



Sacred Heart Primary School

2024 Annual School Report



Sacred Heart Primary School
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Introduction

About the Annual School Report

Sacred Heart Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Mr Glenn Patchell

I am proud to present to you the 2024 Annual School Report for Sacred Heart Primary School, Mount Druitt South.

Our school motto is In God We Trust. Religious Education and faith development are major parts of the curriculum and culture of the school.

Sacred Heart Primary School is a multicultural school with students coming from many different countries. The predominant cultures are from Iraq and the Philippines, followed by Sudanese and various other cultures.

At Sacred Heart Primary School, we believe children are the focus of all endeavours, within a caring school community where all feel safe, valued and respected. Sacred Heart Primary School in an educational environment where we continually strive to meet the needs of children and the challenges of educational change.

Sacred Heart Primary School provides a comprehensive education underpinned by our Catholic faith. We provide a broad ranging curriculum, which is inclusive and utilises contemporary learning and teaching methods to cater for the variety of learning needs, interests and abilities of our students. Quality teaching and learning experiences allow students to be actively engaged and challenged in order for them to achieve in all aspects of their learning.

Students at the school from Years 3 to 6 had the opportunity to participate in a wide variety of extra-curricular activities. Since 2014, two major initiatives, which have had a positive impact on students, have been the opportunity for students to learn a musical instrument and become members of the school band,

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

Sacred Heart's Primary School's parents support the growth and building of our community.

In 2024, invitations to parents and carers were extended at every level of school life. The enrolment process was the initial call for parent involvement. At the beginning of the school year, an open invitation through the school newsletter, electronic noticeboard, Seesaw, Facebook and the school website was extended to the parents to look at dates for special occasions. Parents assisted in a variety of ways, highlighting the partnership between home and school. These included sporting days, school masses, school picnics, welcome barbecue for new families, reflections and liturgies.

Through our school newsletters, website, Facebook page, Seesaw app and interactions with staff, parents were aware of the educational pedagogies and learning directions of the school. Parents were kept informed of school policies, procedures and upcoming events and, whenever possible, were actively involved in special events such as Book Week, Catholic Schools Week, sporting activities, school masses and liturgies. The school has excellent facilities and spaces for our children which are conducive to learning.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

In 2024, we learnt many things. Our teachers made it very easy to learn Mathematics by giving us 'warm ups' before we started our lessons. Our teachers also put a great deal of effort into the Mathematics they taught us. They did this by making the lessons interesting and fun. In 2024, we were often given the choice of what learning group we wanted to join. By having learning groups we were able to understand what we were learning because we could discuss ideas. We had incursions and excursions, which were great because our friends and teachers got to experience new things with us. The student leaders had various responsibilities within the school, which helped the school's smooth operation. These included the organisation and collection of office bags each day, assisting teachers when appropriate, being available for help when needed, running assemblies and being given extra responsibilities within the classroom and on the playground. The school environment was improved in many ways, with new shade and sporting equipment.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

Sacred Heart Primary School was established in 1983 by two Sisters of St Joseph and two lay teachers. Classes for one Kindergarten, one Year 1 and one Year 2 were conducted in temporary classrooms. The Sisters of St Joseph withdrew in 1988 and in 1989 a lay principal was appointed. By 1990, pupil numbers had increased so that classes were two-stream from Kindergarten to Year 6 for the first time. The official blessing and opening of the school buildings took place on Sunday 13 May 1990. In 1998, a brand new school library, funded by the Parramatta Diocese and Commonwealth Government, was officially opened and blessed by Bishop Kevin Manning. In 2007, a major building project began which saw a new administration block built and the refurbishment of Kindergarten, Stage 3 and the library. The refurbishment allowed for three agile learning spaces to be created. In 2009, the National School Pride (NSP) Project allowed the school to concrete the area under the Covered Outdoor Learning Area (COLA), upgrade gardens, erect additional fencing and lay 800 square metres of synthetic grass for the children's playground. A grant was also gained to obtain two water tanks and solar panels which power the kindergarten classrooms and the administration block. In 2010, the Multi-purpose learning area was constructed under the Federal Government's Building Education Revolution (BER) initiative. In 2014, the amphitheatre was turned into a Covered Outdoor Learning Area (COLA) and in 2015 the Catholic Education Office provided funds to erect a shade structure over the synthetic grass. In October 2016, information technology was upgraded in every learning space. Every student in Years 1 - 6 is issued with a Chromebook. In Term 2 2017, a major refurbishment of the Stage 2 and 3 buildings began. By May 2018, Stage 2 and 3 had occupied their new agile learning spaces which are purpose built for 21st Century learning and teaching. In 2020, artificial turf was laid and playground equipment installed.

Location / Drawing Area

Located in Mount Druitt South, the school serves the Parish of Sacred Heart Mount Druitt Village. The school draws on students from Mount Druitt, Minchinbury and surrounding suburbs from both sides of the railway line. Currently there are 300 students enrolled at Sacred Heart Primary School of whom over 90% speak a language other than English. A large proportion of the children are refugees, mainly Chaldean Catholics from Iraq and Sudan. There is also a large portion of Filipino families. In total, the school boasts children from 30 different countries.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	35
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	19
Number of part time teaching staff	6
Number of non-teaching staff	10

Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Sacred Heart Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- Staff Development Day focussing on the EAL/D learner and using complex texts.
- Staff Development Day focused on deepening knowledge of new Mathematics syllabus.
- Improvement of students positive behaviour through greater understanding and implementation of the Positive Behaviour Support 4 Learning (PBS4L) framework.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- School community supported the Jesuit Refugee Service through the donation of food to the Jesuit Social Services Ignite food stall
- The community supported Wadeye, a remote Northern Territory Indigenous school community, through the donation of clothing for 0-5 year old children.
- Our community supported Capuchin Outreach, based in Leichhardt, through donations of tea, coffee, Milo, sugar and long life milk to the Friar's van.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's

teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Religious Education professional learning targeted at the Leuven Enhancing Catholic Identity survey.
- Catholic Identity professional learning focusing on prayer and as it relates to the School Improvement Plan Mission goal.
- Developing teachers' knowledge of the new Religious Education curriculum Encountering Jesus.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	59%	66%
Writing	71%	77%
Spelling	51%	61%
Grammar and Punctuation	39%	54%
Numeracy	39%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	79%	71%
Writing	88%	67%
Spelling	77%	68%
Grammar and Punctuation	69%	65%
Numeracy	49%	68%

Student Profile

Enrolment Policy

Sacred Heart Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
118	135
Total Enrolments: 253	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	91%	4	91%
1	91%	5	90%
2	90%	6	89%
3	93%	School Average: 91%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	240
Students with disabilities (SWD)	91
Aboriginal and Torres Strait Islander	2

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Sacred Heart Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Created an agreed approach to PBS4L affirmations which encouraged students to progress from PBS4L certificates to graded PBS4L badges.
- Purchase of calm space resources and playground equipment as well as funding a Multi Activity Wellbeing Day for students through the Wellbeing grant.
- Community gatherings including Masses, Liturgies, Book Character parade, Kindergarten welcome BBQ, open day, school tours and Sacred Heart Feast Day.

Sacred Heart Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

Sacred Heart Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Respect and responsibility promoted through the undertaking of roles such as school leaders, library monitors, liturgy leaders, school choir and FIAT.
- Acknowledgement of Country is recited by school leaders to begin any school assembly or liturgy
- Regular assemblies which promote pride in and respect for our country and teaching positive behaviour through PBS4L lessons.

Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- 2024 Tell Them From Me data reported that parents feel welcome when they visit the school.
- Parents feedback that they are well informed about school activities and written information from the school is in clear, plain language.
- Parents report that teachers take account of their child's needs, abilities and interests.

Areas of strength from the student feedback include:

- 84% of students surveyed in TTFM said they believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 92% of students surveyed in TTFM said their schooling helps them to grow in their understanding of Jesus.
- 87% of students responded that they do not get into trouble at school for disruptive or inappropriate behaviour.

Areas of strength from the staff feedback include:

- 100% of teachers surveyed responded that in their work team it feels safe to take social risks e.g. asking questions and making mistakes.
- 96% of teachers responded that the people they work with cooperate to get the job done.
- 92% of teachers said they have access to the resources and systems needed to do their job effectively.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	To increase the percentage of students who can correctly interpret explicit information in the PAT-R 2024.	Achieved.
Priority 2	By the end of 2024, the students will improve Mathematical fluency in the Number and Algebra strand as reflected in an increased % of students who answer fluency questions successfully in the PAT-M adaptive.	Achieved.

Projected School Priorities	
Priority 1	Improve Literacy and Numeracy outcomes for students K - 6.
Priority 2	Improve students understanding of the Catholic approach to engaging with Scripture

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$3,911,659
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,047,585
Fees and Private Income ⁴	\$538,501
Other Capital Income ⁵	\$97,022
Total Income	\$5,594,767

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$128,625
Salaries and Related Expenses ⁷	\$4,516,235
Non-Salary Expenses ⁸	\$1,204,480
Total Expenditure	\$5,849,340

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses