

Annual School Report 2023 School Year

Sacred Heart Primary School, Boggabri



57 Laidlaw Street
Boggabri NSW 2382

Phone 02 6743 4656

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

Principal
Claire Ryan

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 2024 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.

Sacred Heart Primary School is a small, outer-regional, Catholic systemic co-educational school located in Boggabri. The Sisters of Saint Joseph established the school in 1911.

Sacred Heart understands the importance of a holistic education for every child who enters the school gates each morning. This includes their academic, social, emotional and spiritual education. An authentic Catholic school is more than just a place where children learn the curriculum. It is a place where every student's voice is heard, respected and valued.

Positive partnerships with parents form the cornerstone of a strong school. As parents, you are your child's first educator and you know them best. We strive to work with parents and carers to ensure every child feels safe, valued, cared for, and respected at school. School staff have formed wonderful relationships with families, and we work together to benefit every child.

This is a Catholic Professional Learning Community within the Diocese of Armidale. We know the importance of genuine and authentic collaboration and work with students to instill these values into every school day. Classrooms are equipped with contemporary furniture and learning spaces to foster collaboration, and students have opportunities to use technology in the classroom through Chromebooks, enriching learning tasks.

During the academic school year, Sacred Heart continued to focus on students developing lifelong skills that will enable them to be successful participants in society. 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 are accountable for being active learners.

Regarding academic outcomes, school averages in many NAPLAN assessments remain above state averages and significant growth was seen in the PAT Reading and Maths assessments. Numeracy results demonstrated that 100% of students in Year 5 are performing in the 'Strong' domain. In Reading, all Year 5 students performed in either the 'Strong' or 'Exceeding' domains.

Seven students participated in the Newcastle Permanent Maths Competition, with two students gaining Distinction results, three receiving Merit, and one receiving a Participation award. ICAS assessments were administered in English, Maths, Science, Spelling and Writing, and students performed well in these domains. Overall, one Distinction, five Credits and three Merits out of four participants we awarded.

Students competed in the Narrabri and Gunnedah Eisteddfods, taking out many prizes in group and individual sections. The school hosted the Rotary Small Schools Public Speaking Competition, and another successful year was had in the pool. The school PP5 swimming relay team finished eighth overall in NSW, following a gold medal performance at the Polding Swimming Trials held in Sydney during the month of March.

Sacred Heart remains active in the local community, attending Australian Day, Anzac Day, and Remembrance Day ceremonies, Boggabri Show & Shine, The Drover's Campfire, RSL raffles and the Boggabri Christmas Fair.

Claire Ryan
Principal



1.2 A Parent Message

This was another year of hard work and good outcomes for the Sacred Heart PTF.

Some key items financed in the last year included:

- New goal posts for the school oval
- A new water bottle filling station for the school
- Subsidising the travel for the Dubbo Zoo excursion and travel for the K/1 excursion to Tamworth
- Instructors for the whole school Intensive Swimming Block during Term 4.
- The installation of the underground, automatic sprinkler system on the school oval.

Fundraising events included the Drover's Campfire and volunteering at the AgQuip Droughtmaster BBQ. Special mention to those people who continue to volunteer at the Lions Club and mines BBQ; many are past parents and grandparents of the school and the funds raised are generously donated to the PTF.

Thank you to the PTF Executive for past year; Aidan Rodstrom, Megan Guest and Leah Rees.

Thank you to the staff and the wider parent body who supported our efforts. I wish you all the best for 2024.

Samuel Plevey
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 113 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.

During the year, students at Sacred Heart completed the sacraments of first reconciliation, first Eucharist and confirmation.

School masses were held each term at Sacred Heart Church, led by Fr Abmar. 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, the feast of the Sacred Heart and St Mary of the Southern Cross.

The Sacred Heart student Leadership Team and the Principal represented the school by attending the Chrism Mass held at the Saints Mary & Joseph Cathedral, Armidale.

Staff engaged in twilight retreats facilitated by the Armidale Catholic Schools Office Renewal Team.

The Principal attended several Parish Council meetings throughout the year.



Sacred Heart had seven students participate in the Diocesan RE test with four students attaining a Distinction, one student receiving a Credit, and two Participation results.

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	26

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 2023	TOTAL 2022
Male	1	3	3	3	4	1	2	17	20
Female	1	6	1	1	2	5	5	21	20
Totals	2	9	4	4	6	6	7	38	40

2.4 Student Attendance

For students to reach their full potential, it is important that they attend school regularly. While the parent's legal duty is to ensure their children attend school regularly, staff monitor attendance daily as part of their duty of care. The class roll is marked daily, and rolls are checked each week by the Principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Staff follow up promptly on unexplained absences. Parents are requested to provide a satisfactory explanation for an absence by means of 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 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 2023 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	88.0%	88.0%	91.0%	94.0%	85.0%	91.0%	85.0%	88.9%

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.	6
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.	5
6. Number of staff identifying as Indigenous employed at the school.	0
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:

- 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 focusing on three school Core Values:

- We are Safe,
- We are Valued, Respected and Cared for, 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 and the daily and weekly assemblies.
- This will continue to be a goal for the school community in 2024 as staff seek to develop these practices further 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 high level of parent satisfaction at Sacred Heart Primary School. A sample of some of the highest parent responses include:

- The school is a safe place for my child
- I have opportunities to be involved in the life of the school
- Parent/ teacher conferences are helpful at this school
- I can make contact with staff easily
- The staff at this school take an interest in my child
- I feel welcome to volunteer and/ or contribute to various school events and initiatives

The lowest-scoring responses focused on the lack of effective communication between the home and school. This will be an area for improvement in the 2024 school year.

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



- My school encourages me to be a good community member
- I am encouraged to care for others
- My teachers tell us what we are learning and why
- This school celebrates student achievements

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 the following level of teacher satisfaction at Sacred Heart Primary School. A sample of some of the highest teacher responses include:

- I have opportunities to enhance my students' learning through the use of technology
- This school celebrates student achievements
- I participate in professional learning conversations

The lowest-scoring response was:

- The school's Agreed Practices on curriculum, assessment and learning are followed across the whole 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.

A focus on using 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 the school

Continued involvement in the MaST Project through the Armidale Catholic Schools Office for Year 3 to Year 6 students has enhanced teacher pedagogy in Mathematics and ensured the agreed sequence of a Mathematics lesson is followed and understood.

During National Science Week, students from K-6 participated in science activities, and all students participated in the Small Schools Public Speaking competition hosted by Sacred Heart Primary School. Year 6 school leaders were fortunate to attend the Grip Leadership Conference in Narrabri during Term 2, gaining an insight into their new roles as Student Leaders within the 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 6 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.

Commencing in 2023, NAPLAN test results are reported using proficiency levels.

Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

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 workshops.

The following data indicates the percentage of Sacred Heart Primary School students in the top two levels compared to the State percentage.

Note: Year 3 had five or less students who participated in the Assessments this year and 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 Levels Strong and Exceeding**

Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
100.0	86.0	71.0	100.0	100.0



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 Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale

Living Well, Learning Well - A Student Support Framework for the Diocese of Armidale are policies and procedures justifying a model of student support that considers learning, wellbeing, school connection, behaviour, family-school partnerships and similar domains as inseparable and interrelated elements in the lives of children and young people and in the complex community that is the contemporary school.

The development goal of Living Well, Learning Well, and related policies was, and is, to ensure contemporary research and findings in fields of pedagogy, inclusion, behaviour support, pastoral care, bullying prevention and intervention, student voice, participation and connection to school, child and adolescent psychology, student wellbeing and staff collective efficacy are reflected in all language, policy, practice and protocols of the system and schools. It supports a whole-system ecological approach to understanding and acting on the complexity of factors that interact to shape and form the lives of children and young people.

At the heart of Living Well, Learning Well is a universal and unconditional positive regard for children and young people and a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity outcomes for children and young people. The full text of the school's Living Well, Learning Well procedures may be accessed on the school [website](#).

Corporal punishment is expressly prohibited in this school. The school does not sanction the administration of corporal punishment by school staff or non-school persons, including parents, to enforce appropriate behaviour in the school.

4.3 Student Protection Policies and Procedures

The role of the Catholic school in child protection is to protect children and young people and to promote and safeguard the safety, welfare and wellbeing of children and young people. This responsibility is shared with the whole community. Every school within the Armidale Catholic Schools Office (CSO) system of schools works within a statutory framework of cooperation with government authorities and other relevant agencies and with families in the care and protection of children and young people.

Schools have a key role to play in today's society by assisting students and families with child protection. The safety, welfare and wellbeing of students is given the highest priority in every preventative and protective action taken.

In caring for children and young people, we must act in their best interest and take all reasonable steps to ensure their protection. This involves sincere commitment to upholding children's rights to safety and their wellbeing, and taking comprehensive steps to create a child safe school organisation



and culture, with shared responsibility requiring all Armidale CSO personnel to work together within a comprehensive framework to ensure action and accountability for child safety.

Sacred Heart Primary School is committed to fulfilling its obligations and seeks to develop best practice to identify and address risk and harm, and to promote the wellbeing of all children and young people in Armidale CSO schools. The dignity of the human person is a central truth of the Gospel message of Jesus. In respecting the dignity of all human persons, Catholic school communities are called to ensure the welfare and safety of all of their members.

The protection of the students entrusted to our care, then, is a very serious responsibility. In taking up this responsibility along with parents, who are recognised as the primary educators and carers of their children, Catholic school communities are committed to ensuring Catholic schools have at their centre the total care of the whole student.

Sacred Heart Primary School follows the guideline, policies and procedures as determined by Armidale Catholic Schools Office who provides policy, procedures, forms and links to other resources relating to child protection. These resources have been developed to guide and assist staff and to inform Catholic school communities. Further details can be accessed from the school's [website](#) which includes a further [guide for parents](#).

4.4 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 2023	Key Goals for 2024
<p>Embedded the practices of the Living Well, Learning Well framework into all that is done at Sacred Heart. This was achieved by continuing to develop the Core Values of We are Safe, We are Respected and We are Learners through:</p> <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 <p>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:</p> <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 the school Differentiated teaching and learning Development of teaching teams: K-2 and 3-6 	<p>Build an Authentic Catholic Community of Care</p> <ul style="list-style-type: none"> Continue to build faith and learning communities through the Living Well, Learning Well Framework Further enhance Religious Education pedagogy and programming through the use of Clarity Suite Enhance and strengthen school, parent, parish and community partnerships <p>Great Learning and Teaching</p> <ul style="list-style-type: none"> Implement the 2024-2026 Non-Negotiables of a Catholic Professional Learning Community Embed the K-2 English and Mathematics Syllabi and implement the 3-6 English and Mathematics syllabi Develop and engage staff in effective moderation practices for assessment Effective use of student data for high-quality learning and teaching <p>Strong Teams and Partnerships</p> <ul style="list-style-type: none"> Strengthen Professional Learning Teams by exploring the qualities of effective teams that promote collaboration to enhance learning and teaching Provide regular opportunities for Professional Learning Team meetings to build teacher capacity Enhance parent engagement in education

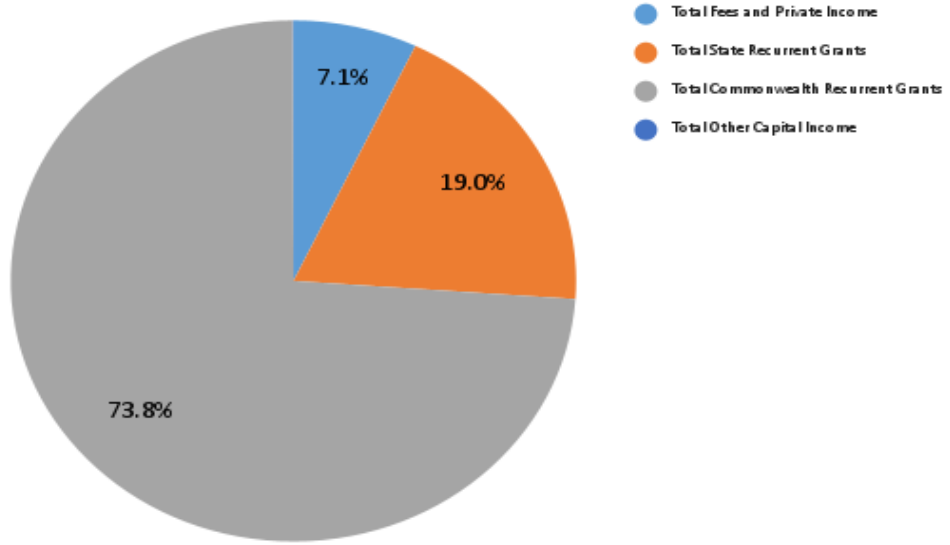
6.0 Financial Information

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 2023 is presented below:



2023 Income - Sacred Heart Primary School, Boggabri



2023 Expenditure - Sacred Heart Primary School, Boggabri

