Lead Learning</p> <ol style="list-style-type: none"> 1. To embed regular teacher coaching that can support educators to further enhance their teaching practices. 2. To develop teacher capacity in embedding differentiation that complies with NCCD legislation in all teaching programs. 3. Staff to receive training concerning indigenous cultural awareness.
<p>Sustain Our People</p> <ol style="list-style-type: none"> 1. Provided professional learning for all staff on implementing effective learning using the AITSL Professional Standards and the National School Improvement Tool. 2. All staff able to use data to identify and respond to student and teacher learning needs. 	<p>Sustain Our People</p> <ol style="list-style-type: none"> 1. To review and implement a new School Pastoral Care Policy that is proactive not reactive. 2. To enhance school access to mental health services.
<p>Create the Right Environment</p> <ol style="list-style-type: none"> 1. Established an effective online communication strategy between staff, parents and the wider community. 	<p>Create the Right Environment</p> <ol style="list-style-type: none"> 1. Continue to implement and enhance communication between the school and the wider community. 2. To improve the overall general appearance of the school.

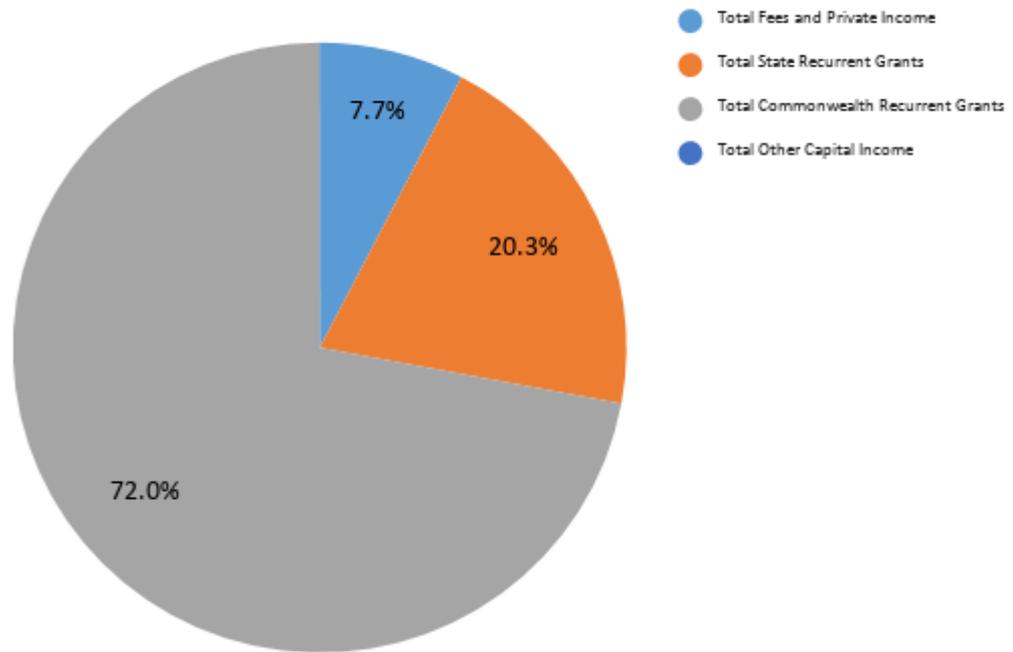
6.0 Financial Information

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 2019 is presented below:



2019 Income - Sacred Heart Primary School, Boggabri



2019 Expenditure - Sacred Heart Primary School, Boggabri

