

2023 ANNUAL REPORT

PRIMARY



About this Report

Sacred Heart Catholic School, Koorungal 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 Catholic 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 Catholic School, Koorungal 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 Catholic School newsletters and other forms of communication. Further information about Sacred Heart Catholic School may be obtained by contacting the school directly or by visiting the [school's website](#).

Section 1: Message from Key Groups in Our School Community

Message from the Principal

It is with a great sense of gratitude that the Sacred Heart Catholic School community reflects on the endeavour, work and achievements of the past year. There has been a high level of focus and activity both in the classrooms and in the grounds of the school.

Daily the community calls to mind our focus on the message of Jesus' life for us, as each class begins the day with christian meditation and then prays throughout the day. The school community, along with parents and friends, have come together regularly to give thanks for all that we have, pray for those in need and give praise to God for His goodness. The school motto, 'to love is to serve' was central to the reflection and action of the staff and grade groups who reached out to those in need through acts of service and the donation of money and items to help those in need of assistance with the basics of life.

Students along with staff have continued to embed learning initiatives to improve the quality of teaching and learning and the outcomes for students. The new English and Maths Syllabus K-2 have been adopted and the 'scaffolding literacy' approach to teaching English continues to engage students and support growth in achievement.

At Sacred Heart we are fortunate to have staff who reflect on their practice and who willingly research best practice to ensure that teaching and learning at our school is of the highest standard.

Wellbeing continued to be at the heart of the work of the community. The Positive Behaviour for Learning Program continued to be embedded with students understanding the school core values - Respect, Be a responsible learner, Be safe and Be proud - and how to achieve them in their daily interactions. A range of programs were facilitated from Kindergarten to Year Six to support students to develop relational skills and resilience. The school's Wellbeing Practitioner worked with staff to support the needs of students and families in a range of situations and settings.

The final phase of the plan to upgrade and replace the facilities at Sacred Heart Catholic School was completed with the building of three new classrooms, a library and intervention learning place. The school community is grateful to all who were involved and contributed to the project in any way.

The parent community of Sacred Heart continued to be zealous in their commitment to the school. This was particularly evident in the organisation and running of the school fete which was a great social and financial success in 2023. Parents continued throughout the year to share their time and resources in various undertakings assisting to make the school the best place it can be for their children.

Sacred Heart School is a wonderful community of which to be part of. It is with appreciation that we reflect on 2023 giving thanks for all that has been achieved and most importantly the big and little differences made to children's lives.

Carolyn Matthews
Principal

Message from the Parent Body

School Advisory Council

Over the past 12 months, our school community has witnessed a productive and impactful period.

The dedicated efforts of our volunteers, families, teachers, and staff have seamlessly woven together, contributing to our shared achievements throughout 2023. No effort has gone unnoticed, as both the significant and seemingly small actions have collectively shaped our present and prepared our school for the future.

A significant highlight for our Council has been to witness the development of the construction of the new buildings. The commitment and time invested by the staff and executives have been instrumental in bringing this landmark project to fruition.

In a year marked by farewells and new beginnings among the staff, the School Advisory Council expresses its gratitude to outgoing Principal Carolyn Matthews. Her unwavering dedication to the growth, education, faith, and overall well-being of our school community has left an indelible mark. Fr. Bradley Rafter guided our school community by modelling the mission and message of Jesus, through his teachings, prayer and liturgical celebrations

This year, the School Advisory Council focused on fostering community. After challenging years of forced separation, our aim was to strengthen relationships through collaboration, shared opportunities, and a united passion for the development of our school community. Securing a grant from the NSW Government allowed us to address the resilience of our children and parents in regional areas, hosting webinars by Maggie Dent that have received positive feedback. These resources are available for the next 24 months, and we encourage those who missed them to reach out for more information.

The Council actively participated in a successful working bee that spread mulch in the nature playground. Parents and volunteers made an invaluable contribution. Their dedication aligns with our school community's motto, "to love is to serve."

The School Council members are appreciative of their role and value the opportunity to be of service to Sacred Heart.

Joshua Paul

School Advisory Council Chairperson

Parents and Friends

2023 has been a most successful year for the Parents and Friends Association.

Knowing the busyness of life and the multiple demands of life, the efforts of all those who volunteer for various activities and fundraisers are much appreciated .

The year started with a bang with the bi-annual Fete being held on Friday 17th March. The night was a resounding success from both a social and financial perspective a significant profit which will contribute to the funding of school resources.

Other fundraising events included the BBQ and canteen at the Athletics Carnival, the Easter Raffle, the Mother's Day Stall, Fathers Day Stall, the K-2 and 3-6 discos all of which were wonderful social and financial successes.

The uniform shop continued to perform well under the able guidance of the Coordinator supported by a generous team of volunteers, opening the shop most Fridays as well as providing occasional pop-ups for the school community.

After much research by the P&F, the QKR app was also successfully introduced and has provided increased accessibility and efficiency for both parents and volunteers of the uniform shop and the canteen.

This year our incredible fundraising efforts have allowed \$30,000 to be allocated towards the purchase of new computers for the students of SHK. The school was most appreciative of this support.

As 2023 ends I look forward to another productive year for Sacred Heart Catholic School in 2024

Christie Doubleday

SHK P&F President

Message from the Student Body

2023 has been an amazing year. We have experienced heaps of fun and special things at our school this year. We are sharing just a couple!

Year Six students used their leadership skills and school knowledge to be amazing buddies to the Kindergarten kids and do exciting things with them such as '100 Days of School'. 100 days for the Kinders is a very special and exciting celebration for them, because they have accomplished 100 days of their first Primary School year. Year Six enjoyed celebrating the special occasion with them.

Another great experience was Grandparent's Day, during which we acknowledged grandparents and how they love and support us. We did rotations of activities with our grandparents such as dancing, colouring, egg and spoon races, handball, ball games and fun board games in the classroom. It was loads of fun!

Seeing the new building becoming a reality has also been a very exciting experience for all of our students and teachers this year. We have watched the students' excitement build up as its open day approaches. We are all very excited about the new learning spaces that the Sacred Heart students will experience for years to come.

Students in Years Three, Four and Six took another step in their Catholic life receiving the Sacraments Reconciliation, First Holy Communion and Confirmation programs. Their class teachers, the Religious Education Coordinator and the Parish Administrator supported their preparation for the Sacraments.

We also enjoyed a school disco in our hall. The students from K-6 had lots of fun dancing with friends and playing with glow sticks. Pizza and fruit boxes were served for dinner and enjoyed by all.

After waiting 3 years for a fete it was so much fun to finally have it on the school oval. There were multiple rides and stalls and a lego competition. There were prizes to win in the raffle and games to play. The school raised money and were very happy with the outcome. There were many people who came along to enjoy the night and it was great to see so many smiling faces in our school community.

This year students had lots of opportunities for sport such as representative trials, the swimming and athletics carnivals, Jackie Murphy Cup, Paul Kelly Cup, Mortimer Shield and more. Sacred Heart students enjoy having a day to compete against other schools and teams in many sport related competitions. Students also loved watching Year 6 versus the staff in a game of netball and footy at the end of each term. There is lots of cheering and it is a fun and exciting atmosphere.

Stage 3 students had the privilege of going on overnight excursions this year. Year 5 travelled to Sydney to learn about Australian history. Year 6 learnt about federation and had the opportunity to go to Canberra to visit many fun and informative places such as Parliament House (old and new), Questacon, the Australian Institute of Sport, and the National Gallery of Australia. All the students who went on these excursions had a great time!

This year there were lots of mini excursions for students who went to the Civic Theatre to see 'Possum Magic' and 'Are We There Yet?' The excursions were enjoyed by all.

There were so many exciting things that happened during the year. The events named are just the highlights. The students in the school loved 2023 here at Sacred Heart and are looking forward to more exciting activities and memories in their primary school life here at Sacred Heart in the future.

SHK Year Six Representatives

Section 2: School Features/Context

Sacred Heart Catholic School is a parish school supported by the Sacred Heart Parish of Koorungal. 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 Catholic School is a two stream school and at the time of the August 2023 census, had an enrolment of 329 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 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, seeking 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, 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 culture that supports the wellbeing of all
- 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

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2023 based on August 2023 census;

Girls	Boys	LBOTE*	Indigenous	Total
159	170	18	21	329

*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.

See CEDWW policy [here](#)

2. Student Attendance and Retention Rates **CEDWW TO FILL IN % RATES**

Year	Attendance %
Kinder	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

The average student attendance rate for 2023 was %

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, 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 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.

Section 4: Staffing Profile

There are a total of 24 teachers and 11 support staff at Sacred Heart Koorungal. This includes 18 full-time and 8 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	Two
Proficient	Twenty three

Percentage of staff who are Indigenous	2.7%
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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.

2023 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 delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2023, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- Reviewing and developing the School Vision and Mission
- Pedagogical practice in Religious Education

- Understanding missionary service
- Christian meditation
- Developing understanding of the K-2 English and Maths Syllabi
- Reading behaviours and strategies
- Forms of Assessment
- Scaffolding Literacy
- Maths Tracking Tool
- Content clustering in Maths
- Wellbeing Framework
- Aboriginal Perspectives in the Curriculum
- Aboriginal life and cultural Protocols

Section 5: Catholic Life and Religious Education

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

Catholic Heritage

Sacred Heart Catholic 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

Students from Year 3 received the Sacrament of Reconciliation, Year 4 the Sacrament of Eucharist and Year 6 the Sacrament of Confirmation. The community was pleased to have Bishop Mark Edwards present in our parish to confer the Sacrament of Confirmation. Throughout the year, students led and participated in regular whole-school Masses in the church. Classroom and whole-school liturgies also took place focusing on various themes eg. Catholic Schools Week, Saints, Holy Week. One Parish Schools Mass took place each term where students from the three schools in our parish shared in leading aspects of the liturgy. Daily prayer took place in the classroom, including traditional prayers, informal prayers and daily Christian Meditation. 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 seasons.

Staff and Student Faith Formation

Sacred Heart Catholic 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 programs, prayer, liturgies, conversations and retreats.

Social Justice

Sacred Heart Catholic Primary School is very conscious of the needs of others. Through the Religious Education Program, daily conversations and learning opportunities, students learnt of the need to share resources, give generously to those in need, 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.
- Winter donations appeal
- Implementation of the Family Meal Roster
- Connecting community celebrations with liturgical celebrations and witnessing to school students how to show love and service to others.
- Continuing the charism of Nano Nagle through staff and student participation in events that enhance the work of Caritas, Catholic Mission and St Vincent de Paul. Students were also involved in missionary discipleship, with each stage or grade focusing on an organisation within the local community. For example, our Year 4 students supported Edel Quinn Shelter by completing chores at home to raise funds to purchase essential items to donate to Edel Quinn and Year 3 engaged with Carevan Wagga.

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). The information informed the Annual Improvement Plan and resulted in the following taking place in 2023:

- Term 1: Prayer and Mindfulness for Wellbeing- staff meeting
- Term 1: Religious Education pedagogy -staff meeting
- Term 2: The Education Charter - SHK Vision and Mission Development - twilight meeting
- Term 3: Spirituality Day – SHK Vision and Mission Development
- Term 3: The Education Charter - SHK Vision and Mission Development - staff meeting
- Term 4: SHK Vision and Mission Development (sharing the data) – staff meeting

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

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

All students 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 Years One, Two, Three, Four, Five 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 that linked in with teaching and learning outcomes were provided for Year Five who went to Sydney to learn about the early colony and Year Six who went to Canberra to be learn about aspects of the nation's capital and links to the parliamentary system
- A Water Safety Program was undertaken by students from Kindergarten to Year 6 during Term 4
- Gymnastics Program K-6
- Quicksmart Reading Program was provided, on a needs basis, for students in Years Five and Six.
- Royal Far West support in the areas of speech and occupational therapy and wellbeing
- COVID-19 Learning Intervention Program(state funded)
- Opportunities were provided for enrichment and support through teacher attention to differentiation

Special focus areas within the curriculum

Maths

Professional development was provided for teachers K- 2 with the introduction of the reformed Mathematics Syllabus (2023). Through these sessions teachers explored how mathematical concepts could be taught in parallel, allowing students to gain a deeper understanding and fluency as they engage with the concepts numerous times and make connections with real life situations.

The use of the sample units of work, published by the NSW Department of Education has proved to be a valuable resource, providing teachers with current research based pedagogical practices and content clusters to connect when creating learning sequences. This process of professional development has also been initiated with the teachers from Year 3 - 6 prior to the implementation of the reformed Mathematics syllabus in 2024.

All teachers, K-6 have also explored the Maths Tracking Tool utilised to monitor student growth over the year to align the expected skills within each growth point with the relevant outcomes within the syllabus and the Extending Mathematical Understanding resources promoted by the diocese. These professional learning initiatives within the Maths Key Learning Area have allowed teachers to gain confidence with the reformed curriculum, monitor and track student growth and implement effective action plans when student progress is not evident.

The Case Management Meeting process, when focused on Maths has also allowed teachers to refine pedagogical practices as a result of the engagement in professional conversations regarding the pedagogical practices being developed and utilised.

Teachers have also been provided with the opportunity to be supported by the ITM through a co-teaching model. This has allowed teachers to engage in micro teaching sessions, modelled teaching sessions and support with target groups within the maths classes.

These focuses within Mathematics have resulted in student growth within high priority areas with strong growth indicated for the majority of students with many students now working within the aspirational growth points identified by the creators of the EMU program from Monash University.

There has been a two pronged focus for professional learning for English this year. Firstly, professional development was provided for teachers K-2 with the introduction of the reformed English Syllabus (2023). Through these sessions teachers explored the intent of the reformed syllabus by exploring the rationale and aim of the English Syllabus as well as developing a deeper knowledge of the new structure and focus areas within the syllabus. The additional focus area for English professional development has been around reading comprehension. The professional development day on this focus area was facilitated by Bronwyn Parkin from PETAA who led the staff in developing deep knowledge of the reading strategies, age appropriate reading behaviours and the pedagogical practices that allow

classroom teachers to integrate the teaching of these skills within the Scaffolding Literacy Cycle, which is an agreed practice at SHK.

To support the implementation of these pedagogical practices within the English Learning Sequences the Instructional Teacher Literacy has also utilised the co-teaching model. This has allowed teachers to engage in micro teaching sessions, modelled teaching sessions and support with target groups within English classes.

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

NAPLAN 2023 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It 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 2023, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	45	417.9	415.9
Reading	46	420.8	411.1
Writing	45	411.5	426.3
G&P	46	413.3	421.4
Spelling	46	398.6	416.2
Year 5			
Numeracy	45	485.1	496.8
Reading	44	497.0	500.5
Writing	43	473.0	491.0
G&P	44	495.5	503.3
Spelling	44	466.6	497.6

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 the Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

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

- A Wellbeing Practitioner from Centacare works in the school for three 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 ten hours 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
 - Positive Behaviours for Learning implemented across the school
 - 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
 - Buddy System involving Kindergarten classes and Year 6 classes
 - 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
 - Introduction of meditation each morning in classes from Kindergarten to Year Six
 - Prayer opportunities and prayer intentions
 - Norm setting and on-going review in learning communities
 - Staff Norms – regularly reviewed
 - Regular communication including phone calls, email, social media, newsletter, informal and formal teacher and parent meetings
 - Behaviour management plans
 - School and class programs in place to support wellbeing
 - Access to support agencies for school community members, eg. Centacare
 - Restorative Practices used in the school
 - Health Program based on PD Health and PE Syllabus
 - Royal Far West Program focussing on speech and occupational therapy
 - Playground options - passive and active play / inside and outside play
 - Kitchen Garden Program

- Teaching of expected behaviours, e.g. entry into classroom
- Classroom/playground norming – Student Rights and Responsibilities and ongoing review
- Clear understanding of choices/consequences – children owning language
- Personal Safety – Personal Development Health Physical Education
- Adoption and implementation of the CEDWW Anti-Bullying Policy
- Presence of Aboriginal School and Community Worker for two days per week
- Advice sought from external professional agencies as necessary
- Centacare practitioners supported staff in the delivery of [Wellbeing Programs Centacare 2023](#)
- Meals were provided to support families at times of need

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 the 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. The class teachers revisit these during the term.

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.

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 process is part of the school Positive Behaviour for Learning Program.

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

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 worked on embedding a positive approach to promote behaviours that show respect and care for self and others. The 'Positive Behaviours for Learning'(PBL) key focuses at Sacred Heart are 'Be Safe, Be a Responsible Learner, Be Proud and Be Respectful'.

Elements of the PBL are explicitly taught in each classroom each week and highlighted at school assemblies.

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 the Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#)

Initiatives Promoting Respect and Responsibility

- Year 6 Leadership Program
- All Year 6 students are recognised as student leaders with a range of responsibilities and options available for them
- Formal recognition of students each week
- 'Mindful student' of the term recognition at assemblies
- Recognition of student achievement via merit awards
- Class assemblies that celebrate learning and achievement
- 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
- Positive Behaviours for Learning key focuses of Be Respectful, Be Proud, Be a Responsible Learner and Be Safe highlighted and implemented in the school
- Photos of work and recognition of performance in the school newsletter and as relevant on Facebook and Instagram
- Working with students regarding responsible use of technology and social media
- Focussed programs delivered by Centacare

Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling 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](#) & 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 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 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 documents in 2023.

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](#)

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.

[2023 Annual Improvement Plan](#)

Evaluation of the key priority areas of the 2023 Annual Improvement Plan

<p>Evangelisation and Religious Education</p> <ul style="list-style-type: none"> - Review Vision and Mission - Pedagogical practice in RE - Sacrament understanding - Meditation practices 	<p>The review is well underway with the planned launch of new document June 2024</p> <p>Learning conversations with staff and ongoing professional learning</p> <p>After consultation with staff it was decided to postpone this development to allow for more concentrated focussing on the development of the school vision and mission</p> <p>Staff have been exposed to visio-divina and lectio-divina and these will be further developed in 2024</p>
<p>Teaching and Learning</p> <ul style="list-style-type: none"> - Reading Behaviours - Familiarise staff with Transformative Learning and continue building understanding of assessment strategies (waterfall chart) - Quality of teaching and learning programs - Implement Wellbeing for Learning Framework - universal tier 	<p>Teachers are modelling reading comprehension strategies within close reading sessions and reinforcing the skill development with targeted guided reading groups</p> <p>Staff have continued to build their knowledge of practices that transform learning and implement them within the classroom. Teachers gained a deeper understanding of the elements of the forms of assessment through their work with the Riverina Liaison Officer for NeSA. Updated Assessment Plans for the school have been developed. Teachers have reviewed and reflected on these.</p> <p>Greater integration within the English and Maths programs in particular has been noted and less scripting within all programs is beginning to become evident.</p> <p>Work was begun and to be continued in 2024</p>
<p>Community Engagement</p> <ul style="list-style-type: none"> - Parent engagement - Aboriginal perspectives and understanding 	<p>Engaging with and making links between the school and numerous community groups continues to be a high priority area.</p>

<ul style="list-style-type: none"> - Student voice 	<p>Staff have initiated creative events allowing parents and extended family members to come into the school and connect with their children and other students. Deeper knowledge of Aboriginal perspectives have been developed from the work with Luke Wighton, of the Wiradjuri nation. Teachers have also implemented strategies that have allowed for greater student agency with learning.</p>
<p>Leadership and Stewardship</p> <ul style="list-style-type: none"> - Leadership Capacity of staff 	<p>Staff participation, decision making and information regarding the school is shared regularly with all staff. Work on challenging conversations held over to 2024 due to difficulties finding a suitable facilitator</p>

Priority Key Improvements for 2024

 2024 Annual Improvement Plan Framework SHK.doc 2024.docx

Section 10: Parent, Student and Teacher Satisfaction Parent Participation

The information below is a guide only. You may write this to suit your school.

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.

Parents supported the school in a range of ways:

- Membership of the School Advisory Council
- Participating in Parents and Friends meetings
- Organising school events that build community and raise funds such as the school Fete, working in the kitchen garden, assisting in the canteen, sharing information about the school at parent information sessions.

Parents are encouraged regularly through correspondence to be in communication with the school about any concerns or issues they might have as well as sharing constructive ideas to make the school the best place that it can be. Students are active members of the life of the school and often informally share ideas that they have for the school. They work positively with teachers to ensure the school is a quality place for them to learn, socialise and play.

A survey was conducted to gauge the level of satisfaction from parents, students and teachers.

Parent Satisfaction

Survey shared with all families in the school. 33 surveys were returned. The survey was conducted in November 2023.

Score 8/10	Score 9/10	Score 10/10
18%	39%	30%

"My daughter loves SHK. The school community is very supportive and inviting"

"I am very pleased with the teaching, learning experiences, practices and policies and facilities of the school"

"Exceeds all expectations we had with our child starting kindergarten"

"My children are passionate and excited about learning and keen to be always improving"

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
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67%	28%	5%
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Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
57%	43%	0%

Financial Report

Charts to be inserted by CEDWW