



SACRED HEART CATHOLIC SCHOOL KOORINGAL

2018 Annual Report

About this Report

Sacred Heart Catholic School Koorinal is registered by the NSW Education Standards Authority. Catholic Education Diocese of 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, the Sacred Heart community and Catholic Education Diocese of Wagga Wagga. This *Report* has been approved by Catholic Education Diocese of 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 school newsletters and other forms of communication. Further information about the school may be obtained by contacting the school or by visiting the school website.

Section 1: Message from Key Groups in Our School Community

Message from the Principal

Our school has a wonderful spirit with staff, students and parents working together to ensure the school is a safe and happy place for all who are part of the community. Many new families were welcomed to the school during 2018.

Improvement in Maths continued to be a targeted focus area with staff working in teams, seeking feedback about their teaching and reflecting on and using data to inform teaching and learning. As a result of their efforts significant improvement is showing in student results which was cause for celebration.

Sacred Heart continues to try and live its motto 'to love is to serve' and there were many occasions during 2018 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.

The 2018 school year was a year of reflection and opportunity. The gathering of data, many rich collegial conversations and investigating research led the school to plan for the wellbeing of students and staff, planning for a change to the structure of the school in 2019 and planning for the commencement of a new administration building to commence in 2019.

I give thanks for the blessings and learnings of 2018 and look forward to supporting the development of our community into the future.

Carolyn Matthews
Principal

Message from the Parent Body

2018 has been another very busy year for the Sacred Heart School community and it is great to see the school growing and thriving.

The school continues to be supported by dedicated teachers and support staff who show commitment and care to the education and development of the children. The Leadership team too is to be commended for their focus and commitment to the needs of the students and school community.

The School Council members of 2018 showed dedication and support for the school community with a particular focus on parent engagement.

The school has been very fortunate to benefit from the extensive efforts of the Parents and Friends Association (P&F). The P&F operates the Canteen and Uniform Shop as well as organising a wide range of social and fundraising activities. 2018 included a mix of old and new events with the key focus on raising funds for the new nature playground. They are an amazing group strongly supported by all families in the school community.

It is exciting to see the next stage of the development of the school commencing with changed learning structure, strong enrolments and a new administrative block planned for 2019.

School Council Chairman 2018

Section 2: School Features/Context

Sacred Heart Catholic School is a parish school supported by the Sacred Heart Parish of Koorringal. 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 2018 August census Sacred Heart Catholic School had an enrolment of 286 students from Kindergarten to Year Six. Located in the suburb of Koorringal the school caters for the needs of students from a wide range of backgrounds and experiences.

Sacred Heart Catholic 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
- 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
- Students striving for improvement

Section 3: Student Profile

The following information describes the student profile for 2018:

Girls	Boys	LBOTE *	Indigenous	Total
151	135	10	11	286

*Language background other than English

Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an [Enrolment Policy](#) which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga.

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.

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 the 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 Applications for Enrolment lodged with the School Principal by the designated closing date will be treated in accordance with the enrolment process.

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 Chaplin 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.

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

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 the documentation the office staff will check the enrolment form and identify any additional documentation that may be required.

Families coming to Sacred Heart from another school community will be asked to supply relevant documentation and reports from the previous school

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 attached to the enrolment application. Baptismal Certificates must be provided and copies 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 Education Wagga Wagga:

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
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 Education Wagga Wagga phone: 02 6937 0000.

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/advice 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.
- Ensure that the Schools Consultant is informed of attendance problems and issues. This includes providing the Catholic Education Wagga Wagga nominee with regular information about students for whom chronic non-attendance is an issue.
- 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.

The principal is responsible for:

1. Ensuring that attendance records are accurately maintained
2. Ensuring staff accurately record the attendance of each student

3. Ensuring the Catholic Education Wagga Wagga 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. Ensuring all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly
5. Ensuring appropriate intervention strategies are implemented
6. Undertaking 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.

The principal

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 concern, the principal 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'.

*Enrolment policy and other policies in this report may be obtained from the [Catholic Education Diocese of Wagga Wagga website](#) or by contacting the Catholic Education Diocese of Wagga Wagga phone: 02 69370000.

Student Profile

Student Attendance and Retention Rates

Year	Attendance %
Kinder	95
Year 1	93
Year 2	94
Year 3	93
Year 4	93
Year 5	93
Year 6	94

The average student attendance rate for 2018 was 93%.

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. While parents are legally responsible for the regular attendance of their children, the school staff as part of their duty of care, monitor part or whole day absences.

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 wellbeing and belonging to the school community;
- 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;
- The Director of Catholic Schools or designated Catholic Education Diocese of Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College/School strategies have failed to restore regular attendance.

The management of non-attendance is in accordance with Catholic Education Diocese of Wagga Wagga policy and procedures.

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	25
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 2018:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
25	12	37

*This number includes fulltime teachers and part-time teachers

Percentage of staff who are indigenous	1
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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 in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese of Wagga Wagga.

Professional learning is ongoing at Sacred Heart Catholic School through weekly meetings, professional readings and dialogue, review of research, professional learning conversations, conferences and workshops with consultants and experts.

During 2018 staff were involved in the following professional opportunities:

Quality teaching and Learning based on the work of Hattie, Fullan,

- Developing teams and working together cooperatively
- Assessing, analysing and actioning data
- Child Protection
- CPR
- Maths
- Governance
- First Aid
- The English Syllabus
- Using feedback to improve student learning
- Working to support students with particular needs
- Spirituality - Mary the first disciple
- Anaphylaxis training
- Student Wellbeing
- Professional interschool visits – Maths
- Differentiating teaching and learning

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

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).

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 High School, Mater Dei Primary School and Sacred Heart this year 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 2018 the students and staff supported:

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

Professional Learning in Catholic Life and Mission

Catholic Education Diocese of Wagga Wagga 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 Mary as the First Disciple
- Missionary Discipleship professional learning and activities
- ‘Connections’ retreats
- The Season of Lent and making it relevant for student lives
- Plenary Council activities and reflections

Section 6: Curriculum

Sacred Heart Catholic School follows the NSW Education standards Authority for each subject/ course of study 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 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 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 2018, 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 Five and Six.
- Focussed intervention was provided in Maths for Stage Two and Three

- Literacy support was provided for students in Stages Two and Three
- 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, Religion, History and Science during 2018.
- An intensive swimming program was undertaken by students from Kindergarten to Year Six during term four.
- The ‘Sport in Schools Program’ enabled the school to provide some after school clinics for students in a range of sports.

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

Various sporting bodies conducted skills clinics during the year where students learnt the skill of a specific sport by talented players or development officers. These included Athletics, NRL, AFL and Netball.

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.

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 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.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 6	42.9%	5%	26.8%	31.7%	26.8%
Band 5	35.7%	17.5%	34.1%	24.4%	26.8%
Band 4	11.9%	37.5%	19.5%	29.3%	24.4%
Band 3	7.1%	30%	14.6%	14.6%	12.2%
Band 2	0%	10%	4.9%	0%	9.8%
Band 1	2.4%	0%	0%	0%	0%

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Band 8	22.2%	5.6%	13.9%	19.4%	8.3%
Band 7	22.2%	2.8%	13.9%	13.9%	11.1%
Band 6	16.7%	16.7%	38.9%	27.8%	33.3%
Band 5	27.8%	44.4%	16.7%	19.4%	36.1%
Band 4	8.3%	13.9%	11.1%	13.9%	11.1%
Band 3	2.8%	16.7%	5.6%	5.6%	0%

Section 8: Pastoral Care and Well Being

Information here about your school's policy on caring for students under **Pastoral Care/ Academic Care/ 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

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

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

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

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.
- Introduction of 'Relax Kids' Program for stage 2 students

Complaints and Grievances Resolution Policy

Catholic Education Diocese of Wagga Wagga has established a [Complaints and Grievances Policy](#) which is implemented by all school in the Diocese.

The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga.

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 Catholic Education Diocese of 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 Catholic Education Diocese of Wagga Wagga personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the 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.

Section 9: School Review and Improvement

Each year the **School/College develops** an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is drawn from Catholic Education Diocese of Wagga Wagga Annual Improvement Plan. The **School/College** 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.

Strategic Planning Annual Plan 2018 Sacred Heart Koorinal.

Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (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/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones)
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 throughs 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>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 throughs 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>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>Sam, Fiona and students</p> <p>Leadership</p> <p>Fiona and teachers</p> <p>Sam & Carolyn</p> <p>Teachers and Fiona</p> <p>Teachers and Fiona</p>	<p>CSO staff - Bernadette Gibson and Mark Moriarty</p> <p>Noel Henry, CSO Wollongong Diocese and Teachers in specific schools</p> <p>MAI kits, Extending Mathematical Understanding activities</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>To develop teachers knowledge in the application and analysis of data</p>	<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>
<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>		<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>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>All staff</p> <p>Stage 2 students and teachers</p> <p>Sam, Carolyn and office staff</p> <p>Leadership team and staff</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>Sam</p> <p>Sarah Stockman</p> <p>CSO staff - Sharee McCormack</p> <p>T 2 Wk. 6</p>	<p>Collated data</p> <p>Record book of tally marks representing student referrals</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 Hail 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>	

Evidence of Achievement of Targets 2018 Annual Improvement Plan

Target	Evidence
To improve students' outcomes in Numeracy	<ul style="list-style-type: none"> *Walkthroughs showed all teachers were adhering to Maths Agreed Practice *NAPLAN data and Maths assessment showed improvement in students Numeracy results *Maths conversations conducted with teachers each week with targeted Maths teacher * Class visits, walkthroughs, micro teaching, modelling of best practice. professional learning engaged in regularly by all teachers *Teachers checking in with student growth points to inform future learning
To develop teachers knowledge in the application and analysis of data	<ul style="list-style-type: none"> *Data is part of the learning conversation at the school *Professional Learning conversations focus on data to inform teaching and learning *Teachers look at the data to inform teaching and learning activities *Staff team looks at and converses on the data at hand - Maths, Writing, NAPLAN and PAT data *All staff participated in planned professional learning
To build a strong collegial culture that builds and maintains positive relationships between staff, students and parents based on mutual trust and support.	<ul style="list-style-type: none"> *Wellbeing Committee formed that meets weekly *Wellbeing week established - week five of each term for staff and students to focus on and reflect on wellbeing *Invited parents to be engaged in the learning community *Staff norms revisited at staff meetings *Principal met with all staff formally twice in the year around their wellbeing *Wellbeing surveys conducted and information used to inform future planning
To enrich the understanding of missionary discipleship in staff and students with a focus on Mary as the First Missionary Disciple	<ul style="list-style-type: none"> * Professional learning day was conducted and referred to during the year on missionary discipleship? *the Angelus and Hail Mary are being said daily in classrooms

Priority Key Improvements for 2019
Annual Plan 2019 Sacred Heart Primary School, Koorungal

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 improvements targets will be measured)	Implementation Strategies/Activities/Tasks (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/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy .We will measure our 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 (2020) and whole school writing assessment	To use the data gathered at the end of 2018 to refine improvement focuses Provide professional learning on the English Syllabus and Learning Progressions Develop an English scope and sequence informed from the English Syllabus and the CEDWW Literacy Framework by the end of Term 4 To engage in Professional Learning provided by Lyn Sharratt and use the learning to improve practice and student outcome. To review the CEDWW Literacy Framework to inform the development of a balanced English session To document the balanced English Session to become agreed practice within SHK by the end of Term 4 Refine the teaching and learning and assessment of data in English at SHK Refine the School English Assessment Plan Review assessment data to analyse student growth	Leadership Team Classroom Teachers Classroom Teachers Leadership Team and Classroom Teachers Leadership Team Classroom Teachers Leadership Team Classroom Teachers Leadership Team Classroom Teachers Leadership Team Classroom Teachers Leadership Team Classroom Teachers	Shirley Brady Marea Worsfold Marea Worsfold Lyn Sharratt Marea Worsfold Marea Worsfold Marea Worsfold Leadership Team Leadership Team	On-going monitoring by Leadership and Teachers Reflected in Programs Reflected in Programs Scope and Sequence document On-going professional learning and associated tasks Reflected in programs and evident in classroom practice through classroom observations, micro-teaching, professional conversations, peer collaboration Tracking use of data Up-to-date Plan Tracking use of data
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. For staff to engage together in some act of missionary service For each class to engage in acts of missionary service. Provide the opportunity for staff to attend a reflective retreat day During staff meetings to reflect and further develop our inspirations/growth/understandings from	All staff All staff Classroom Teachers All staff All staff	Cate Munn Cate Munn Cate Munn Andrea Dean Cate Munn	Collated data Attending a Charity Evaluation and ideas for further planning Timetabled in Staff Meeting agenda

		our retreat day Explore ways of how to engage with SHK families around spirituality and faith - A reflection morning to touch on personal spirituality - meditation/Yoga	Parents	Cate Munn and Carolyn Matthews Karen Lenahan	Attendance of parents and an evaluation
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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. This year the school has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers. Information collected formally and informally through surveys, conversations and meetings the following has been summarised as a guide to satisfaction

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
60%	39%	1%

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
48%	50%	2%

Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
50%	50%	0%

Financial Report

Charts to be inserted by CSO