



Sacred Heart
Catholic Primary School

Sacred Heart

Catholic Primary School

Annual Community Report

2018

Our Vision

God loves you
Absolutely,
Just as you are.

*At Sacred Heart
We love each other
As God loves us.*

*To love and to be loved
Allows all of us to
Flourish and become
The best that we can be:
In ourselves,
In our relationships
And in our learning.*

School Name: Sacred Heart Catholic School
School Type: Kindergarten to Grade 6
Suburb/Town: Launceston
State: Tasmania
Address: 227 York St, Launceston, Tasmania, 7250
Telephone: 03 63 311 011
Email: shsl@catholic.tas.edu.au
Principal: Mr. Brent Wilson

INTRODUCTION

The purpose of this Annual School Community Report is to provide the community with a holistic overview of the work and operation of Sacred Heart Catholic Primary School. It is by no means an all-inclusive report, but a generalized summary of a number of internal reports and documents that all Systemic schools are required to provide to the Tasmanian Catholic Education Office, the Federal Government and other regulatory authorities. Some of the information herein is taken from a number of other reports and documents such as Sacred Heart's Annual Plan, School Improvement Validation Report and Board Financial Report. Every year is full of new experiences, opportunities and successes. We trust that the following report provides the reader with a good understanding of the work and achievements of Sacred Heart Catholic School for 2018.

SCHOOL PROFILE:

Our school is proud to be named after the Sacred Heart of Jesus. Our school motto is "All for the Sacred Heart". This is a reminder that we strive to love others as Jesus taught us.

Sacred Heart Catholic Primary School is situated in the heart of the city of Launceston. It was established in 1872 and is today Launceston's largest Catholic Primary School. The students, together with their families and staff, form a vibrant community, which continues to celebrate and build on the rich traditions of the Presentation Sisters and the Christian Brothers.

Our approximately 450 students enjoy the full range of curriculum choices with a strong emphasis on literacy, numeracy and science. The arts, through music, drama opportunities and visual art lessons, are highly valued as a means for students to find out more about themselves and their world. Our outstanding physical education program, supported by our school swimming pool and school athletics club, ensures the students' active participation in a variety of sporting areas.

We value and celebrate the diversity of our school community. We take a shared responsibility, based on Christian values, for the wellbeing of each member of our community. Working together we ensure that each person can continue to learn in a safe and supportive environment. This allows us all to be challenged to reach our potential and live as God intends us to live.

For more information and the weekly newsletter, visit our website:

<http://www.sacredheartl.tas.edu.au>

Follow us on twitter at @shslton

Follow us on Facebook Sacred Heart Catholic School Launceston

CATHOLIC CULTURE AND ETHOS:

Each year we have a focus which appears on every newsletter and which aims to work towards achieving our Mission Statement. Our focus in 2018 was '*Year of Youth*'.

Our school continues to be focused on being a W.E.S.T. Community (Welcoming, Encouraging, Saying sorry with sincerity and Thanking). We continue to have a whole school belief in living out the messages of 'Making Jesus Real' (MJR) in our interactions, attitudes and thinking.

SPIRITUALITY

Nurturing the Spirituality of all members of the school community begins with daily prayer in the classroom and prayer is part of every gathering. Students participate in Christian Meditation to further develop their spirituality. Staff prayer early each Wednesday morning. Our school has the rich traditions of Edmund Rice and Nano Nagle.

LITURGY

Celebrating through Liturgy is central to our spiritual development. We celebrated the Eucharist all together at the beginning of the year, the Feast of the Sacred Heart and the end of the year. Buddy Masses were maintained as an important focus where relationships were strengthened and the Eucharist celebrated in a more intimate setting. Grades 3-6 celebrated the Sacrament of Reconciliation together throughout the year. We celebrated special Liturgies for Mary, All Saints, Holy Week and Easter. We also celebrated Mother's Day, Father's Day, Grandparent's Day, Lenten Liturgies, ANZAC Day and NAIDOC Week. In 2018 we continued through the support of our Parish Priests Fr. Mark and Fr. Chris we have held Classroom Liturgies with the priest coming to the classroom to celebrate liturgy rather than the class always going to the Church. This has provided a different experience for the students as well as the priest celebrating the liturgy.

SACRAMENTAL PROGRAMS.

The Sacraments of Initiation and Reconciliation are Family based, Parish centred and School supported. Along with all other Catholic Primary Schools our students through discernment within their family, choose when their children will celebrate the Sacraments of Reconciliation, First Eucharist and Confirmation. There is a program that helps support students in preparing for these Sacraments facilitated by the Parish. Our school and classroom teachers celebrate and support students in their preparation along this journey to becoming adult members within the Catholic Church.

OUTREACH

The students have given generously to many charities throughout the year. This is an area of pride within S.H.S. Our mantra of having an 'attitude of gratitude' is reflected in practical terms by auctioning support for a variety of causes. Some of these include Project Compassion, the Archbishop's Samaritan Project, Winter Relief, our adopted child and the St. Vincent de Paul Christmas appeal. In 2018 we continued to maintain a Mini Vinnies group to support the work of the St Vincent de Paul Society.

BUILDINGS AND PLANNING

In July 2017 we began a planning process for our playgrounds. Community consultation with parents, staff and all children were fully engaged. The Draft Playground Master Plan was presented to the community in December 2017. We commenced work on our playground in late 2018. It is anticipated the playground will be complete in early 2019.

THE PILLARS OF SACRED HEART

In 2018 Sacred Heart developed a guide of the for "What matters most at Sacred Heart?". Our school uses the 6 pillars of our school to guide future planning, direction and behaviours. The pillars of Sacred Heart are

- Catholicity
- Culture

- Capacity
- Curriculum
- Communication
- Collaboration

SCHOOL FACTS:

School sector	Non-government
School type	Primary
Year range	K - 6
Total enrolments	456
Girls	227
Boys	231
Full-time equivalent enrolments	458
Indigenous students	4.00%
Location	Provincial
Student attendance rate	95%
Teaching staff	28
Full-time equivalent teaching staff	24
Non-teaching staff	22
Full-time equivalent non-teaching staff	9.98

STUDENT BACKGROUND

[Index of Community Socio-Educational Advantage \(ICSEA\)](#)

School ICSEA value: 1064

Bottom quarter

12%

Middle quarters

24%

33%

Top quarter

30%

STUDENT LEARNING AND ACHIEVEMENT:

In 2018 the school focus for Sacred Heart Catholic School was Oral Language and a continued emphasis on Professional Learning Communities. The three main guiding ideas of Professional Learning Communities were embedded into our school, focusing on learning and results as well as building a collaborative culture. This was achieved by timetabling time for Professional Learning Teams, teachers and team teachers, to plan together in a manner underpinned by the three main ideas of Professional Learning Communities in order to improve student outcomes in Oral Language and other curriculum areas.

This focus was supported by Professional Development in the following areas;

Quality Oral Language Teaching

The Deputy Principal and team leaders led how to prioritise the Oral Language Curriculum, formatively assess cyclically and provide learning opportunities that allowed access, support and growth for all students regardless of ability levels.

Teacher Goal setting

Teachers were involved in an inquiry cycle where they goals around Oral Language and worked towards these goals through a Peer Coaching program which involved colleague and Leadership team observations and feedback on teacher pedagogy.

Data

Data was used both formatively and summatively in a variety of ways.

Common formative assessment tasks - same Grade teachers used common assessment task in Oral Language to track and compare student achievement in oral language

Literacy Progressions - literacy progressions were used to differentiate teaching content.

NAPLAN Overall

Sacred Heart continued to show commitment to improving teacher practice in a continued effort to increase student outcomes. Each year students in grade 3 and 5 participate in the national Assessment program for Literacy and Numeracy

Each child's report showed national information including how children performed in relation to other students in a particular year group, and against the average score for each of the Reading, Writing, Spelling, Grammar and Punctuation and Numeracy tests. Our whole school results are shown below. Sacred Heart is continuing to track above the Tasmanian and Australian mean.

NAPLAN RESULTS FOR 2018

AREA	READING	PERSUASIVE WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
GRADE 3					
SACRED HEART	437	423	432	434	432
<i>NATIONAL AVERAGE</i>	<i>434</i>	<i>407</i>	<i>418</i>	<i>439</i>	<i>408</i>
GRADE 5					
SACRED HEART	544	490	527	528	513
<i>NATIONAL AVERAGE</i>	<i>509</i>	<i>465</i>	<i>503</i>	<i>504</i>	<i>494</i>

REPORTING STUDENT PROGRESS

Written reports are received by parents twice a year and parent/teacher meetings are also held twice a year (start of year and beginning of Term 3). Written reports assess all the key learning areas using an “A to E” format, where A signifies that the student is achieving well above the expected Grade level and E signifies that the student is achieving well below the expected Grade level. Some students with special learning needs who are working from an Individual Education Program (IEP) receive a modified report (Narrative), which does not use the A-E format.

Our student attendance for 2018 is 94%. It is an expectation that Parents notify the school should their child not be attending on any given day. Parents, who have not notified the school regarding non-attendance of their child, are notified by text message or phone if their child is not at school.

**CURRICULUM AND FUTURE PLANNING:
LEADERSHIP AND STAFFING:**

Leadership structure for 2018		
Principal		
Deputy Principal		
Faith/Spirituality	Wellbeing Coordinator	Special Learning Needs Key Teacher
Early Childhood Team Leader	Gr 3&4 Team Leader	Gr 5&6 Team Leader
E.C. Team K,P,1 & 2	Middle Primary Team. Gr 3 & 4	Upper Primary Team Gr 5&6

Our 3 Teaching and Learning Teams continue to work collaboratively and effectively through planning and Professional Learning. Utilising the teams, we can identify areas we need to focus on. These teams plan collaboratively, sharing resources, expertise and ideas.

In 2018 Sacred Heart School employed staff members, consisting of 28 Teaching staff and 22 non-teaching staff.

The school employed a music teacher, a Science Teacher, a physical education teacher, a learning support teacher, an ICT technician, Co-teachers and an art teacher. One of our staff members has Indigenous heritage.

2018 Annual Plan/ Priorities Evaluation

Religious and Spirituality Focus	Evaluation
<p>Spirituality</p> <ul style="list-style-type: none"> • Staff Spirituality <p>Religious Education</p> <ul style="list-style-type: none"> • Responding to the Archbishop's Charter • Whole School Planning for RE 	<p>Spirituality</p> <p>Spirituality day - Pillars and :What it means to work in a Catholic School" with Father Richard Ross focusing on the individual and what it means to them.</p> <p>Religious Education</p> <p>Responding to Archbishop's Charter - no meeting was facilitated by the TCEO to discuss requirements</p> <p>Planning - Four twilight sessions were held so staff could plan and moderate a Prayer Unit.</p>
Teaching and Learning Focus	
<p>Peer Coaching and Educator Impact</p> <ul style="list-style-type: none"> • On site, self directed, specific, goal oriented - focus in Oral Language Pedagogy - formative assessment practice, collaborative • Teachers continue Educator Impact (Phase 2 Group) <p>Literacy Collaborative Planning: (PLC's) -</p> <ul style="list-style-type: none"> • Each team working on a two week planning cycle using formative assessment to identify students who are (green, orange, red) in terms of understanding of the key concepts and then within the team -including co teacher working as to how to move learning forward over the next fortnight - including rich assessment tasks • Beginning of next two week planning cycle, identify outcomes achieved and new learning concept 	<p>Peer Coaching and Educator Impact</p> <p>8 teaching staff completed Educator Impact and the remaining 20 teachers participated in Peer Coaching. The Peer Coaching model changed in 2018 and was based on inquiry cycles and embedded within Professional Learning Teams. The focus for Peer Coaching was oral language, vocabulary in term two and an area of choice from the five areas of oral language in terms three and four.</p> <p>Literacy Collaborative Planning: (PLC's) -</p> <p>Work in Progress and a priority for 2019</p>
School Strategic	
<p>'What matters most at Sacred Heart Catholic Primary School?' - Embedding</p> <ul style="list-style-type: none"> • Embedding the Pillars of SHS • Consultative with Staff, Students, Parents and Board • Catholicity, Communication, Culture, Curriculum, Capacity and Collaboration <p>Wellbeing:</p> <ul style="list-style-type: none"> • Umbrella for Circle Time, MJR, PBS, My TERN - social/ emotional learning - one lesson per week for wellbeing • Scope and sequence broadly developed <p>Digital Technologies</p> <ul style="list-style-type: none"> • Aust. Curriculum • MOOC <p>Art/Health</p> <ul style="list-style-type: none"> • 3-6 classes - timetabled as one subject -with classes on each grade alternating across half a term. <p>1:1 devices</p> <ul style="list-style-type: none"> • Grades 5-6 iPads • Grade 3 and 4 utilising Chromebooks <p>Capital Development:</p> <ul style="list-style-type: none"> • Playground - Completion of planning for Playground 	<p>'What matters most at Sacred Heart Catholic Primary School?' - Embedding</p> <p>Reflective questions around the Pillars were included in the bulletin and newsletter to raise awareness. Conversations around the Pillars were had in team meetings, public displays of the pillars created and discussions with students were had around the significance of the Pillars. The Board established goals under the six Pillars of SHS.</p> <p>Wellbeing:</p> <p>Seven staff members attended the RULER professional Learning with the view to transitioning to this social/emotional program instead of MyTern. PBS team focused on greater use of SWIS data to inform practices. Information was filtered to all staff in order to respond to the data.</p> <p>Digital Technologies:</p> <p>Digital technologies teacher worked collaboratively with teaching staff around lessons on digital technologies.</p> <p>Capital Development:</p> <p>Stage 1 of playground commenced late November and due for completion in January 2019.</p>

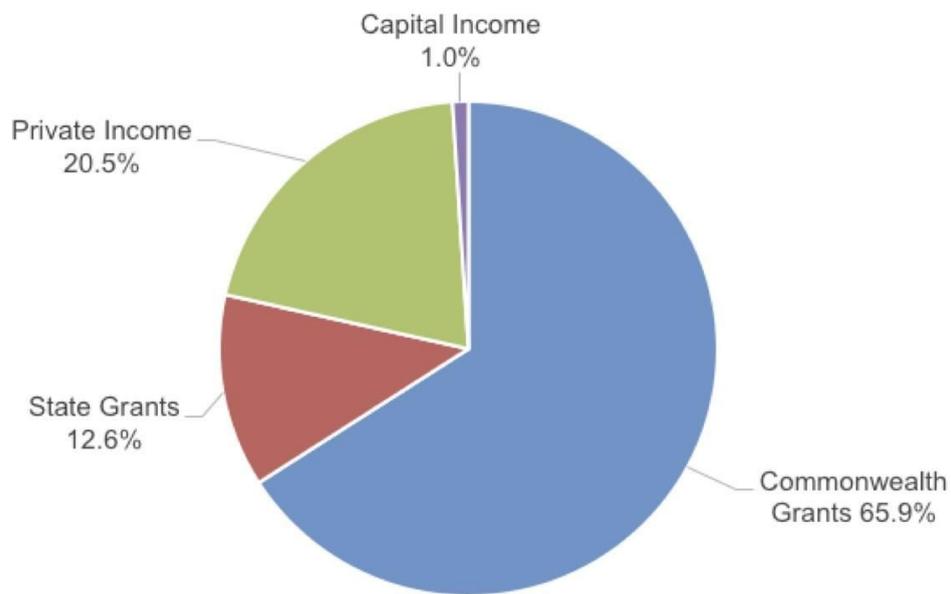
<p>Master Plan.</p> <ul style="list-style-type: none"> • Commence Stage 1 of Playground <p>Co-Teacher:</p> <ul style="list-style-type: none"> • “ collaborative and interdependent in nature, student centred in approach and informed, planned and assessed with Australian Curriculum..” 	<p>Co-Teacher:</p> <p>Discussions and feedback around the co-teacher model and how it looks moving forward for 2019 to embed the program more within our Professional Learning Communities.</p>
<p>School Operational</p>	
<p>Absentees</p> <ul style="list-style-type: none"> • end of each term have on calendar for Lidia, Maree, Brent and Adele to check absentees - identify any students who are ‘potentially’ away even if explained - action will be to contact parents - letters home. <p>Staff meetings:</p> <ul style="list-style-type: none"> • Alternate between PL and General staff meeting week on, week off. Have shared General Staff Meeting Agenda - if there is something wanting sharing or discussion please add to agenda - this will help Adele and I in planning staff meetings knowing how much time we have or don’t have on any given night <p>Swimming Pool</p> <ul style="list-style-type: none"> • Available for use - thought process of students who make Outstanding on a Friday having the option to go for swim at recess and lunch - Brent will cover supervision <p>Class Lists:</p> <ul style="list-style-type: none"> • Shared via google drive from Maree. 	<p>Absentees</p> <p>Each term letters were sent home to families with moderate to high levels of absenteeism. Through our ATSI plan student absenteeism was moderated and strategies identified to improve attendance rates for targeted students.</p> <p>Staff meetings:</p> <p>General staff meetings were offered approximately once a month. An agenda was circulated but nothing added for discussion</p> <p>Swimming Pool</p> <p>A new contract signed. Pool utilised for swimming lessons by Streamline Swim Academy.</p>

INCOME AND EXPENDITURE

Sacred Heart Catholic School Launceston

Sources of Income 2018

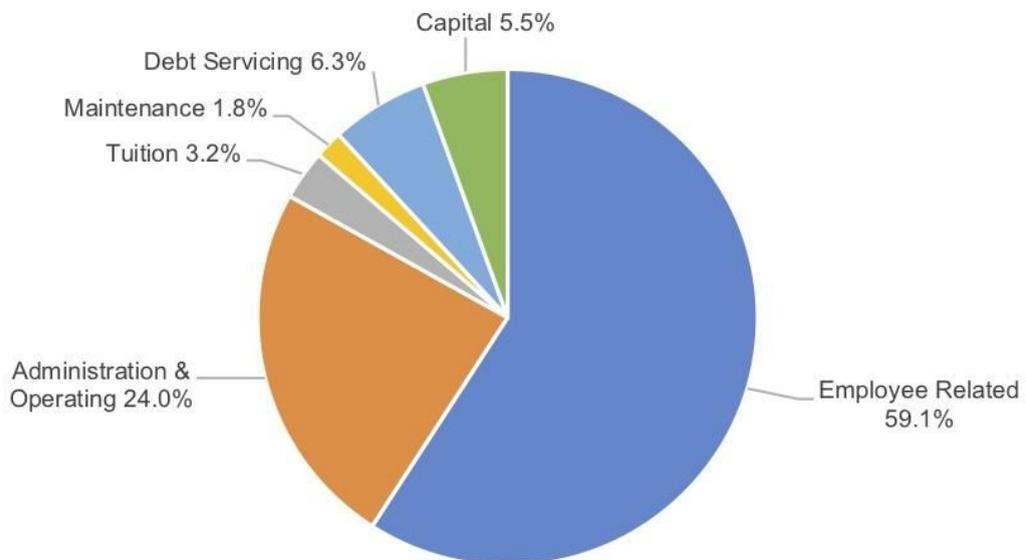
Total Income \$5.4 million



Sacred Heart Catholic School Launceston

Expenditure 2018

Total Expenditure \$5.5 million



Mission

Go forward and share
God's gift of love,
To make our world
A better place.