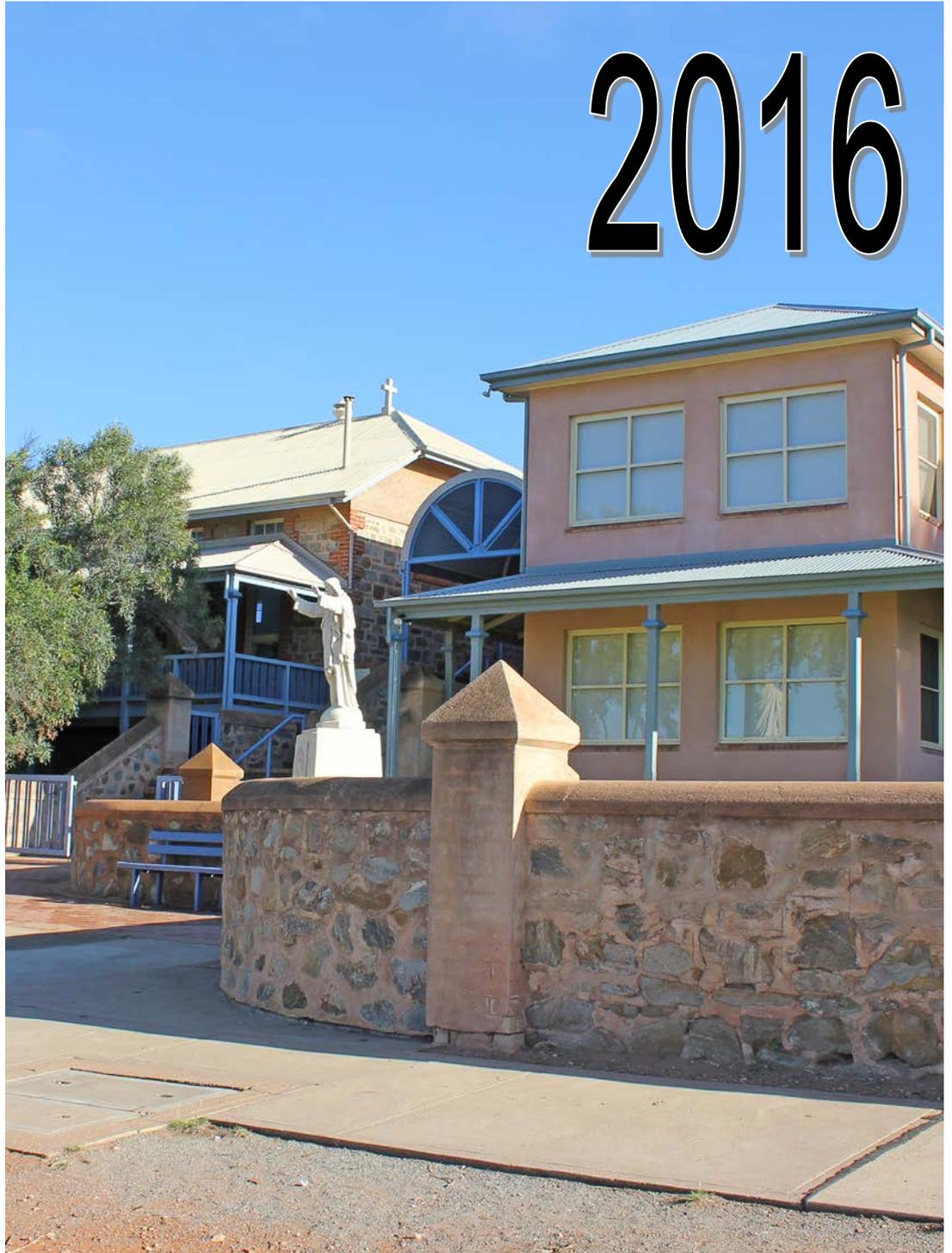


# Annual School Report

# 2016



## Sacred Heart Parish Primary School, Broken Hill

192 Lane St, Broken Hill NSW 2880

Principal: Trevor Rynne

Phone: 08 8088 5777

Fax: 08 8087 2282

Email: [principal.brokenhill@wf.catholic.edu.au](mailto:principal.brokenhill@wf.catholic.edu.au)

Website: [www.wf.catholic.edu.au](http://www.wf.catholic.edu.au)



## ABOUT THIS REPORT

Sacred Heart Parish Primary School, Broken Hill is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Education Office (CEO), Wilcannia-Forbes, the 'approved authority' for the registration system formed under Section 39 of the NSW Education Act (1990).

The Annual School Report provides parents and the wider school community with fair, reliable and objective information about school 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 Report demonstrates accountability to regulatory bodies, the school community and the CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NSW BOSTES requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Further information may be obtained by contacting the School or by visiting the School's website.

## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

### **Principal's Message**

2016 has been a year in which we continue to see and acknowledge the continual success of our students and the development of our school. Our children have excelled in many areas this year in particular, the academic and sporting fields. This includes the academic results of our students in a range of competitions including NAPLAN and the number of students who were selected in local, diocesan and Polding sporting teams.

Two major highlights throughout 2016 have been the construction and recent opening of our school's Health Hub and the acquisition of a school bus. The Health Hub will be a valuable asset for the school to provide better health and education outcomes for our students. This program is a partnership between the local University Department of Rural Health and local schools around the region and the Hub will be used extensively in the coming years. With the support of our Catholic Education Office a school bus was purchased. The bus is a valuable resource for the school to provide additional learning opportunities including excursions, sporting activities and many other uses.

I would like to acknowledge the work and support of our Parish Priest, our school staff who are dedicated and committed to our children and our school, the School Committee and Parent Group who have been very generous with their time and energy in providing excellent resources and facilities for our school community.

### **Parent Body Message**

We have had another very exciting, busy and full year, starting with three new teachers coming to the school, and one of those coming all the way from Dubai.

Thanks to the Diocese, we have acquired our very own school bus, and what a great asset this is. The Diocese has also allotted extra funds that have helped us to start fulfilling some much needed projects around the school including replacing the classroom doors and upgrading the verandas at the front of the school. With the help of the Parent Group, new play equipment will soon be installed at the top block of the playground in front of the canteen.

With Government funding our Health Hub has been built and is up and running. The builders have done an excellent job with tying it in with the other buildings in the school.

Throughout the year, our Enrolment Officer has continued to promote the school via social media and has also upgraded our school brochures which have been distributed to various businesses and pre-schools throughout Broken Hill.

We have discussed many important items at our Committee Meetings, such as our lock down procedure, evacuation plan and our Five Year Maintenance Plan. We have also discussed our fundraisers for the school, St Patrick's Races, School Fete and purchasing of pavers, just to name a few.

We have been informed of the many successes of our students throughout the year in sport, NAPLAN, the public speaking and choral festival, as well as their excursions in and out of Broken Hill. Seeing the students perform at the annual Presentation Night, in my opinion, was the highlight of the year.

Finally, thank you to all who are involved for your time and dedication to our School Committee.

### **Student Body Message**

It has been an honour to have been your School Captains in 2016 which has been another busy but exciting year.

We have taken part in a variety of activities that have taught us about the significance of particular feast days, recognised important people, raised funds for important projects and tested our sporting abilities. Some of these activities included Project Compassion, St. Patrick's Day, NAIDOC celebrations and the ANZAC Day March. We have also participated in swimming, athletics, cross country and local PSSA Gala Days with success and great sportsmanship. We have been particularly proud of our fellow students who have represented our school at a diocesan level.

In our last year of primary school, we would like to thank everyone for all the amazing opportunities given to us in the past seven years. It is sad to be leaving this

school but Sacred Heart Parish Primary School has prepared us for the big change to High School.

We would like to thank the teachers and support staff for helping us to complete our journey from Kindergarten to Year 6. We would like to acknowledge our Parish Priest and Principal for teaching us how to lead by example.

We have enjoyed our time at Sacred Heart and the younger students have a lot to look forward to as they progress to Year 6. We would like to thank the school for the number of great years and lots of cherished memories.

## SECTION TWO: SCHOOL FEATURES

Sacred Heart Parish Primary School is a Catholic systemic co-educational school located in Broken Hill. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 109.

The school takes its direction from the Sacred Heart of Jesus, the seat of wisdom, discernment and knowledge. Catholic Education in Broken Hill has a long tradition, beginning with a Cottage School in 1887. In 1889 the Mercy Sisters arrived to set up a school at the request of Bishop Dunne and later were joined by the Marist Brothers in 1929. The present K-6 School reflects the rationalisation in 1988 of four Catholic Parish Primary Schools in Broken Hill.

From 1988 until 2002, Sacred Heart College was a Kindergarten to Year 10 College after St Joseph's co-educational High School was included in the rationalisation process. In 2003 Sacred Heart College reverted to a Kindergarten to Year 6 school and is now known as Sacred Heart Parish Primary School.

Our school motto is Faith, Truth and Love.

Faith: Within a caring environment based on the values of Jesus, faith in God and the lived witness of a Christian life are fostered.

Truth: Within the Catholic tradition, Sacred Heart Parish Primary School strives to nurture and develop the unique gifts of individuals, to liberate them in the search for truth and to empower them to create a better world.

Love: Love builds the Christian community.

Sacred Heart is staffed by lay teachers. The spirit of both the Mercy Sisters and Marist Brothers continues. Their mission and rich heritage of education, prayer, and work and their emphasis on the provision of Christian education for boys and girls is central to and reflected in the curriculum and community life of the school. By providing a caring atmosphere, Sacred Heart Parish Primary School strives to develop a truly authentic catholic faith community, where each student is encouraged to live the gospel message of love, peace and justice in a spirit of solidarity.

Throughout 2016 the school played an active part to support and be involved in local community activities. In all these varied activities the students displayed a sense of occasion. They worked well together and proved to be great ambassadors for the

school. Some of these community events included the ANZAC Day March, Choral Festival, Eisteddfod, Silver City Show, Premier's Reading Challenge, NAIDOC Week and Remembrance Day.

## SECTION THREE: STUDENT PROFILE

### Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2016.

Girls	Boys	LBOTE*	Total Students
55	54	2	109

\* Language Background Other than English

### Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The CEO Wilcannia-Forbes monitors the implementation of this policy. 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. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

### Student Attendance Rates

The average student attendance rate for the School in 2016 was 92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91%
Year 1	93%
Year 2	93%
Year 3	95%
Year 4	92%
Year 5	92%
Year 6	90%

## **Managing Student Non-Attendance**

Regular attendance at school is essential if students are to maximise their potential. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students.

School staff, under the Principal's leadership, supports 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; and
- 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;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Director of Catholic Education or designated CEO Wilcannia-Forbes 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 FOUR: STAFFING PROFILE

### Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
10	9	19

\* This number includes 6 full-time teachers and 4 part-time teachers.

Percentage of staff who are indigenous	10%
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### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	10
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

The school held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	Day 1: Programming Goal Setting (Twilight) High Yield Strategies (Twilight)
Term 2	Day 2: Australian Curriculum - Geography
Term 3	Day 3: Spirituality Day with the Bishop Day 4: Assessment
Term 4	Sue Larkey: Teaching Strategies & Behaviour Support (Twilight)

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences.

Professional learning undertaken by staff in 2016 includes:

- Principal's Meetings (4 occasions – 1 staff member)
- ICTT Workshops (3 occasions – 1 staff member)
- Mentor Workshop (1 occasion – 1 staff member)
- Religious Education Coordinator's Conference/Meeting (2 occasions – 1 staff member)
- Gifted and talented course (1 occasion – 2 staff members)
- Sharing Our Story In-service (1 occasion – 3 staff members)
- Extending Mathematical Understanding workshops (2 occasions – 2 staff members)
- Mathletics/Reading Eggs Training (1 occasion – 2 staff members)
- Recent Graduate Teacher's induction (1 occasion – 1 staff member)
- Leaders of the Future Program (2 occasions – 1 staff member)
- Senior First Aid Course (1 occasion – 10 staff members)
- Special Education workshop (1 occasion – 1 staff member)
- Aboriginal Education Worker In-service (1 occasion – 1 staff member)
- Extending Mathematical Understanding Focus Teacher Training (1 occasion – 1 staff member)
- Novita – It's a sensory thing (1 occasion – All staff)
- Mustard Seed Retreat (1 occasion – 1 staff member)
- First Steps Writing (1 occasion – 1 staff meeting)
- Drumbeat (1 occasion – 1 staff member)

- MacQLit training (1 occasion – 1 staff member)
- Sacraments In-service (1 occasion – 2 staff members)
- Science – Primary connections (1 occasion – 3 staff members)
- CCER Child Protection online course (1 occasion – 5 staff members)
- CCER Discrimination, Harassment & Bullying online course (1 occasion – 3 staff members)

## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

### **Prayer, Liturgical Life and Faith Experiences**

Every student at Sacred Heart Parish Primary School is actively involved in the liturgical life of the school. The celebration of school masses throughout the year has created a wonderful focus for special school events, for example, the Beginning of the Year Mass, where our school leaders are inducted and Kindergarten students and their families are welcomed as part of our school community, and our End of Year Thanksgiving Mass, where we farewell our Year 6 students and teachers leaving Sacred Heart.

Other special school masses celebrated throughout the year were Ash Wednesday, the Feast Day of the Sacred Heart of Jesus and Catholic Schools Week. The children were actively involved in these celebrations through the readings, altar serving, offertory, prayers of intercession and singing of hymns.

Weekly School Masses organised by class groups continued to be celebrated with families and parishioners every Monday morning.

The sacramental program is parish-based, however, units of work are taught to complement these sacramental programs offered by the Sacred Heart Cathedral Parish. These sacramental units of work were taught to Year 3 (Confirmation) and Year 4 (Reconciliation and First Holy Communion).

The school has a strong emphasis on prayer. Prayer is part of the daily classroom procedure throughout the day and special occasions including assemblies, staff meetings, parent meetings and special feast days. Religious symbols and a prayer focus are displayed in all classrooms and our Administration building.

The school has continued to maintain a commitment to issues of social justice through a range of fundraising activities. These included Project Compassion, Missions, Assist a Student Program and the St. Vinnie's Winter Appeal.

### **Parish Partnerships**

Our school continues to work closely with our Parish Administrator to celebrate weekly school masses throughout the year. Our Parish Administrator visited our school regularly to talk to each class and to attend special school activities throughout the year including our Beginning of the Year and End of Year morning teas and Presentation Evening.

The parish-based sacramental programs, integral to our school's Religion program, have been facilitated by our Parish Administrator and supported by staff, families and the parish community. The Sacraments of Confirmation, First Reconciliation and First Holy Communion were celebrated throughout the year by students who participated in these parish-based sessions.

Students and staff attended the Mass of our Lord's Supper and were involved in the 'washing of the feet' ceremony. They offered our Project Compassion money which had been raised by the school during the season of Lent.

The school also participated in the parish celebration of the Feast Day of the Sacred Heart of Jesus and Our Lady of Perpetual Help by attending the Mass held on these days.

Staff members continue to participate actively in the parish through the ministry of the Eucharist, reading and/or commentating at weekend Masses. Students are also encouraged to serve on the altar for weekend Masses.

## Religious Education

The Religion Program, based on the Parramatta Diocesan Curriculum document, *Sharing our Story*, covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer). It offers students rich and varied faith experiences.

Year 4 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, *Sharing our Story*.

Our School's average result (as a mark out of 35)	
Year 4	21

Results of these assessments are analysed by teachers and are used to inform teaching and learning in Religious Education.

Religion is taught on a daily basis in all classes by suitably qualified staff. Lessons reflect the seasons of the church's liturgical year. Religion is taught as a key learning area in each classroom for 2½ hours per week, 30 minutes each day. Teachers are involved in the ongoing review of Sharing Our Story units to support faith development.

Prayer is part of the daily classroom procedure throughout the day and special occasions. Religious symbols and a prayer focus are displayed in all classrooms reflecting the season of the church's liturgical year and the unit being taught.

The 'Making Jesus Real' program is aligned with Religious Education programs and Values Education programs throughout Australia. It calls on students to work for peace, justice and the promotion of the common good of society.

## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

### **Primary Curriculum**

The School provides an educational program based on, and taught in accordance with the NSW BOSTES syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE).

In 2016 the School implemented the new syllabuses developed by BOSTES for History and Geography. In addition, the School implements the requirements of the CEO Wilcannia-Forbes.

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the diocesan Statement of Faith and Mission.

### Special Education

Students identified as having additional needs in 2016 were funded through the Commonwealth Government's SAISO program and the Diocesan Office Special Education budget. These children were supported in an inclusive teaching environment on individual education programs for a designated time each day. The school's Special Education teacher, Literacy/Numeracy Support teacher and classroom support assistants implement programs in consultation with the principal, class teacher and parents. Regular meetings were held throughout the terms to review the progress of each student and recommendations were implemented.

Support programs are put in place to assist students with learning needs. Some programs implemented at Sacred Heart Parish Primary School for these students include Minilit, Multilit, Extending Mathematical Understanding (EMU) and the Allied Health in Outback Schools Program.

### Minilit

Minilit is an early literacy intervention program. It is designed to be delivered daily, for one hour, to small groups of up to four Year 1 students who have struggled to make adequate progress in learning to read during their first year of schooling.

### Multilit

The Multilit Reading Program is designed to be delivered to Year 2 students who have struggled to make adequate progress in learning to read during their first two years of schooling. Children involved in this program attended at least two half hour sessions per week for a 20-week period.

### Allied Health in Outback Schools Program

Sacred Heart Parish Primary School participated in the Allied Health in Outback Schools Program throughout 2016. This program is a partnership between the University Department of Rural Health (UDRH), University of Sydney, Far West Local Health District (FWLHD) and local schools. The aim of the program is to make it easier for families in Broken Hill and the Far West to access allied health services for their children. The program is provided to all schools in the area on the basis of identified need. The Allied Health in Outback Schools program involves Occupational Therapy, Speech Pathology, Social Workers and Audiology students in their third or fourth year of study. The program aims to provide screening, early identification and intervention within the school setting, referral to appropriate services if required, and may include therapy run at the school by Far Western Local Health District (FWLHD) staff and/ or students. The Program targets children in Kindergarten but may also involve Year 1 and Year 2 students if therapy is still needed. Children are withdrawn from class individually or in small group sessions to receive screening and therapy (if required). Whole class therapy sessions are also provided.

### Extending Mathematical Understanding (EMU)

This program was continued in 2016. It is an early intervention program to assist mathematical learning. EMU is research-based and aims to enhance children's number learning and prepares them to benefit more fully from regular classroom mathematical teaching. The program targets children in Year 1.

### Physical Education

Physical Education programs follow the Personal Development, Health and Physical Education Syllabus for each stage level. Teachers base their planning around skill development, minor games and team games. The development of Fundamental Movement Skills across all stage levels is a main focus. Specific components of athletics, swimming, cross-country, dance and gymnastics are planned and supported by community responses. Students also participate in coaching clinics, carnivals and gala days throughout the year.

### Use of Technology

Technology is a major focus in the school. Technology is embedded into the teaching and learning activities of all key learning areas. All teachers have access to an interactive whiteboard and each student has their own 'Chromebook' to use. Research and the use of online educational programs support students' learning.

### Camps and Excursions

Excursions are essential learning experiences for all classes at Sacred Heart Parish Primary School. Each class is given the opportunity and encouraged to participate in at least one excursion per term. Many excursions were undertaken to expand the children's knowledge of the local area and beyond.

Local excursions were organised to observe and discover community sites of importance around the local Central Business District and local surrounding areas including the City Library, Council Chambers, GeoCentre, parks, galleries, museums, shops and restaurants. Year 5 and 6 students spent a week in Ballarat visiting places such as Sovereign Hill, Gold Museum, Melbourne Gaol, Melbourne Cricket Ground, the Melbourne Aquarium and Bendigo's Golden Dragon Museum.

### Aboriginal Education

A key component of Aboriginal Education at Sacred Heart Parish Primary is the incorporation of Aboriginal perspectives into all key-learning areas especially in the areas of English, Human Society and Its Environment, Science and Technology and Creative Arts (Dance, Music, Drama and Visual Arts). This provides all students with the opportunity to understand our history and its impact on Aboriginal society, and to appreciate and respect Aboriginal culture. The school has a diverse range of resources available to teachers.

In 2016 students had the opportunities to learn about Aboriginal communities, Aboriginal sacred sites, Aboriginal beliefs about the Dreaming, Indigenous Art and Aboriginal creation stories.

NAIDOC Week was celebrated during the year, with the children participating in Aboriginal cultural awareness activities organised and arranged by the school's Aboriginal Education Worker (AEW).

### Multicultural Education

Multiculturalism is incorporated across the whole curriculum at Sacred Heart Parish Primary School especially in the key learning area of Human Society and Its Environment. Multiculturalism is covered in Religion through units dealing with the early church, faith communities in the local area and Mission units. Creative Arts also has outcomes relating to music, dance and drama of other cultures. These are taught as part of Sacred Heart Parish Primary School's teaching and learning sequences. Visiting school performance shows also incorporate multiculturalism in their presentations.

### Student Leadership

Sacred Heart Parish Primary School provides many opportunities to foster leadership for our students. Our positions of leadership include a Year 6 boy and girl School Captain, a boy and girl House Captain for each sporting team (Champagnat, Joseph and McAuley) and a boy and girl representative from each primary year level for the Student Representative Council. All leadership positions are voted by their peers and are inducted into their positions of responsibility at a special Mass at the commencement of the school year.

### Drug Education

Drug Education is covered in the Health units taught across the school as part of the Personal Development/Health/Physical Education syllabus guidelines. The school has adopted the Diocese of Broken Bay K-6 PD/H/PE guidelines and the New South Wales Education Department K-6 Drug Education Resource to support teaching and learning in the area of Drug Education. All students attended and participated in the Life Education Van program in 2016, which focuses on drug and health education.

## SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

### National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table.

(In the percentages below students who were exempt are recorded as not reaching the National Minimum Standard)

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and punctuation	100%	96.9%	81.9%	71.9%
	Reading	100%	96.9%	45.5%	70.9%
	Writing	100%	98.7%	100%	80.8%
	Spelling	100%	96.8%	72.8%	76.1%
	Numeracy	100%	96.9%	72.8%	61%

Year 3 2016 NAPLAN results indicate an area of strength in writing, grammar, punctuation and numeracy as our school’s average was above the state average in these areas.

These results indicate our focus for 2017 will be on reading. The NAPLAN trend data indicates that Year 3’s school average scores for reading in NAPLAN in 2016 is the lowest result for the last 5 years. Intervention groups in areas of need will be established across the school based on NAPLAN and other sources of data.

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and punctuation	100%	96%	83.3%	64.2%
	Reading	100%	94%	58.3%	62.3%
	Writing	100%	94.8%	50%	50%
	Spelling	100%	94.6%	83.3%	63.6%
	Numeracy	100%	95.8%	58.3%	57.1%

Year 5 2016 NAPLAN results indicate an area of strength in writing, spelling, grammar and punctuation as our school's average was above the state average in these areas.

These results indicate our focus for 2017 will be on reading. The trend data indicates that Year 5's school average scores for reading in NAPLAN in 2016 is the lowest result for the last 5 years. Intervention groups in areas of need will be established across the school based on NAPLAN and other sources of data.

The majority of our students in Year 5 reached expected growth in spelling, grammar, punctuation and numeracy. There were no expected growth results available this year in writing due to the change in text type.

## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

### **Student Welfare Policy**

Student Welfare or Pastoral Care is at the forefront of all policies at Sacred Heart Parish Primary School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff.

No changes were made to the policy this year.

### **Behaviour Management and Student Discipline Policy**

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

### **Anti-Bullying Policy**

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed.

No changes were made to the policy this year.

The full text of all policies focusing on student welfare, discipline and anti-bullying are available from the school.

### **Complaints and Grievances Policy**

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

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

The values of respect and responsibility are reflected across all dimensions of school life. At Sacred Heart Parish Primary School we have policies that refer to:

- rights and responsibilities of students and staff within the school community;
- behaviour management;
- bullying and harassment;
- the role of our student leadership program and its monitoring;
- the discipline system, that ensures corporal punishment is never administered, and that serious incidents are appropriately managed and reported;
- homework; and
- identification of and provision of support for students with special needs.

These policies include the school's Anti-bullying policy, Behaviour Management policy, Child Protection policy, Code of Conduct policy, Complaints and Grievances policy, Homework policy, Pastoral Care policy, Student Leadership policy and Suspension and Expulsion of Students policy.

Reference is made to these policies and procedures in various school documents such as the Staff Handbook. They can be found in their entirety in the School Policy Folder available at the school office.

Students and staff are constantly reminded of our motto 'Faith, Truth and Love' and our Vision Statement '.... respects personal dignity, is faithful to the Gospel and cares for each other'. These are used in our commitment statements read out by our school leaders at the beginning of the year.

Respect and Responsibility are also taught in Religion units from the 'Sharing Our Story' program, Making Jesus Real program and in the use of Restorative Practices at the school.

## SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, “Christo et Doctrinae – For Christ and Learning”. The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

### Annual School Priorities for 2016

<b>Priority 1</b>	Assessment.
<b>Reason for priority 1</b>	Assessment Practices across the school need to be documented.  Consistent assessment practices need to be used across the school.
<b>Steps taken to achieve priority 1</b>  Brief summary from the Annual Improvement Plan	<ul style="list-style-type: none"> <li>• Professional learning opportunities and readings related to assessment were undertaken. Focus was on assessment ‘for’, ‘of’ and ‘as’ learning.</li> <li>• Review of assessment policy and practices across the school was also undertaken.</li> <li>• Teachers examined a variety of appropriate assessment experiences to guide ongoing teaching and learning, to monitor and evaluate student progress and to report achievement to parents more effectively.</li> <li>• Assessments plans were implemented and included in each teacher’s learning program.</li> </ul>
<b>Status of priority 1</b>	Assessment policy to be finalised.

<b>Priority 2</b>	Australian Curriculum – History and Geography.
<b>Reason for priority 2</b>	New HSIE (History and Geography) Australian curriculum to be implemented in 2016.
<b>Steps taken to achieve priority 2</b>	<ul style="list-style-type: none"> <li>• History introduced and taught in Semester 1 2016.</li> <li>• Professional Learning Day was undertaken for Geography.</li> <li>• K-6 Geography learning sequence and units created.</li> <li>• Geography introduced and taught in Semester 2 2016.</li> </ul>
<b>Status of priority 2</b>	Completed.

<b>Priority 3</b>	Australian Professional Standards.
<b>Reason for priority 3</b>	Professional and personal goal setting to be implemented for all staff.
<b>Steps taken to achieve priority 3</b>	<ul style="list-style-type: none"> <li>• Australian Professional Standards for accreditation of teachers was unpacked for staff at staff meetings by CEO Education Officer.</li> <li>• Staff set professional goals connected to standards.</li> <li>• Support and feedback of staff goals undertaken by Leadership group.</li> </ul>
<b>Status of priority 3</b>	Continuing.

<b>Priority 4</b>	Learning Intentions and Success Criteria.
<b>Reason for priority 4</b>	To improve student outcomes for all students and to support teachers to differentiate and scaffold the learning for all students.
<b>Steps taken to achieve priority 4</b>	<ul style="list-style-type: none"> <li>• Provide professional learning at Staff Meetings</li> <li>• Staff engage in the constructing of Learning Intentions and Success Criteria collaboratively.</li> <li>• Implementation of Learning Intentions and Success Criteria across all key learning areas.</li> </ul>
<b>Status of priority 4</b>	Continuing.

## Projected Priorities for 2017

<p><b>Priority 1</b></p>	<p>Develop a Learning Sequence of Prayers and Responses to Mass to introduce into Religion lessons.</p> <p>To revise and implement a new approach for Religious Education (RE) Maintenance across all strands of the Sharing Our Story Religion program in all classes.</p>
<p><b>Reason for priority 1</b></p>	<p>To improve students' understanding of the Catholic faith and its traditions.</p> <p>To improve students' recall on the content of the Sharing Our Story Religion program.</p>
<p><b>Steps taken to achieve priority 1</b></p>	<ul style="list-style-type: none"> <li>• Staff to develop RE Maintenance Plan for 2017 at staff meetings with support of the Religious Education Co-ordinator (REC).</li> <li>• To be implemented in Term 2 2017.</li> <li>• REC to:             <ul style="list-style-type: none"> <li>○ revise and update learning sequence of Prayers and Responses to Mass for all year levels.</li> <li>○ present Learning sequence of Prayers and Responses to Mass to staff at staff meeting.</li> </ul> </li> <li>• Teachers to implement and teach revised learning sequence to class at the commencement of Term 4 2017.</li> </ul>
<p><b>Priority 2</b></p>	<p>To implement a whole-school reading program, so that 80% of students will be at or above the school PM reading benchmarks, with a specific focus on Years 1, 3, &amp; 5.</p> <p>Each child will achieve a minimum of 2 PM reading levels each term.</p>
<p><b>Reason for priority 2</b></p>	<p>5 year trend indicating a decrease in NAPLAN points for Years 3 and 5.</p> <p>Evidence from the school's data wall indicates that a high percentage of at risk students are in Year 1 and Year 3.</p>

<p><b>Steps taken to achieve priority 2</b></p>	<ul style="list-style-type: none"> <li>• Professional learning focussing on ‘A balanced reader and guided reading’ and ‘Reading Comprehension’.</li> <li>• Developing a whole school agreed practice for Guided Reading.</li> <li>• Gathering evidence on INSTRUCTIONAL WALKS –that Guided Reading is more evident across all classes.</li> <li>• Analysing the DATA WALL – Is each student is progressing and moving on the data wall a minimum of two levels?</li> <li>• CASE MANAGEMENT, to be put in place for students not achieving two or more levels each term.</li> </ul>
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<p><b>Priority 3</b></p>	<p>Mathematics – Extending Mathematical Understanding (EMU). To move students through to the expected growth points for the Number strand.</p>
<p><b>Reason for priority 3</b></p>	<p>Results from Mathematics Assessment Interview (MAI) show the percentages of students vulnerable in each strand across K-6.</p>
<p><b>Steps taken to achieve priority 3</b></p>	<ul style="list-style-type: none"> <li>• Staff to identify students who are vulnerable in the areas of Counting, Place Value, Addition/Subtraction and Multiplication/Division from Mathematics Assessment Interview and Data Wall.</li> <li>• Vulnerable growth points of each area to be used each day for ‘warm ups’.</li> <li>• EMU Focus teacher to support vulnerable students through intervention.</li> </ul>

<b>Priority 4</b>	Digital Programming
<b>Reason for priority 4</b>	The requirement that teaching programs are in digital form and available online. Necessity for the school to be compliant with online digital programs.
<b>Steps taken to achieve priority 4</b>	Professional learning and support from CEO Education Officer and Education Consultant at staff meetings throughout the year.  Term 1 – Mathematics focus. Term 2 – Religion, HSIE, Science, PDHPE and Creative Arts focus. Term 3 – English focus.

## SECTION TEN: COMMUNITY SATISFACTION

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, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

Surveys were distributed at the end of the year to families with a 16% response rate. Respondents were satisfied that the school helps their child to develop a knowledge and understanding about Catholic tradition, the school offers a range of co-curricular activities, the school provides various opportunities for them to become involved and the school effectively communicates information about activities and events. Some respondents indicated the need for the school to strive to meet their child's individual learning needs and to challenge their child more to maximise their learning outcomes.

### **Student Satisfaction**

All students surveyed indicated that they were proud of their school. All students indicated that they felt safe at school and they could approach a member of staff if they had an issue. The majority of students strongly indicated that the teacher encourages them to learn to the best of their ability. Students also indicated that the school helps them in their understanding of the Catholic faith, they understand their rights and responsibilities at school and that there are sporting and other activities in which they can be involved in.

### **Teacher Satisfaction**

Staff strongly indicated that students understand their rights and responsibilities and students are challenged to maximise their learning outcomes. Staff also indicated that the school provides appropriate information to parents about student progress and the school provides a safe and supportive environment. The staff believes that the school helps students to develop a basic knowledge and understanding about the Catholic faith and the school strives to meet the individual learning needs of students.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

<b>RECURRENT AND CAPITAL INCOME</b>	
Commonwealth Recurrent Grants	<b><i>\$1,195,782</i></b>
Government Capital Grants	<b><i>\$17,841</i></b>
State Recurrent Grants	<b><i>\$415,086</i></b>
Fees and Private Income	<b><i>\$228,334</i></b>
Other Capital Income	<b><i>\$0</i></b>
<b>Total Income</b>	<b><i>\$1,857,043</i></b>

<b>RECURRENT AND CAPITAL EXPENDITURE</b>	
Capital Expenditure	<b><i>\$123</i></b>
Salaries and Related Expenses	<b><i>\$1,541,626</i></b>
Non-Salary Expenses	<b><i>\$295,956</i></b>
<b>Total Expenditure</b>	<b><i>\$1,837,705</i></b>