

# Sacred Heart School

2020

## Annual Report

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

## Contextual Information

Sacred Heart School is a Catholic School located at Beagle Bay Aboriginal Community on the Dampier Peninsula with an ICSEA value of 672. 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 from Kindergarten to Year 10 with an enrolment of students. The model of schooling offered at Sacred Heart School is underpinned by Gospel values. The school focuses on teaching English as a second language and numeracy as a major part of a comprehensive school curriculum. We are a Positive Behavior Management School with a strong focus on strengthening an active, constructive partnership between the school and the community. This involves two-way learning with a community driven Aboriginal Studies Program.

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 Stronger Smarter and have high-expectation relationships with students, staff, families and members of our community. A broad range of extra-curricular activities in Visual Art, sport, music, drama, dance and a wide range of academic competitions and clubs enhance the pastoral and educational programs offered. Inter-house sporting competitions and broad student leadership experiences, through bush cadets and Garnduwa sports 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. The School Community Partnership Agreement (SCPA) is in place for 2015-2020. Due to the disrupted year in 2020 by Covid-19, this Partnership Agreement will remain in place for 2021.

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

## Profile of our learners

Sacred Heart School is made up of composite classes ranging from Kindergarten to Year 10.

| Year         | Students | ATSI | LBOTE | IEP | SWD |
|--------------|----------|------|-------|-----|-----|
| Kindergarten | 6        | 6    | 6     |     |     |
| PP/1         | 13       | 13   | 13    | 13  |     |
| 2/3          | 15       | 15   | 15    | 15  | 1   |
| 4/5          | 24       | 24   | 24    | 24  |     |
| 6/Secondary  | 22       | 22   | 22    | 22  | 1   |

## Teacher Standards and Qualifications

|                                   |   |
|-----------------------------------|---|
| Master of Education               | 2 |
| Bachelor of Education             | 7 |
| Early Childhood Education Teacher | 2 |

## Workforce Composition

|                  |    |                      |   |
|------------------|----|----------------------|---|
| Full Time        | 18 |                      |   |
| Part Time        | 3  |                      |   |
| Permanent Staff  | 8  |                      |   |
| Temporary Staff  | 13 |                      |   |
| Male Staff       | 3  |                      |   |
| Female Staff     | 18 | Non-Teaching Staff   | 9 |
| Indigenous Staff | 12 | Non Indigenous Staff | 9 |

## Student Attendance at School

Average student attendance rate for 2020 school year was 47.63% of the total school days.

Average student attendance rate for 2020 for each class was as follows;

|              |       |
|--------------|-------|
| Kindergarten | 59.25 |
| Pre-Primary  | 55.09 |
| Year 1       | 47.3  |
| Year 2       | 58.42 |
| Year 3       | 42.75 |
| Year 4       | 51.69 |
| Year 5       | 56.52 |
| Year 6       | 64.6  |
| Year 7       | 48.29 |
| Year 8       | 43.05 |
| Year 9       | 25.74 |
| Year 10      | 18.95 |

It is important to note that COVID-19 impacted the Aboriginal community very strongly. Families made decisions to stay out of community, live on their blocks by bush or ocean for much of the height of the virus.

Many absences are due to family travel and this can be for extended periods of time. Reasons for this include; culture, attending funerals, ill health in the family, lore and / or community celebrations.

### Non-Attendance is managed in a variety of ways

The school will;

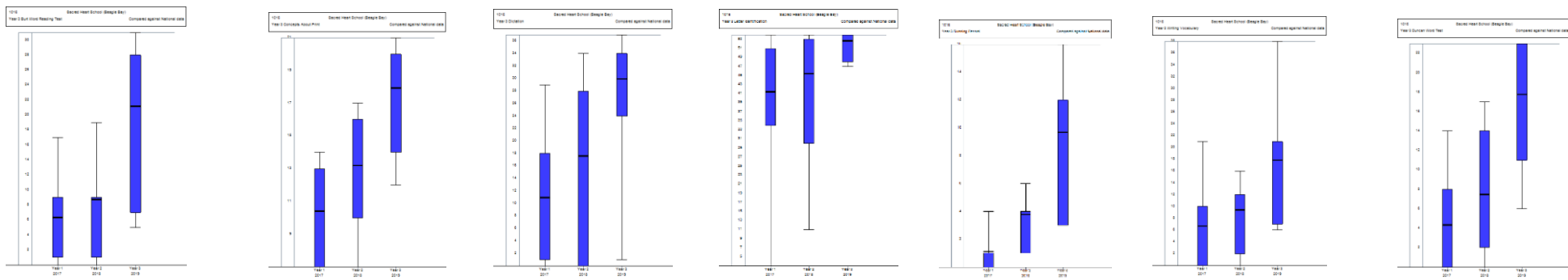
- Provide school uniform (if necessary)
- Provide breakfast (Foodbank WA)
- Liaise with families and students to support school attendance through regular 'Home Visits'
- Work as a team - Aboriginal Teaching Assistants liaise with classroom teachers and leadership regarding family or community issues affecting attendance.
- Provide cultural 'On-Country' excursions to engage students and link tradition to learning.

- Will reward 100% Attendance at School Assembly; photos are added to the Facebook page. Parents/ family members are invited to attend.
- Provide a weekly shop voucher to a high attender (Raffle).
- Support parents and build community links through the 'Beagle Bay Mob' AFaFE program (0-3 years).
- Attend YPAR / CPAR Meetings to discuss children at risk
- Work side by side with Department of Communities (if necessary).
- Employ a *Transforming Lives Engagement Officer* (TLEO) who provides morning pick up in a school vehicle for any student who cannot get to school. Part of this follow up is to meet with families of non-attendees to provide strategies for future attendance of the child, and/ or assist in setting up a meeting with the classroom teacher or Principal. The TLEO works with classroom teachers and follows up on any absentees each morning.
- Provide a daily bus run to bring students from outlying communities to and from school.
- Send correspondence to each family on a regular basis about low attendance with offers to assist re -engagement through meetings, home visits etc.
- TLEO / Leadership and teachers provide prizes for regular, and improved attendance. For example – 'High Attenders Lunch', vouchers at the end of each term.
- Follow up with school trends and contact parents by phone and/or home visits.
- Encourage parents to phone the school if their child is absent to explain absences.

## NAPLAN Annual Assessments

No NAPLAN due to COVID-19

## EYLND DATA 2020



Data suggests there has been significant growth for most children in the early years. In analysing the data, there will be a focus on Reading, with an emphasis on word recognition and vocabulary in 2021.

## Parent, Student and Teacher Satisfaction

Sacred Heart School in 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 children 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.

## School Income

Financial information for the past year as on My School website [www.myschool.edu.au](http://www.myschool.edu.au)

## Post School Destinations

The graduating Year 6 students attended the following secondary schools:

- Aranmore Catholic College Leederville
- Edmund Rice Agricultural College Bindoon
- Peninsula Grammar Melbourne
- Karralundi College
- Belmont Senior High
- Clontarf College
- Broome Senior High

**Informed by evidence from:**

- LEAD system intent
- Evangelisation Plan
- Curriculum Plan
- Quality Improvement Plan
- Aboriginal Education Plan
- Quality Catholic Schooling
- School Cyclic Review
- School Climate Surveys
- Student Data e.g., attendance, wellbeing
- AEIM: Aboriginal Education Improvement Map

**ONGOING EVALUATION**



Spiral of Inquiry (Timperley, Halbert & Kaser 2014)