

Annual School Report 2022 School Year

Sacred Heart Primary School, Boggabri



57 Laidlaw Street
Boggabri NSW 2382

Phone 02 6743 4656

Web <https://sacredheartboggabri.catholic.edu.au>

Principal
Katherine 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 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 2023 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 2022 school year was an exceptionally successful one for the Sacred Heart school community. Despite the interruptions of another COVID-19 influenced school year, and major flooding, 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 with students performing in the range of Average to Very High (99th percentile). Of the students in K/1/2, 94% achieved end of year PM reading benchmark levels and a total of 98% of all students (K-6) achieved or exceeded their expected reading level.

Three students competed in the Newcastle Permanent Maths Competition, with all three gaining results up to a Distinction as well as two students participating and performing well in ICAS assessments. Sacred Heart remains active in the local community, attending Anzac Day and Remembrance Day ceremonies, with a return possible to more active engagement within the local community as COVID-19 restrictions reduced. This included the introduction of the inaugural Clearing Sale as the major fundraiser for the year, attracting buyers and participants statewide.

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 eighth overall in NSW, following a gold medal performance at the Polding Swimming Trials.

This year saw the beginning of external and internal refurbishment of the classroom buildings. The collaboration between the Armidale Catholic Schools Office and Sacred Heart Primary School allowed for the smooth transition to refreshed buildings and collaborative learning spaces that students and families can now enjoy.

Katherine Baird
Principal

1.2 A Parent Message

The last few years have been full of trials and tribulations and this year was not any different. The school, along with the wonderful staff, pulled through and the children are all the better for their support and guidance through some trying times for many families.

On that note, as President, I wish to thank the Principal, Mrs Baird, for her support of not only the students but the parents as well. Without a strong leader, many situations may have been cause for concern, but Mrs Baird pulled us all together and the school community made some excellent decisions.

Next, I wish to thank the staff for always putting in 110% for the students and ensuring they all excelled and have a love of learning. You are all amazing individuals and as a staff collective, you are unbeatable.

To the many families who have stepped in and assisted with fundraising efforts this year, we thank you. Without your support, we would not have been able to get many of the opportunities off the ground. A special thanks goes out to Vice President Sam Plevey, his business partner and the wonderful staff at Purtle and Plevey, for facilitating the very first Sacred Heart Clearance Sale. To all the amazing businesses who assisted us throughout the year, your help has definitely not gone unnoticed and we hope to continue these relationships moving forward.



Year 6 2022; you may have been small, but you were mighty. You have proven yourselves as wonderful leaders, and we wish you all the very best with your new adventures in high school.

Thank you to the PTF Executive Committee. I believe we worked well together over the last year and the PTF has ensured that if students need something we will give it our all to make that happen. This year has been a bumper year for the PTF with many fantastic fundraising ideas and goals. No doubt these will again be worked towards in the coming years.

It is at this time that I wish to say thank you to you all for having me as your President for the past three years and whilst I have very much enjoyed my role, I believe it is time to hand over the baton to a new President.

Thank you all again.

Take care and God bless.

Kate Gough
President
Sacred Heart 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 112 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 at Sacred Heart Church led by Fr Abmar or Fr Samson. Daily prayers were held in the classroom and at morning and 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	22

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 2022	TOTAL 2021
Male	5	3	2	4	3	2	1	20	17
Female	5	1	1	2	4	5	2	20	21
Totals	10	4	3	6	7	7	3	40	38

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 2022 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	83.0%	84.0%	90.0%	78.0%	85.0%	81.0%	88.0%	84.1%

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 NESA Teacher Accreditation Provisional or Conditional level.	1
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.	5
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 continuing to embed the *Living Well Learning Well Framework* and enhance student skills in: goal setting, time management, resilience, positive relationships, choice, influence and decision making.
- 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 everyday school life. The weekly core value was prominently featured in the school newsletter as well as the daily and weekly assemblies.
- This will continue to be a goal for the school community in 2023 as staff look to further develop 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 late in 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 focused on school facilities. School facilities were identified as a priority and were addressed by the end of the year through the internal and external refurbishment of the school and its facilities to create more functional and inviting learning spaces.

Student Satisfaction

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

- All of my teachers encourage me to do my best
- The school Principal and other leaders in the school are approachable
- My teacher cares about me
- My school encourages me to be a good community member
- I am encouraged to care for others
- I feel safe at school
- My teachers tell us what we are learning and why
- My teachers help me to set specific targets to improve my learning.

The lowest scoring response was:

- The homework we do helps my learning.

Staff Satisfaction

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

- I am provided with opportunities to improve my teaching practice
- This school celebrates student achievements



- Core Catholic Principles and Values are explicitly taught in this school
- There is an explicit school-wide emphasis on differentiating learning within each classroom
- I get a lot of satisfaction from working in this school

The lowest scoring response was:

- I am happy with the school's facilities.

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 the use of student data to inform quality teaching and learning in literacy and numeracy was implemented. This approach provided an opportunity to have a greater impact on student achievement and has seen a focus on:

- Ensuring quality first teaching in every classroom
- Implementing targeted interventions to cater for every learner in our school

Continued involvement in the MaST Project through the Catholic Schools Office has resulted in the enhancement of teacher pedagogy in 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, across K-6, and all students participated in the Small Schools Public Speaking competition, hosted by Sacred Heart Primary School.

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, 4 students presented for the tests while in Year 5 there were 5 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.

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.

NOTE: Year 5 has five or less students, consequently the NAPLAN information has been withheld to protect the privacy of the students.

A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in literacy and numeracy. NAPLAN results will be further analysed to inform and guide the direction for future improvements. The high percentage of students achieving minimum standards, is testament to the focus on curriculum differentiation strategies implemented and developed at Sacred Heart School.

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 2022 were:

Staff Professional Learning Activity	Date	Presenter
School & System Registration & Compliance (Professional Code Of Conduct)	27/01/2022	Kath Baird
Establishing 2022 AIP & Classroom Organisation	28/01/2022	Kath Baird
Developing Targeted Interventions in Literacy and Numeracy	31/01/2022	Kath Baird
Spirituality Day	18/07/2022	Anne Finlayson
New Curriculum - English and Mathematics	14/11/2022	Kerrie Priddis
English Curriculum Development	30/11/2022	Kath Baird
Mathematics Curriculum Development	14/12/2022	Kath Baird

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 or 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 2022	Key Goals for 2023
<ul style="list-style-type: none"> • Embed the practices of the Living Well, Learning Well framework into all we do at Sacred Heart. This was achieved by continuing to develop our Core Values of We are Safe, We are Respected and We are Learners through: <ul style="list-style-type: none"> • Promoting authentic student voice • Increasing student engagement through: goal setting, time management, resilience, positive relationships, choice, influence and decision-making. • Use of student data to inform quality teaching and learning in literacy and numeracy with a greater impact on student achievement. This was achieved by: <ul style="list-style-type: none"> • Ensuring quality Tier 1 teaching in every classroom • Read, analyse, implement and communicate about data • Development, implementation and review of individualised targeted interventions for every learner in our school. • Differentiated teaching and learning • Development of teaching teams: K–2 and 3-6 	<ul style="list-style-type: none"> • Continue to embed the Living Well Learning Well Framework • Embedded practice around the development of rigour in teaching and learning cycles with the use of: Alignment, Attention to Transfer and Comprehensiveness (The Taxonomy of Intervention Intensity) to enhance differentiation. • Deep knowledge of curriculum through development of programs for new syllabi. • Make data informed decisions. • High quality differentiation reflected in planning and practice.

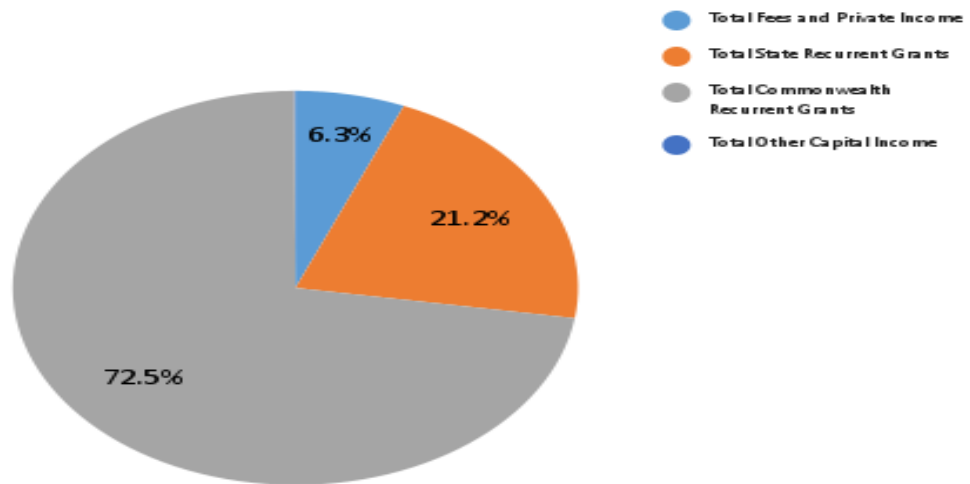
6.0 Financial Information

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 2022 is presented below:



2022 Income - Sacred Heart Primary School, Boggabri



2022 Expenditure - Sacred Heart Primary School, Boggabri

