

2019 ANNUAL SCHOOL REPORT



Sacred Heart Parish Primary School, Broken Hill



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Faith, Learning and Transformation in Jesus Christ



ABOUT THIS REPORT

Sacred Heart Parish Primary School, Broken Hill is registered by the NSW Education Standards Authority (NESA) 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 NESA 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

Sacred Heart Parish Primary School is a Catholic school in which staff and parents work together to educate children. We recognise and affirm the uniqueness of each child, and assist each child to develop towards his or her full potential through a safe, supportive learning environment. We work in an atmosphere built on mutual respect and, through celebrating Gospel principles, we aim to achieve a quality education for all.

The importance and value of all staff members of Sacred Heart Parish Primary School cannot be underestimated. We are very fortunate that we have teachers who are very dedicated to their work with their students, teachers who are prepared to give of themselves and of their time. I acknowledge the teachers and the contributions of the Office, Canteen, Cleaning and Ground staff for their work and assistance, and thank them for their interest and concern for all students and for the way they worked as a team throughout 2019.

A strong sense of community spirit is evident throughout the school community. Parents, the fundraising community and School Committee are actively involved in the school on behalf of our students. Students, parents and staff work cooperatively and this is becoming a greater strength of our school.

This report highlights many examples of the excellent achievements of our students, staff and parents and provides the school community with fair, reliable and objective information about school performance, initiatives and developments during 2019.

*Mr. Trevor Rynne
Principal*

Parent Body Message

It has been another busy and productive year for the School Committee. The departure of Fr Nick Falzun resulted in a change of Parish Administrator and we were joined by Fr Dominic Poppellwell. The committee discussed a wide range of school business items including finances, projects, operations, workplace health and safety, school direction and student matters. The biggest item on our agenda was the Student Leadership Framework. After being brought up on our agenda and discussed by various stakeholders, the school will see a change for how students are elected into leadership positions for 2020. Thank you to all 2019 School Committee members and farewell to those retiring from the committee.

School Committee Chairperson

Student Body Message

This year our school has supported many different causes. At the start of this term we had a social, where we raised money for Catholic Missions and throughout the year we have supported the St Vincent de Paul Society. One of our greatest achievements this year was the establishment of our vegetable garden, helped by a grant from Woolworths. This vegetable garden has not only helped our school by providing opportunities for students to learn about healthy eating, but we have also donated vegetables to the St Vincent de Paul Society and plan to continue doing this in the future.

Our SRC in its role as Mini Vinnies also worked at supporting the St Vincent de Paul's annual Winter Appeal. We ran a hot chocolate stall and gathered items for families in need. We are very grateful for all of the students and their families that contributed to our efforts.

During the year students have been provided with opportunities to visit various locations both within and outside of Broken Hill. The Years 5 and 6 students had the opportunity to go on an excursion to Canberra and the Years 3 and 4 students went on an overnight excursion to Kinchega National Park. On behalf of all the students, we would like to thank our teachers for their hard work in ensuring that we had a fantastic learning experience.

A very special thank you is extended to all of our teachers who have taught us many wonderful things and have provided us with great learning opportunities throughout the year.

School Captains

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 132.

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. As a school community, we strive to live the values of faith, truth and love in the manner in which we live our daily lives.

As a school community we have many highlights. We treasure the opportunities when we come together to celebrate Mass every Wednesday morning. We have celebrated with our parish and our families other School Masses which included our Beginning of the Year Mass, Ash Wednesday, Holy Week celebrations, the Assumption and All Saints Day. I would like to thank and acknowledge our Parish Administrator for providing sacramental opportunities for the children throughout the year and his leadership in facilitating our School Masses and Parish celebrations.

Our staff are privileged to participate each day in their students' academic journey. They recognise and applaud just how hard their students try. They celebrate their students' achievements whether they are great or small, and they share with pride the progress their students make with their learning. To our teachers and to all our staff who support them and who support our students, thank you for the job you do, for your energy, your skills, your enthusiasm and your passion for what you do each day.

Our students continued to grow and excel in many areas whether it is academic, sporting and cultural. Many of our students received high recognition in the International Schools Competitions, Public Speaking and a number of other external competitions. Also, this year our Year 3 and Year 5 achieved pleasing results in the NAPLAN tests. Students have had the opportunity to participate in the local Eisteddfod and Choral Festival with great success, the Premier's Reading Challenge, Remembrance Day, School Performance Shows, Book Week and Catholic Schools Week. There were also opportunities to attend and participate in community events such as the Anzac Day March, the Silver City Show and the Life Education Program. In partnership with the local University Department of Rural Health, students from the University of Sydney in the areas of Speech Pathology and Occupational Therapy have been utilised throughout the year for our Kindergarten and Year 1 students. Participation in a variety of sports at a local and regional level include Swimming, Cross Country, Athletics, Cricket, Soccer, Netball, Rugby, Basketball and Aussie Rules.

A number of excursions were undertaken to expand the children's knowledge of the local area and beyond. These excursions ranged from visiting the local parks, shops, museums, National Parks and Art Gallery. Our older students enjoyed their bi-annual trip to Canberra and the snowfields this year.

The SRC's involvement this year in raising money through Project Compassion, the Missions, school socials and other worthy causes, as well as encouraging everyone to donate food and clothing to organisations that deal with those less fortunate, is to be commended. The generosity of students and families to give so generously is tremendous and greatly appreciated. Through these fundraising activities the SRC has raised over \$1000 towards assisting other communities and groups in need. The SRC has also supported the construction of our School Garden. It was a great moment when we were able to supply St. Vinnies with spinach from our first harvest.

We have received tremendous support from our School Committee and Parent Group. Both groups have taken on major projects this year and have also worked together to ensure that these projects were successful. The School Committee's main focus has centred on the assistance with the efficient running of the school, school maintenance and our student leadership procedures. The Parent Group took on many fundraising activities throughout the year which included Raffles, Morning Teas, BBQ's, Book Club and catering for the St. Pat's Races. This year the Parent Group also organised our School Fete with great success. The fundraising effort of the Parent Group has enabled the school to install our new playground equipment at the beginning of the 2019 school year.

At the centre of all we do, are our students. They come to school each day to face a new day of learning. They will discover, experiment, inquire, make connections, use critical thinking skills and accomplish so many aspects of their learning. We celebrate the successes with them and rejoice in all the achievements they make on their educational journey. It is this partnership with our students that makes our school a rich learning centre.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2019.

Girls	Boys	LBOTE*	Total Students
69	63	4	132

* 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 2019 was 91.6%.

Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90.1%
Year 1	92.9%
Year 2	91.6%
Year 3	91.8%
Year 4	92.6%
Year 5	92.3%
Year 6	90.0%

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 well being 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; and
- ❖ 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 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
10	7	17

* This number includes 7 full-time teachers and 3 part-time teachers.

Percentage of staff who are indigenous	6%
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Teacher Standards

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. The minimum qualification for a teacher in a systemic school in the Diocese of Wilcannia-Forbes is a four-year teaching degree. Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004.

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	<ul style="list-style-type: none"> ● Online Programming & Policy Writing (Supervision) ● Child Protection <ul style="list-style-type: none"> ○ Managing Risks of Significant Harm & Wellbeing Concerns Training ○ Working With Child Checks Policy Training ○ CCER SALT Child Protection ○ CCER SALT Discrimination Harassment & Bullying ● New Science & Technology PL
Term 2	<ul style="list-style-type: none"> ● Religious Education - Days in the Diocese
Term 3	<ul style="list-style-type: none"> ● Nil
Term 4	<ul style="list-style-type: none"> ● School Planning 2020

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 2019 includes:

- Sharing Our Story
- Principal's Compliance Cluster Meetings
- Religious Education Coordinators Meetings
- CSNSW Tour of Redeveloped PP Tool
- Mentors workshops
- NAPLAN Training - Modules 1,2 & 3
- NAPLAN Training - Disabilities Adjustments
- Literacy/Numeracy/EMU Focus Teacher Meetings
- Learning Intentions & Success Criteria Writing workshop
- Principal's Conferences
- Gifted & Talented workshops
- Additional Needs Conference
- Recent Graduates induction
- Learning Progressions workshop
- NSW Association of Catholic Principals Conference
- Making Jesus Real Meetings
- Early Career Teachers and Mentors Accreditation workshop
- Thrive Training
- Gifted and Talented – Module 2
- Road Safety workshop
- NCCD Moderation
- EMU Teachers Training
- Lyn Sharratt Review - Non negotiables and Case Management
- Child Protection: Bullying, Harassment and Discrimination workshop
- Compliance Management Tool Training
- Royal Far West Capacity Building - Modules 1 & 2
- Scripture Inservice
- COMPASS Training

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 prayer/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 staff leaving Sacred Heart.

Other special school masses celebrated throughout the year were Ash Wednesday, the Annunciation, Our Lady Help of Christians, Our Lady of Perpetual Help, the Feast Day of the Sacred Heart of Jesus, the Assumption, All Saints Day 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 Wednesday morning.

The sacramental program is parish-based, however, the units of work are taught to complement these sacramental programs offered by the Sacred Heart Cathedral Parish. These sacramental units of work and classes were taught to Year 3 (Confirmation) in 2019.

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. The Angelus is prayed daily at 12:00 noon. Religious symbols and a prayer focus are displayed in all classrooms and our Administration building.

The 'Making Jesus Real' (MJR) program is also integrated into the school's Religious Education program. MJR is aligned with Religious and Values Education programmes across Australia. It fully supports values education, encouraging students to do their best, treat others fairly and be responsible for their actions.

Parish Partnerships

Our school continues to work closely with our Parish Administrator to celebrate weekly school masses throughout the year. Our Parish Administrator visits our school 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.

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 was celebrated throughout the year by students who participated in these parish-based sessions.

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

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.

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

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.

Both Year 4 and Year 6 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	18.3
Year 6	23.7

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

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NESAs 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).

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.

Additional Needs Teacher

The role of the Additional Needs Teacher is to meet the needs of our students who require academic, social or emotional support. This is achieved by the Additional Needs Teacher, working with our students one on one, in group sessions or in whole class settings. The role also includes building the capacity of teachers through the provision of high-quality professional learning, mentoring and facilitating Case Management.

In active partnership with the Principal, School Leadership team and Education Services team, data is constantly evaluated to ensure all students are being catered for and have the opportunity to succeed. The Additional Needs Teacher also liaises with outside health professionals for assessments and further recommendations.

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, MacqLit, 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.

MacqLit

MacqLit is an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. This program was delivered to a small group of students in Years 4, 5 and 6.

Allied Health in Outback Schools Program

Sacred Heart Parish Primary School participated in the Allied Health in Outback Schools Program throughout 2019. 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 a School Nurse, 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 continued in 2019. 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 targeted children in Year 1. In 2019 one of our teaching staff was involved in a five day EMU Teacher Training program.

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 resources. Students also participate in coaching clinics, carnivals and gala days throughout the year. In 2019 the school was successful in obtaining funding through the Australian Government's Sporting School Program to deliver programs in the areas of Swimming and Lacrosse.

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 Canberra as part of the Stage 3 History strand and Year 3 and 4 students had an overnight excursion visiting Kinchega National Park.

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 2019 students had the opportunity to learn about Aboriginal communities, Aboriginal sacred sites, Aboriginal beliefs about the Dreaming, Indigenous Art and Aboriginal creation stories. Years 3 and 4 visited Kinchega National Park to learn more about the aboriginal significance and culture of the area.

NAIDOC Week was celebrated during the year, with the children participating in Aboriginal cultural awareness activities organised and arranged by the class teachers with support from 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.

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 PDHPE 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 2019, which focuses on drug and health education aligned with the PDHPE outcomes.

STEAM

Our Science, Technology, Engineering, Arts and Mathematics (STEAM) focus this year has been on inquiry learning and opportunities for students to collaborate, communicate, think critically and be creative through open ended tasks in Maths and Science units focused on inquiry learning. We have purchased resources and materials to create a centralised STEAM classroom which is accessed by all classes. We had students participate in COGAT testing to identify students who require more challenging activities and sort expert advice and support from our diocesan Gifted and Talented Coordinator.

Royal Far West Program

A video conferencing partnership with Royal Far West (RFW) has allowed children to access early and ongoing assessments and intervention in the areas of psychology. The partnership involves regular communication with teachers and parents which results in a holistic approach to each individual child accessing the service. The allied health professionals from RFW are educating teachers and parents along the journey as well. Staff were involved in two professional learning modules focussed on capacity building.

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 2019. 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.

NAPLAN RESULTS 2019		% 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%	96.5 %	56.3 %	76.8%
	Reading	100 %	97.8 %	87.7%	75.7 %
	Writing	100 %	95.4%	64.3 %	66.3 %
	Spelling	93.7 %	95.4 %	75.1 %	74.5 %
	Numeracy	100 %	98.8 %	68.4 %	83.5%

NAPLAN RESULTS 2019		% 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 %	93.2%	76.2 %	62.2 %
	Reading	100 %	95.7 %	61.9%	68.2 %
	Writing	100%	94.5%	66.7 %	51.7 %
	Spelling	100 %	88.0 %	71.4 %	67.2 %

	Numeracy	100 %	97.1%	71.4 %	60.8 %
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YEAR 3 successes

Year 3 students at Sacred Heart Parish Primary School performed strongly with all students reaching at or above national minimum standards in Reading, Writing, Numeracy, Grammar and Punctuation. The percentage of students in the top three bands for reading has increased compared to 2018 results. Year 3 results were above the state average in Reading, Spelling, Numeracy , Grammar and Punctuation. Spelling results were well above the state average.

YEAR 5 successes

Year 5 students at Sacred Heart Parish Primary School performed strongly with all students reaching at or above national minimum standards in all areas. The percentage of students in the top three bands for writing, spelling, numeracy, grammar and punctuation has increased compared to 2018 results. Year 5 results were above the state average in Reading, Spelling, Writing , Grammar and Punctuation. .

Areas for consideration

Aim for all Year 3 students to be above the national minimum standard in all areas by Year 5. The main focus for 2019 will be developing consistent, effective writing pedagogy and supporting all students to improve writing outcomes. Developing accurate spelling strategies and correct use of paragraphs when writing needs to be a K-6 priority to improve student’s writing outcomes. The school will develop a student friendly ‘Editing’ prompt scaffold (e.g. COPS) across Kindergarten to Year 6.

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 prerequisite 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 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 upon request at the school's front office.

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 this year, we have participated in a number of events that have enriched our students' development. These included: whole school sports days; inter-school sports days; choir; Catholic Schools Week activities; buddy activities; Book Week activities; excursions; whole school performances; Mini Vinnies; St Vincent de Paul Winter Appeal; Mission Day activities; Student Representative Council meetings; Making Jesus Real awards; Student of the Week Awards; Home Reading Awards; EMU Maths and significant indigenous events. Our 'Kindergarten Orientation' program for preschoolers every fortnight in Term Four has been very successful, familiarising our newest students with whole school day routines and establishing social connections that will help make the start of Kindergarten next year a smooth transition.

The 'Making Jesus Real' (MJR) program fully supports values education, encouraging students to do their best, treat others fairly and be responsible for their actions.

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. Our school leaders are actively involved in fundraising for Project Compassion and Missions.

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 2019

Priority 1	<p>Religious Education</p> <ul style="list-style-type: none"> ● To consolidate K-6 learning sequence for RE Maintenance across all strands. ● To continue to consolidate the Making Jesus Real program across K-6 regularly and consistently. ● For all students to improve their knowledge and understanding of the ‘Sacraments’ strands. ● To provide opportunities for regular faith formation for both students and staff.
Reason for priority 1	<ul style="list-style-type: none"> ● To improve students' understanding and knowledge of the Catholic faith and its Tradition. ● To sustain and build upon the gospel values and attitudes necessary for a faith filled, positive life as promoted by the Making Jesus Real program. ● Religious Literacy Assessment (RLA) data in 2018 indicated that ‘Sacrament’ strand was low across Year 4 and Year 6. ● To continue to support the wellbeing of staff and students on their faith journey.
Steps taken to achieve priority 1	<ul style="list-style-type: none"> ● Consolidate K-6 learning sequence for RE Maintenance across all strands by providing PL and resources. ● Continue to develop and embed a cycle of Learning for Making Jesus Real to establish a climate of sustained practice. ● The understanding of the Sacraments. ● Well-being of staff and students.
Status of priority 1	<p>Achieved.</p> <p>School will be moving towards the implementation of a new Religion program in 2020.</p>

Priority 2	<p>English</p> <ul style="list-style-type: none"> • Whole school focus from Kindergarten to Yr 6 on Writing - improvement in the area of writing.
Reason for priority 2	<ul style="list-style-type: none"> • PAT-R results indicated that students were having difficulties interpreting by making inferences and interpreting explicit information. • NAPLAN results indicated that students were experiencing difficulties inferring and interpreting vocabulary. • NAPLAN results indicated areas of writing for an audience, paragraphs and spelling were areas of need.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> • Professional learning at staff meetings. <ul style="list-style-type: none"> - Revisit guided reading - Revisit comprehension - Further development of staff's understanding of the super six comprehension strategies and three levels of teacher questioning (3H: HERE, HIDDEN, HEAD). • Revisit Spelling - Smart Spelling Resource. • Develop Agreed Practice for Consistent teaching of Spelling across all classes. • Fontas and Pinnell - Reading resource to extend higher level readers. • Whole school focus on Writing - Kindergarten to Year 6. • Follow up and revisit Seven Steps to Writing Success - use NAPLAN writing criteria and data as focus on areas to drill down into whole school focus areas - e.g Paragraph, ideas etc. • Establish Whole school Writing Data Wall based on Learning Progressions (Creating Texts). Establish where students are located and develop personalised Writing goals linked to progressions. Bump it up walls in classrooms.
Status of priority 2	<p>Ongoing. Continue to focus on professional learning of Seven Steps to Writing success and Learning Progressions. Development of a data wall for our higher level readers to continue into 2020..</p>

Priority 3	<p>Mathematics</p> <ul style="list-style-type: none"> Teachers will use open-ended mathematical tasks regularly to develop higher-level thinking and deeper understanding of mathematics concepts.
Reason for priority 3	<ul style="list-style-type: none"> To provide opportunities to engage in open-ended investigations in order to develop higher-level thinking and deeper understanding of mathematics concepts. To cater for a wide range of abilities. To move away from the overuse of worksheets and textbooks.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> Professional learning opportunities on open-ended tasks facilitated by the school's literacy/numeracy focus teacher. Modelled lessons and classroom support given by literacy/numeracy focus teacher and EMU teacher. <ul style="list-style-type: none"> Based off whole school MAI data - areas of focus EMU groupings. Literacy/Numeracy teacher for class support. Review of mathematical resources and updating resources.
Status of priority 3	Achieved and ongoing.

Priority 4	<p>Flexible Learning Spaces</p> <p>Creating a flexible learning spaces as a pilot for other staff - that fosters computational thinking and problem solving - Building the capacity of all staff -</p> <ul style="list-style-type: none"> pedagogy technology space
Reason for priority 4	<ul style="list-style-type: none"> Students - Involving the learners in the design (Motivation and ownership) and catering for the differing styles of each learner. Staff - Modelling / Establishing a pilot classroom for change. Learning Design Spaces. Parent community - Newsletters, open classes, students share their learning with home. Consultant with furniture retailer - draw up plans etc.
Steps taken to achieve priority 4	<ul style="list-style-type: none"> Research and professional learning. Actioning change - <ul style="list-style-type: none"> Small purchases - cushions, tables, whiteboards Utilising / Maximising space Pedagogical changes. Parent information workshop - parents visiting the learning space and sharing in the learning. Innovation expo - Stage 2 teachers to showcase to parents the Learning Design Spaces conference.

	<ul style="list-style-type: none"> • Student / Parent / Teacher survey on their thoughts on the changes.
Status of priority	<p>Relocation of the library to a smaller classroom to allow for a larger learning space to be created for students was achieved. Pin up boards and furniture suitable for flexible learning has been installed.</p> <p>Ongoing.</p>

Priority 5	<p>Safe Supportive School Environment</p> <ul style="list-style-type: none"> • Creating a safe and supportive environment for staff and students.
Reason for priority 5	<ul style="list-style-type: none"> • To provide a safe school environment where staff and students feel safe during lockdowns. • To provide safe spaces where staff and students cannot be visible during lockdowns. • School was placed into two lockdowns in 2019 due to escaped prisoners from the local jail and courthouse.
Steps taken to achieve priority 5	<ul style="list-style-type: none"> • Budgeting. • Obtain quotes for construction of a high fence around the perimeter of the school. • Obtain quotes for blinds in all rooms. • Construction of high fence and installation of blinds in classrooms. • Fire Safety - Defects - Exit and emergency lighting.
Status of priority 5	<p>Quotes have been obtained from three suppliers for fences. Defects from Fire Safety reports have been attended to and rectified. Construction of fence and installation of blinds to continue into 2020.</p>

Projected Priorities for 2020

Priority 1	To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.
Reason for priority 1	<ul style="list-style-type: none"> • A review of the Religious Education Curriculum “Sharing Our Story” was undertaken in 2018. After an in depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC’s) 16 recommendations were identified. • A key recommendation was to: “Either adopt a current Religious Education curriculum already written, or develop a new Diocesan Religious Education curriculum that meets the aims and content of Religious Education outlined in magisterial documents and the uniqueness of the Diocese of Wilcannia-Forbes.”
Steps taken to achieve priority	<ul style="list-style-type: none"> • Designate and prepare learning spaces and timetables for Religious Education within our school. • Ensure that all staff members receive appropriate support in understanding the new methodology. • Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.

Priority 2	Writing - pedagogy and student outcomes
Reason for priority 2	<ul style="list-style-type: none"> • Teacher input • Naplan data analysis • Continuation of 2019 priority area • Creating texts - data wall (needing further development)
Steps taken to achieve priority 2	<ul style="list-style-type: none"> • Moderation samples each term • Diagnostic assessment data K- 6 • Marie Clay results (Term 2 / 4 - Kindergarten) • Learning Progressions - Creating Texts • Naplan analysis • Learning Walks and Talks • Data wall • Case management

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

A summary of responses from our parent survey (7 responses were received):

- 100% of families responded that they agree Sacred Heart Parish Primary School helps students to develop a knowledge and understanding of the Catholic tradition.
- All parents feel they have plenty of opportunities to be involved in school life.
- 86% of parents reported they are confident that their children are challenged to maximise learning outcomes.
- 86% of parents agree (58% strongly) that the school strives to meet their child's individual learning needs.
- 58% of parents strongly agree that the school provides appropriate information about their child's progress and 28% disagree.
- 72% of parents agree that the school offers a range of co-curricular activities.
- 100% of parents agree (57% strongly agree) that the teachers are genuinely interested in the welfare of their child.
- 100% agree that the school provides a safe and supportive environment.
- 100% of respondents agree that the school effectively communicates information about activities and events.

Student Satisfaction

A summary of responses from our student survey (20 responses were received):

- 100% of students reported they are proud of Sacred Heart Parish Primary School.
- 100% of students agree that our school helps them in their understanding of the Catholic Faith.
- 90% agreed that their teacher helps them to learn to the best of their ability and 100% acknowledge they understand their rights and responsibilities at school.
- 90% acknowledged they have opportunities to participate in extracurricular activities.
- 80% of students always feel safe at school, 10% of students were unsure.
- 90% of students responded they know who to approach if they have a problem.

Teacher Satisfaction

A summary of responses from our staff survey (9 responses were received):

- 100% of staff reported they enjoy working at Sacred Heart Parish Primary School.
- 100% of staff agreed the students understand their rights and responsibilities..
- 89% of staff responded that students are challenged to maximise their learning outcomes.
- 89% of staff agreed that the school strives to meet the individual learning needs of students.

- 100% of staff reported that the school provides appropriate information to parents about their child's progress.
- 100% strongly agree that the school provides a safe and supportive environment.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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.

RECURRENT AND CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,456,144.00
Government Capital Grants	\$0.00
State Recurrent Grants	\$414,390.00
Fees and Private Income	\$494,272.00
Other Capital Income	\$24,714.00
Total Income	\$2,389,520.00

RECURRENT AND CAPITAL EXPENDITURE	
Capital Expenditure	\$137,460.00
Salaries and Related Expenses	\$1,815,181.00
Non-Salary Expenses	\$510,610.00
Total Expenditure	\$2,463,251.00