

2019 Annual Report

Sacred Heart Primary School
Wagga Wagga



2019 Annual Report

2019 Primary School Annual Report

Sacred Heart Primary School Wagga Wagga is registered by the NSW Education Standards Authority. Catholic Education Diocese of Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

Sacred Heart Primary School Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese of Wagga Wagga. This report has been approved by Catholic Education Diocese of Wagga Wagga and in so doing, acknowledges that Sacred Heart Primary School Wagga Wagga has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to Sacred Heart Primary School newsletters and other forms of communication. Further information about Sacred Heart Primary School may be obtained by contacting the school directly or by visiting the [school's website](#).

2019 Annual Report

Section 1: Message from Key Groups in Our School Community

Message from the Principal

Energy, enthusiasm, trust, vision, risk taking, improvement and wellbeing are key words that ran through the life of Sacred Heart during 2019 as all members of the community worked together to ensure that the growth opportunities in faith and life are of the highest quality for the students in our care.

Sacred Heart continues to try and live its motto 'to love is to serve' and there were many occasions during 2019 when the school reached out to others in support and love. The faith life of students and their families was nurtured through prayer opportunities, liturgies and formal lessons leading to a greater understanding of the mission of Jesus and the Catholic traditions.

Our students love being here and that was evident each day as they came in with smiles ready to greet their friends and teachers.

Progress is evident in all of our school improvement focus areas as a result of professional learning, reflection and conversations with staff.

We celebrated the school moving to two streams and have reflected on the benefits for learners, both socially and academically.

Over 2019, the school took on a new look with demolition of and the replacement build of the administration block which has created better facilities for staff, students and families. We are grateful to the Commonwealth Government and Catholic Education Diocese Wagga Wagga for grants which enabled this much needed work to occur.

Our playground was transformed with the development of an extensive nature playground to support the wellbeing of all students at Sacred Heart Primary School. What a great resource to have within the school.

To all who work together to make Sacred Heart the wonderful community that it is, thank you.

Carolyn Matthews
Principal

2019 Annual Report

Message from the Parent Body

2019 has been a year of change for the Sacred Heart school community. Of particular note are the building works and the construction of the new nature playground. Whilst the development has brought some disruption, the staff and parents have adapted to ensure that life is as uninterrupted as possible for the students.

The School Council continued to be impressed this year by the work of the Leadership Team and the staff in furthering the opportunities for the children of Sacred Heart. At almost every Council meeting we were surprised by the progressive approaches the staff were implementing. These approaches cover learning, teaching, well being and pastoral care of children. We saw a relentless aspiration and drive to be better and do better. Parents were encouraged to speak with any of the staff to enhance their knowledge and understanding of the initiatives at Sacred Heart.

Thank you to the staff whose work and effort exceeds expectations.

Looking to the broader community, we have been extremely lucky to have an active and committed Parents and Friends Committee that worked to provide social and fundraising activities for all families. The School Fete, held every second year, is a key fundraiser and the P&F raised the bar by ringing the school community together for a very successful fundraiser. Your efforts were greatly appreciated.

The School Council members thank you for your contribution to the school during 2019. It has been highly valued and appreciated. Sharing ideas that enhance the life of the school is invaluable.

Sacred Heart has enjoyed another good year and we look forward to all that the coming year will bring.

Rhys Bower
Chairperson
School Council
November 2019

2019 Annual Report

Section 2: School Charism / Features / Context

Sacred Heart Primary School is a parish school supported by the Sacred Heart Parish of Koorungal. The school is a two stream school catering for students from Kindergarten to Year Six.

The school is committed to assisting to prepare young people for 'their future' by providing an education which develops competencies for tomorrow's world in a community which strives to live the message of Jesus in the tradition of the Catholic Church.

At the time of the 2019 August census Sacred Heart Primary School had an enrolment of 306 students from Kindergarten to Year 6. Located in the suburb of Koorunga, the school caters for the needs of students from a wide range of backgrounds and experiences.

Sacred Heart Primary School was opened in 1960. Originally it was staffed by Presentation Sisters, who founded the school in the spirit of Nano Nagle who sought to ensure justice for all. True to that spirit, Sacred Heart Primary School continues to be an inclusive community that responds actively to the needs of those in the community and surrounds, living its motto 'to love is to serve'.

The school today is characterised by:

- Respectful relationships and opportunities to learn how to be resilient and maintain positive relationships,
- Dedicated and forward thinking staff team,
- Pedagogical practices that are based on current educational research,
- An integrated inquiry approach to teaching and learning that is supported by developing the 'habits of mind', some of which include thinking, innovation, creativity, flexible thinking and responding with wonder and awe,
- Up to date teaching and learning facilities, and
- Students striving for improvement.

2019 Annual Report

Section 3: Student Profile

The following information describes the student profile for 2019 as at the August census.

Girls	Boys	LBOTE*	Indigenous	Total
156	150	16	9	306

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the CEDWW.

Copies of this policy and other policies in the report may be obtained from the CEDWW website or by contacting the Central Office or the school.

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	94%
Year 1	93%
Year 2	91%
Year 3	93%
Year 4	91%
Year 5	93%
Year 6	90%

The average student attendance rate for 2019 was 92%.

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. Whilst parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

Sacred Heart Primary School staff, under the Principal's leadership, support the regular attendance of students by:

2019 Annual Report

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community,
- Maintaining accurate records of student attendance,
- Recognising and rewarding excellent and improved student attendance, and
- Implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance,
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and the appropriate intervention strategies are implemented, and
- The Director of Catholic Education Diocese of Wagga Wagga or designated Catholic Education Diocese of Wagga Wagga personnel are provided with regular information about students for whom chronic non-attendance is an issue and where school strategies have failed to restore regular attendance.

2019 Annual Report

Section 4: Staffing Profile

At the time of the 2019 August census there were a total of 25 teachers and 12 support staff at Sacred Heart Koorringal. This included 17 full-time and 8 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum was:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	0
Proficient	25
Number of staff who are indigenous	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific inservice courses, meetings, conferences and a range of professional learning programs provided by Catholic Education Diocese of Wagga Wagga.

Professional learning is ongoing and in line with the Annual Improvement Plan at Sacred Heart Primary School through weekly meetings, professional readings and dialogue, review of research, professional learning conversations, conferences and workshops with consultants and experts.

During 2019, staff were involved in the following professional opportunities:

- Quality teaching and Learning based on the work of Sharratt and Fullan,
- Teaming and Norming
- Mindful Curriculum
- CEDWW Literacy Framework
- English Agreed practice
- Child Protection
- Spirituality - Nurturing of Faith
- Habits of Mind
- Aspects of Maths
- Technology in the classroom
- Impact of Trauma on learners
- Professional Learning Goals using MyPad
- Elements of Assessment (Sharratt)
- English Scope and Sequence
- PDHPE
- Compass
- Teaching and Learning that Make the Difference - Sharratt

2019 Annual Report

- Literacy Practices
- English - Concept based
- Finland study tour focused on play based pedagogy
- ALEA conference
- Wellbeing conference

2019 Annual Report

Section 5: Catholic Life

Sacred Heart Primary School Wagga Wagga follows the Wagga Wagga Diocesan Religious Education curriculum, ***Sharing Our Story***. This curriculum was supported by the use of Diocese funded digital resources such as Understanding Faith and school funded digital resources to increase student engagement and learning outcomes.

Catholic Heritage

Sacred Heart Primary School was founded in 1960 by the Presentation Sisters in the spirit of Nano Nagle, their foundress. The school continues to build on the foundational principles of the Presentation charism ensuring a strong commitment to pastoral care, acceptance and appreciation of all, the development of what social justice means and the nurturing of hope and commitment to God and belief in the value of self. It is a community endeavoring to further the mission of Jesus in the context of the Catholic tradition and its sacramental life.

Liturgical Life of the School

Sacramental programs are a source of celebration as the children progress on their faith journey. Reconciliation occurred in Year 3, First Communion in Year 4 and Confirmation in Year 6.

All students attend school masses, held approximately three times per term with each grade taking a turn to prepare the Mass. Parents and friends are invited to share in the celebrations. Students also attend Mass to mark special celebrations during the year such as the beginning of the school year, Feast of the Sacred Heart, Feast of Nano Nagle, the Assumption and Ash Wednesday.

Liturgies, apart from masses, are held to celebrate and commemorate special times or events such as Lent, Easter, Anzac Day and Advent.

The three parish schools, Mater Dei Catholic College, Mater Dei Primary School and Sacred Heart Primary School shared in the organisation of the Sunday evening Parish Mass each term to which families were invited to attend.

Staff and Student Faith Formation

Sacred Heart Primary School staff are conscious of the importance of continuing to nurture their faith. They do this through participation in the life of their parish, attendance at faith formation programs provided by the diocese and school, personal reading, prayer and attendance at workshops and retreats provided by a range of agencies.

The faith formation of students is central to the life and mission of the school. Faith formation occurs through immersion in a community of faith and participation in the range of opportunities that are integral to school life which include a formal religious education program, Sacramental Preparation Program, prayer, liturgies, conversations and retreats.

2019 Annual Report

Evangelisation and Social Justice

Sacred Heart Primary School is very conscious of the needs of others. Through the Religious Education Program, daily conversations and learning opportunities students are conscious of the need to share resources, give generously to those in need, to stand up for what is right and to care for the environment.

During 2019 the students and staff supported:

- St Vincent de Paul Winter and Christmas appeals,
- Caritas Australia,
- Catholic Mission, and
- Fundraisers to support families in need.

Professional Learning in Catholic Life and Mission

Catholic Education Diocese of Wagga Wagga established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

Staff participated in the following professional learning opportunities:

- Spirituality day,
- Missionary Discipleship professional learning and activities,
- 'Connections' retreats, and
- The Season of Lent and making it relevant for student lives.

The theme of evangelisation was explored during 2019 by the staff of Sacred Heart Primary School. All staff members were surveyed by the newly appointed REC to ascertain how their spirituality might be enriched. The result of the survey strongly indicated that evangelisation at the school is at work through the motto, 'to love is to serve'. All staff members were enthusiastic about engaging in acts of missionary service within the school and wider community. This missionary discipleship is performed regularly through acts such as:

- preparing a meal to share with people in need, particularly cancer patients at Lillier Lodge, a hostel for those undergoing treatment away from their hometown,
- creating a family group to welcome and assist new families in the local parish to become affiliated,
- connecting community celebrations with liturgical celebrations and witnessing to school students how to show love and service to others, and
- continuing the chrism of Nano Nagle through staff and student participation in events which enhance the work of Caritas, Catholic Missions and St Vincent de Paul.

This theme of living with an open heart was further explored through a staff retreat. Throughout this retreat staff members deepened their understanding of the images of God, the Grace of God and spiritual formation. The exploration and spiritual development of each staff member allowed the staff to build a stronger collegial faith community to continue to serve the students, parents and other school community members through the explicit teaching of the message of Jesus and witnessing the living of our Christian Mission.

2019 Annual Report

Section 6: Curriculum

Sacred Heart Primary School Wagga Wagga follows the NSW Education Standards Authority syllabus for each subject/course offered as required for registration and accreditation under the Education Act 1990 (NSW) and implements the associated requirements of Catholic Education Diocese of Wagga Wagga.

Sacred Heart Primary School provides a holistic education for all learners. Students are provided with a wide range of teaching and learning experiences to develop the skills, competencies, attitudes and content prescribed in the Syllabuses.

The courses of study are enriched by a focus on inquiry learning and the development of the 'Habits of Mind' which complement the curriculum and enable students to be prepared for their future.

All students, during 2019, accessed specialist art classes, dance, music and drama classes and the kitchen-garden program, which, in a practical way, develops a healthy lifestyle and an awareness of the environment and sustainability.

Other opportunities included but were not limited to:

- Reading Recovery available to teacher identified students in Year One
- Quicksmart Literacy continued to support identified students in Years 5 and 6
- Focussed intervention through the Extending Mathematical Understanding was provided for Year 1 and Year 2
- Literacy support was provided for students in Stage 1 and Kindergarten
- Students from Year 2 to Year 6 had the opportunity to learn a musical instrument and to be a member of the school band, which began in the later part of 2016.
- Students with special needs were catered for through the provision of Personalised Plans and where necessary, additional staff support.
- Excursions were provided during the year to enrich the teaching and learning program. During 2019, students participated in excursions associated with the arts, religion, democracy, history and science.
- A Water Safety program was undertaken by students from Kindergarten to Year 6 during Term 4.
- The 'Sport in Schools Program' enabled the school to provide some after school clinics for students in a range of sports.
- Royal Far West support in the areas of speech and occupational therapy and wellbeing
- Students participated in the 'Blueearth Program' which develops self confidence, team skills and resilience
- Students benefited from a 10 week Gymnastics program during Term 2
- Students choose to participate in the ICAS assessment program.
- Opportunities were provided for enrichment and support through teacher attention to differentiation.

Various sporting bodies conducted skills clinics during the year where students learnt the skills of a specific sport from talented players or development officers. These sports included

2019 Annual Report

athletics, rugby league, AFL, netball, Cricket Blast Health PE Program and soccer gala days for Years 3 to 6.

Students participated in representative sports in their chosen field, giving opportunities to gifted and talented students to compete in higher level competition. Students also competed in inter-school competitions such as Paul Kelly Cup (AFL), Mortimer Shield and Trent Barrett Shield (Rugby League) and Jackie Murphy Netball competition.

2019 Annual Report

Section 7: Student Performance in State-Wide Tests and Examinations

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The tables below show the percentage of students who achieved particular skill bands in numeracy and the strands of literacy. Sacred Heart Primary School Wagga Wagga results are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation.

Year 3	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 10	0%	0%	0%	2%	2%
Band 9	0%	0%	0%	0%	0%
Band 8	2%	0%	0%	2%	0%
Band 7	9%	0%	5%	15%	5%
Band 6	16%	12%	14%	15%	21%
Band 5	31%	36%	29%	34%	21%
Band 4	19%	45%	21%	21%	28%
Band 3	16%	5%	24%	2%	16%
Band 2	2%	2%	2%	7%	7%
Band 1	5%	0%	5%	2%	0%

2019 Annual Report

Year 5	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 9	0%	0%	0%	2%	0%
Band 8	5%	5%	7%	5%	3%
Band 7	27%	7%	20%	17%	10%
Band 6	24%	29%	30%	18%	30%
Band 5	27%	27%	24%	41%	44%
Band 4	7%	17%	12%	12%	10%
Band 3	10%	15%	2%	5%	3%
Band 2	0%	0%	5%	0%	0%

2019 Annual Report

Section 8: Pastoral Care and Wellbeing

Pastoral Care / Academic Care / Wellbeing

Sacred Heart Primary School is committed to providing a safe and stimulating environment conducive to learning. This is characterised by endorsing the gospel values of justice, inclusion, reconciliation, truth and honesty.

Student wellbeing continued to be of the highest priority with students being cared for through quality relationships of trust with teachers and support staff. Conversations and check in meetings were held regularly with students to ensure they were happy and safe.

During 2019, School Counsellor support was increased and students engaged in a Program called 'The Mindful Curriculum'.

Discipline Policy

All classes worked with their teachers to develop class norms and expectations giving students a sense of ownership of class and school climate, behaviour and expectations.

On occasions when students required support with their behaviour they were engaged in coaching sessions to help them learn the desired behaviour that contributes to a positive and healthy community.

The procedures used to respond to discipline issues at Sacred Heart are based on the principles of procedural fairness. Procedural fairness refers to the 'right to be heard' and the 'right to an unbiased decision'.

**Policy is available on the [school website](#)*

Anti-Bullying Policy

The community of Sacred Heart Primary School work as a team to ensure a safe environment that unambiguously sends a message to all members of the school community that bullying behaviour is totally unacceptable. A Wellbeing survey was conducted with parents, staff and students during Term 4, 2018 to gather data for planning to meet the needs of students in 2019.

**Policy is available on the [school website](#)*

Initiatives Promoting Respect and Responsibility

- Affirmation and recognition when students show respect and act responsibly
- Year 6 Leadership Program
- All Year 6 students are recognised as student leaders with a range of responsibilities
- Implementation of a Religious Education Program which promotes a respectful way of life
- Group meetings/conversations to practise desired behaviours
- Modelling of desired behaviours

2019 Annual Report

- Clear expectations and teaching of desired behaviours
- Personal Development Programs which encourage the development of healthy relationships and resilience
- Kitchen Garden Program which supports an appreciation of and respect for others and the environment.
- 'Bluearth' Program
- 'Mindful Curriculum' introduced

Complaints and Suggestions Policy

Catholic Education Diocese of Wagga Wagga established a Complaints and Suggestions Policy which is implemented by all schools in the Diocese.

The Policy forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities.

A community that is open to complaints and suggestions is characterised by signs of impartiality and confidentiality, respect for the dignity of those involved and is proactive in ensuring there is no fear of victimisation. The processes in the Complaints and Suggestions Policy are to ensure procedural fairness.

No changes were made to this document in 2019. A review of the policy will be undertaken prior to 2020.

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by Catholic Education Diocese of Wagga Wagga Systemic Schools, is designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the CEDWW policy documents of Pastoral Care, Student Wellbeing and Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an

2019 Annual Report

important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these Diocesan documents in 2019.

In compliance with the **NSW Reform Act 1990**, corporal punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school.

Section 9: School Review and Improvement

Each year Sacred Heart Primary School Wagga Wagga develops an Annual Improvement Plan (AIP) which identifies key priority areas for the given year.

2019 Annual Improvement Plan

Improvements Targets that the school is seeking /Strategic Priorities (What do you want to improve? from the context in which the school operates; current student outcomes, current school practices, school review findings and recommendations and from the CSO's strategic plan)	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvement s targets will be measured)	Implementation Strategies/Activities/Ta sks (What actions are required to progress the improvement target. the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Target ed Resources (Finances, personnel, facilities, professional developme nt, resources, CSO or community partnership s)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure performance by monitoring progress in: student/staff/parent data, milestones)
Priority Area: Capacity Building: a highly skilled System workforce focused on improving outcomes for all students.	Students achieving at least 1 year's growth using the EMU Growth Points	Engage with the EMU Mathematics Assessment Interview Ongoing implementation of the Targeted Mathematics Initiative with a focus on Individual teacher growth and further challenge to Kindergarten and Years 4-6 in Counting	TMT Classroom Teachers Principal	TMI Resources	On-going monitoring by Monash University TMT surveys and reflections NAPLAN results
To improve students' outcomes in English	All students will show growth in PAT Reading, NAPLAN	To use the data gathered at the end of 2018 to refine improvement focuses	Leadership Team Classroom Teachers	Shirley Brady	On-going monitoring by Leadership and Teachers

2019 Annual Report

	(2020) and whole school writing assessment	Provide professional learning on the English Syllabus and Learning Progressions	Classroom Teachers	Marea Worthsfold	Reflected in Programs
		Develop an English scope and sequence informed from the English Syllabus and the CEDWW Literacy Framework by the end of Term 4	Leadership Team and Classroom Teachers	Marea Worthsfold	Reflected in Programs Scope and Sequence document On-going professional learning and associated tasks
		To engage in Professional Learning provided by Lyn Sharratt and use the learning to improve practice and student outcome.	Leadership Team	Lyn Sharratt	Reflected in programs and evident in classroom practice through classroom observations, micro-teaching, professional conversations, peer collaboration
		To review the CEDWW Literacy Framework to inform the development of a balanced English session	Classroom Teachers	Marea Worthsfold	Tracking use of data
		To document the balanced English Session to become agreed practice within SHK by the end of Term 4	Leadership Team Classroom Teachers	Marea Worthsfold	Up-to-date Plan
		Refine the teaching and learning and assessment of data in English at SHK Refine the School English Assessment Plan	Leadership Team Classroom Teachers	Marea Worthsfold	Tracking use of data
		Review assessment data to analyse student growth	Leadership Team Classroom Teachers	Leadership Team	

2019 Annual Report

<p>To develop strategies that promote positive emotional wellbeing for staff, students and parents</p>	<p>100% of staff will have a renewed sense of commitment to HOM</p>	<p>Analyse data from school surveys</p> <p>Teaching emotional wellbeing, targeting Stage 2 and 3. Sarah and Sam attend PD provided by Blue Earth and professionally develop remainder of staff via staff meeting per semester</p> <p>Teacher wellbeing - Liase with staff per term/semester regarding teacher wellbeing needs and plan in response to their needs</p> <p>Parents wellbeing - provide information evenings around wellbeing in conjunction with other schools in the wagga deanery</p> <p>Renew focus on Habit of Mind with all staff through professional development via staff meetings per semester. Creation of HOM doc where focus in each stage is noted and how it is going to be completed</p> <p>Introduce 'The Mindful Curriculum' to SHK. Action plan committee to meet with CEDWW who develop PD for staff</p> <p>Eating/fruit break to be reviewed to create common school practice</p> <p>Daily Pep for students to enhance fitness, coordination and wellbeing.</p>	<p>All staff Sam</p> <p>Bluearth Sarah P, Sam, Stage 2 teachers</p> <p>Carolyn</p> <p>Cluster Principals/mission directors/wellbeing committee</p> <p>HOM leader on each stage and exec. member</p> <p>Wellbeing Committee</p>	<p>2018 data</p> <p>Bluearth</p> <p>Expert practitioners</p> <p>HOM Committee</p> <p>CEDWW</p> <p>Crunch & Sip</p>	<p>Evidence in program and in Google Doc each term</p>
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2019 Annual Report

To build a strong collegial faith community that develops and maintains positive relationships and a strong sense of being missioned by Jesus	100% of staff will have a renewed sense of community and mission	Survey all staff to ascertain how their spirituality might be enriched.	All staff	Cate Munn	Collated data
		For staff to engage together in some act of missionary service	All staff	Cate Munn	Attending a Charity
		For each class to engage in acts of missionary service.	Classroom Teachers	Cate Munn	Evaluation and ideas for further planning
		Provide the opportunity for staff to attend a reflective retreat day	All staff	Andrea Dean	Timetabled in Staff Meeting agenda
		During staff meetings to reflect and further develop inspirations/growth/understandings from the retreat day	All staff	Cate Munn and Carolyn Matthews	Attendance of parents and an evaluation
		Explore ways of how to engage with SHK families around spirituality and faith - A reflection morning to touch on personal spirituality - meditation/Yoga	Parents	Karen Lenahan	

Evaluation of achievement	
Target	Evidence
To improve students outcomes in English	<ul style="list-style-type: none"> English syllabus knowledge was depthed and evident in conversation and planning Comprehensive E Scope and sequence developed English Agreed Practice developed by staff Evidence of improvement in Reading K-6 Teachers developing 'bump it up' walls and individual learning goals for students
A highly skilled workforce	<ul style="list-style-type: none"> Improved NAPLAN results Evidence of student growth K-6 from MAI assessment

2019 Annual Report

	<ul style="list-style-type: none"> ●Consistent approach to Maths K-6
To develop strategies that promote positive emotional wellbeing for staff, students and parents	<ul style="list-style-type: none"> ●Evident that students are using skills developed through class sessions. Blue earth to self monitor ●Initiatives put in place with staff that led to a range of changes that enhanced wellbeing - goal setting with P, professional learners ●Time provided for focus and nurturing of wellbeing (yoga, meditation)
Renewed sense of commitment to Habits of Mind	<ul style="list-style-type: none"> ●Teachers engaged in professional learning and made link to the syllabus ●Teachers programming with the competencies of Habits of Mind influencing focuses, approach and activities
Build a strong collegial faith c'y that develops and maintains relationships and a strong sense of being missioned by Jesus	<ul style="list-style-type: none"> ●Survey was conducted early in 2019 which influenced planning of experience for staff ●Staff attended an overnight and day retreat on being a missionary disciple in our context ●From conversation action if impact on them all ●All staff who were able participated in supporting patients at Lilliar Lodge have committed to do the same in 2020 ●Evidence of a growing ability amongst staff to know what Jesus's mission is and what it means for CP

2019 Annual Report

Key Improvement Areas for 2020

DOMAIN: CATHOLIC LIFE

Area for Improvement:

1. Religion Curriculum and Pedagogy:

- To build teacher capacity and knowledge so as to enable RE teachers to teach quality RE lessons

2. Social Justice:

- To improve student understanding of missionary discipleship to enable them to encounter and engage with Jesus through stewardship
- To create links between parents, school and parish groups so as to build caring and supportive communities that engage in learning.

Evidence Informing Area for Improvement:

- Parameters #1 - Shared Beliefs and Understandings, # 12 - Parental and Community Involvement
- From staff 2019 AIP reflection and feedback
- Staff survey in regards to missionary discipleship
- Student interest in missionary discipleship
- Observation of practice during RE lessons

Teaching Standards (where relevant):

2.1 Content and teaching strategies of the teaching area

6.3 Engage in professional learning and improve practice

7.4 Engage with professional teaching networks and broader communities

Actions to be Implemented	By Whom?	By When?	Evidence of Impact	Budget Allocation (if applicable)
1. <u>Religion Curriculum and Pedagogy</u> •To view Teaching Programs to ascertain if RE is being programed through the Inquiry Process	Cate Munn	Term 1	Teaching and learning programs and/or lesson plans include explicit teaching strategies which will engage all students in the learning process.	
•Survey teachers in regards to	Cate Munn	Term 1	Teachers	

2019 Annual Report

<p>programing the units of RE to find out what teachers are challenged by and what support is required</p>			<p>confident in the delivery of Religious Education content and pedagogy</p>	
<p>2. <u>Social Justice</u></p> <ul style="list-style-type: none"> •Connect with support services and parish groups (aged care, St. Vincent de Paul, Smith Family, Liturgy group Mainly Music, School Family Group) to ascertain the links and actions that can be made between student and support services 	Cate Munn	Term 1	<p>Students and staff providing service to key organisations who accepted the schools offer of support</p>	
<ul style="list-style-type: none"> •Spirituality staff meeting - Year groups to meet and identify in program unit where links can be made with the support services e.g. Stage 1: Present and Past Family Life (History) - Connect with the elderly in 	Cate Munn	Term 2	<p>Class program showing the links</p> <p>Student work samples show how teaching strategies created links with outside agencies to effectively enhance student understanding of missionary</p>	\$1,000.00

2019 Annual Report

aged care and share their past.			discipleship	
<ul style="list-style-type: none"> •Visits organised for class groups to provide support to services and parish groups 	Cate Munn	Term 2	Parental involvement with class group and/or support service	
<ul style="list-style-type: none"> •Parent involvement assisting with visits to the support services and involvement with the parish groups. 	Cate Munn	Term 3 and Term 4		

2019 Annual Report

DOMAIN: LEARNING AND TEACHING

Area for Improvement: English with a focus on Writing

Evidence Informing Area for Improvement:

- Naplan data
- PAT Reading Testing
- Benchmarks in Writing Samples
- Parameter #3 Quality Assessment Informs Instruction and Parameter #14 Shared responsibility and accountability

Teaching Standards:

2.3 Curriculum, assessment and reporting

2.5 Literacy and Numeracy Strategies

6.1 Identify and plan professional learning needs

6.2 Engage in professional learning and improve practice

6.4 Apply professional learning and improve student learning

Actions to be Implemented	By Whom?	By When	Evidence of Impact	Budget Allocation
Implementation of Agreed Practice	Classroom teachers	End of Term 1	Consistent practice K-6 as evidence through Micro teaching, walk throughs. Teaching programs	
Developing quality unit of work based on the Scope and Sequence	Michael Murray	WK 5, Term 1 Ongoing	Quality units being implemented in classrooms that reflect the scope & sequence	
Purchasing resources to develop units of work	Fiona & Carolyn	Term 2	Teachers have what they need to teach	
Develop an assessment	English Team with staff	Term 1 Week 7	Clarity around assessment	

2019 Annual Report

plan that reflects the English scope & sequence			expectations and consistent approach K-6	
To coordinate Learning walks, Micro-teaching, Walk throughs and Learning Conversations to improve the quality of teaching and learning.	Leadership (Sam/Fiona)	Term 1 Week 8-10	Observe student engagement and targeted teaching based on data	
Teachers develop a professional learning plan.	Teaching staff	Term 2	Teachers achieving their goal	
Writing •Creating a data wall to track Writing using learning progressions		Term 2 Week 9 & 10	A live data wall	
•Case management meetings		Term 4 Wk 4	Evidence brought forward to meetings	
•Review the benchmarks of the Marking Criteria	English Team	Term 1 week 10	Clear guidelines	
•Agreed Practice of Marking Criteria process	Classroom teacher	Ongoing	Clear guidelines	
•Teachers actioning on the data	Classroom teacher	Ongoing	Evidence in programs	

2019 Annual Report

<ul style="list-style-type: none"> •Student goal setting 	Fiona & Carolyn	Term 1	Visible and linked to bump it up walls	\$10,000.00
<ul style="list-style-type: none"> •Explore access to knowledgeable others for PD (Nesa, Petaa, Sheena Cameron) 	English Team	Term 1	Changed practice as a result of shared research and expertise	
<ul style="list-style-type: none"> •Creating Spelling Scope and Sequence 	Leadership Team	Ongoing	A document and a consistent approach K-6 Improved results as of 2022	
<ul style="list-style-type: none"> •Review and monitor the focuses identified in Terms 1 and 2 	Leadership	Term 1	Quality teaching and learning and also quality documentation that is relevant and referred to	
<ul style="list-style-type: none"> •Leadership to review PAT reading and the Writing Criteria to identify patterns and follow up 			Targeted teaching that impacts on student achievement	

2019 Annual Report

DOMAIN: COMMUNITY AND WELLBEING

Area for Improvement: Student and staff wellbeing

Evidence Informing Area for Improvement: Wellbeing surveys of students, staff and parents

- School behaviour log
- Conversations during Coaching Sessions
- Time spent by Principal and Assistant Principal dealing with anxious and dysfunctional students and families
- The number of students on personalised plans
- The percentage of students accessing the school counsellor
- Parameter #1 Shared beliefs and understandings
- Parameter #6 Case management approach

Teaching Standards (where relevant):

- **4.3** - Manage challenging behaviour
- **4.4** - Maintain student safety
- **4.2** - Manage classroom activities
- **4.1** - Support student participation
- **4.5** - Use ICT safely, responsibly and ethically

Actions to be Implemented	By Whom ?	By When?	Evidence of Impact	Budget Allocation (if applicable)
<p>●Support the chaplaincy initiative</p> <p>●Introduce and support the ongoing implementation of the ‘Bounce Back’ Program throughout the whole school to</p>	<p>Carolyn</p> <p>Bounce Back facilitat or</p>	<p>End of 2020</p> <p>February 2020</p>	<p>*Organised pastoral care initiatives and programs in place for students</p> <p>* Less student referrals to the Wellbeing Committee</p> <p>*Conversations with chaplain to review the success of the program</p> <p>* Lesson plans and/or teaching and learning programs which demonstrate that student’s wellbeing and safety have been considered in all</p>	

2019 Annual Report

allow for a consistent approach to caring for student wellbeing			activities * participation in professional learning program	
•Professional learning on cybersafety within the school and parent community	Kirra from Safe on Social	March 2020 & Ongoing	* evaluation and review of existing ICT policies with feedback from students, teachers, parents and relevant community stakeholders *Participation and relevant notes from professional learning sessions on different strategies that promote the safe, responsible and ethical use of ICT	
•Develop a Positive Behaviour for Learning (PBL) Program to be implemented throughout the whole school	Leadership	Term 2 and ongoing throughout 2020	*Participation in professional learning activities which enhance understanding of how to manage challenging behaviour * Development of a comprehensive approach to supporting positive behaviour *Register kept indicating how behaviour issues were dealt with * Behaviour Policy and procedures reviewed and updated	
•Opportunities for Staff to suggest strategies to support their ongoing wellbeing - Staff setting personal wellbeing goal	Carolyn	Week 6, Term 1 & 3	*A staff wellbeing map compiled and displayed for staff inspiration and conversation	
•Explore strategies with knowledgeable	Carolyn	Term 1	Happier, more rounded, less anxious students	

2019 Annual Report

<p>others to inform daily practices to support student wellbeing</p> <p>•Provide parents with information and opportunity for conversation about the wellbeing initiatives being introduced during 2020</p>	Sam	Ongoing	<p>*Parent information sessions were conducted</p> <p>* provide opportunities which require parents to be involved in their child's learning</p> <p>* Communication with parents/carers through school newsletters, notes and/online platforms about learning that is occurring in classrooms</p> <p>* Parent session to explain the concepts of Bounce Back</p>	
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2019 Annual Report

Section 10: Parent, Student and Teacher Satisfaction

Parents are the primary educators of their children and are always welcome at the school. The opinions and ideas of parents, students and teachers are valued. Their suggestions are considered in school planning processes. This year Sacred Heart Primary School used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
65%	34%	1%

Student Satisfaction

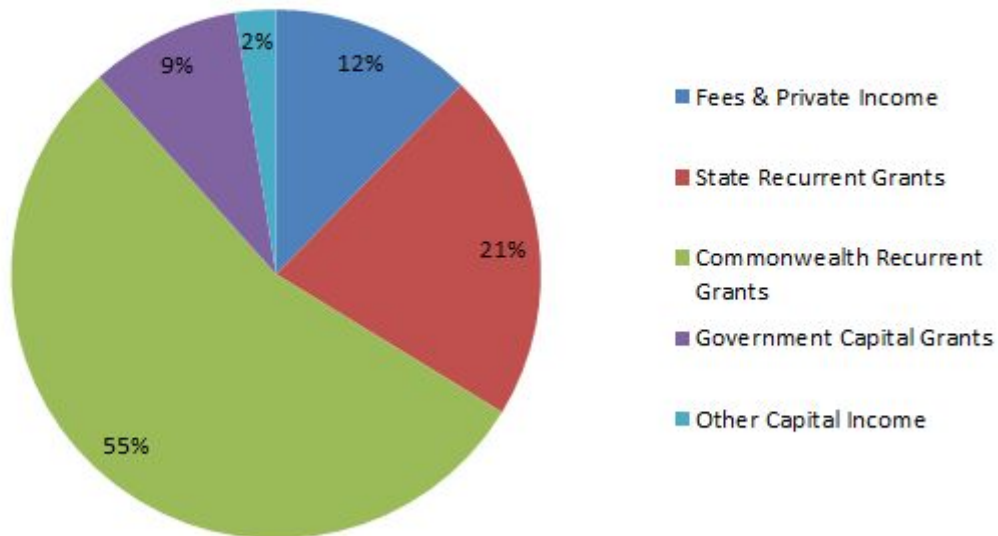
Highly Satisfied	Satisfied	Dissatisfied
53%	46%	1%

Observation, professional conversations and comments from staff indicate that they are happy and fulfilled most of the time in their roles at Sacred Heart Primary School.

2019 Annual Report

Financial Report

School Income



School Expenses

