



Sacred Heart Primary School Toowoomba

Catholic co-educational school

Diocese of Toowoomba

Annual report 2020

Address	263 Tor Street Toowoomba QLD 4350		Phone number	07 4634 3436	
email	sacredheart@twb.catholic.edu.au		Principal	Chris Rosentreter	
Year levels	Prep – Year 6		Enrolment	223	
Co-educational or single sex				co-educational	
Boarders	no	Outside hours school care	yes	Vacation care	no
Contact person for information about the school and school policies			Tyronne Maher		

The school's mission

The education offered at Sacred Heart aims to develop the knowledge, beliefs and practices of the Catholic faith, reflecting always on our vision to 'Journey everyday with Jesus in our hearts'. The common goal shared between school and home is to support each child's development

- spiritually
- academically
- physically
- intellectually
- socially
- emotionally
- morally.

We endeavour to facilitate each child's journey towards their potential through quality learning and teaching practices.

Sacred Heart School, Toowoomba
2020 Annual report

Page 1 of 6

Please note: A hardcopy of this annual report is available from the Principal by request.

Our school aims to be a living faith community and together with the parish priest, parents and other community members. The staff strives

- to value the importance of Sacred Scripture, the Eucharist and the Sacraments
- to guide the children to a meaningful prayer life
- to ensure that the Gospel message influences all aspects of the curriculum
- to reach out to those in need locally, nationally and globally and
- to foster respect for diversity and inclusivity.

Distinctive curriculum offerings

The educational programs at Sacred Heart School have been developed within the Toowoomba Catholic Schools' system guidelines for curriculum, which in turn reflect the current national directions. Our challenging, balanced education program addresses the Key Learning Areas: Mathematics, English, Science, Religion, Physical Education, Languages other than English, HASS (History and Social Sciences), Digital and Design Technologies & The Arts.

The Learning Support Teachers work alongside classroom teachers and other specialists in the following ways.

- identifying children with special needs and diagnosing specific needs through continuous observation and assessment
- developing and modifying programs to meet individual or group needs for remediation in literacy and numeracy
- identifying children of very high ability who require extension outside the regular classroom curriculum
- discussing available options with teachers/parents regarding special needs children eg referring parents to support groups and other agencies

Sacred Heart provides specialist PE lessons each week to all classes.

Children who are in Year 6 participate in inter-school sport. Students take part in a wide variety of sports including: Swimming, Touch, Netball, Cricket, Softball, Basketball, Athletics, Cross Country, Tennis, Soccer and Rugby League.

Extra-curricular activities

Activities which were held in 2020 included

- a weekly class Mass
- Lenten and Holy Week Liturgies
- sports participation in swimming, athletics, all team sports and cross-country, with the opportunity for district representation
- interschool sport
- celebrations for St Patrick's Day, Sacred Heart Day
- visits to the elderly at a local Nursing Home
- ICAS competitions – Mathematics, English, Computer, Science
- school concerts
- Arts Council and other presentations
- instrumental music program
- choir and Eisteddfod competitions

Social climate (including pastoral care and student behaviour support)

The growth of each student is fostered through love, tolerance, and commitment to forgiveness and reconciliation. A concern for the uniqueness of each student is evident through the practice of pastoral care and the development of the curricula. Teachers and support personnel work together to ensure each child reaches his/her full potential.

The Christian Discipline at Sacred Heart is essentially self-discipline whereby children learn to control their conduct according to Gospel values. Through discipline, constructive and positive behaviour within each individual is promoted and the best possible learning environment is created.

Children at Sacred Heart have the right

1. to be accepted and treated with respect and politeness
2. to obtain maximum learning through the development of self-control and discipline
3. to be free from physical danger and emotional abuse
4. to expect his/her property to be safe
5. to expect support, respect and pride in the school from our local parish community
6. to express concerns through appropriate procedures.

All classes circulate their Behaviour Management Plan at the beginning of each year. Parent support in the maintenance of a high standard of behaviour at Sacred Heart School is an important part of the school/home relationship.

Characteristics of the student body

Sacred Heart School is a regional urban school with an ICSEA score of 986. The school has an indigenous enrolment of 6%, an EALD enrolment of 6% and 5% of students have a verified disability. Forty percent of students in the school are Catholic.

Parent/carer involvement

Parents are invited and most welcome to become as involved in their child's/children's education as they possibly can. The secret to this involvement is frequent and open communication between teachers and parents. The Sacred Heart community encourages parents to discuss any aspect of their child's education with the principal or teaching staff at any mutually convenient time.

Ways in which parents can become engaged include

- parent-teacher partnership sessions held at the beginning of every year
- twice yearly parent-teacher face to face reporting
- assistance with reading, mathematics and other classroom programs
- parent support and help in the Prep and Early Years area
- helping with sporting events
- participating in school camps and excursions
- Parent and Friends monthly meetings
- assisting with needs within our school library
- parent representation on the School Board
- attendance at school assemblies, masses, liturgies, prayer sessions and other special celebrations.

School income by funding source

School income reported by the financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *MySchool* website at www.myschool.edu.au.

Sacred Heart School, Toowoomba
2020 Annual report

Page 3 of 6

Please note: A hardcopy of this annual report is available from the Principal by request.

Staff

Workforce composition

	Total teaching staff	Total non-teaching staff	Indigenous staff
Headcount	18	12	0
Full-time equivalents	13.5	7.3	0

Teacher qualifications

Qualification	% of teaching
Doctoral / Post-Doctoral	0%
Masters	16%
Bachelor Degree	84%
Diploma	%
Certificate	%

Professional Development (participation and expenditure)

2020 School Professional Development Expenditure: \$4,131.82

The following information is an overview of staff participation in professional development at Sacred Heart Primary School for 2020.

- development of staff in the 'Positive Behaviour for Learning (PB4L)' as part of the 'Wellbeing' strategy
- development of Teachers in Mathematics under the 'Inspire Mathematics' Strategy
- collaborative planning and support of teachers to plan effectively for learners; those requiring additional supports and 'high potential learners'
- First Aid training
- leadership in the religious life of the school

Student attendance

Average whole of school student attendance rate (expressed as %)

92%

Student attendance for each year level (expressed as %)

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91%	92%	93%	93%	92%	92%	91%

Description of how non-attendance of students is managed by the school

Rolls are marked electronically twice per day – at the beginning of the first session and at the beginning of the afternoon session.

Administration assistants check all rolls at 9.00am and all unexplained absences are followed up with a text or phone call to the parents or guardians for an explanation of non-attendance. When attendance does not meet the requirements of compulsory schooling a meeting between the

principal and parents or guardians of the non- attendee is held to express concern about non-attendance and to explain the legal requirements regarding attendance at school.

National Assessment Program Literacy and Numeracy (NAPLAN) results

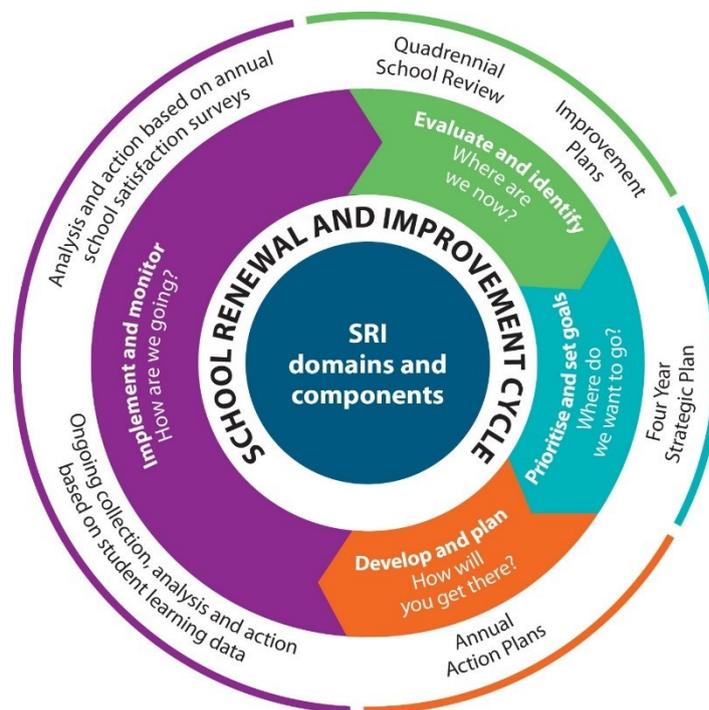
The National Assessment Program Literacy and Numeracy (NAPLAN) did not occur in 2020 due to COVID-19.

School renewal and improvement

Overview of procedures

Since October 2017, all schools/colleges operated by The Corporation of the Roman Catholic Diocese of Toowoomba, have committed to the Toowoomba Catholic Schools School Renewal and Improvement Procedure (SRIP). This adapted a procedure called Excellence in Catholic Education (EiCE) which had been in place since 2012.

The diagram below shows the elements of the SRIP and the relationship between the elements.



SRIP requires all thirty-one schools/colleges to continually self-review their effectiveness using SRI domains and components and develop and implement strategic and annual action plans as a result. The domains and components describe what TCS believes to be the characteristics of a high-quality Catholic school.

As a part of the SRIP all schools also engage in a TCS Quadrennial School Review (every four years) where a panel external to the school but drawn from senior TCS and TCSO personnel works with the school community to review their effectiveness. The panel consists of three or four members, depending on school size, and the panel spends two or three days in the school. Usually seven or eight schools will be involved in a TCS Quadrennial School Review each year.

In addition to the SRIP, schools are required to undertake the Non-State Schools' Accreditation Board's (NSSAB's) review and report annually to the school community to comply with Regulation s.20(d).

Parent, staff and student satisfaction

Biannually, Sacred Heart engages in data gathering from parents, staff and students to assist it in evaluating the effectiveness of its educational program.

Materials provided by Research Australia Development & Innovation Institute (RADII) are used. Part of the RADII process is the collection of data regarding the overall satisfaction of parents, staff and students. Overall satisfaction responses for 2019 are shown below.

Parents

98% of parents satisfied with children's educational progress at the school.

Staff

100% of staff satisfied overall with educational progress of student.

Students

93% of Years 5 - 6 students satisfied with their learning at this school.