



**Sacred Heart School,
BOOVAL**

Annual Report 2020

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



**Brisbane
Catholic
Education**

teaching • challenging • transforming

Contact information

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Principal's foreword

The 2020 Annual Report presents information for reporting requirements and informs the broader community of our school's operations and achievements through 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 School, we believe that we are called to Teach, Challenge and Transform to benefit our whole community. We educate for a transformed world in communion by nurturing the gifts and potential of each person, enacting shared leadership, and exercising a preferential option for the poor and marginalised.

As a Catholic Christian community, we educate all to live the Gospel of Jesus Christ as successful, creative and confident, active and informed learners who are empowered to shape and enrich our world.

The Sacred Heart School Community is vibrant and positive, with an active and supportive parent body. Positive partnerships are integral to our success.

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 2020

The 2020 school academic year was marked by the COVID-19 global pandemic. Whilst Sacred Heart continued its focus on the 2020 Annual Improvement Plan, other areas needed attention. Student and staff well-being became a priority alongside the learning and teaching of English and Mathematics.

The Sacred Heart School staff and parents worked collaboratively to ensure a continuity of learning – especially at the beginning of Term 2 when school was only open for children of essential workers.

During the first five weeks of Term 2, approximately 50% of the students received in-person and onsite instruction, with the remaining students receiving alternative education provisions (remote learning). It was pleasing to see teachers and students embrace online technologies during this period to ensure our collective attention remained focused on improving literacy and numeracy skills. Teacher preparedness to continue implementing information and communication technologies post the alternative education provisions period is acknowledged.

Despite the challenges of the global pandemic Sacred Heart achieved most of the annual school goals. Our attention to reading in the early years proved to be very successful, with gains across all year levels.

The pandemic impacted student attendance. Parents took a cautious approach to send their children to school throughout the year, resulting in a higher-than-average absenteeism rate compared to previous years.

The leadership team will carry forward the Mathematics professional learning planned for classroom teachers from 2020 to 2021. The school principal will form a Mathematics Collaborative involving key stakeholders in early 2021 to develop an 18-month implementation road map for the consistent teaching of Mathematics.

2020 Goals	Progress
By the end of 2020, there is evidence of alignment between unit planning and effective teaching practice which embeds a Catholic perspective across all curriculum areas.	Achieved
By the end of 2020, 80% of Prep students, 80% of Year 1 students and 80% of Year 2 students will achieve Brisbane Catholic Education's Progress for Meaning (PM) Reading benchmarks. Additionally, 25% of these students will achieve beyond the benchmark range.	*Achieved
By the end of 2020, 70% of students in Year 3-5 and 80% of students in Year 6 will achieve the 20-24 range in the BCE Writing Analysis Monitoring Tool.	#Achieved
By the end of 2020, a consistent whole school approach for the learning and teaching of Mathematics has increased student engagement and student learning outcomes in Mathematics.	Not Achieved
By the end of 2020, 85% of Sacred Heart School students will be attending school for more than 90% of the time.	**Not achieved
By the end of 2020, the Sacred Heart Parish School Improvement Cycle for supporting continuous improvement will be assisting teachers and school leaders to pursue innovative and high-quality teaching practices and create learning environments responsive to change.	Achieved
By the end of 2020, the Sacred Heart Parish School Master Facilities Plan will be informing decision-making processes regarding resourcing, refurbishment, and future development.	Achieved

*By the end of 2020, 84.1% of Prep students, 80.2% of Year 1 students and 84.3% of Year 2 students achieved the PM Reading benchmarks. Additionally, 25% of these students achieved beyond the benchmark range.

#By the end of 2020, 70.5% of Year 3, 82.9% of Year 4, 78.3% of Year 5 and 86.8% of Year 6 students achieved the Writing Analysis range of 20-24.

**By the end of 2020, 76.7% of Sacred Heart School students attended school for more than 90% of the time.

Future outlook

In 2021 Sacred Heart School will focus on developing students' spirit, mind and body within a Catholic context.

Our explicit improvement agenda will sharpen our focus on the learning and teaching of English and Mathematics, including implementing the Curriculum Plan. More broadly, the school will continue its work within the areas of:

Catholic Identity: Celebrate, express and live our distinctive Catholic culture through the lens of the Mercy charism.

- Renew the school's vision, mission and values.
- Develop a school Reconciliation Action Plan (RAP).

Learning and Teaching: Inspire a love of learning to maximise learning growth and engage each learner.

- Develop and implement a consistent and sequenced plan for curriculum delivery grounded in evidence from research and practice.
- Apply a consistent approach to reading, writing, and spelling (English Curriculum).
- Implement short learning and teaching cycles in Mathematics, Science, and ICT.
- Examine student performance and progress.
 - By the end of 2021, 90% of Prep to Year 2 students will achieve Brisbane Catholic Education's Progress for Meaning (PM) Reading benchmarks. Additionally, 25% of these students will achieve beyond the benchmark range.
 - By the end of 2021, Year 3-6 students will have improved +0.3 ACER PAT R Reading Assessment.
 - By the end of 2021, 80% of the Year 3 & 4 students, 85% of Year 5 students, and 90% of Year 6 students have achieved the Writing Analysis score between 20-24.
 - By the end of 2021, Year 3-6 students will have improved by +0.2 in the Number strand of PAT M Mathematics Assessment.

Well-being, Diversity and Inclusion: Create an environment that positively affects the well-being of our students, staff, and families.

- Celebrate and respond to diversity.
- Evaluate and communicate the school's Model of Student Support, Inclusion and Wellbeing.
- Gather, analyse and respond to well-being data.
- Create a safe learning and working environment.

Our People: Build and nurture a talented, committed, high performing and professional workforce.

- Document and embed the school's induction, professional learning and collaborative planning processes.
- Prioritise ongoing faith formation for staff.
- Support Early Career Teachers (ECTs) and teachers aspiring to Highly Accomplished or Lead Teacher (HALT) certification.

Our school at a glance

School profile

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

Coeducational or single sex: Coeducational

Year levels offered in 2020: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	559	279	280	36

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

At Sacred Heart School, 62.7% of the students have been baptised Catholic, 18.7% of the students have been identified as Christian, and 18.36% of the students are from other religious backgrounds or have not identified with a religious tradition.

- **Students with a Verified Disability (EAP):** 35 students – 6.04% of total student enrolment.
- **Student listed on NCCD:** 61 students – 10.54% of total student enrolment.
- **English as an Additional Language or Dialect (EAL/D) Students:** 53 students – 9.2% of total student enrolment.

Generally, students who attend Sacred Heart School 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

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
- Enrichment Club
- 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 will be 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 & 5.
- 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 smooth running of all information and communication technologies in the school.

Social climate

Overview

At Sacred Heart Parish 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.

Percentage of parents/ carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	100%	99%
School staff demonstrate the school's Catholic Christian values	93%	100%
Teachers at this school have high expectations for my child	95%	93%
Staff at this school care about my child	97%	100%
I can talk to my child's teachers about my concerns	94%	98%
Teachers at this school encourage me to take an active role in my child's education	91%	96%
My child feels safe at this school	97%	94%
The facilities at this school support my child's educational needs	NA	94%
This school looks for ways to improve	94%	99%
I am happy my child is at this school	93%	98%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	86%	95%
I enjoy learning at my school	96%	93%
Teachers expect me to work to the best of my ability in all my learning	87%	94%
Feedback from my teacher helps me learn	100%	92%
Teachers treat students fairly at my school	85%	94%
If I was unhappy about something at school I would talk to a school leader or teacher about it	93%	79%
I feel safe at school	91%	91%
I am happy to be at my school	84%	93%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	100%	97%
School staff demonstrate this school's Catholic Christian values	94%	95%
This school acts on staff feedback	76%	66%
This school looks for ways to improve	94%	87%
I am recognised for my efforts at work	76%	82%
In general, students at this school respect staff members	94%	95%
This school makes student protection everyone's responsibility	100%	100%
I enjoy working at this school	97%	92%

Family and community engagement

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

- Parent information evenings
- Parent-teacher interviews
- Induction for new families
- P&F and Board meetings
- Reading groups – parent volunteers
- 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.

The Enrolment Process

The Enrolment Officer reviews all enrolments when they are submitted. If there is a query or the family flags a disability, the Support Teacher – Inclusive Education is involved in the process. At the Principal's discretion, the Support Teacher attends the initial enrolment interview. Following this meeting, the Principal and the Support Teacher determine the appropriate next step. These steps may include:

- Continue with the usual enrolment procedure and gather further information regarding needs.
- Complete the full *Enrolment and Support Procedure* (EASP) for the enrolment of a student with additional needs.

The Support Teacher – Inclusive Education will provide support to gather further information and complete the EASP.

Monitoring and Review

Consultation is a discussion held between multiple parties to share knowledge and opinions before making a decision.

Under the Disability Standards for Education 2005 (the Standards), students with disability and their families are consulted about reasonable adjustments to enable them to participate in education on the same basis as students without disability.

The school will determine reasonable adjustments for a student with a disability in consultation with:

- education staff
- the student with a disability
- associates, such as parents, guardians or carers
- specialists or other people with relevant expertise

Environmental footprint

Reducing the school's environmental footprint

Sacred Heart School maintains the air-conditioning units to ensure they are running efficiently. The school uses LED lights and water tanks to reduce the school's environmental footprint. Students are involved in a Gardening Club, which includes composting. All students in the school take home their rubbish to further reduce the environmental impact on the school.

As part of the school's energy reduction planning process, two team members from Guymer Bailey Architects and Landscape visited the school to conduct a Building and Landscape review. The report received informs master facilities planning for Sacred Heart.

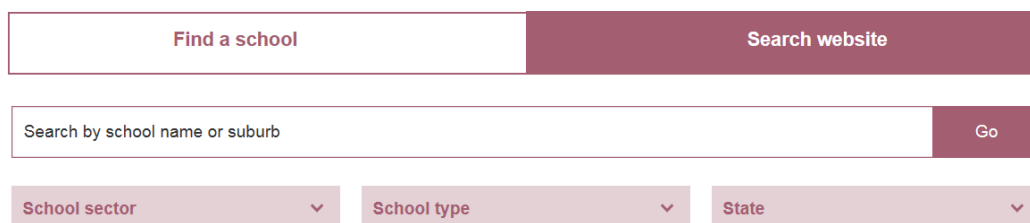
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised 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	27
Full-time Equivalents	35.0	17.3

*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	6
Graduate diploma etc.**	2
Bachelor degree	30
Diploma	1
Certificate	

*Teaching staff includes School Leaders

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

Professional development

The major professional development initiatives for 2020 were as follows:

- Professional learning time with Primary Learning Leader to plan short cycles of learning – focus on English.
- Mathematics
- Religious Education and Faith Formation
- 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 2020 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years Prep-6 was 92.1%.

Description	%
The overall attendance rate* for the students at this school	92.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.3%

Average attendance rate per year level			
Prep attendance rate	92.9%	Year 4 attendance rate	92.6%
Year 1 attendance rate	91.8%	Year 5 attendance rate	90.7%
Year 2 attendance rate	94.2%	Year 6 attendance rate	93.8%
Year 3 attendance rate	92.4%		

*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, legal guardians, and staff will work together to ensure all students meet the school expectation of 90% or above attendance and zero unexplained absences. 90% attendance equates to 5 days absence per term and 10 days absence per semester.

Activity	Requirement
Attendance Marking	<ul style="list-style-type: none"> • Attendance will be marked for all students each morning and afternoon by the class teachers. • The School Secretary will check the rolls at 9.15 and 2.15pm each day. • A phone call will be made to the teacher if the class roll is not marked on time. • An email will be sent to the teacher for a class roll not marked. • The APA will be advised of unmarked and incorrectly marked rolls. • Incorrectly marked rolls will be corrected by the teacher responsible for the class.
Present Categories in eMinerva	<ul style="list-style-type: none"> • Students who are: <ul style="list-style-type: none"> ○ in class will be marked 'Present – In Class'. ○ in an alternate learning activity will be marked 'Present – Alternate Learning Activity'. ○ with Guidance Counsellors will be marked as 'Present – In-School Appointment'. ○ in sick bay will have their attendance category changed to 'Present – In Sick Bay' by the office personnel. ○ participating in activities (excursion; camps etc.) will be marked accordingly by the teacher responsible for the activity. • These attendance categories must not be changed, unless the student is present in class and then the category should be changed to 'Present – In Class'. • Students will only be marked as 'Present – Not Required to Attend' upon instruction from School Leadership.
Absent Categories in eMinerva	<ul style="list-style-type: none"> • Students who are: <ul style="list-style-type: none"> ○ not in class, and notification has not been received from a legal guardian, will be marked 'Absent – Unexplained'. ○ not in class, and notification has been received from a Legal Guardian, will be marked 'Absent – Explained'. • When marking the roll, if teachers have received written information from the legal guardian regarding a student's absence from school, the teacher will enter the details (including absence category) into a log in eMinerva • If the legal guardian has informed the office of the absence, the school officer will enter these details into a log in eMinerva. • Class teachers should enter any information regarding future planned absences of students by entering a Notified Absence into e-Minerva. • If a student is away for three consecutive days (or earlier if concerned) the class teacher will contact the Legal Guardian. • Any student absent from school without explanation requires same day follow up and reporting to legal guardians on the day of the absence. • If a student has been previously marked 'Present at school' but they are not in class without permission, the teacher is to ring the office and advise that the student is not present. Office personnel will then inform school leadership that the student is missing. They will then attempt to locate the student who will be dealt with according to the school's Student Behaviour Support Plan.

Activity	Requirement
	<ul style="list-style-type: none"> Students will only be marked as 'Absent – Not Required to Attend', 'Absent – Truant' or 'Absent – Internal Suspension' upon instruction from school leadership.
Unexplained Absences	<ul style="list-style-type: none"> A notification will be sent to the student's legal guardian by approximately 9.30 am each day. The class teacher will follow up any unexplained absences by contacting the student's legal guardian. Past unexplained absences are indicated by the red Unexplained Absence Alert icon on class rolls. When the class teacher receives written explanation of the absence from the student's legal guardian they will update the absence category and enter details into eMinerva with the details.
Late Arrivals	<ul style="list-style-type: none"> A student is considered to have arrived late any time after the 8.30 am bell All students arriving late will sign in at the office and will be given a late slip. This slip needs to be presented to the teacher when arriving in class. If they do not have a late slip, please call Reception to ensure they have been signed in. If class teachers observe a student has made a habit of arriving late, or is late for three consecutive days, they will contact the student's legal guardian as per this procedure. An SMS message will be sent to the student's legal guardian advising their child has arrived late to school.

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 screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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

[View School Profile](#)

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

The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN' (which is highlighted with a dropdown arrow), 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.

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.