



Sacred Heart Primary School Cunnamulla

Catholic co-educational primary school

Diocese of Toowoomba

Annual report 2020

Address	PO Box 224 46 John Street Cunnamulla QLD 4490		Phone number	07 4655 1486	
email	cunnamulla@twb.catholic.edu.au		Principal	Pollyanna Crawford	
Year levels	Prep-Year 6		Enrolment	63	
Co-educational or single sex				co-educational	
Boarders	no	Outside hours school care	no	Vacation care	no
Contact person for information about the school and school policies			Pollyanna Crawford		

The school's mission

Vision

With dignity and pride, resilience and responsibility, in the Mercy Tradition we at Sacred Heart welcome and serve others.

Mission

Sacred Heart Primary School community lives the Gospel values of care, respect and compassion for all. Christian spirit and values permeate all areas of learning and school life and determine the atmosphere of the school. We aspire to be a living faith community together with the Parish, parents and other community members.

Our school acknowledges parents as the first educators and we work with home and community to support the needs of individuals. Sacred Heart Primary School endeavours to provide relevant learning experiences and respond to the needs of the broader community of which it remains an integral part.

Distinctive curriculum offerings

At Sacred Heart, eight Key Learning Areas are taught from Prep to Year 6, including Mathematics, English, Science, Humanities and Social Science, The Arts, Religion, Health and Physical Education and Technology. The syllabuses implemented follow the current ACARA and QCAA documents.

The Toowoomba Religion Curriculum is implemented under the guidance of Toowoomba Catholic Schools Office, and this includes the two dimensions of Religious Education and Religious Life of the School.

The school's experienced and enthusiastic, teacher aides support the class teachers in delivering and implementing small group and individual programs to students. The teacher aides are a vital part of the school as they present literacy and numeracy programs with teachers to ensure that all the students achieve to the best of their ability.

Groupings of students

Sacred Heart has small class sizes. Our composite classes are arranged to provide the best learning opportunities to each year level. The school has a Phonic Ear system in each classroom to assist with auditory learning. This system allows the teacher's voice to be directed into the centre of the room through speakers located in each corner. This system is particularly useful to the hearing impaired and Indigenous students in our school.

Most students at Sacred Heart participate in online intervention sessions conducted by a learning support teacher in Toowoomba. The students can view the teacher on a television screen and access the interactive whiteboard for directed activities. This innovative program uses a range of interactive activities to engage the students and enhance learning.

Use of technology (eLearning)

The use of information and communications technologies is integrated into classroom learning throughout the school with the use of interactive whiteboards, smart screens and software technologies.

Students have access to the internet, computers and iPads and other robotic equipment including BeeBots, Makey-Makeys and Spheros. Students learn using a variety of software including Microsoft TEAMS, Mathletics, Reading Eggs and Children's Britannica Kids.

Our goal is that students learn to use technology responsibly, not just as consumers, but as confident digital citizens who will make use of technology to contribute to a better world.

Students also partake in weekly technology lessons where they are taught computing skills and digital capabilities including parts of the computer, use of Microsoft programs and typing skills. Technology is also used to support student learning at times, especially where a specific learning need or difficulty is identified as part of our inclusive educational practices.

Extra-curricular activities

Students at Sacred Heart Primary School enjoy a wide range of co-curricular activities that help to enhance their learning.

Students enjoy trying out new sports, arts and performance experiences that help them to grow as an individual, work in a team and spend time with children in other year levels.

Co-curricular opportunities at Sacred Heart include

- instrumental music lessons and opportunities for public performances and at Eisteddfods
- middle school participation in the Thargomindah sports camp

- swimming lessons in Term 1 and Term 4
- athletics, swimming and cross-country carnivals
- district athletics and swimming carnivals and opportunities in netball, touch football, rugby league, soccer and tennis
- regional and state trial sporting opportunities
- visiting sporting clinics in netball and basketball
- Year 6 camp to Canberra
- school excursions and in-school visits
- biennial school musical production
- visiting performances from a range of cultural groups.

Social climate (including pastoral care and student behaviour support)

At Sacred Heart, we nurture the social and emotional needs of every student through the implementation of the Zones of Regulation Framework and the You Can Do It program.

The Zones of Regulation Framework, is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides our students with strategies that promote emotional awareness, control of their emotions and impulses, manage their sensory needs and improve their ability to problem solve conflicts.

The You Can Do It program compliments the Zones of Regulation Framework as it teaches students positive attitudes and social-emotional skills that develop young children's resilience, confidence, persistence, organisation and getting along.

Kindy to Prep transition

Sacred Heart endeavours to provide the best possible transition program for students entering school for the first time. Opportunities to prepare Pre-Prep students for the transition to school life include: parent morning teas and information sessions, visits to the local Kindy by the school leadership team and students, Teddy Bear's Picnic, Year 6 Buddy program, three transition days in the Prep classroom and an orientation week interview.

Characteristics of the student body

Sacred Heart's student body can be considered extremely diverse. Located in a remote area the students come from a variety of socio-economic characteristics including graziers, local residents and itinerant workers. The school enrolment consists of 56% Indigenous students. Many of these students use their local home language in the day to day context.

Of the school population, around 38% are baptised Catholic. Each year students receive the Sacraments of Reconciliation, Confirmation and Communion with the help of our local Parish Pastoral Leader.

A number of students at Sacred Heart are supported in disability categories including Hearing Impairment, Speech Language Impairment, ASD and Social and Emotional Disorders.

Many students who begin their schooling at Sacred Heart remain until the end of Year 6.

Parent/carer involvement

Parents are an important part of the Sacred Heart family. They are supportive of school activities and provide services such as tuckshop and fundraising events to the school community.

Sacred Heart actively encourages parents to become involved in their child's education.

Members of the school staff are pleased to meet with parents and assist them in any way they can.

Parent/Teacher interviews are offered twice a year, but staff are always happy to speak with parents at any time should any concerns arise. Parents communicate with teachers using the student diaries, phone calls and email.

Parental attendance is always strong at school events. Many parents attend school liturgies, cultural events and sports carnivals. Parents are always willing to assist at these events and are often called upon to act as time keepers or assistants. When approached, parents are willing to support classroom events including excursions. There is a strong parent presence around the school during drop off and pick up times. Parents are willing to complete surveys and other relevant data gathering information when approached in this time.

To assist parental involvement in their child's education, the school often provides parent information sessions so that parents can learn about important educational issues such as reading and oral language development.

The school's Parent Partnership Forum (PPF) members are friendly and welcoming and generally meet formally once per term. The PPF provides funds to support the school resourcing and student needs.

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.

Staff

Workforce composition

	Total teaching staff	Total non-teaching staff	Indigenous staff
Headcount	8	7	1
Full-time equivalents	6.2	4.7	0.4

Teacher qualifications

Qualification	% of teaching
Doctoral / Post-Doctoral	0%
Masters	25%
Bachelor Degree	63%
Diploma	12%
Certificate	0%

Professional Development (participation and expenditure)

2020 School Budget Allocation: \$4,000.

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

- Reading Improvement Strategy and Phonics to Spelling Approach (modelling, planning and feedback provided from our school Literacy Coach)
- Beyond the Classroom Mentoring and Coaching for Early Career Teachers
- Essential Skills to Classroom Management
- Non-Violent Crisis Intervention Training
- Bishop's Inservice Day – Whole staff spiritual retreat
- Inspire Maths (curriculum and assessment clarity)
- Visible Learning (learning dispositions, creating expert learners, learning intentions and success criteria)
- Religion Curriculum and Religious Life of the School
- First Aid and CPR

Student attendance

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

90%

Student attendance for each year level (expressed as %)

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
82%	94%	91%	91%	93%	90%	90%

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

Rolls are marked twice a day, electronically. Parents are required to contact the school if students are not able to attend. If the parent has not contacted the school by 9.00am, they are contacted by phone or in person on the same day the student is absent to ensure there are legitimate reasons for student non-attendance. Should non-attendance be an issue, a meeting with the principal is required.

National Assessment Program Literacy and Numeracy (NAPLAN) results

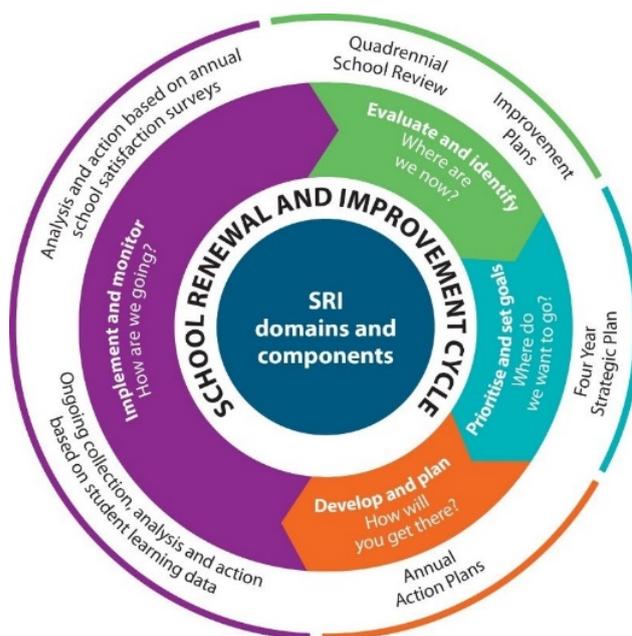
The National Assessment Program Literacy and Numeracy (NAPLAN) did not occur in 2020 due to COVID-19.

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

78% of parents satisfied with children's educational progress at the school.

Staff

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

Students

80% of Years 5-6 students satisfied with their learning at this school.