



Sacred Heart Primary School

2024 Annual School Report



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Catholic Schools
Parramatta Diocese

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 Mrs Natalie Mifsud

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

At Sacred Heart Primary School, we believe that all children are unique and bring to our learning community special gifts and talents. Children learn at their developmental level and through their preferred learning style. The school environment is a positive, happy place where there is mutual respect and where diversity is celebrated.

We are creating a culture of inquiry that promotes problem solving and collaboration. We prepare students to become lifelong learners using the competencies of communication, collaboration, critical reflection and creativity. Our aim is to foster curiosity, spark the imagination, and develop independence and the dispositions for life-long learning.

Our school is characterised by quality learning and teaching, education that is grounded in the teachings of Christ and a strong sense of community spirit. Our school motto, Together We Grow and Rejoice, emphasises our commitment to support students as they grow and develop as unique individuals. We acknowledged and celebrated individual strengths and achievements as a Catholic community and valued partnerships with parents and carers and our parish.

Students were involved in a range of activities outside the classroom, including community events and social justice outreach. Sacred Heart Primary School prides itself on being a place where we show respect, live responsibly and value learning.

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

At Sacred Heart Primary School we encourage the active involvement of parents and carers in the life of the school and in the educational wellbeing of their child. We value the partnership between home and school and foster these relationships.

In 2024, parents and carers were invited to participate in Community Connections meetings where they were updated on our school goals and current school initiatives and provided the opportunity to share any challenges or suggestions for improvement.

Parents and carers were invited to become involved in the community through participation in our many interest groups and special events such as volunteering in the canteen, fundraising initiatives, helping to run sporting activities, coordinating social and community building activities and attendance at masses and liturgies,

learning events and other whole school celebrations. Parents and carers were formally surveyed using the Tell Them From Me survey and provided information to staff about their child's experience and their own experience of Sacred Heart Primary School. The results will be used to look at further improvements at the school.

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

Sacred Heart Primary School is a school where the students have many opportunities to engage in a variety of academic, sporting and creative activities and contribute to the life of the school in a safe and supportive environment.

In 2024, all students had a voice and were encouraged to share their ideas. They were supported to become assessment capable learners who give and respond to peer and teacher feedback.

Each of our Year 6 students took on a leadership role within the school as part of a leadership team. The Year 6 and Kindergarten buddy system helped Kindergarten students experience a positive and supportive transition to school and helped them feel safe and connected to the school community throughout the year. The Peer Support program, facilitated by the Year 6 students, encouraged relationship building amongst the student body and developed positive leadership qualities in all students.

Students from Kindergarten to Year 6 participated in special events and celebrations including social justice outreach, school masses and liturgies, community events and sporting events. They used digital technology resources to enhance their learning experiences.

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, Westmead, was established in 1956 and is a single stream school catering for approximately 190 students. It was founded by the Sisters of Mercy. The Mercy leadership continued until 1993, when the first lay principal of the school was appointed. A close relationship exists between the parish and school and we are fortunate to have Sacred Heart Church on site. From December 2002 to early 2015 the parish community was led by the Camillian Priests (Ministers of the Infirm). We celebrate our faith, our multiculturalism and our achievements as a parish and school community. We pride ourselves on being actively involved in the Westmead Catholic Community which includes Sacred Heart Parish, Mother Teresa Primary School, Catherine McAuley and Parramatta Marist High School.

Location / Drawing Area

Sacred Heart Primary School is located on Ralph Street, Westmead, and draws on students from Westmead and other neighbouring suburbs. If vacancies exist, or if pastoral or medical necessities exist, we also draw on students from other areas as there are four hospitals within the Westmead boundary. Sacred Heart Primary School is a short walk from Westmead Station. Many students walk to and from school or are picked up by parents. The school serves the Parish of Sacred Heart, Westmead.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	23
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	11
Number of part time teaching staff	6
Number of non-teaching staff	6

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:

- Professional learning opportunities focused on developing a deeper understanding of explicit teaching strategies.
- Engagement with the new Mathematics and English syllabus including the teaching advice and the development and implementation of scope sequences and lesson sequences.
- Mandatory training in the areas of Risk of Significant Harm, WHS, Privacy, Child Protection, Voice Training, CPR, Anaphylaxis, Asthma and First Aid.

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:

- The community fundraised to support staff and Stage 3 students who participated in the Vinnies Winter sleepout.
- Students visited the local aged care facility at Easter and Christmas, sharing songs, cards and gifts.
- Students and families participated in the CARITAS appeal during the Lenten season.

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:

- Participation in a Formation Day focused on deepening our connection to, and understanding of, the Mercy Values.
- Deepening staff understanding of scripture passages and their connection to Catholic values, sacraments and church traditions.
- Engaging with the new Religious Education Syllabus 'Encountering Jesus' through participation in online CANVA courses.

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	68%	66%
Writing	89%	77%
Spelling	71%	61%
Grammar and Punctuation	68%	54%
Numeracy	61%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	84%	71%
Writing	92%	67%
Spelling	76%	68%
Grammar and Punctuation	72%	65%
Numeracy	80%	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
109	84
Total Enrolments: 193	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	92%	4	93%
1	91%	5	94%
2	90%	6	92%
3	94%	School Average: 92%	

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)	154
Students with disabilities (SWD)	38
Aboriginal and Torres Strait Islander	0

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:

- Feel Good Friday was celebrated once a term.
- Regular assemblies recognising and celebrating student achievement.
- Review and implementation of strategies used to support a positive approach to student management eg- Calm Space.

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:

- Focused activities aligned to PBS4L identifying respectful, responsible learners.
- Celebrated Harmony Day with the theme Everyone Belongs.

- Emphasised and recognised the Mercy Values of Compassion, Service, Hospitality, Justice, Excellence, Dignity and Stewardship.

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:

- Are well informed about school activities, written information is in clear, plain language.
- Can easily talk to the teachers and teachers listen to concerns I have.
- Recognise that the school supports positive behaviour and acknowledge their child feels safe.

Areas of strength from the student feedback include:

- Classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps students learn.
- Staff consistently provide encouragement and can be turned to for advice.
- Teachers help students to grow in their understanding of Jesus.

Areas of strength from the staff feedback include:

- Staff have a clear understanding of what is expected in their role.
- Staff have access to the resources and systems (e.g. policies, guidelines, materials, equipment, technology, etc.) needed to do their job effectively.
- Staff value opportunities to work cooperatively to get the job done.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	To improve literacy outcomes for students.	Still Working Towards.
Priority 2	To improve students' understanding of the Catholic approach to engaging with Scripture.	Still Working Towards.

Projected School Priorities	
Priority 1	Teachers will have an opportunity to work with an Instructional Coach to improve literacy outcomes, through the use of explicit teaching strategies, with a particular focus on reading in Kindergarten - Year 2.
Priority 2	Teachers will use the 'Senses of Scripture' and the 'World's of the Text' pedagogy to enhance students understanding of scripture and the connection to Mercy Values.

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	\$2,375,814
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$631,304
Fees and Private Income ⁴	\$540,246
Other Capital Income ⁵	\$83,347
Total Income	\$3,630,711

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$36,560
Salaries and Related Expenses ⁷	\$2,718,165
Non-Salary Expenses ⁸	\$927,172
Total Expenditure	\$3,681,897

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