

Annual School Report 2021 School Year

Sacred Heart Primary School, Boggabri



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Principal
Nick Baird

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 2022 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](#).



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 2021 school year was an extremely successful one for the Sacred Heart school community. Despite the interruptions of another COVID-19 influenced school year, students continued to achieve at a very high level in standardised assessments. School averages in many NAPLAN assessments remain above state averages and significant growth was seen in the PAT Reading and Maths assessments. Of the students in K/1/2, 79% achieved end of year PM reading benchmark levels and a total of 83% of all students across the school achieved their expected reading level. Three students competed in the Newcastle Permanent Maths Competition, with all three gaining a Merit or higher in this assessment. Sacred Heart remains active in local community, attending ANZAC Day and Remembrance Day Ceremonies. COVID-19 restrictions reduced the number of activities during the year, however, we remain optimistic this will change in 2022. Students from Sacred Heart competed in the Narrabri and Gunnedah Eisteddfods, taking out many prizes in group and individual sections. The Sacred Heart PP5 swimming relay team finished second overall in NSW following a gold medal performance at the Polding Swimming Trials.

Nick Baird
Principal

1.2 A Parent Message

Last year I said "well what a year 2020 has been". I think it is plausible to say - well, what a year 2021 has been.

On behalf of the PTF, I would like to say well done to the staff, students and parents for your perseverance, patience, strength and resilience through yet another unprecedented year.

Thank you to the staff for always assisting the children to thrive in the school environment and during home learning. The dedication shown by all the staff of Sacred Heart is something I ensure everyone hears about; this is clearly reflected in students' results.

To the outgoing Year 6; good luck with your endeavours in high school and may your transition be calm, yet exciting. Always strive for your best and look fondly on your time here at Sacred Heart.

To all the students of Sacred Heart Primary School; keep up the good work! We have a beautiful little school here and that can be attributed to you all. Congratulations.

Mr Baird; what can we say. While our time as a school community with you at the helm has been brief, I believe we are all the better for it. You guided us through some very strange times and always made all situations feel 'in hand'. We will miss you, but know we are left in fantastic hands with Mrs Baird.

Thanks to the entire school community for your ongoing support for the PTF and canteen.

Finally, a very Merry Christmas to you all. Stay safe and we look forward to a bright 2022 after a well deserved break.

Kate Gough



President
PTF

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 110 years of Catholic education.

The parish priest, Fr Abmar Duyayong, 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.

Students at Sacred Heart completed first Communion and confirmation sacraments during the year.

Three school masses were held in each term, COVID-19 conditions permitting, at Sacred Heart Church led by Fr Abmar or Fr Samson. Daily prayers were held in the classroom and at weekly assemblies. Special feast days were celebrated throughout the year, including St Patrick's Day, St Joseph's Day, feast of the Sacred Heart and St Mary of the Southern Cross.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of 30 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 2021	TOTAL 2020
Male	3	2	2	3	1	1	5	17	19
Female	1	2	4	4	3	2	5	21	22
Totals	4	4	6	7	4	3	10	38	41

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 college 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 2021 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	93.0%	94.0%	89.0%	90.0%	85.0%	89.0%	86.0%	89.4%

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 non attendance is an issue and previous strategies have failed, the Principal and the System Performance Leader 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 NESAs Teacher Accreditation Provisional or Conditional level.	1
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	5
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4.	Those teachers at the NESAs 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.	0
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:

- The Annual Improvement Plan included the goal of "Embedding the practices of the Living Well, Learning Well philosophy."
- As a result, the school community collaborated to create the "Goals for Living and Learning Well at Sacred Heart" plan. This included a focus on three school Core Values - We are Safe, We are Respected and We are Learners.
- Each week, the school community worked together to unpack the Core Value of the Week with practical examples to recognise these values in our everyday school life.
- This will continue to be a goal for the school community in 2022 as staff look to embedding these practices into school culture.

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 used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

Formal Parent satisfaction surveys were conducted in late Term 3. These results indicate a very high level of parent satisfaction at Sacred Heart Primary School. A sample of some of the highest parent responses include:

- The school recognises and celebrates the achievement of students,
- The school is a safe place for my child,
- Staff take an interest in my child,



- I can make contact with staff easily and the school clearly communicates high expectations for all students.

The lowest scoring responses include a focus on school facilities. This has become and will continue to be a focus for school improvement to improve learning spaces at the school.

Parents also have the opportunity to attend PTF Meetings once a month to discuss fundraising and social events.

Student Satisfaction

Student satisfaction results were lower in 2021 compared to 2020 results. The lowest scoring survey responses continue to be concerning homework and the value it adds to student learning. The highest scoring responses included the school encourages me to care for others, I am encouraged to do my best and I would recommend this school to others.

Staff Satisfaction

Teacher satisfaction has improved in 2021 when compared to previous survey responses. This includes 'perfect' responses in the question of differentiation of pedagogy and agreed whole school practices in the classroom. The lowest scoring responses once again identified the school's facilities as an area of improvement.

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.

A focus on Reading Comprehension as an AIP goal has seen a focus on an intervention approach to provide all students with personalised learning experiences. Involvement in the MaST Project through the Catholic Schools Office has resulted in a fresh approach to teaching Mathematics and ensuring the agreed sequence of a Maths lesson is followed and understood in every classroom.

Students participated in science activities during National Science Week, students in Years 3-6 completed the Australian Virtual Astronaut Challenge, all students participated in extra activities during National Literacy and Numeracy Week and incursions were hosted in the areas of Science and History throughout the year.

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 3 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.



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	State	School	State	School	State	School	State	School	State	School
Reading	21.5	0.0	22.0	28.6	19.1	28.6	12.8	28.6	7.8	0.0	2.6	0.0
Writing	20.2	28.6	37.0	57.1	23.0	0.0	9.0	14.3	4.3	0.0	1.9	0.0
Spelling	23.1	14.3	23.4	0.0	20.2	57.1	13.0	14.3	6.5	0.0	4.6	14.3
Grammar and Punctuation	22.3	28.6	24.1	14.3	19.4	14.3	10.4	28.6	6.4	0.0	4.4	14.3
Numeracy	13.6	14.3	22.1	28.6	27.4	14.3	18.5	42.9	9.8	0.0	2.7	0.0

NOTE: Year 5 has five or less students, consequently the NAPLAN information has been 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.

Whole staff development day professional learning activities in 2021 were:

Staff Professional Learning Activity	Date	Presenter
2021 AIP Progress Review and Next Steps	17/09/2021	Nick Baird
2021 AIP Review and 2022 AIP Implementation	16/12/2021	Nick Baird
Data Literacy to Inform Targeted Interventions in Literacy and Numeracy	17/12/2021	Nick Baird
School & System Registration & Compliance (Child Protection) + MaST	27/01/2021	Trish Mitchell
Living Well, Learning Well @ St Xavier's Primary, Gunnedah	28/01/2021	Jason Hanrahan and Geoff McManus



School & System Registration & Compliance (Professional Code Of Conduct), Establishing 2021 AIP & Classroom Organisation	29/01/2022	Nick Baird
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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](#) 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](#) 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](#) 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 of Armidale. 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](#), 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](#) 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 System Performance Leader.

Key Goals Achieved and Implemented in 2021	Key Goals for 2022
<ul style="list-style-type: none"> • Embedded the Living Well, Learning Well practices in all interactions • Development of the Goals for Living and Learning Well • Development of new school Core Values - We are Safe, We are Respected and We are Learners, • A focus on the implementation of weekly peer support groups to highlight these practices. • A focus on improving reading, with a focus on comprehension - no student below National Minimum Standard in NAPLAN assessments, 83% of all students at Sacred Heart achieving their end of year PM benchmark standard and improved results in PAT Reading assessments when compared with 2020. • Develop, foster and embed collaborative practices throughout the school - a focus on Professional Learning Plan development with a development of a collaborative culture across the school, improved results in staff survey responses with regard to staff morale, feedback on instruction and agreed school-wide practices. 	<ul style="list-style-type: none"> • Continue to embed the practices of Living Well, Learning Well • Use of student data to inform effective intervention practices in literacy and numeracy with a focus on greater impact on student achievement

6.0 Financial Information

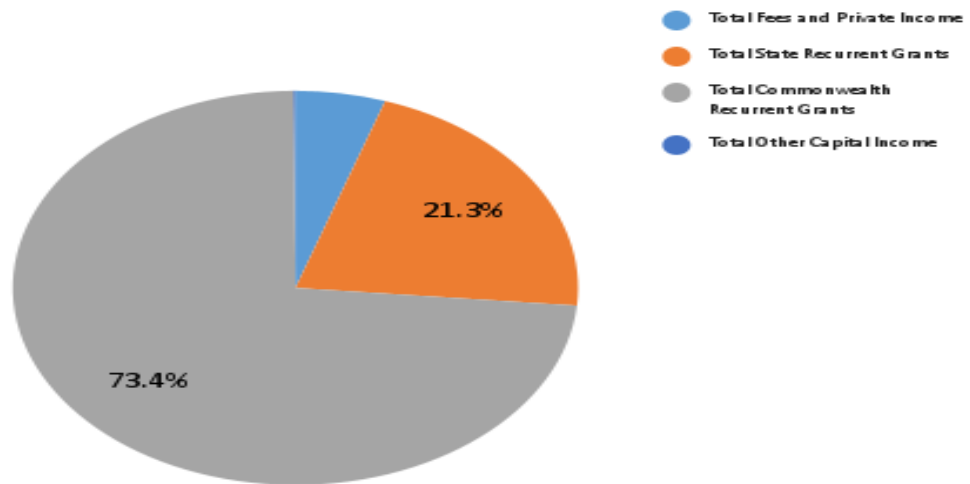


Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure 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 2021 is presented below:



2021 Income - Sacred Heart Primary School, Boggabri



2021 Expenditure - Sacred Heart Primary School, Boggabri

