



Sacred Heart School

2022

Annual Report

*A faith filled community educating strong, spiritual,
high achieving, life-long learners*

1. Contextual Information

Sacred Heart School is a Catholic School located in Beagle Bay Aboriginal Community on the Dampier Peninsula with an ICSEA value of 657. Nyul Nyul is the language of the traditional owners of the Beagle Bay area. The community is made up of Nyul Nyul people, stolen generation people who were raised on the Beagle Bay Mission and their descendants, and people from other places and language groups who have settled here. 100% of students are indigenous and speak Aboriginal English as their home language.

The school caters for children from Kindergarten to Year 10 with an enrolment of 65 students. The school also hosts an AFaFE Centre (Aboriginal Families as First Educators) called 'Mooroolbaab' for children 0-3 and their families. The model of schooling offered at Sacred Heart School is underpinned by Gospel values. The school focuses on dedicated teaching of Literacy and Numeracy as a major part of a comprehensive school curriculum. We are a Positive Behavior for learning school encompassing skills and strategies from sound research, and we are committed to strengthening an active, constructive partnership between the school and the community. This involves two-way learning with a community driven Aboriginal Cultural Studies Program which includes the teaching of Nyul Nyul language.

The school offers an holistic education, embracing the spiritual, religious, intellectual, physical, social and emotional development of all students. We value and acknowledge the importance of strong connections to community that lead to meaningful and purposeful learning and quality teaching in a contextualised environment.

Sacred Heart is a complex trauma sensitive school, and we include mindfulness activities and daily check-ins in all classes. We incorporate the principles of Berry Street Training Practices and Stronger Smarter programme and have high-expectation relationships with students, staff, families, and members of our community. A broad range of extra-curricular activities in sport, visual art, IT, music and a wide range of academic competitions and clubs enhance the pastoral and educational programs offered. Inter-house and inter-school sporting competitions and broad student leadership experiences, for example through Bush Cadets, highlight the quality of pastoral care provided to students.

The school engages with the community to improve student attendance and the promotion of positive parenting practices.

Areas of concern identified by both the school and community which influence learning:

- Impact of trauma on learning - highly disruptive students (Hattie states .91 effect size) and effective classroom management.
- Student attendance
- Acquisition of Standard Australian English in both oral and written forms
- Student engagement and learning outcomes.
- A broad range of complex needs of students.
- Professional learning and upskilling of all staff.

2. Teacher Standards and Qualifications

Teaching Qualification	Number of Staff
Masters	1
Bachelor's Degree	5
Post Graduate Diploma	1
Certificates	5

3. Workforce Composition

	Male	Female
Teaching Staff	1	7
Non-teaching Staff	1	10
Indigenous	1	10

4. Student attendance at school

Early 2022 continued to see COVID interruptions, and disruptions to schooling were erratic across the year. This has affected school attendance.

Date: 1/2/22 - 23/12/22	
SCHOOLYEAR	PERCENT PRESENT
PP	43.93
1	48.48
2	36.73
3	40.17
4	53.99
5	50.08
6	55.75
7	46.12
8	50.28
10	2.73

All attendance and non-attendance are marked on SEQTA twice per day.

To assist with improving attendance, the school will:

- Provide school uniform on a need's basis.
- Provide breakfast (Foodbank WA) on a need's basis.
- Transforming Lives Engagement Officer is employed at the school.
- Daily bus run to pick up students from community.
- External bus run to and from school for students who live in outlying communities.
- Liaise daily with families and students to support school attendance through regular Home Visits.
- Work as a team – Aboriginal Teaching Assistants work together with classroom teachers and leadership regarding any family or community issues affecting attendance.
- Provide regular cultural 'On Country' experiences to ensure connection to country and links to classroom learning.
- Weekly 100% Attendance Awards at the school assembly. Families invited to attend. Photos are added to the Facebook page.

- Support parents and build positive community links through the Moorool Baab playgroup 0-3 years.
- Attend YPAR/CPAR meetings to discuss children at risk.
- Work side by side with Department of Communities (if necessary)
- Correspondence is sent to families following low student attendance and suggestions are made for re engagement and support.
- Follow school trends with phone calls and visits.
- Encourage parents to phone the school if their child is absent.

5. NAPLAN annual assessments

Students in Year 3, 5, 7, and 9 take part in the National Assessment in Literacy and Numeracy annually. While school results do not portray the amount of individual differentiation and support in teaching and learning, it is important to note that most of our students have made great gains in their personal academic journey over time.

6. Parent, Student and Teacher Satisfaction

Sacred Heart School Beagle Bay has a unique history and culture, which is loved, lived and understood by all the people. As a community of faith, we ensure that we work together to build a strong unity among all our people, young and old. We maintain a keen focus on ensuring that our learning incorporates 'real life' experiences where children can build on their own agency and further develop skills to become the best person they can be. Our staff work wholeheartedly with all the students in their care and extend themselves daily to go above and beyond. We enjoy a rich, lively community of families and regularly invite their participation in the school.

In 2021, the school conducted a Parent and Caregiver Survey through NSI Partnerships (PACS). The surveys were conducted by students from Pre-Primary to Year 10 and from staff and parents.

The data was shared with the school as part of the feedback process.

Student feedback

Overall, our students feel that the school is a safe place to learn, and they know that they can approach their teachers for support at any time. The students expressed that they understand the school rules and that the teachers ensure that they are followed justly.

Parent feedback

Our parents value the fact that they can send their children to a Catholic school in a remote community. They are proud that their children can attend the same school they did and are very proud of the rich cultural history associated with Beagle Bay. Parents feel welcomed into the school and enjoy participating in class activities, masses and liturgies and concert nights, sports carnivals and on country excursions.

Staff feedback

Our staff feel valued and heard. They feel supported and have a voice in the school. Our unique location and situation help build great relationships and collegiality among staff both indigenous and non-indigenous. The staff feel that they are well resourced and indicate the great sense of pride they have working at Sacred Heart.

7. School Income

As per the My Schools website – www.myschool.edu.au search for Sacred heart School Beagle Bay.

9. Post -school Destinations (Secondary only)

Our students attend secondary destinations at the following:

- St Mary's College Broome
- Clontarf College Perth
- Belmont High School Belmont
- St Brigid's Lesmurdie
- Mazenod College Lesmurdie
- Aranmore Catholic College Leederville
- Perth Ladies College (PLC) Mt Lawley
- Coolgardie CAPS
- Karralundi Meekatharra

10. Annual School Improvement

Sacred Heart School's Improvement Plan can be viewed on our website <https://www.shsbeaglebay.wa.edu.au/>

Sacred Heart School is guided by the Western Australian Curriculum (SCSA). 100% of our students are Aboriginal.

The West Australian Bishops' Religious Units of Work are taught through all year levels from Kindergarten to Year 10. They are taught five days per week with time allocation developmentally appropriate. As part of the Kimberley context, we also use Kimberley Companions to enhance the RE Units.

In all curriculum areas, we are guided by and implement the use of the PP to year 10 Teaching, Assessing and Reporting Policy Standards (SCSA) to inform curriculum delivery

and planning. We regularly review and reflect on data at a whole school, cluster, and individual level to direct teaching programs.

Our Early Years classrooms place the EYLF (Early Years Learning Framework) at the heart of programming and learning activities and are aligned with the Belonging, Being and Becoming philosophies. The Kindergarten Curriculum (SCSA) drives our planning for our 4-year-old programs.

Areas of focus include:

- Early Years staff complete the Self Improvement Tool
- Implementing the QCS Improvement Plan in the early years learning areas
- Incorporating the principles (whole, part, whole) of LDT and NDT with the philosophy of EYLF, NQS and WA curriculum LAPS program, On Entry Assessment for Pre-primary students, EYLND assessment
- Implementing the AFaFE (Aboriginal Families as First Educators) program using the Abecedarian Approach (3a's)

The school has been committed to seeking and employing experienced ECE staff and has been successful, moving into 2022, in employing experienced ECE teachers who will commit to the school and community.

Kindergarten – Year 2 programming reflects EYLF, Belonging, Being and Becoming and has strong links to QIP and NQS.

We are proud to host an AFaFE (Aboriginals as First Educators) group called Mooroolbaab. The children are aged from 0-3 years and attend with a family member. Activities and skills (Abecedarian Approach -3a's) are based on inquiry and creativity and care and provide excellent learning opportunities for both the child and the family member.

There has been a concerted effort to increase numbers in the Moorool Baab group 0-3 years of age.

New staff and a greater focus on games and activities to provide parents with skills and ideas necessary to enhance understanding of child development.

All new staff will be trained in the Abecedarian approach in the AFaFE.

Technology is a large focus area for 2021/2022 and into the future. The school will receive an upgrade through-out the school courtesy of CEWA, which will provide students with a 1:2 iPad. The school also has a healthy bank of iPads and has been able to supplement the CEWA upgrade and now students from Year 1-10 have access to their own iPad in the classroom. All teachers received new Apple MacBook's, keyboards and pens which work compatibly with Apple TVs in each classroom. All Aboriginal teaching Assistants received a new iPad (keyboard and pen on request). We have placed focus on digital technologies use in the classroom and have begun introducing coding and robotics with the children.

