

# 2021 ANNUAL REPORT

## SACRED HEART PRIMARY SCHOOL KOORINGAL



## 2021 Annual Report (Primary)

### About this Report

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

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

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

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

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

#### Message from the Principal

'Be Proud' is one of the key focuses of the schools Positive Behaviour for Learning approach which was implemented during 2021. Sacred Heart staff, parents and students can indeed be proud of the manner in which they have managed the changes in expectation and routine brought about by the significant impact of COVID-19 throughout the year. The characteristics of acceptance, resilience, flexibility and cooperation were most apparent in the community.

As changes in the community demanded new responses, staff continued the business of teaching and learning and continued to engage students to achieve their best.

The wellbeing of all was a key focus with outreach apparent and regular reflection on ways to ensure that our community was being mindful and responsive to the needs of all.

I give thanks for this remarkable community that has the best interests of children as its focus and is constantly reflecting on how it can better meet the needs of all to ensure that the whole child is fully developed and honouring the words of Jesus, *'I have come that you may have life and have it to the full'.* (John 10:10)

May we at Sacred Heart continue daily to do the best we can for everyone who is part of our community.

Carolyn Matthews  
Principal

#### Message from the Parent Body - Parents and Friends Association of Sacred Heart

Many thanks to the parents, carers and friends of Sacred Heart Primary School, Koorungal.

The school received invaluable support from you through the volunteering of your time in the coordination of events, pop-up uniform shops, working in the canteen, discos, filling orders for the Uniform Shop, cooking BBQs, coordinating Mother's Day stalls, mending uniforms and participating in the CSU meat tasting event. All done in 2021, with a pause and re-shuffle due to the world wide pandemic of COVID-19 and the impact it had on daily life. Together you have all shown great adaptability and delivered a positive outcome for the school. The thanks of the community is extended to you all.

The executive team worked tirelessly during a very trying year to stay focussed on the job at hand and to ensure positive outcomes for the students.

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To the Principal and staff, thank you for your support and willingness to work with us in the endeavours undertaken by the Parents and Friends Association to support Sacred Heart Primary School, Koorringal.

We look forward to an event filled 2022.

Natalie Eisenhaur

P&F President 2021

### **Message from the School Council 2021**

It seems to be a yearly theme now unfortunately, but 2021 was another challenging and disrupted year for the Sacred Heart Primary School community, again due to COVID-19. Resultant restrictions, imposed by NSW Health meant that for much of the year, parents and carers have interacted with the school virtually. It led to the cancellation of the school fete and other organised social activities as well as parents and carers unable to interact with students, classes and teachers on site.

The plans and hopes the School Council had for 2021 had to be either changed or put on hold. Virtual meetings, whilst allowing us to attend to the matters at hand, had the sense of distance and a yearning for more personal face-to-face contact.

Despite the difficulties of the year the school, the staff and community have adapted, stayed resilient and continued to work effectively for the good of the children. On behalf of the School Council I want to thank the Principal, Assistant Principal and the staff of the school for all that they have done this year to look after the education and wellbeing of our children. Under some trying and unique circumstances this year, they have been able to adapt and maintain their excellent teaching and support. The whole school staff should be recognised and thanked for their commitment.

It has been a privilege to get an inside view of the running of the school and to contribute to that operation and its continual improvement, particularly over this last year as Chairperson. I do look forward to 2022 where hopefully we have less restrictions placed on our activities and the School Council can, in a reinvigorated way, support the mission of Catholic education and support the staff with the well-being and direction of the school.

I would like to thank each member of the School Council for the last 12 months and say how much their time, input and ideas are appreciated. We look forward to the work of 2022.

Gene Hodgins

Chairperson School Council

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### Section 2: School Features/ Context

Sacred Heart Primary School is a parish school supported by the Sacred Heart Parish of Koorringal. The school is committed to assisting in preparing 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. Sacred Heart Primary School is a two stream school and at the time of the August 2021 census, had an enrolment of 305 students from Kindergarten to Year 6.

Located in the suburb of Koorringal, the school caters for the needs of students from a wide range of backgrounds and experiences.

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

The school today is characterised by:

- a strong focus on the mission of Jesus in striving to create a world of justice and peace for all.
- respectful relationships and opportunities to learn how to be resilient and maintain positive relationships.
- A 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 and to achieve their best in all aspects of their lives.

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### Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2021 as per the August census.:

Girls	Boys	LBOTE*	Indigenous	Total
158	147	13	20	305

\*Language background other than English

#### 1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese, Wagga Wagga [website](#) or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly.

#### 2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	93%
Year 1	93%
Year 2	92%
Year 3	93%
Year 4	91%
Year 5	92%
Year 6	91%

**The average student attendance rate for 2021 was 92%.**

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of

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

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

- Providing a caring teaching and learning environment which fosters students' sense of well being 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 unsatisfactory attendance and part or full day absences from school are investigated promptly and the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese, Wagga Wagga officer 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.

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### Section 4: Staffing Profile

There are a total of 26 teachers and 10 support staff at Sacred Heart Primary School. This includes 18 full-time and eight part-time teachers.

#### Teacher Accreditation Status

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

Teacher Accreditation Status	Number of Teachers
Conditional/ Provisional	3
Proficient	23

Percentage of staff who are indigenous	2.8%
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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, Wagga Wagga.

#### 2021 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum deliveryDifferentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

The Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- Pedagogical practice in Religious Education and Catholic mindfulness
- The structure of the Mass and 'faith, story and witness' in relation to SHK
- Understanding the mission of Catholic schools and active outreach
- All aspects of Writing
- Spelling using the 'effective Spelling' resource

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- Scaffolding Literacy
- Learning Intentions, Success Criteria, Bump it up walls and data walls
- Positive Behaviour for Learning
- Mindfulness
- Zones of regulation

### Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Sacred Heart Primary School follows the Wagga Wagga Diocesan Religious Education curriculum, ***Sharing Our Story***.

#### Catholic Heritage

Sacred Heart Primary School was founded in 1960 by the Presentation Sisters in the spirit of Nano Nagle, their founder. 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

Masses took place for the first half of the year, as scheduled, in the church as a school community but then with COVID-19, things changed in Semester 2. Liturgies and prayer services were prepared by staff for use in classrooms and by the school community. Parents were invited to share in the liturgies via Zoom. Prayer continued to be integral to classroom practice. Toward the end of the year, liturgies (end of year, graduation) were held in the school hall, with COVID-19 restrictions in place. Father John was involved in all liturgical celebrations. Sacraments were celebrated throughout the year, with the celebrations streamlined due to the restrictions imposed by COVID-19 health guidelines. Students from Year 3 received the sacrament of reconciliation, Year 4 the sacrament of first Eucharist and Year 6 the sacrament of confirmation, led by Bishop Mark Edwards. At the end of the year, parish priest, Fr John was farewelled.

Fortnightly school newsletters, with a religious component, were published throughout the year that ensured all liturgical celebrations and prayers were shared with the community that reflected the liturgical season.

#### Staff and Student Faith Formation

Sacred Heart Primary School staff are conscious of the importance of continuing to nurture their faith. They do this through participation in the life of the 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, including participation in staff spirituality days/ staff sessions. The faith formation of students is central to the life and mission of the school. Faith formation occurs through immersion in a community of faith and participation in the range of opportunities that are integral to school life which include a formal Religious Education program, sacramental preparation program, prayer, liturgies, conversations and retreats.

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### Social Justice

Sacred Heart Primary School is very conscious of the needs of others. Through the Religious Education program, daily conversations and learning opportunities, students learn of the need to share resources, give generously to those in need, to stand up for what is right and to care for the environment. Students raised funds during Lent for Caritas through Project Compassion. The school community raised funds for Catholic Mission and gave generously as part of the St Vincent de Paul Winter and Christmas appeals.

All staff members were enthusiastic about engaging in acts of missionary service within our school and wider community. Missionary discipleship was performed regularly through acts such as:

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

Following a staff meeting on Missionary Discipleship in Term 1, staff worked with their students to create links with outside agencies to effectively enhance student understanding of missionary discipleship. Year groups committed to acts of service to be undertaken (eg. Year 3 and Year 4 cooking for Care Van), however due to COVID-19 restrictions, not all scheduled acts of service could take place as planned.

### Professional Learning in Catholic Life and Mission

Professional Learning in RE focused on increasing teacher confidence in areas that teachers themselves highlighted as areas for growth and development (based on a survey sent to teachers by the REC in 2019). This informed the Annual Improvement Plan and resulted in the following taking place in 2021:

- Term 1: Missionary Discipleship staff meeting
- Term 2: Religious Education pedagogy staff meeting
- Term 2: The Mass structure (twilight)
- Term 3: Spirituality Day – Faith, Story, Witness (Nano Nagle)
- Term 3: Catholic Mindfulness (theory) – staff meeting
- Term 4: Catholic Mindfulness (practical) – staff meeting

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In addition, opportunities were provided for staff to work with the REC to support classroom teachers with their ongoing professional development in RE including:

- Staff setting personal RE goal (MyPaD)
- Conducting Learning Conversations with teachers of RE to ascertain areas of support in the area of programming/ teaching of Religious Education.

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### Section 6: Curriculum

The school provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

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

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

Within limitations due to COVID-19, all students accessed specialist art, dance, music and drama classes and the kitchen-garden program, which, in a practical way, contributes to 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 1
- Focussed intervention through the Extending Mathematical Understanding provided for Years 1 and 2
- Literacy support provided for students in Stage 1 and Kindergarten
- Students with special needs were catered for through the provision of Personalised Plans and as required, additional staff support
- Specialist teacher worked with students on plans to support Literacy development
- Targeting Writing initiative supported by the Literacy Focus Teacher
- Maths intervention supported by the Maths Focus Teacher
- Excursions were limited due to COVID-19 restrictions. Year 5 attended a team building excursion at Borambola and Year 6, a leadership and endurance program at The Great Aussie Resort, Albury
- A Water Safety Program was undertaken by students from Kindergarten to Year 6 during Term 4
- Gymnastics Program implemented from Kindergarten through to Year 6
- Royal Far West support in the areas of speech and occupational therapy and Wellbeing
- COVID-19 Learning Intervention Program( state funded)
- Students participated in the 'Bluearth Program' which develops self confidence, team skills and resilience
- Opportunities were provided for enrichment and support through teacher attention to differentiation

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### 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 planning and is used to support teaching and learning programs.

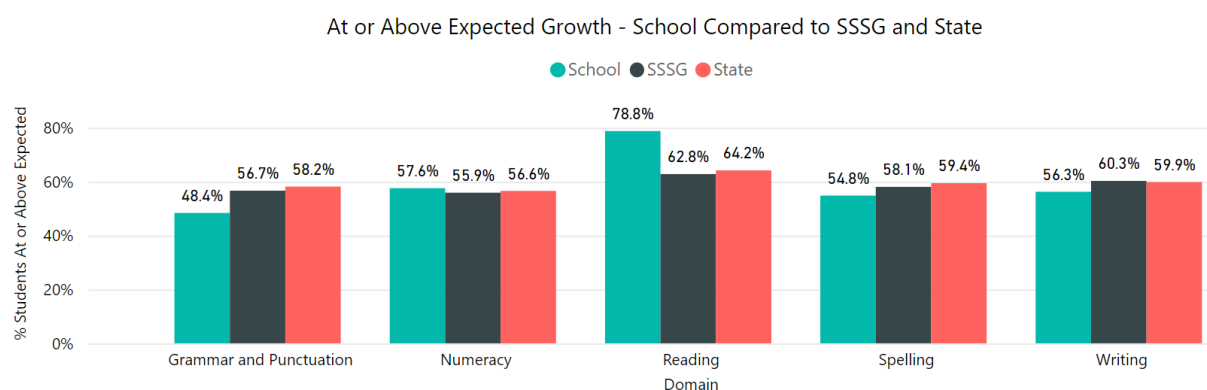
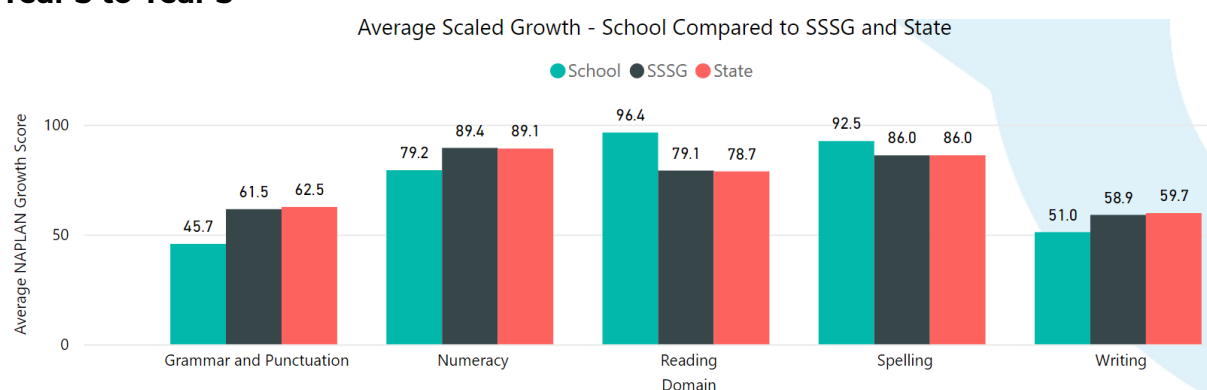
#### NAPLAN 2021 Results

NAPLAN tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2021, all CEDWW schools completed NAPLAN Online.

#### Growth

There is an expectation that student individual scores improve between testing periods, reflecting their learning over the two year period. Growth figures provide information about student growth in test scores compared to the previous testing. The graphs below show the individual school growth compared to the Statistically Similar School Group (SSSG) and state growth. The first row shows how average growth for the school (green) compares with the average growth for the SSSG (black) and the state (red). The SSSG is determined by the Department of Education.

#### Year 3 to Year 5



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### Summary of Means

	<b>Number Students</b>	<b>of</b>	<b>School Mean</b>	<b>State Mean</b>
<b>Year 3</b>				
<b>Numeracy</b>	46		396.7	411.5
<b>Reading</b>	46		411.1	442.6
<b>Writing</b>	46		413.8	433.8
<b>G&amp;P</b>	46		421.1	442.5
<b>Spelling</b>	46		391.7	433.1
<b>Year 5</b>				
<b>Numeracy</b>	36		500.4	502.8
<b>Reading</b>	36		530.1	514.4
<b>Writing</b>	36		471.3	488.4
<b>G&amp;P</b>	36		501.5	509.4
<b>Spelling</b>	36		511.4	514.2

### Section 8: Pastoral Care and Well Being

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care and Well Being Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Sacred Heart Primary School recognises the importance of ensuring that students feel cared for and safe in their learning environment.

To support the development of wellbeing the school has in place:

- A Wellbeing Practitioner from Centacare works in the school for two and a half days per week supporting students and their families
- School chaplain who interacts in a supportive manner with students K-6 paying attention to their specific needs for two days a week
- A full time Inclusive and Diverse Learning Teacher works with teachers and students to support a variety of needs
- The Principal and Assistant Principal allocate time each week to check in with and support students
- All staff working to create learning communities where respect is shown by all
- Group meetings/ conversations to practise desired behaviours
- Modelling and explicit teaching of desired behaviours
- Perceptual Motor Program is implemented in all year groups
- Zones of Regulation
- Wellbeing Committee meet weekly
- Masses/ liturgies – mostly conducted via zoom during 2021
- Buddy System involving Kindergarten classes and Year 6 classes (modified due to COVID-19 impact)
- Wellbeing Awareness Week in Week 5 of each term for staff and students
- Staff acknowledge and celebrate birthdays and other special occasions together
- Celebrations with families
- Visitations and support from the parish priest
- Merit Awards and 'Mindful Student' Awards
- Prayer opportunities and prayer intentions
- Norm setting and on-going review in learning communities
- Staff Norms – regularly reviewed
- Staff team working to develop 'Positive Behaviours for Learning' approach for implementation 2022
- Meditation experiences
- Regular communication including phone calls, email, social media, newsletter, informal and formal teacher and parent meetings
- Behaviour management plans
- Relevant school and class programs

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- Access to support agencies for school community members, eg. Centacare
- Restorative Practice adopted
- Health Program
- Royal Far West Program focussing on speech and occupational therapy
- Playground options
- Kitchen Garden Program
- Teaching of expected behaviours, e.g., entry into classroom
- Classroom/ playground norming – Student Rights and Responsibilities
- Clear understanding of choices/ consequences – children owning language
- Personal Safety – PDHPE
- Adoption and implementation of the CEDWW Anti-Bullying Policy
- Presence of Aboriginal School and Community Worker for two days a week
- Advice sought from external professional agencies as necessary
- When the school was in engaged with online learning, several additional wellbeing initiatives were in place to support students and their families:
  - Online learning sessions were developed with the school community in mind considering their work and commitments whilst ensuring the learning of students was honoured
  - Contact made with families
  - A Zoom meeting was held between teachers and their class each morning
  - A weekly Zoom was held with staff
  - Contact was made regularly with staff by members of the Leadership Team
- Centacare Wellbeign Practitioners supported staff in the delivery of:
  - 'Friends' (resiliency program) in Year 4 and Year 5
  - 'Friends' booster session in Year 3
  - Transition to High School in Year 6

### Discipline Policy

Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

All classes worked with their teachers to develop class norms and expectations giving students a sense of ownership of class and school climate, behaviour and expectations. Class teachers revisit these during the term as needed.

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

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

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Sacred Heart provides an atmosphere which promotes the balanced development of the whole person based on Christian values. In doing so the school strives for personal excellence, quality education and justice for all members of the community.

The school adopted a positive approach to promote behaviours that show respect and care for self and others. The 'Positive Behaviours for Learning'(PBL) began to be implemented during 2021 with the focus being 'Be Safe, Be a Responsible Learner, Be Proud and Be Respectful'. Elements of the PBL are explicitly taught in each classroom each week.

The behaviour implementation plan focuses on the development of clear expectations that are co-constructed with students to form class norms. Staff teach desired behaviours through modelling, explicit teaching and coaching.

Individual behaviour plans are developed to support students who require additional support. Parents are notified and the identified support put in place to help the student's growth and development.

### **Anti Bullying Policy**

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

The definition of bullying behaviour is clearly stated and the positive steps to be implemented at Sacred Heart Primary School to reduce bullying are succinctly outlined.

Highlighted is the importance of noticing early warning signs in students, reporting incidents/ suspected incidents to the Principal and offering support and or counselling to the victim and working with the perpetrator to change behaviour and teaching of the desired behaviours.

The intervention plan, should bullying occur, is clearly stated in the school policy.

### **Initiatives Promoting Respect and Responsibility**

- Year 6 Leadership Program
- All Year 6 students are recognised as student leaders with a range of responsibilities
- Formal recognition of students each week
- 'Mindful student' of the Term Recognition Assemblies – birthdays, class items, recognition of student achievement via merit awards
- Kitchen Garden Program which supports an appreciation of and respect for others and the environment
- Regular class visits by the Principal and Assistant Principal to affirm and encourage students
- Leadership and sharing at school assemblies

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- Photos of work and recognition of performance in the school newsletter and as relevant on Facebook and Instagram

### Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints and Suggestions Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

See CEDWW Policy [HERE](#) and Procedures [HERE](#).

### 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, Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and 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 CEDWW 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, Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these diocesan documents in 2021.

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

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

See CEDWW Policy [HERE](#)

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### Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese, Wagga Wagga Annual Improvement Plan.

#### 2021 Annual Improvement Plan Framework

#### Evaluation of each of the key priority areas

Priority Area	Evaluation of Achievement
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"><li>- Religion Curriculum and pedagogy</li><li>- Social Justice - mission outreach</li></ul>	<p>Professional learning opportunities and reflection on practice has led to heightened awareness regarding the quality of Religion lessons and improved practice in regards to preparation and the range and relevance of activities used to engage learners</p> <p>Covid limited the opportunity to reach out externally but classes highlighted the importance of mission by organising in school awareness raisers</p>
<p>Learning and Teaching</p> <ul style="list-style-type: none"><li>- Focus on improvement for learners in all areas of English with particular attention on Writing</li></ul>	<p>The professional learning provided by knowledgeable others such as, Annette Grey on Grammar, Christine Topfer on Spelling and Louise Gulliford on Scaffolding Literacy as well as Helen West and the reading of Lyn Sharratt has impacted knowledge and practice.</p> <p>Staff learning then supported by professional learning community time, learning conversations, staff meetings, learning walks has impacted knowledge and practice that is making a difference to the engagement and quality of student writing.</p> <ul style="list-style-type: none"><li>- Disengaged are writing</li><li>- Quality of writing has improved.</li></ul> <p>As the staff continue to learn, reflect, take risks and implement the improvement for learners should become more significant and be documented increasingly so on the Writing Tracking Tool.</p>

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<p>Community and Culture</p> <ul style="list-style-type: none"><li>- To continue to develop a community in which all have a sense of wellbeing feeling safe and cared for</li></ul>	<p>After much work by the staff, Positive Behaviour for Learning is being fully implemented in classrooms with many benefits for students. The consistency in approach, explicit teaching, affirmation and coaching, key aspects of the program, are having an impact with behaviour referrals to Leadership greatly reduced</p> <p>The staff and all at Sacred Heart continue to put wellbeing first by forming positive relationships with students, providing intervention or specialist programs as needed, monitoring with regular check-ins and utilising the chaplain and Aboriginal Education Worker to provide support and education as required.</p> <p>During 2021 outreach to families has been particularly important and ensuring that communication is efficient and personal.</p>
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### Priority Key Improvements for 2022

 **SHK 2022 Annual Improvement Plan Framework**

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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 Primary 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 used a variety of processes to gain information about the level of satisfaction from parents, students and teachers.

#### Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
78%	22%	0%

- I love that Miss Matthews knows every child by name and is so welcoming of parents and carers. All the staff are so welcoming.*
- Neat, tidy, modern. It feels like a professional work environment, in turn, a place where students of all ages should want to spend their days learning.*
- We are very happy with our child's progress and the way their needs are met at school.*
- The programs you offer (Kitchen Garden in particular) set your school apart from other schooling options in the Wagga area. It is valued by the children, which can only mean it is a program valued by the staff and management of your school. If we can 'feel' how brilliant this program is (and other programs and activities you offer) through our child at home (especially this year), then you've clearly allocated the 'right person' to that job and prioritise the funding of the program. Well done SH, we love the many opportunities you offer to enrich the school life of our child!*

#### Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
30%	68%	2%

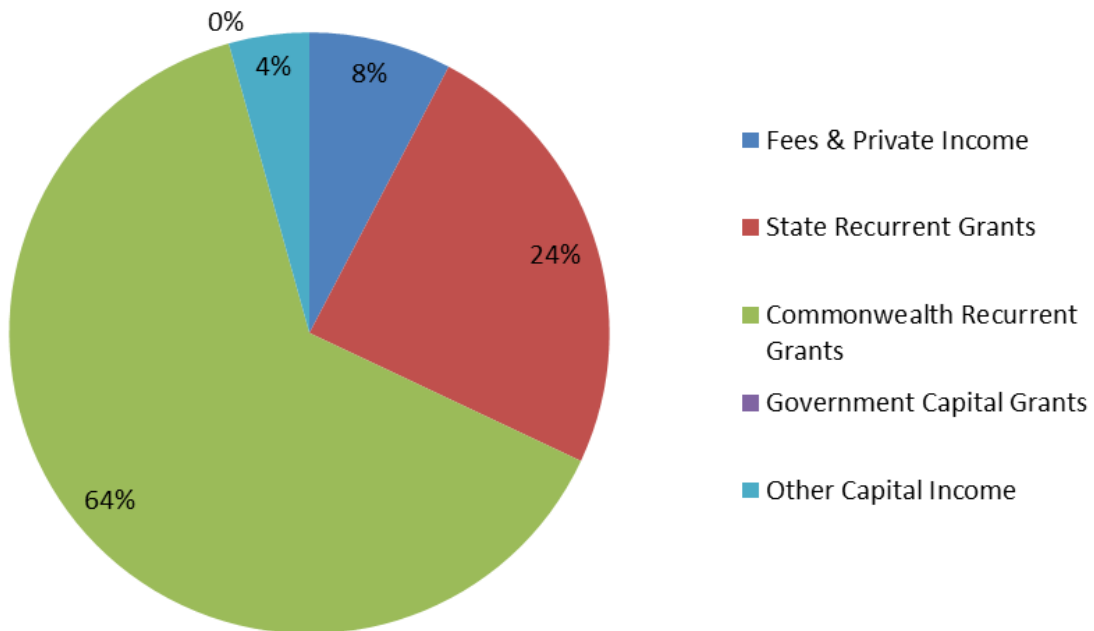
#### Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
30%	70%	0%

## 2021 Annual Report (Primary)

### Financial Report

#### School Income



#### School Expenses

