



Sacred Heart
Catholic Primary School

Sacred Heart

Catholic Primary School

Annual Community Report

2019

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 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 2019.

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 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 2019 was '*Let your Light Shine*'.

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. We also celebrated Mother's Day, Father's Day, Grandparent's Day, Lenten Liturgies, ANZAC Day and NAIDOC Week. In 2019 we continued through the support of our Parish Priests Fr. Mark and Fr. Ben 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 and Winter Relief. In 2019 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.

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. 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	225
Boys	230
Full-time equivalent enrolments	454
Indigenous students	3.3%
Location	Provincial
Student attendance rate	95%
Teaching staff	28
Full-time equivalent teaching staff	23.8
Non-teaching staff	22
Full-time equivalent non-teaching staff	10.3

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 2019 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 set goals around Oral Language and worked towards these goals through Inquiry Cycles which involved colleague and Leadership team observations and feedback on teacher pedagogy in order to improve student outcomes. A group of teachers also participated in phase three of Educator Impact.

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 in both Grades in all areas except Grade 3 spelling which was slightly under the National average.

NAPLAN RESULTS FOR 2019

AREA	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
GRADE 3					
SACRED HEART	444	445	417	453	421
<i>NATIONAL AVERAGE</i>	<i>432</i>	<i>423</i>	<i>419</i>	<i>439</i>	<i>408</i>
GRADE 5					
SACRED HEART	536	508	525	519	509
<i>NATIONAL AVERAGE</i>	<i>506</i>	<i>474</i>	<i>501</i>	<i>499</i>	<i>496</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 for goal setting and beginning of Term 3 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 with special learning needs, who are working from a Learning Plan, receive a modified report (Narrative), which does not use the A-E format, reporting instead against learning plan goals.

Our student attendance for 2019 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 2019		
Principal		
Deputy Principal		
Faith/Spirituality	Wellbeing Coordinator	Student Support Coordinator
Early Childhood Team Leader	Gr 2, 3&4 Team Leader	Gr 5&6 Team Leader
E.C. Team K,P &1	Middle Primary Team. Gr 2,3 & 4	Upper Primary Team Gr 5&6

Our three 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 2019 Sacred Heart School employed staff members, consisting of 28 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.

2019 Annual Plan/ Priorities Evaluation

Goals	Evaluation
Religious and Spirituality Focus	
<p>To Enhance Catholic identity</p> <ul style="list-style-type: none"> Throughout 2019 we will work in collaboration with staff to gain a greater understanding of the Archbishop's Charter in the context of SHS. We will consider how the Sacred Heart Pillars align with our response. Seek clarification from TCEO as to what are the requirements for a Response to the Archbishop's Charter. <p>Formation for mission</p> <ul style="list-style-type: none"> Continue to provide staff with opportunities to maintain or enhance accreditation status through non-qualification units, spirituality day, planning and moderation twilights. <p>Religious Education</p> <ul style="list-style-type: none"> Provide staff with professional learning opportunities to access and effectively use the Religious Education 'Hub' in alignment with GNFL Framework. 	<p>Enhance Catholic Identity</p> <ul style="list-style-type: none"> Responding to Archbishop's Charter - no meeting was facilitated by the TCEO to discuss requirements. Focus point for 2020 <p>Formation for mission</p> <ul style="list-style-type: none"> Spirituality day at Entally House with Eddie Rice Australia Two planning sessions and a moderation twilight session Consistent reminders of accreditation opportunities Support for current participants enrolled with BBI <p>Religious Education</p> <ul style="list-style-type: none"> Hub not yet 'online' but staff exposed to it via Educational Officer
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 Model changed to same Grade teacher and co-teacher across the Grade Teachers continue Educator Impact (Phase 3 Group) Explore the possibility of Teaching Assistants participating in EI <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 concept and then within the team -including co teacher working as to how to move learning forward over the next fortnight - including rich assessment task. Beginning of next two week planning cycle, identify outcomes achieved and new learning concept <p>Early Years (Birth - 4)</p> <ul style="list-style-type: none"> Explore the B-4 year age group as potential growth of our school. (Creation of Future Years Team, SETUP etc.) This also links to Strategic needs and Board input. 	<p>Peer Coaching and Educator Impact</p> <ul style="list-style-type: none"> Four participants completed EI All teachers completed two inquiry cycles with a focus on oral language No Teacher Assistants involved in EI. Not yet available. <p>Literacy Collaborative Planning (PLC's)</p> <ul style="list-style-type: none"> Leadership surveyed staff around PLC rollout to review where we are at and decided to focus upon responding to the four questions Adele and Brent worked with BJ to build shared knowledge Staff focused upon how to respond to the four questions of a PLC Four 5/6 Teachers attended Thinking and Learning Conference <p>Early Years (Birth - 4)</p> <ul style="list-style-type: none"> Future Years Team created to guide school direction for SETUP Progress halted by 'compliance' of lacking of toilets Toilets approved for early 2020. Goal is to commence SETUP by beginning Term 2.
School Strategic	

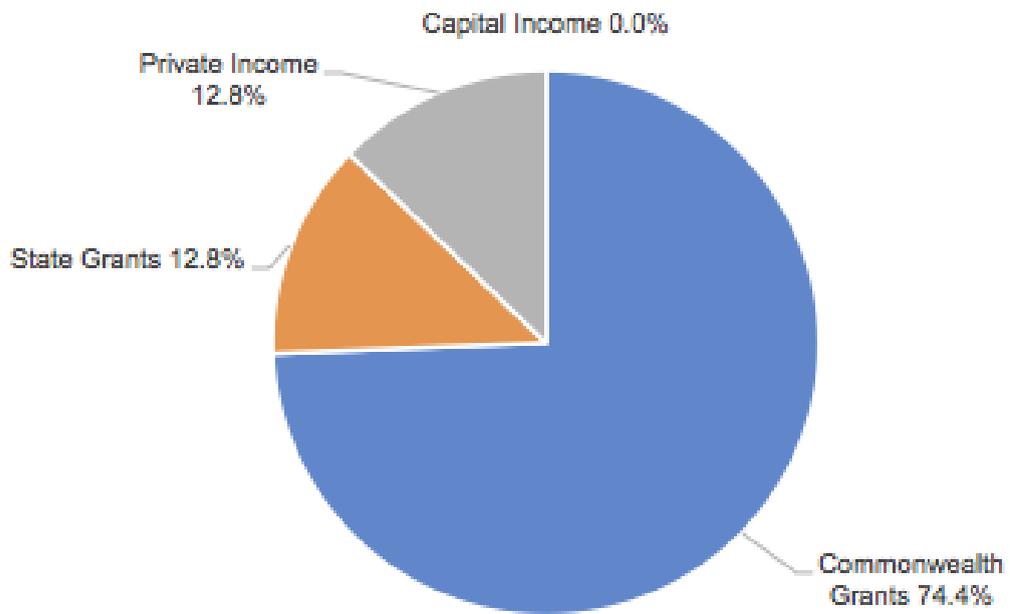
<p>'What matters most at Sacred Heart Catholic Primary School?' - Embedding</p> <ul style="list-style-type: none"> ● Embedding the Pillars of SHS ● Consultative with Staff, Students, Parents and Board ● Catholicity, Communication, Culture, Curriculum, Capacity and Collaboration <p>Wellbeing:</p> <ul style="list-style-type: none"> ● Umbrella for Circle Time, MJR, PBS, My TERN - social/ emotional learning - one lesson per week for wellbeing ● Transition to RULER with a focus on developing staff emotional intelligence ● Scope and sequence broadly developed <p>Technologies</p> <ul style="list-style-type: none"> ● Scope and sequence developed from Aust. Curriculum <p>Capital Development:</p> <ul style="list-style-type: none"> ● Planned for stage 2 of Playground <p>Co-Teacher:</p> <ul style="list-style-type: none"> ● Co-teachers work collaboratively across the Grade teams 	<p>'What matters most at Sacred Heart Catholic Primary School?' - Embedding</p> <ul style="list-style-type: none"> ● 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>Wellbeing:</p> <ul style="list-style-type: none"> ● RULER School charter ● RULER Team led the staff in PL with teachers and Support Staff ● Scope and sequence not yet started ● Two staff attended Berry Street PL <p>Technologies</p> <ul style="list-style-type: none"> ● Scope and sequence developed ● Staff supported in planning a design and technology unit <p>Capital Development:</p> <ul style="list-style-type: none"> ● Stage 1 of Playground completed ● Planning for Stage 2. Grant not approved. Playground Team approved the installation of 'artificial soccer pitch' <p>Team-Teacher:</p> <ul style="list-style-type: none"> ● Team teachers work collaboratively across the Grade team ensuring they are supporting all students in responding to the four PLC questions and not just focused upon extension
<p>School Operational</p>	
<p>School Registration</p> <ul style="list-style-type: none"> ● Planning and preparation for School Registration in August 	<p>School Registration</p> <ul style="list-style-type: none"> ● School registration audit successfully completed

INCOME AND EXPENDITURE

Sacred Heart Catholic School Launceston

Sources of Income 2019

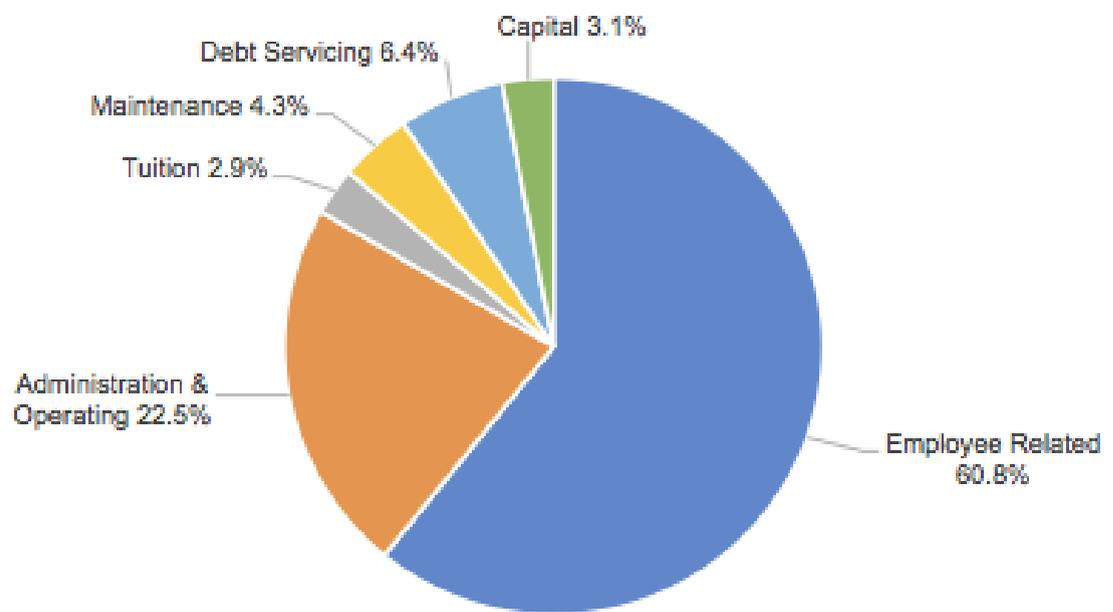
Total Income \$5.8 million



Sacred Heart Catholic School Launceston

Expenditure 2019

Total Expenditure \$5.9 million



Mission

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