



Sacred Heart Catholic Primary School Koorinal

Annual Report 2016

Principal: Miss Carolyn Matthews

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About this Report

Sacred Heart School is registered by the NSW Educational Standards Authority. The Catholic Schools Office, Wagga Wagga is 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 Sacred Heart Catholic School's Annual Improvement Plan.

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

This *Report* complements and is supplementary to Sacred Heart Catholic School newsletters and other forms of communication. Further information about 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

It has been a privilege for me to work at Sacred Heart Catholic School this year.

Working with a dedicated team we have endeavoured to ensure our Community is sharing Jesus' message and providing quality learning opportunities that enable students to have the skills, knowledge and competencies that they will need for their future. Inquiry, problem solving, creativity, innovation and collaboration are the hallmarks of our classrooms as we endeavour to have our students achieve their best in all areas of school life.

Always evident is the wonderful spirit amongst our students who show acceptance and care for one another. Our Community can be likened to a big family in which all are growing and learning together.

Our parent community shows daily, their support of the School through participation in various school programs, community events and fundraisers. The willingness of families to give generously is appreciated and their presence in our community is highly valued.

Daily, we give thanks for our Community and look forward to continuing to reflect and learn together so that we can meet the needs of our learners and help our students grow.

Carolyn Matthews

Principal

Message from the Parent Body

2016 was a year of transition for the Sacred Heart Catholic School. Following the retirement of Mrs Helen Bowyer as Principal in 2015 the school community warmly welcomed Miss Carolyn Matthews to the role.

Carolyn joined the dedicated team of teachers and support staff in their continued commitment to create a safe and welcoming environment for students and their parents/carers. Together they continued their focus on providing contemporary learning and education that develops skills for life through the habits of mind framework including cooperation, communication, sharing ideas, persistence, valuing and respecting differences and encouraging diversity.

The School Council played an important role supporting the Principal as the leader of the School Community through the valuable contribution of their skills, ideas and suggestions. The Council also underwent a transition at its 2016 AGM with several members and their families either completing their time at the school or moving to new locations for work/family reasons.

One of the key initiatives of 2016 was a productive joint meeting of the executives of the School Council and Parents & Friends with the plan to continue the practice and thereby enhance the cooperation and communication between these two important groups.

Working together with a common purpose and through the application of our collective resources the members of the Sacred Heart School Community provide the strongest example to our children of the school motto 'To Love is to Serve'.

Wayne Murphy

School Council Chairperson 2016



Section 2: School Features/Context

Sacred Heart Catholic School is a Parish School located in Koorinal. The school is a multi-aged school catering for students from Kindergarten to Year Six.

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

At the time of the 2016 August Census Sacred Heart had an enrolment of 250 students from Kindergarten to Year Six.

Located in the suburb of Koorinal the school caters for the needs of students from a wide range of backgrounds.

Sacred Heart Parish School was opened in 1960. Originally it was staffed by Presentation Sisters who founded the school in the spirit of Nano Nagle who sought to ensure justice for all. True to that spirit Sacred Heart 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 have positive relationships
- up to date teaching and learning facilities
- dedicated 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'

a collaborative approach to preparing, teaching and learning

Section 3: Student Profile

The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Indigenous	Total
123	102	16	9	250

**Language background other than English*



Enrolment Policy

The Diocese of Wagga Wagga has established an [Enrolment Policy](#)[†]

http://web.shkww.catholic.edu.au/uploads/4/1/0/4/41048141/enrolment_policy_shk.pdf

which is implemented by all systemic schools in the Diocese. The implementation of this policy is monitored by the Catholic Schools Office.

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

Student Attendance and Retention Rates

Year	Attendance %
Kinder	94
Year 1	92
Year 2	94
Year 3	93
Year 4	94
Year 5	94
Year 6	91

The average student attendance rate for 2016 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, 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 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 Schools Office 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

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

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) 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
- c) 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	15
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 2016:

Total Teaching Staff *	Total Non-Teaching Staff	Combined Total
15	6	21

**This number includes x Fulltime teachers and x part-time teachers*

Percentage of staff who are indigenous	0
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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 Schools Office Wagga Wagga.

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

During 2016 staff were involved in the following professional learning opportunities:

- Relationships and Learning (based on the research of Professor John Hattie)
- Working in teams
- Inquiry learning
- Child Protection
- CPR and First Aid
- Maths – how to improve our pedagogical approaches
- Geography syllabus
- Literacy
- Developing our approach to Spelling
- Governance
- Living the message of the 'Year of Mercy'

Section 5: Catholic Life and Religious Education

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

Catholic Heritage

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

Liturgical Life of the School

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

Sacramental programs are a source of celebration as the children progress on their faith journey. Reconciliation occurs in Stage 2 (Years 3 & 4), First Communion in Stage 2 (Years 3 & 4) and Confirmation in Stage 3 (Years 5 & 6).

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



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

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

Staff and Student Faith Formation

Sacred Heart 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 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 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 2016 the students and staff supported:

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

Professional Learning in Catholic Life and Mission

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



Section 6: Curriculum

Sacred Heart follows the NSW Education Standards Authority, NSW syllabus for each subject/course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the associated requirements of the Catholic Schools Office, Wagga Wagga.

Sacred Heart 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 NSW Education Standards Authority Syllabuses.

The courses of study are enriched by a focus on inquiry learning and the development of the 'habits of mind' which we believe compliment the curriculum and enable students to be prepared for their future. All students, during 2016, accessed specialist art classes, dance, music and drama classes and the kitchen-garden program which in a practical way develops a healthy lifestyle and awareness of the environment.

Reading Recovery is available to teacher identified students in Year One.

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 Individual Learning Plans and where necessary additional staff support.

Excursions are provided during the year to enrich the teaching and learning program. Students participated in excursions associated with the arts, History and Science during 2016.

The ICAS assessment program is available to students who choose to participate. Opportunities are provided for enrichment and support throughout the students learning program.

An intensive swimming program, conducted over 5 weeks, was undertaken during term four.

Various sporting bodies conducted skill clinics throughout the year where children learnt skills of a specific sport by talented players or development officers. These included basketball and Australian Football.

Throughout the year students participated in representative sport in their chosen field.

The students also competed in interschool 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 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	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 6	40.0	12.9	25.8	35.5	16.1	9.7	16.1
Band 5	20.0	54.8	22.6	22.6	16.1	16.1	16.1
Band 4	13.3	22.6	22.6	19.4	32.3	35.5	38.7
Band 3	20.0	6.5	19.4	16.1	29.0	25.8	19.4
Band 2	3.3	3.2	9.7	6.5	3.2	9.7	9.7
Band 1	3.3	0.0	0.0	0.0	3.2	3.2	0.0
Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data Measurement Space & Geometry	Number Patterns & Algebra
Band 8	11.5	7.4	25.9	7.4	3.7	7.4	3.7
Band 7	30.8	3.7	14.8	25.9	11.1	7.4	18.5
Band 6	23.1	44.4	29.6	18.5	44.4	40.7	40.7
Band 5	19.2	37.0	25.9	37.0	33.3	33.3	37.0
Band 4	11.5	7.4	0.0	11.1	7.4	11.1	0.0
Band 3	3.8	0.0	3.7	0.0	0.0	0.0	0.0



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 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

http://web.shkww.catholic.edu.au/uploads/4/1/0/4/41048141/pastoral_care_policy_shk.pdf

Discipline Policy

Sacred Heart 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'.

School Policy is available on the school website

[http://web.shkww.catholic.edu.au/uploads/4/1/0/4/41048141/student_welfare_\(discipline\)_policy_shk.pdf](http://web.shkww.catholic.edu.au/uploads/4/1/0/4/41048141/student_welfare_(discipline)_policy_shk.pdf)

Anti Bullying Policy

The community of Sacred Heart 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. School Policy is available on the school website

http://web.shkww.catholic.edu.au/uploads/4/1/0/4/41048141/anti-bullying_policy_shk.pdf

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 the environment

Complaints and Grievances Resolution Policy



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

The implementation of this policy is monitored by the Catholic Schools Office.

Workplace Health and Safety

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

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



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 Schools Office Annual Improvement Plan. The school engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.

2016 Annual Improvement Plan

Strategic Priority Area	Improvement Targets What do you want to improve?	Key Improvement Strategies How are you going to improve? What actions are required to progress the improvement target?	Evidence of Improvement How can you demonstrate that an action is complete? What is the evidence or indicators of improvement?
Catholic Life and Mission	Evangelising and Missionary Discipleship	Evaluation faith formation plan for students and teachers and commitment by all towards a common approach (thinking and language) to the development of spirituality	Consistent language used by teachers. Inclusive practice, particularly for difficult students and parents. A positive and proactive mindset prevailing through difficult situations.
Student Learning & Pedagogy	Approach to children and families in need: Constructive conversation and problem solving amongst staff regarding those in need. Depth HOM philosophy.	Through planned inservicing, prayer, modelling clear goal setting using School Improvement Tool (draft) Working with priest Further ongoing planning strategies	Positive outcomes for families and students are met. Pastoral and constructive conversation amongst staff. General well-being of school community. 'Celebration of Cultural Diversity Day' 2015 – continued in 2016
Pastoral Care & Wellbeing	Maintaining progress in Writing and Spelling. Evaluation of Reading benchmarks. Complete overhaul of Numeracy practices and understandings	Working through 'Spiral of Inquiry' model in all areas – investigating practices of whole staff. Analysis of data and student work samples is continued. Discussion in stage partners with PLC Co-ordinator, whole staff discussions with ongoing planning.	Expect to see all areas in Literacy above state in 2016 in Naplan. Naplan results in Numeracy – above state by 2018. Continued growth in students work. P.D. to continue for staff each week. Staff to attend any P.D. outside school that is relevant to targeted areas.
Strategic Leadership and Partnerships	Enabling time for co-ordinator to drive progress. Further funding from CSO as part of state action plan.	Working in Numeracy with school support officers. Following spiral-scanning practices, professional reading and dialogue, student observation, student teacher, ongoing analysis of student work.	Gathering of student work samples regularly. Naplan results 2016 – expect to be above state in Literacy. Expect 85% growth in all areas. 2018 – as above in Numeracy. Expect 60 % growth in Numeracy.



Priority Key Improvements for 2017

Evidence that led to the formulation of targets for 2017

- Evaluation and reflection on our 2016 plan.
- Trends in NAPLAN data and other assessment data
- Findings from staff reflection on the National School Improvement Tool domains
- Findings from staff reflection on the Core Domain

2017 Annual Improvement Plan

Strategic Priority Area	Strategic Student Improvement Priorities	Student Improvement Targets for 2017	Implementation Strategies	Timelines and Milestones	Lead roles	Targeted Resources	Key Performance Indicators/ Evidence of Improvement
Catholic Life & Mission	Developing the student's understanding of the Charism and history of SHK	- understanding of the faith story of our school	<ul style="list-style-type: none"> - organise professional development for staff - develop units of work for each stage for our FSW (develop a working group to put this together) that will explore the Presentation Sisters Charism and history and how it impacts on the culture of our school - celebrates with the community the significant people and events 	Before the end of 2017 (timely PD throughout the year)	REC Working group	<ul style="list-style-type: none"> - Presentation Sisters (Susan Miller) - Faith, Story & Witness program 	<ul style="list-style-type: none"> - increased visual representations around the school - more imbedded within whole school



Pastoral Care & Wellbeing	A strong collegial culture that builds and maintains positive relationships between staff, students and parents based on mutual trust and support	- students survey data suggests they feel valued by their teacher and confident in their class/school environment through enhanced relationships with their teacher	- Survey Staff, parents and students Term 3 2017 regarding well-being and satisfaction levels - Principal to meet with Staff in the beginning, middle and end of the year, beginning 2017, to gauge well-being in areas where support may be required - Provide evidence-based research regarding the role that relationships have on academic achievement and well-being for teachers to implement in their everyday practice	Survey Term 3	CSO personnel	Research; - Terry Lovat	- less referrals to exec - teachers following through with their responsibilities in dealing with issues with their students - peers conversations regarding student well-being
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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 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 relied on anecdotal information to ascertain the level of satisfaction with the school from parents, students and teachers.

- Individual formal meetings held with all individual staff on two occasions during 2016 indicates that the staff are fulfilled in their work in the school and that they feel comfortable interacting with other members of the staff.
- Conversations with students from Kindergarten to Year Six conducted both formally and informally reveals that generally the students at Sacred Heart are happy in their learning environment. They know that they are cared for and that if things go wrong they can approach a teacher and get assistance.
- Information shared at parent meetings indicates a high level of satisfaction with the school. Parents enter openly into conversations about school matters and know they will be listened to.



Financial Report

