



# SACRED HEART CATHOLIC SCHOOL

## 2017 Annual Report

Principal: **Carolyn Matthews**

Address: PO Box 8155 Koorinal  
Wagga Wagga NSW 2650  
Phone: 02 6922 6900  
Fax: 02 6922 4849  
Web: [www.shkww.edu.au](http://www.shkww.edu.au)

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## ***Sacred Heart Catholic School - 2017 Annual Report***

### **About this Report**

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

The *Annual School Report to the Community* provides parents and the wider community with fair, reliable and objective information about Sacred Heart Catholic School's performance measure 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 College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, Sacred Heart Catholic School community and the Catholic Schools Office, Wagga Wagga. This *Report* has been approved by the Catholic Schools Office, Wagga Wagga in consultation with the School Consultant who monitors Sacred Heart Catholic School, has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for Registration and Accreditation secondary schools and Registration primary schools.

This *Report* complements and is supplementary to Sacred Heart Catholic School newsletters and other forms of communication. Further information about Sacred Heart Catholic School may be obtained by contacting Sacred Heart Catholic School or by visiting Sacred Heart Catholic School's website.



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### **Section 1: Message from Key Groups in Our School Community**

#### **Message from the Principal**

During the 2017 school year Sacred Heart Catholic School community continued to grow as a community of faith and learning. Reflection on wellbeing, teaching practice and achievement allowed the community to set clear goals for 2017. Through professional learning, collegial meetings, attention to data and reflection on practice the school improved its practice for the students in its care.

At the core of our school life is the spreading of the mission of Jesus. Staff, along with parents provided many and varied opportunities for the students to grow in faith and an understanding of the Catholic tradition and the message of Jesus for their lives.

The students of Sacred Heart Catholic School showed kindness for one another initiating opportunities to reach out to others in need. Through daily opportunities they engaged in their learning and grew as individuals in their ability to think critically, inquire, solve problems, be creative, manage their impulsivity and work collaboratively.

The parent community of Sacred Heart Catholic School is second to none in the generous way they support the school. Fundraisers, requests for support in and outside the classroom bear testimony to this. We are grateful to have such a wonderful parent community so committed to the working with their school.

We give thanks for the blessing of 2017 and look forward to the further nurturing of our community in 2018.

Carolyn Matthews  
Principal

#### **Message from the Parent Body**

*Sacred Heart Catholic School Council - Chairperson's Report - 2017*

2017 has been another very busy year for the Sacred Heart Catholic School community.

Sacred Heart Catholic School continued to be supported by dedicated teachers and support staff who continued their commitment to the care, education and development of our children during the year.

I would also like to acknowledge the leadership team of the School for their flexibility and leadership which enhances the life of our school.

The School Council members in 2017 continued to support the school through their generous service, support and commitment.

The school was also very fortunate to benefit from the extensive effort of the Parents and Friends Association. The Parents and Friends Association operates the Canteen and Uniform Shop as well as organising a wide range of fundraising events to meet its substantial and ongoing commitment to school resources each year. 2017 included a mix of old and new events with the return of the Sacred Heart Catholic School Fete which was a resounding success.

Joint meetings of the Executives of the School Council and Parents and Friends Association continued during 2017 to enhance cooperation and communication.

The Extend group operators of the Outside School Hours Care (OSHC) program started the before school care service commencing for Term 1 in 2017 providing another valuable service for families.

Annette Figgus  
School Council President 2017



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### **Section 2 : School Features/Context**

Sacred Heart Catholic School is a Parish School supported by the Sacred Heart Parish of Koorungal. The school is a multi-aged 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 2017 August census Sacred Heart Catholic School had an enrolment of 249 students from Kindergarten to Year Six. Located in the suburb of Koorungal the school caters for the needs of students from a wide range of backgrounds.

Sacred Heart Parish 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 Catholic School continues to be an inclusive community that responds actively to the needs of those in the community and surrounds.

The school today is characterised by:

- respectful relationships and opportunities to learn how to be resilient and have positive relationships
- up to date teaching and learning facilities
- 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



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### Section 3: Student Profile

The following information describes the student profile for 2017:

Girls	Boys	LBOTE*	Indigenous	Total
134	115	14	9	249

\*Language background other than English

#### Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)<sup>†</sup> which is implemented by all systemic schools in the Diocese. The implementation of this policy is monitored by the Catholic Schools Office.

This policy exists to assist Sacred Heart Catholic School in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met.

Application forms are obtainable from Sacred Heart Catholic School's office.

Upon application for enrolment, parents are to be given a copy of the Diocesan Policy and procedures. Parents must be assisted to understand the policy and procedures. All completed application for enrolment lodged with the School Principal by the designated closing date will be treated in accordance with the enrolment process.

#### Sacred Heart Catholic School Enrolment Policy (full text)

##### RATIONALE:

The Catholic school is a true and proper Church entity bringing faith, culture and life into harmony through its integrated activity of educating the whole person academically, spiritually, physically and emotionally.

From its Catholic identity, as part of the evangelising mission of the Church, the School derives its fundamental characteristics and structure as a genuine instrument of the Church, a place of real and pastoral ministry.

That is why it is vital that School and Parish collaborate and that the School be integrated into the Parish's pastoral program, especially in regard to celebrating the Sacraments.

This policy exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met.

##### THE APPLICATION PROCESS

Application forms are obtainable from the school office.

Upon application for enrolment, parents are to be given a copy of the Diocesan Policy and procedures. Parents must be assisted to understand the policy and procedures. Lodgement of the relevant application for enrolment will be deemed as agreeing to support the policy and procedures.

All completed application for enrolment lodged with the School Principal by the designated closing date will be treated in accordance with the enrolment process.



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### **CRITERIA FOR ENROLMENT**

Children from families who are prepared to be supportive of the life and teachings of the Catholic Church, to adhere to the religious practices, educational ideals and financial requirement of the school may apply for enrolment.

Priority in enrolment is given in the following order, except in special circumstances.

- ∅ Children of practising Catholic families who are involved in the life of the parishes within the pastoral region, which the school serves (The recommendation of an Ethnic Chaplain shall have the same consideration as that of a Parish Priest).
- ∅ Children of Catholic families residing in the parishes within the pastoral region which the school serves.
- ∅ Children of Catholic families residing in the parishes within the pastoral regions of the Diocese.
- ∅ Children of Orthodox or other Christian families.
- ∅ Children of non-Christian families.

It is expected that normally Catholic students shall make up approximately 80% or more of the enrolment of the school. Permission to allow any significant departure from this norm would have to be sought from the Director of Schools.

Siblings of students already enrolled in the school do not necessarily have priority for enrolment.

No child is to be excluded from enrolment on the basis of a genuine inability to pay fees.

### **THE ENROLMENT PROCESS**

Special consideration may be given to individual cases, schools and situations, as determined by local circumstances, for the following reasons:

- \*Children of practising Catholic families residing in parishes from other pastoral regions who are actively involved in their home parishes.
- \*Parents' intentions with regard to their own and their children's search for education in the faith.
- \*Family situations necessitating a pastoral approach or requiring the exercise of compassion.
- \*Family circumstances regarding mobility.
- \*Late applications as a result of work or family commitments forcing a move from elsewhere into the parish to which the school belongs.
- \*The special education needs of students.



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### **SPECIAL EDUCATION REQUIREMENTS**

Where an application indicates that a student has a special educational need, the Principal will refer it to the Special Needs Education Officer.

The Education Officer (Special Education) will, with the Principal and parish priest, assess whether or not the school (supported by the Catholic Schools Office) can provide the facilities, resources and suitability trained personnel to support the educational needs of the applicant.

The Principal and Education Officer will then meet with the applicant's parents/caregivers to discuss the prospective enrolment prior to the application being considered.

#### ***Process for Applications for Kindergarten - Year 6 Throughout the Current Calendar Year***

Application for enrolment may be made at any time for students wishing to commence throughout the school year.

An Enrolment Application and Information package is available on the school website or from the school office.

Once completed, the application form needs to be returned to the school office. On reception of documentation the office staff will check the enrolment form and identify any additional documentation that may be required.

An interview with the Principal will be organized for the parents and prospective student. A file is created with all documentation in time for the interview.

Parents are advised of the success of their application

#### ***Kindergarten Applications For Following Calendar Year***

The enrolment period for Kindergarten generally opens in March. The opening and closing dates are advertised locally through the Parish Bulletin, public notices and the school website.

Application forms and enrolment packs are available from the school office or website.

All sections of the enrolment form should be completed and returned to the school prior to the closing date for enrolments.

Upon return of the completed forms, school office staff will check the enrolment form and identify any additional documentation required and then coordinate an interview with the parent, student and the Principal.

All documents, must be provided and reviewed prior to the interview. Visa documents must be sighted and certified by the Sacred Heart Catholic Primary School Staff. Birth Certificate must be provided and a copy needs to be attached to the enrolment application. Baptismal Certificates must be provided and copies taken by the office staff and attached to the enrolment form where applicable.

Parents are notified of the success of their enrolment following the Kindergarten interview period

Special consideration is to be given if an application falls into the following categories and the Principal is required to contact the appropriate personnel at Catholic Schools Office:

1. enrolment of students with special needs/learning difficulties
2. enrolment of non-Australian citizens
3. enrolment of temporary residents
4. enrolment of students on student visas
5. enrolment of exchange students
6. enrolment of students on visitors visas
7. enrolment of ESL – New Arrivals
8. enrolment of LBOTE students



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9. enrolment of Indigenous students

10. part-time enrolment

### Conditions of Enrolment

If any misleading information has been provided on application for enrolment, or any omission of significant, relevant information made, acceptance of enrolment will not be granted. If discovered after acceptance the enrolment may be withdrawn.

On enrolment, parents agree to pay all school fees, levies and charges incurred while their child is enrolled (including any expenses incurred by the school as a result of late or non-payment).

No student will be refused enrolment because of an inability, as distinct from an unwillingness, of a parent/guardian to meet their school fee commitments. Parents should contact the Principal to discuss particular circumstances.

As a condition of continuing enrolment, parents agree to accept and support the discipline and attendance policy of the school. Breach of these policies, may lead to an enrolment being cancelled.

Children from families who are prepared to be supportive of the life and teachings of the Catholic Church, to adhere to the religious practices, educational ideals and financial requirement of the school may apply for enrolment. Lodgement of the relevant application for enrolment will be deemed as agreeing to support the policy and procedures.

†Copies of this policy and other policies in this report may be obtained from the [Catholic Schools Office website](#) or by contacting the Catholic Schools Office phone: 0269370000.

### Attendance Policy

Principal is to maintain an Attendance Register (roll) in a format approved by the Minister. Attendance registers must be available for inspection by the authorised person at the Catholic Schools Office.

The school attendance register is a legal document and cannot be altered after 7 school days. If an absentee note arrives after this period, it is to be recorded in the note section of the register. All notes are to be signed and dated.

Parents and Carers are required to explain the absences of their children from school promptly and within seven school days to Sacred Heart Catholic School.

The Principal must

- Provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.
- Is responsible for ensuring that Attendance Records are maintained and are accurate.
- Must ensure that the Schools Consultant is informed of attendance problems and issues. This includes providing the School Consultant or nominee with regular information about students for whom chronic non-attendance is an issue.
- Must ensure that staff are provided with information on attendance requirements and their obligation to monitor and promote regular attendance at Sacred Heart Catholic School.

The Principal has the authority to grant:

- sick leave to students whose absences are satisfactorily explained as being due to illness
- Exemption from school attendance for periods totalling up to 50 days in a 12 month period for any one student
- Part-day exemptions from school for periods totalling up to 50 days in a twelve month period

### Maintaining Attendance

Parents are responsible for:

1. ensuring that their children attend school regularly.
2. Explaining the absences of their children from school promptly and within seven days to the school.
3. Taking measures to resolve attendance issues involving their children.

School staff are responsible for supporting the regular attendance of students by:

1. Maintaining accurate records of student attendance.
2. Implementing programs and practices to address attendance issues should they occur.
3. Providing clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.





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The principal is responsible for:

1. Ensuring that Attendance records are accurately maintained
2. Staff accurately record the attendance of each student
3. The School Consultant or nominee is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.
4. All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly
5. That appropriate intervention strategies are implemented
6. Will undertake all reasonable measures to contact parents promptly of an unexplained absence. This contact may be made either by providing the parent with an Absentee Notice, by telephone, email or SMS text message.
7. May record up to 15 days in a school year for students of compulsory school age who have provided an explanation of the absence which has been accepted
8. May decline to accept as satisfactory an explanation for an absence. The parent should be advised that the explanation has not been accepted and the reason for the decision provided.
9. May request medical certificates or other documentation when absences explained as being due to sickness are frequent or prolonged. Medical certificates are not sacrosanct documents. Where principals have concerns about medical certificates being produced for absences, they can ask the parent to request that the doctor write on the certificate the statement 'this child is unfit for school' with specified dates included.
10. Where having ongoing concerns can request the parents' consent to contact the doctor. If the request is denied and where Principal is unhappy with the reason for absence, can record the absence as 'unjustified'.

### **Section 3: Student Profile**

#### **Student Attendance and Retention Rates**

<b>Year</b>	<b>Attendance %</b>
Kinder	95
Year 1	95
Year 2	94
Year 3	94
Year 4	93
Year 5	94
Year 6	95

The average student attendance rate for 2017 was 94%.

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

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

- providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the Sacred Heart Catholic School community;
- following up early on non-attendance
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- 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 non-attendance, unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;



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- the Director of Catholic Schools or designated Catholic Schools Office Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom Sacred Heart Catholic School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance of the Diocese of Wagga Procedures for student Non-Attendance Policy.

#### Section 4: Staffing Profile

The NSW government requires that this report details the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

#### Teacher Standards

The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority.

Teacher Qualification		Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	19
b	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

The following information describes the staffing profile for 2017:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
19	9	28

\*This number includes **13** Full time teachers and **6** part-time teachers

Percentage of staff who are indigenous	0
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### **Section 4: Staffing Profile**

#### **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 the Catholic Schools Office Wagga Wagga.

Professional Learning is ongoing at Sacred Heart Catholic School through weekly meetings, professional reading and dialogue, conferences and workshops with consultants and experts.

During 2017 staff were involved in the following professional learning opportunities:

- Relationships and Learning (based on the research of Professor John Hattie)
- Working in teams
- Visible learning
- Analysing and Interpreting Data
- Child Protection
- CPR
- Pedagogical Practice
- Maths – the Maths Hour and Developing Agreed Practice for Maths
- Habits of Mind
- Development of Maths Scope and Sequence
- Autism
- Governance
- History of the School and the Charism of the Presentation Sisters



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### **Section 5: Catholic Life and Religious Education**

Sacred Heart Catholic School follows the Wagga Wagga Diocesan Religious Education Curriculum, **Sharing Our Story**.

#### **Catholic Heritage**

Sacred Heart Catholic 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 endeavouring to further the mission of Jesus in the context of the Catholic tradition and its sacramental life.

#### **Liturgical Life of the School**

The nurturing of the Catholic faith is an integral part of the life of the school community as staff work to develop in each child a relationship with God and an understanding of living a Christian way of life. Students participate daily in Religious Education lessons in the classroom from the Sharing Our Story program. They pray daily and participate in a range of prayer forms and liturgies.

Sacramental programs are a source of celebration as the children progress on their faith journey. Reconciliation occurs in Stage 2 (Years 3 & 4), First Communion in Stage 2 (Years 3 & 4) and Confirmation in Stage 3 (Years 5 & 6). As part of our biannual cycle students received the Sacraments of Reconciliation and Eucharist in 2017.

All students attend school Masses, held 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.

Classes in turn are responsible to organise the Sunday evening Parish Mass each month to which families are invited to attend.

#### **Staff and Student Faith Formation**

Sacred Heart Catholic 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 our 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.

#### **Social Justice**

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

During 2017 the students and staff supported:

- St Vincent DePaul winter and Christmas appeals
- Caritas Australia
- Catholic Mission

#### **Professional Learning in Catholic Life and Mission**

The Diocese of Wagga Wagga Catholic Schools Office has 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 on the charism of Nano Nagle and the Presentation Sisters
- Missionary Discipleship professional learning and activities
- 'Connections' retreats
- The Season of Advent and making it relevant for student lives



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### **Section 6: Curriculum**

Sacred Heart Catholic School 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 the Catholic Schools Office, Wagga Wagga.

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

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

All students, during 2017, 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. This included but was not limited to:

- Reading Recovery is available to teacher identified students in Year One.
- Quicksmart Literacy was introduced during 2017 to support identified students in Years five and six.
- Students from Year Two to Year Six have 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 are catered for through the provision of Personalised Plans and where necessary additional staff support.
- Excursions are provided during the year to enrich the teaching and learning program. Students participated in excursions associated with the arts, History and Science during 2017.
- An intensive gymnastics program was undertaken by students from Kindergarten to Year Six during term two.
- The 'Sport in Schools Program' enabled the school to provide some after school clinics for students in a range of sports.

Students can choose to participate in the ICAS assessment program. Opportunities are provided for enrichment and support throughout the students learning program.

Various sporting bodies conducted skill clinics during the year where students learn the skill of a specific sport by talented players or development officers. These included Auskick, Basketball and Cricket.

Students participated in representative sport in their chosen field, therefore, giving opportunities to gifted and talented students and 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.



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### Section 7: Student Performance in Statewide 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 College 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 aspects of literacy. The School/ College results shown are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported in the following strands: Number, Measurement and Data, Space, Patterns and Algebra.

<b>Year 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>	<b>Data Measurement Space &amp; Geometry</b>	<b>Number Patterns &amp; Algebra</b>
Band 6	17.1	5.7	28.6	34.3	11.8	14.7	11.8
Band 5	25.7	37.1	11.4	14.3	20.6	17.6	17.6
Band 4	22.9	20.0	20.0	22.9	26.5	20.6	26.5
Band 3	22.9	34.3	25.7	11.4	20.6	29.4	20.6
Band 2	2.9	0.0	8.6	8.6	14.7	17.6	11.8
Band 1	8.6	2.9	5.7	8.6	5.9	0.0	11.8
<b>Year 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>	<b>Numeracy</b>	<b>Data Measurement Space &amp; Geometry</b>	<b>Number Patterns &amp; Algebra</b>
Band 8	17.5	2.4	9.8	12.2	7.3	9.8	7.3
Band 7	27.5	4.9	17.1	17.1	14.6	7.3	12.2
Band 6	27.5	41.5	39.0	31.7	43.9	51.2	43.9
Band 5	17.5	39.0	24.4	24.4	22.0	22.0	17.1
Band 4	7.5	9.8	7.3	12.2	12.2	9.8	17.1
Band 3	2.5	2.4	2.4	2.4	0.0	0.0	2.4



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### Section 8: Pastoral Care and Well Being

Sacred Heart Catholic 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.

\*Policy is available on the school website [www.shkww.edu.au](http://www.shkww.edu.au)

#### Discipline Policy

Sacred Heart 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.

\*Policy is available on the school website [www.shkww.edu.au](http://www.shkww.edu.au)

Sacred Heart Catholic School provides an atmosphere which promotes the balanced development of the whole person based on Christian values. In doing this, we strive for personal excellence, the promotion of quality education, equality of opportunity and justice for all members of the school community.

Effective and positive discipline helps promote constructive and positive behaviour. We accept responsibility along with the home and community to help the children develop socially acceptable behaviour based on rights, responsibilities and consequences.

The procedures used to respond to discipline issues at Sacred Heart will be 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 [www.shkww.edu.au](http://www.shkww.edu.au)

#### Anti Bullying Policy

The community of Sacred Heart Catholic 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 to gather data for planning to meet the needs of students in 2018.

\*Policy is available on the school website [www.shkww.edu.au](http://www.shkww.edu.au)

#### Initiatives Promoting Respect and Responsibility

- Year Six Leadership Program
- All Year Six 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
- Clear expectations and teaching of desired behaviours
- Personal Development Programs which encourage the development of healthy relationships, resilience
- Kitchen garden program which supports an appreciation of and respect for others and the environment.

#### Complaints and Grievances Resolution Policy

The Diocese of Wagga Wagga has established a [Complaints and Suggestions Policy](#) which is implemented by all school in the Diocese. The implementation of this policy is monitored by the Catholic Schools Office.

#### 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 the CSO for Wagga Wagga Systemic Schools has been 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 the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



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### Section 9: School Review and Improvement

Each year Sacred Heart Catholic School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.

#### 2017 Annual Improvement Plan

Strategic Priority Area	Strategic Student Improvement Priorities	Student Improvement Targets for 2017	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Evidence of Improvement
<b>Catholic Life &amp; Mission</b>	Developing the student's understanding of the Charism and history of SHK	understanding of the faith story of our school	<p>organise professional development for staff</p> <p>develop units of work for each stage for our FSW (develop a working group to put this together) that will explore the Presentation Sisters Charism and history and how it impacts on the culture of our school</p> <p>attendance at Presentation Sisters conference</p> <p>celebrates with the community the significant people and events</p>	Before the end of 2017 (timely PD throughout the year)	REC  Working group	Presentation Sisters (Susan Miller)  Faith, Story & Witness program	<p>increased visual representations around the school</p> <p>more embedded within whole school</p>
<b>Pastoral Care &amp; Wellbeing</b>	A strong collegial culture that builds and maintains positive relationships between staff, students and parents based on mutual trust and support	students survey data suggests they feel valued by their teacher and confident in their class/school environment through enhanced relationships with their teacher	<p>Survey Staff, parents and students Term 3 2017 regarding well-being and satisfaction levels</p> <p>Principal to meet with Staff in the beginning, middle and end of the year, beginning 2017, to gauge well-being in areas where support may be required</p> <p>Provide evidence-based research regarding the role that relationships have on academic achievement and well-being for teachers to implement in their everyday practice</p>	Survey Term 3	CSO Staff	Researchers; Terry Lovat	<p>less referrals to exec teachers following through with their responsibilities in dealing with issues with their students</p> <p>peers conversations regarding student well-being</p>





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<p><b>Student Learning &amp; Pedagogy</b></p>	<p>Maths will be our student learning priority in 2017</p> <p>SHK will have a highly skilled professional team who take collective responsibility for improving student learning and well-being within a culture of collaboration</p>	<p>before students leave Stage 1 that students will achieve 100% their benchmarks (Literacy &amp; Numeracy)</p>	<p>refine the teaching and learning and assessment of data in Maths at SHK</p> <p>document 'Maths Hour' to become agreed practice within SHK</p> <p>clearly articulate through the Leadership team the strategies it has in place to ensure quality teacher development</p> <ul style="list-style-type: none"> <li>- Work with staff to develop their professional learning plan (PLP)</li> </ul> <p>refine and plan for professional conversations, collegial visits, challenging conversations (PLC)</p> <p>evaluate how effectively Stage teams are working</p> <p>monitoring systematically student achievement</p> <p>Developing a program to track student progress from a whole school level</p> <p>Exact benchmarks to be discussed with staff at early in 2017</p> <p>Exec to discuss Literacy and Numeracy data and subsequent goals with teachers from Week 6 of each term based on completed work/assessments</p> <p>Develop coherent, documented PLP that supports school focusses for improvement</p>	<p>Week 6 of each term meetings with class teachers to discuss data</p> <p>Early Term 1 20017 student benchmarks to be addressed</p>	<p>School Exec</p>	<p>PAT Maths</p> <p>Schedule for Annual Collection</p> <p>Resource Collection agent as per Learning Technologies Advisory Committee</p>	<p>class teacher tracking throughout year the benchmarks are being met</p> <p>professional learning model is being undertaken by all staff</p> <p>time for professional conversations, collegial visits and walk throughs are given priority</p>
<p><b>Strategic Leadership &amp; Partnerships</b></p>	<p>The leadership team will pursue opportunities to refine their skills in interpreting whole school data to inform practice</p>		<p>discuss with staff to review the previous year and to prepare the refinement of the strategic plan for 2018</p> <p>to remain focused on the above goals regardless of other opportunities</p>	<p>Term 3</p>	<p>Exec</p>	<p>CSO Personnel</p>	



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**Evidence of Achievement of Targets of 2017 Annual Improvement Plan**

Target	Evidence
<p><b>Developing the student’s understanding of the Charism and history of SHK</b></p>	<p>Units of work developed and taught by staff</p> <p>Staff participated in a professional learning day facilitated by Jane Plum with follow up sessions led by the REC</p> <p>Aspects of the history and charism focussed on at whole school and parent gatherings</p> <p>Visual resource developed on the history of the school for use with staff, students and parents</p>
<p><b>A strong collegial culture that builds and maintains positive relationships between staff, students and parents based on mutual trust and support</b></p>	<p>Staff professional learning on working as a team and the importance of collaboration - staff meetings and professional learning community conversations</p> <p>Principal conversations with staff conducted each term</p> <p>Staff norms developed by the staff and revisited in a timely manner</p> <p>Wellbeing survey conducted to gather data on student, staff and parent wellbeing. Data reviewed for 2018 plans</p> <p>Regular check in’s with ‘at risk’ students</p> <p>Regular classroom visits by principal and leadership team</p>
<p><b>Maths will be our student learning priority in 2017</b></p> <p><b>SHK will have a highly skilled professional team who take collective responsibility for improving student learning and well-being within a culture of collaboration</b></p>	<p>Maths was the priority for conversation and professional learning during 2017</p> <p>Agreed Practice for teaching Maths developed by staff</p> <p>Professional learning on quality pedagogy in Maths and developing the Maths hour</p> <p>Maths conversations each week between class teacher and Targeted Maths teacher</p> <p>Mid term review of Maths data</p> <p>Class visits, micro teaching, modelling of best practice, Maths professional conversations engaged in regularly by all teachers</p>
<p><b>The leadership team will pursue opportunities to refine their skills in interpreting whole school data to inform practice</b></p>	<p>Led review with staff to formulate 2018 focuses and Annual Improvement Plan</p> <p>Began work on interpreting whole school data</p>



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#### Priority Key Improvements for 2018

*Strategic Planning Annual Plan 2018 Sacred Heart Catholic School.*

Improvements Targets that the school is seeking /Strategic Priorities	Performance Measures/ Targets with Timelines/ Milestones	Implementation Strategies/Activities/Tasks	Professional Learning Team members Lead Roles Delegations and Accountabilities	Key/Targeted Resources	Review Process and Measures
To improve students' outcomes in numeracy	<p>100% of teachers will be using our Maths Agreed Practice by the end of Term 1</p> <p>All students will show growth in PAT Maths and MAI assessments</p> <p>100% of teachers will implement differentiation into their Maths sessions by the end of Term 1</p>	<p>Staff will develop SMART goals around the Maths Agreed Practice by Week 5.</p> <p>Classroom observations and walk through K-6 will take place each week with reflection/feedback to staff.</p> <p>Agreed Practice will be evident in programs and classroom practice.</p> <p>Mathematics conversations with K-2 teachers will take place each week and conversations each fortnight for 3-6 teachers.</p> <p>Micro-teaching will take place in Week 5 in Term 2 and 3 for professional reflection and coaching. Professional Development for Effective Feedback in Term 3.</p> <p>On Day 1 Term 1 specific staff to report Back on Differentiation from Carol Ann Tomlinson's professional development day.</p> <p>Staff will develop SMART goals around Differentiation Term 1 Week 11</p> <p>Professional Development in Wollongong Diocese visiting classrooms to observe differentiation groups.</p>	<p>leadership team, teachers</p> <p>Leadership</p> <p>Teachers</p> <p>Fiona and K-6 Teachers</p> <p>Sam, Fiona and Carolyn</p> <p>All staff</p> <p>Sarah W, Therese F, Fiona</p> <p>leadership team, teachers</p> <p>All staff</p>	<p>CSO staff - Bernadette Gibson and Mark Moriarty</p> <p>Noel Henry, CSO Wollongong Diocese</p>	<p>Student achievement data to see growth in the MAI's.</p> <p>anecdotal notes/ reflections via staff conversations.</p> <p>Written feedback /coaching sessions from micro-teaching.</p> <p>Effective Feedback School Plan</p> <p>Student achievement data to see growth in MAI's. Written reflections /coaching via staff conversations, feedback/coaching sessions from micro-teaching.</p>
		<p>Student survey at the beginning of Term 2 to reflect on attitudes and needs in Maths.</p> <p>Observations of Differentiation practice in the classroom via walk through and micro-teaching. Provide feedback to staff of observations.</p> <p>Evidence of planning for differentiation in programs.</p> <p>Maths conversations with K-2 teachers each week and each fortnight with 3-6 teachers.</p> <p>Data from MAI growth points to inform differentiation and grouping of students to target areas for growth.</p>	<p>Sam, Fiona and students</p> <p>Leadership</p> <p>Teachers</p> <p>Fiona and teachers</p> <p>Teachers and Fiona</p>	<p>and Teachers in specific schools</p> <p>MAI kits, Extending Mathematical Understanding activities</p>	
To develop teachers knowledge in the application and analysis of data	<p>All teachers improve in the knowledge, and application of analysing data</p> <p>Staff beginning to use the learning progressions by the end of Term 1</p>	<p>Professional Development on analysis of and effective use of data to inform teaching and learning in Maths, Term 2 Day 1</p> <p>Professional Development on analysis of and effective use of data to inform teaching and learning in Literacy (Running Records)</p> <p>As teams review data and its impact on teaching and learning to monitor student growth</p> <p>Professional development - Learning Progressions in Term 1 Week 4</p>	<p>leadership team and teachers</p> <p>K-2 teachers</p> <p>leadership and stages</p> <p>All staff</p>	<p>Shirley Brady,</p> <p>Marea Worsfold</p> <p>Carey Menz-Dowling and Marea Worsfold</p>	<p>Compare student growth rates from 2017 to 2018. All results to be recorded by Week 9 Term 2 and Week 7 of Term 4.</p> <p>Leadership team conversations</p> <p>SAP K-2 due by the end of Term 1</p>
To build a strong collegial culture that builds and maintains positive relationships between staff, students and parents based on mutual trust and support.		<p>Share the data from the school survey on Wellbeing</p> <p>Teaching emotional wellbeing, Targeting Stage 2.</p> <p>Monitor the number of students coming to the office for support using tally reports.</p>	<p>All staff</p> <p>Stage 2 students and teachers</p> <p>Sam, Carolyn and office staff</p>	<p>Sam</p> <p>Sarah Stockman</p>	<p>Collated data</p> <p>Record book of tally marks representing student referrals</p>



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**Priority Key Improvements for 2018 (Continued)**

		<p>Set up a Wellbeing Committee within the school Term 1 Week 4</p> <p>Teacher wellbeing - Liaise with the staff in Term 1 re their wellbeing needs. Plan in response to their needs.</p> <p>Parents Wellbeing Term 3 - meeting with Sharee</p> <p>Introduce wellbeing week in Week 5 in each term.</p> <p>Continue teaching the "Habits of Mind" within the classroom. Check in during staff meetings at the end of the term.</p> <p>Monitoring of staff norms. Check in during staff meetings.</p>	<p>Leadership team and Staff responsible</p> <p>All staff and Wellbeing Committee</p> <p>Parents and leadership</p> <p>All staff and Wellbeing Committee</p> <p>Classroom teachers, Carolyn</p> <p>Teachers, Sam</p>	<p>CSO staff - Sharee McCormack</p>	<p>Evident in classroom and programs</p>
<p>To enrich the understanding of missionary discipleship in staff and students with a focus on Mary as the First Missionary Disciple</p>		<p>Develop and administer a questionnaire to gauge student and staff knowledge of our Faith Story and Witness and Knowledge about Mary and the Angelus, Term 1 Week 6.</p> <p>Staff Spirituality Day "Mary as the First Disciple" - connecting Mary's mission with our mission today, Term 3 Day 1</p> <p>Angelus is introduced in a meaningful way to the students and launched in October Term 4.</p> <p>Provide PD on the Angelus.</p> <p>The Hall Mary to be a focus of classroom teaching for preparation for the Angelus and the month of October.</p> <p>Re-administer survey in Term 3 Week 9 'Faith, Story, Witness', Mary and the Angelus to monitor growth.</p>	<p>All staff, students, Sam and Lindi</p> <p>All staff, Lindi</p> <p>All staff, Lindi</p> <p>All staff</p> <p>Classroom teachers</p> <p>Staff, students, Lindi and Sam</p>	<p>Sr. Anne</p>	



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### Section 10: Parent, Student and Teacher Satisfaction

#### Parent Participation

Parents are the primary educators of their children and are always welcome at Sacred Heart Catholic School. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students.

#### Parent Satisfaction

Individual formal meetings held with all individual staff on four occasions during 2017 indicates that the staff are fulfilled in their work in the school and that they feel comfortable interacting with other members of the staff.

Conversations with students from Kindergarten to Year Six conducted both formally and informally reveals that generally the students at Sacred Heart Catholic School are happy in their learning environment. They know that they are cared for and that if things go wrong they can approach a teacher and get assistance.

Information shared at parent meetings indicates a high level of satisfaction with the school. Parents enter openly into conversations about school matters and know they will be listened to.

Highly Satisfied	Satisfied	Dissatisfied
51%	48%	1%

*\*From survey information conducted during 7/4/2017*

#### Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
42%	56%	4%

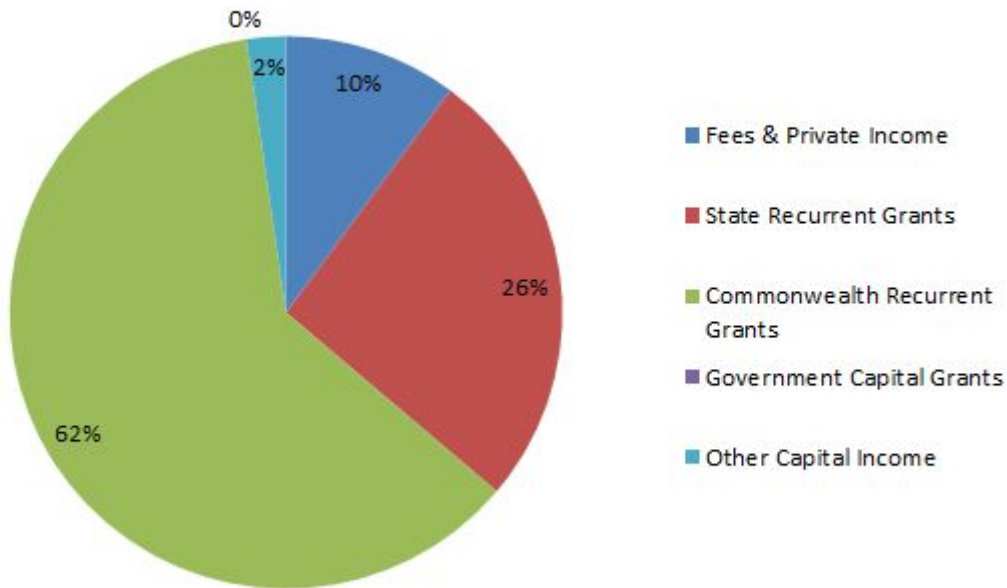
#### Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
40%	60%	0%



Section 10: Financial Report

### School Income



### School Expenses

