



Sacred Heart
Catholic Primary School

Sacred Heart
Catholic Primary School
Annual Community Report
2021

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 6331 1011
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 generalised 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 2021.

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 460 students enjoy the full range of curriculum choices with a strong emphasis on Literacy and Numeracy. 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 is supported by our school athletics club and other events such as triathlon, all schools cross country and basketball tournaments provide opportunities for active student 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 2021 was *'TOGETHER; bound by faith, in Jesus' image.'*

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 pray 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. This year we were unable to celebrate Mother's Day, Father's Day, Grandparent's Day, Lenten Liturgies, ANZAC Day and NAIDOC Week due to COVID. In 2021 we continued through the support of our Parish Priests Fr. Mark and Fr. Chatura. 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. Normally at Sacred Heart 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, CARITAS, the Archbishop's Samaritan Project and Winter Relief. In 2021 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, near the Margaret Street entrance, in late 2018. The playground was completed in early 2019.

In 2020 Stage 2 of the Playground Master Plan was completed with installation of an all-weather court. Our Playground Team began consultation on Stage 3 of our Master Plan. This phase considers the area below C Block and specifically targets the current Grade 3 play equipment.

In 2021 we submitted our plans for Stage 3 of the Master Plan to the Tasmanian Catholic Education Office. Our school approved plans, supported by the TCEO, our playground project.

The TCEO also approved 'SHS Avenue' that targets the areas around Block B and C



and rectifies the undulating levels. This project is primarily supported by system funds with some school funds provided.

We are hopeful the two projects can be completed simultaneously in 2022.

VALIDATION

In 2021 Sacred Heart was validated by an external panel. The process included survey data collection from staff, parents and students. This information was used by our Leadership Team to inform our response of what is 'going well at Sacred Heart' and 'what areas need improvement'.

The feedback from the survey and the validation panel was shared with the community in 2021.

THE PILLARS OF SACRED HEART

Sacred Heart continues to be guided by "What matters most at Sacred Heart?". Our school uses the 6 pillars of our school to guide future planning, direction and behaviours.

In 2021 SHS spent time utilising the Pillars at our Spirituality Day with the Presentation Sisters. The day was also an opportunity for staff to build their understanding of Nano Nagle and her legacy for our school.

Our Pillars are discussion points in Staff and Team Meetings, Leadership and Board meetings. The purpose of this is to continue to be guided by these when making decisions and consider our behaviour.

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	455
Girls	226
Boys	229
Full time equivalent enrolments	455
Indigenous students	3.3%
Location	Provincial
Student attendance rate	92.1%
Teaching staff	25
Full-time equivalent teaching staff	21.8
Non-teaching staff	22
Full-time equivalent non-teaching staff	9.3

STUDENT BACKGROUND

School ICSEA value: 1062

Bottom quarter	Middle quarters	Top quarter
13%	29% 32%	26%

STUDENT LEARNING AND ACHIEVEMENT:

In 2021 the school focus for Sacred Heart Catholic School was reading 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 continuing to build a collaborative culture. This was achieved by providing time for Professional Learning Teams, same grade teachers and team teachers, to plan together, meeting to undertake key work such as moderation, developing common assessment tasks and planning and assessing in order to improve student outcomes in Reading and all curriculum areas.

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

Quality Teaching of Reading through teacher goal setting, data analysis and inquiry cycles

In 2021 we continued to focus on our priority of improving teacher pedagogy and consequently student outcomes in reading. In the Early Years our research and application of the Science of Reading was further developed in order to align our pedagogical practices. We utilised the work we had completed in 2020 in regards to prioritising the reading curriculum in order to develop learning and assessment opportunities differentiated and designed to move all students forward.

Teachers were involved in two inquiry cycles where they set and worked towards data based reading goals. Through researching pedagogical practices their current practice in order to enhance student outcomes. Data was used both formatively and summatively in a variety of ways, including the development of common assessment tasks to track and compare student achievement from their starting point.

NAPLAN

Each year, students in grade 3 and 5 participate in the National Assessment Program for Literacy and Numeracy (NAPLAN). Each child's individual 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 but differ in format in this year's report due to NAPLAN not being conducted in 2020 as a result of COVID. The following data is as a consequence compared against the national average for 2019 and the results for 2021 similar schools included.

Sacred Heart is continuing to track above the Australian mean (2019) in Grade 3 for all areas except Grammar and Punctuation where we are slightly under. We are also above in all areas compared to similar schools. Grade 5 students are tracking above national average for Reading, Writing and Grammar and Punctuation. However they are slightly below the national mean (2019) for spelling and at the same rate for numeracy. In regards to similar schools, for Grade 5 we are performing lower in all areas.

NAPLAN RESULTS FOR 2021

AREA	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
GRADE 3					
SACRED HEART	446	429	426	436	418
<i>Similar School 2021</i>	440	423	408	425	404
<i>National Average 2019</i>	432	423	419	440	408
GRADE 5					
SACRED HEART	518	489	497	492	496
<i>Similar School</i>	530	490	510	509	503



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<i>2021</i>					
<i>NATIONAL AVERAGE</i>	506	474	501	499	496

REPORTING STUDENT PROGRESS

Written reports are received by parents twice a year and parent/student/teacher meetings are also held twice a year (start of year for goal setting and at the end of Term 2 for progress meetings). Written reports assess all the key learning areas using an 'A to E' format for Grades 3-6, 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. Students from P-2 are assessed using developing, consolidating and extending criteria. Some students receive a modified report (full or partial narrative) if they are not able to access the grade appropriate Australian Curriculum level despite accommodations being made. This modified report assesses against the learning plan goals instead of the A-E format.

Our student attendance for 2021 was 92.9%. It is an expectation that parents notify the school via COMPASS should their child not be attending on any given day. Parents, who have not notified the school regarding non-attendance of their child and the child is marked as unexplained, are notified by text message or phone if their child is not at school.



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CURRICULUM AND FUTURE PLANNING:

LEADERSHIP AND STAFFING:

Leadership structure for 2021

Principal

Deputy Principal

REC	Wellbeing Coordinator	Student Coordinator	Support
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Kinder / Prep Team Leader	Grade 1 / 2 Team Leader	Grade 3 / 4 Team Leader	Grade 5 / 6 Team Leader
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Early Childhood Team Kinder/Prep	Early Childhood Team Grade 1 / 2	Middle Primary Team Grade 3 / 4	Upper Primary Team Grade 5 / 6
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Our four 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 2021 Sacred Heart School employed staff members, consisting of 25 Teaching staff and 22 non-teaching staff.

The school employed a music teacher, a HPE teacher, a Learning Support Coordinator, an ICT technician, team teachers and an art teacher. One of our staff members has Indigenous heritage.



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2021 School Improvement Plan

Goals:	Strategies	Evaluation
Religious and Spirituality Focus		
<p>Catholic Identity</p> <p>By the end of Term 2 we will familiarise staff with the Archbishop's Charter, in order to establish the connection of the charter to working at SHS.</p> <p>Mission</p> <p>Continue to provide staff with opportunities to maintain or enhance accreditation status. (ongoing)</p>	<ul style="list-style-type: none"> ● Leadership to be familiar first, preempt questions etc attend PL ● Design, conduct and interpret google survey with students, staff and parents ● Share findings with community ● Non-qualification unit pathways ● Support staff undergoing Grad Cert and Masters courses ● Spirituality day - Nano Nagle charism focus ● planning and moderation twilights on Christian Life. ● Train REC in moderation 	<ul style="list-style-type: none"> ● Grade 5 and 6 students, staff and parents were able to contribute to the AC survey. ● The findings were used to construct our Charter ● Limited responses from parents ● Waiting for final approval ● Positive feedback about Nano Nagle ● Establishment of Founders Corner (visible presence of founding charisms) ● Grade 6 students attended a foundation on Nano Nagle and shared learnings with the community. ● Continuing the Leadership Day with Nano Nagle and Edmund Rice into 2022 ● Developing an understanding to communicate to new staff and new families our Catholic traditions ● Consideration how we can immerse our children via teaching units into the future



<p>Religious Education Provide staff with professional learning opportunities</p> <p>Staff Well Being By the end of 2021 we will have developed a school wide staff wellbeing philosophy, policy and procedures.</p>	<ul style="list-style-type: none"> Experienced teachers Colloquium REC network meetings Continue regular Leadership and REC meetings Internal moderation Focus on reporting to the RE curriculum and identifying future focus Develop regular plans for staff wellbeing focussed activities (twice a term, spirituality day etc.) Empower staff to manage their own wellbeing and be proactive in seeking solutions. A flowchart of ways to access support Timetable sessions with Megan or similar experts. Team wellbeing activity every PLT week 10 Conduct Rumble's Quest again for comparative data 	<ul style="list-style-type: none"> Teachers have continued to value and place strong importance on moderation Report writing has shown improvement in regards to reporting on students current achievement and next steps in learning. Improved regularity of Staff wellbeing opportunities Consistent articles and information shared with staff about wellbeing Rumbles Data collected. This data was utilised to support our request to CET for increased time allocation for counselling support via CatholicCare. Increased to 3 days a week in 2022
<p>Learning and Leadership</p>		
<p>Reading Priority By the end of 2021 students will have made growth in Reading. (Based on Debbie CET data collection)</p>	<ul style="list-style-type: none"> Map and Monitor student progress through assessments - eg Heggerty, PAT Build the capacity of school leaders and teachers through whole school and individually targeted professional learning to develop a 	<ul style="list-style-type: none"> Staff successfully completed two inquiry cycles throughout the year based on PAT data Inquiry Cycle Feedback took place throughout the year for teaching staff with feedback provided by



	<p>deep understanding of evidence-based research and data literacy to inform curriculum, planning and teacher practice</p> <ul style="list-style-type: none"> • Develop a culture of strategic thinking, planning, monitoring and evaluation through Inquiry Cycles (teaching sprints) - including sharing with colleagues, 2 10 week cycles, Term 1 data analysis and setting up Term 2 cycle and 3 • Embed a professional learning culture based on collaboration, reflection and feedback eg Peer Coaching program, colleague modelling, walk throughs (leadership) 	<p>team leaders</p> <ul style="list-style-type: none"> • Heggarty was embedded in all classes from Prep-Grade 2 • Professional learning was provided in the area of Reading with Debbie Baird Bower - data analysis - used to inform inquiry cycles and reevaluate and change the current team teacher model • Professional learning and resources provided in fluency
<p>Early Years By the end of 2021 we will have collaboratively developed a SHS philosophy for the Early Years (B-8) so that we have a shared understanding of best practice in the early years.</p>	<ul style="list-style-type: none"> • Working with Early Years Educational Officer • Gather ideas from the wider community - students and parents • Educating the wider community about best practice in the Early Years • Educators visit other settings • Visible in classroom practice • Age appropriate pedagogies • The outcomes will inform the goal for the future • Twice a term PLT focus will be on developing the philosophy 	<ul style="list-style-type: none"> • Worked with CET on Inquiry cycles for AAP for Grades K-P • Kinder classes attending the same days • TA professional learning provided to attend OLOL • Four TA's completed Early Childhood Diploma • One teacher completed Early Childhood postgraduate degree • Further work on Early Years Philosophy
<p>Staff</p>		

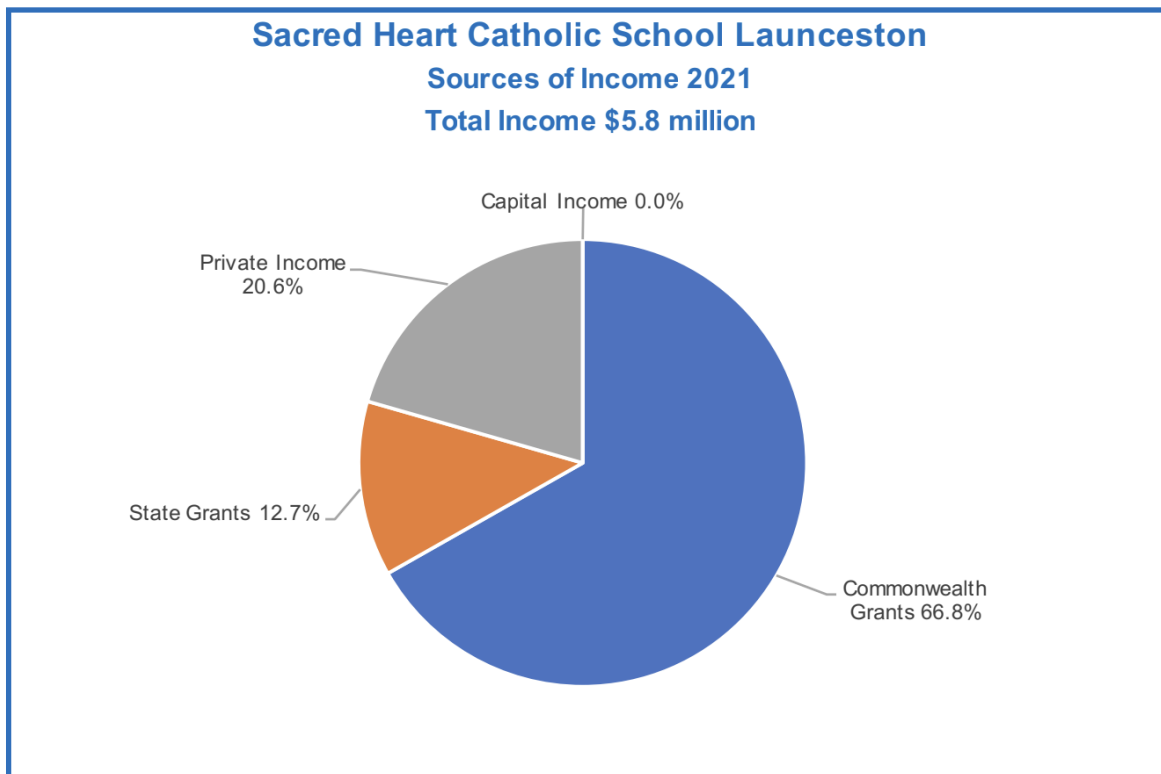


<p>To develop a culture of continuous professional improvement that includes class-room based learning, mentoring and coaching arrangements</p> <p>Students To develop staff in providing timely feedback to students on their academic learning</p>	<ul style="list-style-type: none">• Take a personal and collective responsibility for improving student learning, working together and learning from each other's practises through collaborative planning, moderation, assessment and inquiry cycles• Sharing and showcasing best practice is common in the classroom and during professional learning teams• Inquiry Cycle Feedback - Team leaders observe and give inquiry cycle goal based feedback to team members twice a term (Terms 2 and 3)• Teachers complete CANVAS courses• Professional learning on Quality Task Design• Policy/Guidelines - consistent provision of feedback• Develop a consistent medium of online feedback through use of SEESAW and timeline for transitioning• Provide professional learning for staff to use SEESAW	<ul style="list-style-type: none">• See notes on Inquiry Cycle Feedback and professional learning opportunities• Whole school approach using Seesaw• Joe Pearson worked with staff to provide professional development• Bobbi Jo provided professional learning on what effective feedback looks like• Teachers shared good practice
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INCOME AND EXPENDITURE



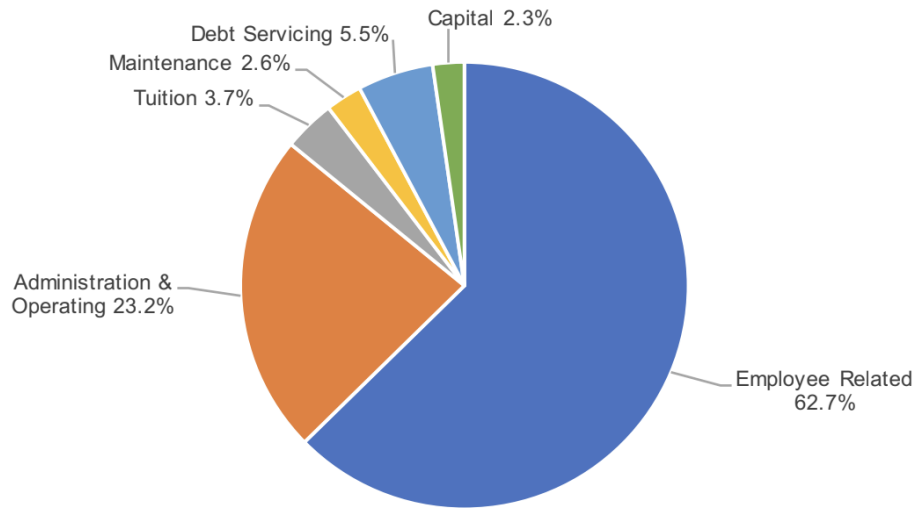


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Sacred Heart Catholic School Launceston

Expenditure 2021

Total Expenditure \$5.8 million



Mission

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