



**Sacred Heart School,
BOOVAL**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

School	Sacred Heart School
Postal address	25 Cothill Road, BOOVAL, QLD, 4304
Phone	(07) 3282 1976
Email	pbooval@bne.catholic.edu.au
Web pages	Information about the school can be found at www.shbooval.qld.edu.au Additional information about Brisbane Catholic Education schools is located on the Brisbane Catholic Education website.
Contact person	Chris Thomas — Principal

Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements throughout the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

At Sacred Heart, the Gospel inspires us to '*lead, love and learn with heart*' for the benefit of our whole Catholic Community.

The Sacred Heart Catholic Mercy tradition calls us to serve with love, lead with courage and be people of excellence. We are a contemporary community of faith; celebrating, inspiring and living the Gospel.

At Sacred Heart, students feel safe, valued and loved. They have the strength of character to persevere and be resilient lifelong learners. Learning in our school is engaging, inclusive, rigorous and innovative. We have high expectations for all learners.

Strong and positive partnerships with families, the Parish, and the wider community exist in our school community that improve students' opportunities and learning outcomes.

The teachers and staff at Sacred Heart teach and lead with integrity, are passionate, and are student-focused. There is a collective responsibility for student growth underpinned by a strong culture of school improvement.

Our shared vision is that Sacred Heart School continues to be a collaborative, nurturing professional learning community inclusive of all. We believe that every student should be given the opportunity to achieve excellent progress every year.

School progress towards its goals in 2021

2021 Goals	Progress
Celebrate, express and live our distinctive Catholic culture through the lens of the Mercy charism.	Achieved
Inspire a love of learning to maximise learning growth and engage each learner.	Achieved
Create an environment that has a positive effect on the wellbeing of our students, staff and families.	Achieved
Build and nurture a talented, committed, high performing and professional workforce.	Achieved

In 2021 Sacred Heart School undertook a comprehensive process to renew its mission and vision statements. As part of this collaborative process, the values of *love, excellence and courage* were identified as foundational to drive our work and sharpen our focus on what is important to the community.

Despite lockdowns and Covid restrictions, the school continued to celebrate the Catholic story through ritual, prayer and action. The Sacred Heart School Reconciliation Action Plan built meaningful relationships, respect and opportunities with Aboriginal and Torres Strait Islander peoples.

Our focus to ensure learning and teaching were rich, rigorous, differentiated, relevant and responsive was well received in the community. This resulted in improved results across multiple curriculum areas. A whole school *Curriculum Delivery Plan* was developed. We look to embed this more deeply during 2022. In 2021 the school developed strong partnerships with BCE education officers, external consultants, and health and wellbeing agencies.

By the end of 2021, 90% of Prep, 86.4% of Year 1, and 86.9% of Year 2 students achieved Brisbane Catholic Education's Progress for Meaning (PM) Reading benchmarks. The Year 3 – 6 students improved by +0.3 in the ACER PAT R Reading Assessment. By the end of 2021, 92.5% of Year 3, 81.4% of Year 4, 83.6% of Year 5 and 90% of Year 6 students have achieved the Writing Analysis score between 20-24. Additionally, the Year 3 – 6 students improved by +0.2 in the Number strand of PAT M Mathematics Assessment.

Throughout the year, the school responded appropriately to the diverse cultures within the community through communication, leadership and actions. Staff were supported to teach and support students with diverse learning needs.

In 2021 our staff focused their professional development plans to optimise their skills and experience to achieve quality learning outcomes.

Future outlook

Catholic Identity Goal: *Celebrate our Catholic story through dialogue and action.*

Strategies for Improvement

- Unpack the Enhancing Catholic School Identity (ECSI) data to grow the dialogical model (diversity of views valued).
- Provide opportunities for students and staff to stop, reflect and understand their own faith journey.
- Provide teacher development based on Groome's work "What makes a school Catholic?"
- Complete the Staff and Student Spiritual Formation template identifying the links between PD and curriculum.

Success Measures

- Staff and students will express an eagerness to engage in dialogue around their spirituality.
- Staff and students report they are more comfortable speaking about their spiritual journey.
- A contemporary approach to our Catholic worldview will be reflected in Religious Life of the School.

Learning and Teaching Goal: *Establish an Explicit Improvement Agenda focused on Assessment.*

Strategies for Improvement

- Identify and analyse a broad range of student learning data.
- Develop teachers' understanding of the intent of the Australian Curriculum.
- Provide professional learning grounded in evidence from research and aligned with published BCE policies and practices.
- Establish consistency of judgement against the achievement standard in all learning areas.
- Co-create learning goals for every student in Reading, Writing and Number.
- Build capacity in the breadth & depth of the curriculum.
- Enhance the connection between High Yield Strategies and Model of Pedagogy/Evidence-Based practice.
- Evaluate and develop formative and summative assessment opportunities.
- Provide multi-modal assessment opportunities.
- Ensure quality differentiated practice and adjustments are included in the assessment.
- Use effective feedback to move learning forward.

Success Measures

- Reduced variation between data sets.
- The learning intentions, success criteria, teaching sequence and assessment, are aligned.
- Quality differentiation and adjusted assessment tasks.

- Consistent documentation of assessment.
- Learning Intentions and Success Criteria are displayed and referenced.

Wellbeing, Diversity and Inclusion Goal: *Establish explicit and consistent practices that are reflective of the school's high expectations that all students will learn successfully.*

Strategies for Improvement

- Use Engage to systematically collect and analyse student behaviour and wellbeing data.
- Develop a shared understanding of PB4L and evidence-based practices in student wellbeing and inclusion.
- Co-create explicit practices that establish a school culture in which every student is capable of successful learning.
- Develop our shared understanding/communication of the link between school values and student wellbeing, engagement and behaviour using a Behaviour Matrix.
- Establish a student collaborative to value student voice.
- Provide opportunities for staff to implement and share consistent and explicit practices that promote student wellbeing.
- Implement staff and student-led collaboratives to implement school-wide processes.
- Communicate clearly to all stakeholders.

Success Measures

- Classrooms are inclusive and nurture a sense of student wellbeing.
- Engaged behaviours promoting positive learning behaviour are displayed and referenced.
- Self-reflective school culture focused on improving classroom teaching.
- Students, staff, school community understand and articulate the school values and the ways in which they can be actioned.
- Interactions are focused on the learning and wellbeing of students and on continually improving the school's ability to meet the needs of all students.

Our People & Organisational Effectiveness Goal: *A capable and expert staff who teach and lead with integrity.*

Strategies for Improvement

- All staff complete a self assessment based on their role descriptions.
- Complete Annual Performance Development Plan (PDP) for all staff.
- Ensure AITSIL Standards are embedded in PDPs.
- Provide BCE Code of Conduct & Student Protection professional learning.
- Activate opportunities for staff to implement the strategies within their PDP.
- Re-establish English, Mathematics and PB4L Professional Learning Collaboratives.
- Provide staff with feedback about their ongoing performance towards their PDP.

Success Measures

- The PDPs have had a positive impact on student achievement and success.
- Teachers are pedagogical experts who are progressing the learning of all students.
- Staff provide safe and inclusive environments.

Our school at a glance

School profile

Sacred Heart School is a Catholic school administered through the Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021	565	290	275	31

Student counts are based on the Census (August) enrolment collection.

At Sacred Heart School, 65.6% of the students have been baptised Catholic, 16.8% have been identified as Christian, and 17.6% are from other religious backgrounds or have not identified with a religious tradition.

- **Students with a Verified Disability (EAP):** 33 students – 6% of total student enrolment.
- **Students listed on NCCD:** 91 students – 16% of total student enrolment.
- **English as an Additional Language or Dialect (EAL/D) Students:** 42 students – 7% of total student enrolment.

Generally, Sacred Heart School students typically feed into one of three local high schools: St Peter Claver College, St Edmund's College, and St Mary's College.

Curriculum implementation

Curriculum overview

The Alice Springs (Mparntwe) Education Declaration (December 2019) emphasises the importance of promoting equity and excellence so that all students can be successful learners and confident, creative individuals to become active and informed citizens.

Our vision is for a world-class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face. (Alice Springs Education Declaration, 2019)

At Sacred Heart School, teachers plan, assess, and report using the Australian Curriculum and the Brisbane Catholic Education Religion Curriculum. Planning is undertaken using the approved curriculum and the Brisbane Catholic Education Model of Pedagogy, underpinning our Expected and Effective practices.

Disciplinary knowledge, skills, and understanding are taught in nine learning areas:

- Religion
- English
- Mathematics
- Science
- Health and Physical Education
- Humanities and Social Sciences
- The Arts (Music, Dance, Drama, Media, and Visual Arts)
- Technologies
- Languages (Japanese)

The General Capabilities and Cross-Curricular Priorities are embedded across the learning areas.

Our school learning community values contemporary pedagogies to promote the experience of rich inquiry-based teaching and learning, which is differentiated to meet the needs and interests of our students. All planning, assessing, monitoring, and reviewing student performance is a collaborative process between the class teacher, support teams, and leadership to ensure excellence, inclusivity, diversity, and well-being.

Continuous monitoring of student progress in all learning areas is reported to parents via interviews, formal written reports, portfolios, and Celebrations of Learning.

Extra-curricular activities

With our commitment to deepening the children's exposure to the prescribed curriculum, Sacred Heart invites and encourages all students to develop their talents in local and state-wide extra-curricular activities:

- Wakakirri
- Dance eisteddfods
- Choralfest
- Interschool Sport
 - Netball
 - Soccer
 - Rugby League
- Instrumental Music Program
- Environmental and gardening clubs
- First Peoples' Program
- Book Club

How information and communication technologies are used to assist learning

The teachers at Sacred Heart School recognise the importance and potential learning opportunities and enrichment. This is facilitated by allocating additional planning time for teachers to incorporate information and communication technologies into learning opportunities.

In 2020 the school implemented a one-to-one iPad program in Years 3 and 5. The program was extended to Years 4 and 6 in 2021.

The following items have been budgeted for and purchased to support effective implementation:

- Professional learning for staff.
- iPad for each student in Years 3, 4, 5 & 6.
- Shared iPad (1 iPad to 2 students and 1 to 3) in all other year levels.
- Data projectors in each classroom and learning space.
- STEM room with various resources, e.g., robotics equipment
- Employment of a central technician to ensure the smooth running of all information and communication technologies in the school.

Social climate

Overview

At Sacred Heart School, we are committed to providing a safe, inclusive and supportive environment that promotes open communication, respect, fairness and positive relationships. We believe that the partnership between home and school is an essential part of ensuring that children are happy, secure and open to learning. As a school community, we are committed to working together to meet the various needs of our school community. Central to achieving this is trust and open, effective communication between all members of the school community. As a Catholic school, the Gospel values form the basis for a proactive approach to communication and problem-solving.

There is a genuine bond between the school, parents, carers, Parish Priest and the Parish community. A strength of Sacred Heart School is the deep understanding and leverage of the Mercy charism and House patronage of eminent religious figures across the whole school community. The Mercy charism is embedded into the school's culture with a focus on love and service.

Sacred Heart School has a very positive reputation in the local community – particularly regarding the school's success with inclusive practices and curriculum differentiation to meet particular learning and inclusion needs. The parent community indicates a strong sense of belonging and demonstrates a high level of engagement in the strategic and operational life of the school.

The school is committed to developing and maintaining an effective pastoral care support network within the school community. Sacred Heart has adopted policies and procedures that align with the *Positive Behaviour for Learning (PB4L) Framework*. As the name suggests, the approach primarily

focuses on teaching and rewarding desired behaviour, facilitated by an extensive and purposeful positive reinforcement system.

The Student Support Team, consisting of the Principal, Assistant Principal Administration, Support Teachers, Primary Learning Leader and Guidance Counsellor, provide targeted interventions for students who require additional levels of support to access the curriculum on the same basis as their peers.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2020
This school helps my child to develop their relationship with God	98.8%
School staff demonstrate the school's Catholic Christian values	100.0%
Teachers at this school have high expectations for my child	92.9%
Staff at this school care about my child	100.0%
I can talk to my child's teachers about my concerns	97.6%
Teachers at this school encourage me to take an active role in my child's education	96.5%
My child feels safe at this school	94.1%
The facilities at this school support my child's educational needs	94.1%
This school looks for ways to improve	98.8%
I am happy my child is at this school	97.6%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	94.9%
I enjoy learning at my school	92.7%
Teachers expect me to work to the best of my ability in all my learning	94.2%
Feedback from my teacher helps me learn	91.7%
Teachers at my school treat me fairly	93.7%
If I was unhappy about something at school I would talk to a school leader or teacher about it	79.1%
I feel safe at school	91.3%
I am happy to be at my school	92.6%

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2020
Working at this school helps me to have a deeper understanding of faith	97.4%
School staff demonstrate this school's Catholic Christian values	94.7%
This school acts on staff feedback	65.8%
This school looks for ways to improve	86.8%
I am recognised for my efforts at work	81.6%
In general students at this school respect staff members	94.7%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	91.9%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Sacred Heart School provides many opportunities for parents to be involved in their children's education.

- Annual School Renewal Dinner
- Parent Information Evenings
- Parent-teacher interviews
- Induction for new families
- P&F and School Board meetings
- Newsletters: email and school app
- Celebrations of Learning days
- School assemblies
- Cultural and Religious Celebrations: Sacred Heart Feast Day, liturgies, ANZAC involvement, prayer groups, and Sacred Heart Cares initiative.

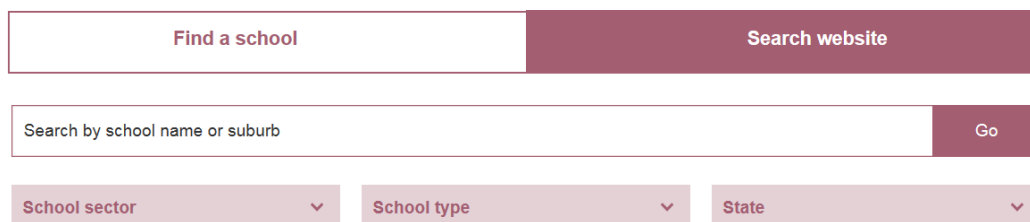
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	40	32
Full-time Equivalents	32.8	20.3

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	8
Graduate diploma etc.**	2
Bachelor degree	29
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The total funds expended on teacher professional development in 2021 were \$28 869.58.

The major professional development initiatives are as follows:

- Religious Education and Faith Formation
- Professional learning time with Primary Learning Leader to plan short cycles of learning – focus on English & Mathematics
- English and Mathematics Professional Learning Collaboratives – Dr Judy Hartnett and Amanda Sheridan
- NCCD
- NAPLAN: Assessment Capable Learners
- Aboriginal and Torres Strait Islander Spirituality
- School Culture – Michael Kearney
- Apply First Aid Training
- Information and Communication Technologies – Digital Skills
- Workplace Health & Safety
- Student Protection
- Privacy Act Training

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	93.5%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.6%

Average attendance rate per year level			
Prep attendance rate	94.0%	Year 4 attendance rate	93.2%
Year 1 attendance rate	93.4%	Year 5 attendance rate	94.1%
Year 2 attendance rate	93.3%	Year 6 attendance rate	92.5%
Year 3 attendance rate	94.1%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Sacred Heart School has a responsibility to record student attendance and respond to instances of irregular attendance. Staff use the eMinerva system to record student attendance and absences. Our school investigates the patterns and underlying causes of non-attendance so that appropriate strategies addressing the specific type of absenteeism can be implemented.

Our teachers are legally required to monitor and record students' attendance in their care daily, whether absent or present in class, on an excursion or at a school-based activity. Students are accounted for twice daily and parents are sent an SMS message if their child is absent without explanation. Emergency evacuation and lockdown drills are conducted each term. A major part of this exercise is accounting for all staff, students and visitors. Families obtain written consent from the Principal for extended term-time absences. School leadership monitors the attendance of all students on a daily basis. SMS messages are sent to parents for all unexplained absences each day.

In 2021, Sacred Heart School reviewed the Attendance Policy in consultation with the School Board and other stakeholders. We raised awareness of the importance of attendance via posters and newsletters.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

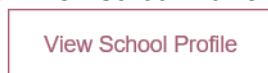
How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The image shows a search bar with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.