



Sacred Heart

CATHOLIC PRIMARY SCHOOL LAUNCESTON

Sacred Heart
Catholic Primary School
Annual Community Report
2022

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.



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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 2022.



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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.



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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 2022 was *'Jesus our Shepherd fills us with Love, Goodness and Mercy'*

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 Monday 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



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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 2022 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 2022 we continued to maintain a Mini Vinnies group to support the work of the St Vincent de Paul Society.



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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.

The two projects are planned for work in 2023.

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'.



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The feedback from the survey and the validation panel was shared with the community in 2021. The data collected in this survey is still used, along with other data to inform our Annual Plan.

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.

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	454
Girls	225



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Boys	229
Full time equivalent enrolments	454
Indigenous students	3.39%
Location	Provincial
Student attendance rate	88.59%
Teaching staff	26
Full-time equivalent teaching staff	24.4
Non-teaching staff	23
Full-time equivalent non-teaching staff	11.5

STUDENT BACKGROUND

School ICSEA value: 1062

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

STUDENT LEARNING AND ACHIEVEMENT:

In 2022 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.



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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 2022 our priority of improving teacher pedagogy and consequently student outcomes was focused upon writing. We used research and resources from the Science of learning to align research and pedagogical practices. We utilised the prior work we had completed upon the Science of reading as writing and reading are linked as well as professional learning we had completed on *The Writing Revolution*. Our Inquiry Cycle was conducted on a whole school basis where we conducted common assessment tasks, changed our pedagogy according to current research and then measured the impact it had on student outcomes through a post assessment.

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.

In Grade 3, Sacred Heart is tracking in a similar manner as similar schools for reading, writing, spelling and numeracy and below in Grammar. In Grade 5, Sacred Heart is tracking well above similar schools for reading, writing, spelling, above for numeracy and in a similar manner in grammar.



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NAPLAN RESULTS FOR 2022

COMPARED TO SCHOOLS WITH SIMILAR BACKGROUND

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	431	418	398	407	389
Year 5	544	532	539	511	514

In Grade 3, Sacred Heart is tracking in a similar manner as Australian schools for reading, writing, and numeracy and below in grammar and spelling. In Grade 5, Sacred Heart is tracking in above Australian schools for reading, spelling and numeracy, well above for writing and in a similar manner in grammar.

COMPARED TO ALL AUSTRALIAN SCHOOLS

Compare to Students with similar background All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	431	418	398	407	389
Year 5	544	532	539	511	514

Feedback and Reporting 2023

At Sacred Heart Catholic School our aim is to provide students and parents with quality, individual and diverse feedback in recognition that “feedback is among the most powerful influences on achievement” (John Hattie). To assist in this, over the



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past few years Sacred Heart has introduced SEESAW, an online feedback platform which you would be familiar with. Feedback would have been provided in various Key Learning Areas in order to provide you with information in regards to 3 key questions around student achievement;

- Where am I going?
- How am I going?
- Where to next?

As a part of assessment and feedback we will also be providing you with a CET Summary report at the end of term 2 and at the end of Term 4, in a digital format on COMPASS providing overall results in all Key Learning Areas, Application and Attitude to learning as well as a general comment. Digital 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.

Another opportunity, in addition to parent student teacher in term 1, will be provided at the end of Term 2 for Grades P-6 and week 1 term 3 for Kinder parents.

Our student attendance for 2022 was 88.59%. 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 2022

Principal			
Deputy Principal			
REC	Wellbeing Coordinator	Student Support Coordinator	
Kinder / Prep Team Leader	Grade 1 / 2 Team Leader	Grade 3 / 4 Team Leader	Grade 5 / 6 Team Leader
Early Childhood Team Kinder/Prep	Early Childhood Team Grade 1 / 2	Middle Primary Team Grade 3 / 4	Upper Primary Team Grade 5 / 6

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 2022 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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2022 School Improvement Plan

Goals:	Strategies:	Evaluation
<i>Catholic Identity and Mission</i>		
<p>To enhance our Catholic Identity with the whole school community and strive to give witness through all our words and actions.</p>	<ul style="list-style-type: none"> - Initiate Red and Green Day - External Moderation - Green Team - Laudato Si - Planning for 150 Years - Develop a guide to our Catholic values, identity, charism and mission for staff and families. - Developing a more structured induction process. - Continue to provide opportunities for regular prayer, reflection and liturgical celebrations. - Spirituality day - Working Look a Catholic focus - planning and moderation twilights on Jesus - Experienced teachers Colloquium - REC network meetings - Continue regular Leadership and REC meeting - Internal moderation - Focus on reporting to the RE curriculum and identifying future focus (More explicit) - Provide opportunities to enhance theological understanding of God's creation and how to care for it. For example, the newly established 'Green Team' and building awareness across our school and community. 	<ul style="list-style-type: none"> ● Feedback from staff and students was that our new initiatives Red/Green day were well received as a method of recognising our founders. ● The Green team has been an active part of our community in 2022. Ongoing work is needed in linking the team to Laudato Si. ● 150 years planning is well underway including a representation of our history, celebrations with staff, students and wider community, linked to Australian Curriculum, banner competition and establishment, time capsule and an active working party that will continue into 2023. ● 2022 Induction process for three new staff ● Planning and moderation successfully completed ● We did send an experienced teacher to the Colloquium (Helen) ● Staff Prayer time changed to accommodate a larger number of staff to attend - well supported. ● DP and REC attended professional learning about meaningful structure RE ● Regular Leadership and REC meeting have been well received and enabled better communication links. ● Purchased crucifixes for classrooms and Presentation Gym



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<p><i>Staff Well Being</i> By the end of 2022 we will have developed a school wide staff wellbeing philosophy, policy and procedures.</p>	<ul style="list-style-type: none"> - 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. - Embed flowchart of ways to access support - Timetable wellbeing sessions with Helen or similar experts. - Team wellbeing activity every PLT week 10 - Conduct Rumble's Quest again for comparative data 	<ul style="list-style-type: none"> ● More regular opportunities provided for Staff well being ● Established WellBeing Team to meet in Staff Meeting time twice a term. Feedback was positive and outcomes appeared more effective. ● Ongoing goal to establish a school wide wellbeing policy, philosophy and procedures
<p><i>Learning and Leadership</i></p>		
<p><i>Literacy Priority</i> Support the implementation of the CET whole-system Literacy Project to improve the achievement of all students (Literate Learners for Life - every student, every subject, every year)</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 deep understanding of evidence-based research and data literacy to inform curriculum, planning and teacher practice - Develop a culture of strategic thinking, planning, monitoring and evaluation through Inquiry Cycles (teaching sprints) with a focus on writing- 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) - Use team teachers as Response to Instruction teachers to improve literacy - Support teachers with literacy resources 	<ul style="list-style-type: none"> ● Tracked, monitored and responded to student data ● Team Leaders attended Insight into Learning ● Conducted a writing Inquiry cycle on sentences including Inquiry Cycle Feedback ● Team teachers used to support literacy through RTI based on data ● Purchased Writing Revolution resource as well as various Multilit programs, whiteboards and trolleys to store multilit resources ● Fortnightly meetings with Literacy Leader and Early Years team leaders ● Staff trained in Initial Lit, PreLit, Initial Lit Sage, MaqLit



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	<p>Literacy Leader</p> <ul style="list-style-type: none"> - Support teachers with some literacy assessment - Complete audit of teacher and student literacy needs of school - Discuss and plan for subject-specific literacy needs with leadership - Work on appropriate vocabulary lists for subjects/ year levels - Develop knowledge and understanding level of literacy progressions V.3 - Support school and staff as required (COVID disruptions, etc) 	<ul style="list-style-type: none"> ● Literacy Leader used to cover classes when COVID absences challenged us with access to relief teachers ● Significant PL provided for Literacy Leader ● Vocabulary list held over to 2023 ● Progression familiarity achieved through Inquiry Cycle rubric
<p><i>Early Years</i> By the end of 2022 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"> ● Early Years Team finished crafting our Early Years Philosophy, including a student voice and teachers from upper primary. ● The Philosophy is designed to be a living document that will be used as a reference point for the team..
<p><i>Staff</i> To develop a data responsive model of response to instruction</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) - Enhance a culture of continuous 	<ul style="list-style-type: none"> ● Data shared in staff meetings as well as used formatively within Professional Learning teams ● Staff meetings to analyse PAT and NAPLAN data ● ICF conducted in Term 4 ● IC driven by research and data ● New RTI model included EMU groups and Maths Olympiad ● Feedback sought from teachers on new RTI model ● Overall feedback of the changed model to RTI was positive. ● Informed parents of the change to Team Teacher/RTI model.



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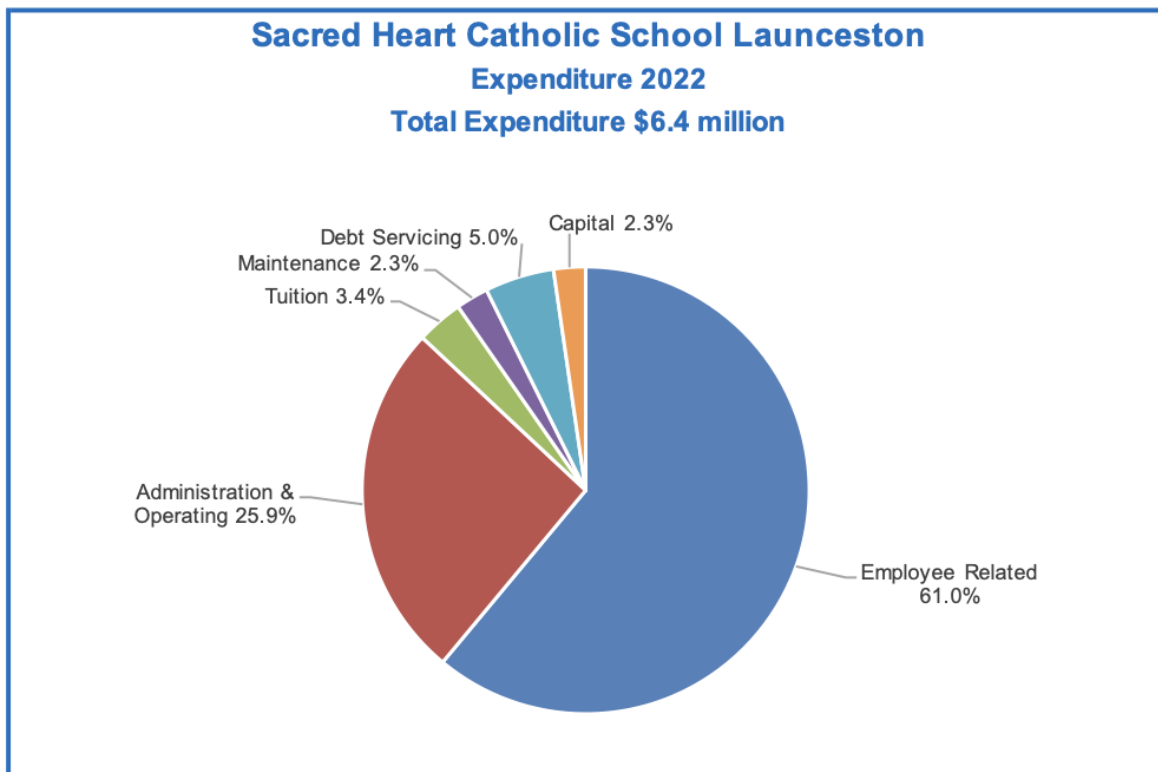
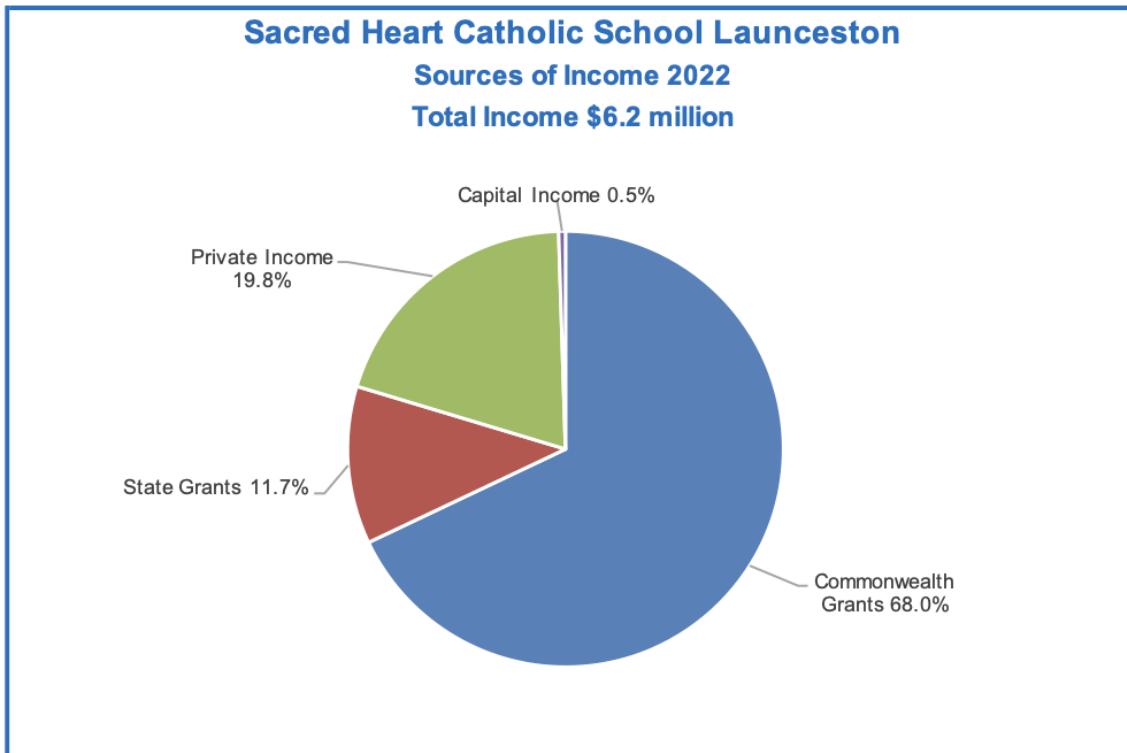
<p><i>Students</i> To support staff in providing timely feedback to students on their academic learning.</p>	<p>professional improvement that includes class-room based learning, mentoring and coaching arrangements</p> <ul style="list-style-type: none"> - Implement team teacher model and response to instruction in Grades 3-6 and continue to develop response to Instruction in Prep-2 - 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 - Develop documentation to support the move to a modified report - Educate parents about a modified report 	<ul style="list-style-type: none"> ● Streamlined Seesaw posts to include 2 Literacy, 2 Maths and RE posts plus 1 integrated/HASS/Science unit per term in term 4 ● IC writing rubric used as an example of online feedback ● Parameters and checklists about what online feedback should entail were developed ● Documented plan to move to modified report in progress
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INCOME AND EXPENDITURE





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Mission

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