



CATHOLIC EDUCATION
WILCANNIA-FORBES

2022

ANNUAL SCHOOL REPORT



Sacred Heart Parish School

192 Lane St, BROKEN HILL 2880

Principal: Mr Trevor Rynne

Web: www.wf.catholic.edu.au/schools/brokenhill/

About this report

Sacred Heart Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CEO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Restrictions and lockdowns have certainly made 2021 a difficult and challenging year for all of us. We found ourselves as a school community challenged like never before due to the COVID-19 pandemic. However, with courage, resourcefulness and a commitment to the learning and well-being of our students and school community we have managed to get through it.

Despite these challenges, fears and demands the 2021 school year has also seen many accomplishments, successes and celebrations. Our students continued to grow and excel in many areas whether it is academic, sporting or cultural.

While the year had many challenges and demands the school community continued to remain supportive of each other and we worked through these challenges together as one, to provide fun and wonderful learning experiences for our students.

I take this opportunity to thank all students and parents for their time and effort given in supporting each other throughout the Lockdown and Online Learning at Home experience. I understand that this experience was at times very overwhelming and frustrating but also rewarding as well. I appreciate the continued support you provided your children and teachers with your child's learning and well-being during this time.

Please continue to take care of yourself and your family and remain safe.

Parent Body Message

Due to the COVID-19 pandemic and restrictions placed on the school, many of our annual fundraising activities could not proceed. Despite the restrictions, we were able to provide our children the opportunities to purchase gifts for Mother's Day and Father's Day. These events were very successful and enjoyed by all.

Whilst fundraising events were limited throughout 2021, the Parent and Friends Committee still continued to progress with developments for the school playground area with the delivery of tables and seats. It is hoped that further developments in this area will come to completion in 2022.

For the limited time that we were able to organise fundraising activities, the committee would like to thank the school community for their understanding and support with events that were held throughout 2021.

Student Body Message

The past two years have certainly been challenging for all as we have been faced with lots of ups and downs due to COVID-19. We have missed out on school events, gala days and excursions which has been quite disappointing, however, we've tried to make the best of our time by doing other things like having our gold rush dress-up day, baking cookies for St Vincent DePaul, selling hot cross buns for Project Compassion, going to Picton Oval and competing in a collection of different sporting activities. Fortunately, we were still able to hold our school carnivals and PSSA carnivals and this was something that we certainly enjoyed.

As we approach our high school years we are able to carry over our skills in working independently and being able to work away from the classroom. Doing our lessons online may be something we have to do again in the future but we have been well prepared. We have been able to adjust and gather resilience in order to cope with the challenges around us.

Thank you, Father Vincent, for hosting Mass every week and guiding us in our spiritual growth and beliefs which we can use as great building blocks to use later on in life. Thank you to the teachers for teaching us. During our time here at Sacred Heart, you have all given us great knowledge which will be used to bring great success to us all. Thank you to our parents for pushing through these tough times with us, and thank you for supporting and encouraging us. We hope we have made you proud.

Being your School Captains has been a great pleasure. Even though we didn't get the full experience due to COVID-19 restrictions, it has still been an honour.

School Features

Sacred Heart Parish School is a Catholic systemic co-educational school located in Broken Hill. The School caters for students in Kindergarten to Year 6.

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 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 on Wednesday mornings. We have celebrated with our parish and our families other School Masses which included our Beginning of the Year Mass, Ash Wednesday, the Feast Day of Sacred Heart of Jesus and our Year 6 Graduation Mass.

Our students continued to grow and excel in many areas whether it is academic, sporting or cultural. Many of our students received recognition in the International Schools Competitions and NSW Premier's Reading Challenge. This year our Year 3 and Year 5 NAPLAN Tests were completed after being cancelled in 2020. Students have had the opportunity to participate in Remembrance Day, School Performance Shows and Book Week. There were limited opportunities this year to attend and participate in community events. Participation in a variety of sports was restricted throughout the year, but at a school level, the students were able to participate in Swimming, Cross Country, Athletics and a Gala Day.

The SRC's involvement this year in raising money through Project Compassion, the Missions 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. The SRC also organised days where students came dressed in their pyjamas and crazy socks.

In 2021, excursions were restricted and our bi-annual Years 5 and 6 excursion to Canberra was cancelled. The day that we were scheduled to leave for Canberra was when the state went into Lockdown.

A number of students from Years 3-6 had the opportunity to take part in a Music Workshop that involved singing, playing the ukulele, creating songs and making music videos. This creative opportunity was enjoyed by all with many students taking the opportunity to purchase their own ukuleles to play at home.

Every class participated in a Young Archies Workshop which took place at school. These workshops were hosted by the Broken Hill Art Gallery. The workshops provided students with an understanding of the basics of portraiture, introduced them to artworks and artists in the 2020 Archibald Prize and assisted them to produce an A4 or A3 portrait for exhibition.

Other activities the school and students participated in were:

- Kindergarten Best Start Program
- Parent Information Evenings
- Catholic Schools Week
- Celebration of 200 Years of Catholic Education
- ANZAC Day March
- School Assemblies
- Family Picnic lunches
- Musica Viva in Schools
- National Sorry Day
- National Reconciliation Week
- Making Jesus Real
- Feast Day of St. Patrick
- Life Education
- National Day Against Bullying and Violence
- NAIDOC Week
- St. Vinnies Appeal
- Mini Vinnies

Student Profile

Student Enrolment

Sacred Heart Parish School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021:

Girls	Boys	LBOTE*	Total Students
64	53	9	117

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2021 was 91.00%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
86.70	93.70	91.60	92.30	91.50	90.50	90.70

Managing Student Non-Attendance

Regular attendance at Sacred Heart Parish School is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

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

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from School are investigated promptly and that appropriate intervention strategies are implemented
- 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 Catholic Education Wilcannia-Forbes Schools 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	17
Number of full time teaching staff	8
Number of part time teaching staff	2
Number of non-teaching staff	7

Total number of teaching staff by NESA category

Teachers at Sacred Heart Parish School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 5 teachers
- Provisional 28 teachers
- Proficient 217 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office (CEO).

Sacred Heart Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and 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.

Summary of professional learning at this school

Staff Development Day 1 2021:

- Exploring Annual Improvement Plan for Educating in Christ
- Child Protection Training (SALT)
- Workplace, Health & Safety Training (SALT)
- Discrimination, Harassment & Bullying Training (SALT)
- Capacity Building

Staff Development Day 2 2021:

- Exploring Annual Improvement Plan for Mathematics
- Revision and implementation of KLA Scope and Sequences

Staff Development Day 3 2021:

- Challenging Mathematical Tasks with Peter Sullivan

Staff Development Day 4 2021:

- Religious Education - Moral Formation (Postponed to 2022 due to COVID-19 Lockdown)

Staff Development Day 5 2021:

- Annual Improvement Plans
- Staff well-being and formation

Other Professional learning undertaken by staff in 2021 includes:

- Compliance Meetings
- Religious Education meetings
- Principal's Meetings
- Literacy/Numeracy Focus teacher & EMU Cluster Meetings
- Road Safety Meetings
- Aboriginal Education Workers meetings
- Extending Mathematical Understanding training
- Berry Street Model of Inclusive Education
- Clarity Learning Suite-Lyn Sharratt
- Drumbeat Training
- MiniLit Workshops
- Pathways to Leadership Workshops
- Berry Street Professional Learning Days
- Seven Steps to Writing Success

Catholic Identity and Mission

Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. Sacred Heart Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

Religious Education

In 2021 the school continued to implement the new Diocesan Religious Education program titled 'Educating in Christ'. The purpose of Religious Education is for children to come closer to God and build their relationship with Jesus.

Throughout the program, students engaged in presentations of various topics, followed by time for thinking, praying and reflecting.

A wide variety of responses to the presentations included:

- Painting
- Drawing
- Modelling
- Sand Tray
- Writing
- Tracing
- Cleaning
- Individual projects online

Students also had the opportunity to share their understanding and reflections in their own personal journals.

Prayer, Liturgical Life and Faith Experiences

Every student at Sacred Heart Parish 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 Year 6 Graduation Thanksgiving Mass, where we farewelled our Year 6 students and families.

Weekly School Masses following COVID-19 restrictions, organised by class groups continued to be celebrated on Wednesday mornings.

The sacramental program is parish-based, however, the units of work are taught during the school's Religious Education lessons to complement these sacramental programs offered by the Sacred Heart Cathedral Parish. The sacramental units of work and sacraments celebrated in 2021 were 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. The Angelus is prayed daily at 12:00 noon. Religious symbols and a prayer focus are displayed in all classrooms and our Administration building. All students were issued a Diocesan Prayer Book in 2021.

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

Parish Partnerships

Under COVID-19 restrictions, the school's involvement in Parish events and activities was limited.

However, our school continued to work closely with our Parish Administrator to celebrate school masses throughout the year. Our Parish Administrator took the opportunity to visit our school to talk to each class and to attend special school activities.

Staff members continue to participate actively in the parish through the ministry of the Eucharist, reading and/or commentating at weekend Masses. Students were 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 and Christmas Appeals.

Curriculum, Learning and Teaching

Sacred Heart Parish School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

Sacred Heart Parish 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 sessions.

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 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.

Allied Health in Outback Schools Program

Sacred Heart Parish School participated in the Allied Health in Outback Schools Program throughout 2021. This program is a partnership between the University Department of Rural Health (UDRH), the 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 needs. 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 required. Children are withdrawn from class individually or in small group sessions to receive screening and therapy. Whole class therapy sessions are also provided.

Extending Mathematical Understanding (EMU)

This program continued in 2021. 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.

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 participated in a school gala day involving the sports of soccer, netball and AFL. In 2021 the school was successful in obtaining funding through the Australian Government's Sporting School Program to deliver programs in the area of swimming.

Use of Technology

Technology is a major focus in the school. Technology is embedded in 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. Reliance on technology was significant when the school was placed into lockdown for eight weeks.

Camps and Excursions

Excursions are essential learning experiences for all classes at Sacred Heart Parish School. Each class is given the opportunity and encouraged to participate in at least one excursion per term. Many excursions are undertaken to expand the children's knowledge of the local area and beyond. Unfortunately, due to COVID-19 restrictions excursions were very limited.

Aboriginal Education

A key component of Aboriginal Education at Sacred Heart Parish School 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 the Aboriginal culture. The school has a diverse range of resources available to teachers.

In 2021 students had the opportunity to learn about Aboriginal communities, Aboriginal sacred sites, Aboriginal beliefs about the Dreaming, Indigenous Art and Aboriginal creation stories. NAIDOC Week, National Sorry Day and Reconciliation Week were celebrated during the year, with the children participating in Aboriginal cultural awareness activities organised and arranged by the school's Aboriginal Education Worker (AEW) with support from the class teachers.

Multicultural Education

Multiculturalism is incorporated across the whole curriculum at Sacred Heart Parish 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 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. All students participated in the online Life Education program in 2021, which focuses on drug and health education aligned with the NSW PDHPE outcomes.

STEM

Our Science, Technology, Engineering and Mathematics (STEM) 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 STEM classroom that is accessed by all classes.

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.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN). 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 at Sacred Heart Parish School for 2021 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 two bands are reported in the table.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	38%	54%	0%	11%
	Reading	50%	55%	0%	10%
	Writing	38%	53%	0%	6%
	Spelling	44%	49%	63%	13%
	Numeracy	25%	36%	0%	13%

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	28%	35%	0%	14%
	Reading	40%	40%	0%	11%
	Writing	33%	20%	42%	18%
	Spelling	52%	38%	40%	14%
	Numeracy	32%	29%	40%	15%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Wellbeing and Pastoral Care Policy.

The [Wellbeing and Pastoral Care Policy](#) 2020, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Wellbeing and Pastoral Care Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Anti-Bullying Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Concerns and Complaints Handling Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

Initiatives promoting respect and responsibility

The values of respect and responsibility are reflected across all dimensions of school life.

At Sacred Heart Parish School this year, we have participated in events that have enriched our students' development. These included: whole-school sports days; buddy activities; Book Week activities; whole school performances; Mini Vinnies; St Vincent de Paul Winter and Christmas Appeals; 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 in Term Four was limited but very successful, familiarising our newest students with whole

school day routines and establishing social connections that will help make the start of Kindergarten in 2022 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 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 were actively involved in fundraising for Project Compassion and Missions.

Teachers adopt a non-blame, authoritative approach to behaviour development and management; Baseline behaviour expectations are taught and re-taught to students using contemporary practices, processes and strategies. Teachers plan for students to own their behaviour choices and apply coaching and scaffolding as appropriate. Teachers implement a consistent approach to school-wide behaviour expectations. Students experiencing difficulty in the area of behaviour will be assessed individually and appropriate responses planned. Teachers will continue to engage in developing their professional and personal capacities in behaviour teaching and behaviour development and management.

School Improvement

The focus for Sacred Heart Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

Sacred Heart Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

Key Improvements Achieved

Annual School Priority One for 2021:

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:

- Continue in the implementation of the new Diocesan Religious Education Curriculum: Educating in Christ.

Steps taken to achieve priority 1:

- Designated and prepared learning spaces and timetables for Religious Education within our school.
- Ensured that all staff members received appropriate support in understanding the new methodology.
- Designated time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.
- One Professional Learning Day allocated to staff professional development to deliver the R.E. curriculum.

Status of priority 1:

- Achieved, with continued implementation and professional development in 2022. Due to the COVID-19 lockdown, the school was unable to complete our one-day Professional Learning Workshop.

Annual School Priority Two for 2021:

To further strengthen teacher capacity and pedagogical understanding in Mathematics learning and to improve students learning outcomes in all areas of Mathematics using the skills in working mathematically across all strands.

Reasons for Priority 2:

- Develop teachers' confidence in using the Mathematics syllabus proficiently to best cater for all learners, so that we can support student learning in Mathematics that is informed by research and is data-driven.
- Further embed Agreed Practices in Mathematics K-6 that incorporate the NSW Mathematics Syllabus, EMU Maths and rich tasks.

Steps Taken to Achieve Priority 2:

- Professional Development - EMU Professional Learning Leader
- Reading the Syllabus / Programming / Scope and Sequences,
- MAI Data Analysis - Link to Learning Progressions
- Working Mathematically Professional Development
- Early Years EMU Professional Development
- Modelled lessons in a school-based program
- Peter Sullivan Professional Development including Challenging Tasks & Differentiation
- Teacher assessment and feedback
- Best Start data and diagnostic test results

Status of Priority 2:

- Achieved and ongoing in 2022 and 2023.

Priority Key Improvements for Next Year

Annual School Priority One for 2022:

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, with emphasis on moral formation and teaching to pray.

Documentation should incorporate continual reference back to the primary catechetical goal:

“...the definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ: only He can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity.” (Catechesi Tradendae, 5)

Reason for priority 1:

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school. Specifically, Early Stage 1, Stage 1, Stage 2 and Stage 3 will be fully implemented.

Steps taken to achieve priority 1:

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have something concrete, something affective and something for the mind.
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- A professional learning day around the topic of “Moral Formation and Teaching to Pray” will be provided.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be making progress towards being engaged, independent learners. At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and by making entries in their learning journals.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student’s learning journal.

The student learning journals are effectively utilised by both students and teachers.

- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

Annual School Priority Two for 2022:

Sacred Heart Parish School will engage with the AISNSW Early Literacy Project and the CEWF Education Officers (ELP Team) to know the most effective way to teach all

students to read. The program targets high-impact, evidence-based teaching strategies to improve reading skills and growth.

Reason for priority 2:

- improve student learning through evidence-based pedagogy that aligns with the outcomes of the English K-6 Syllabus to meet their individual needs
- empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children
- use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform the next steps in teaching
- reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.

Steps taken to achieve priority 2:

- strengthen whole school capacity through the ongoing development of instructional coaching;
- engage with face-to-face and online professional learning modules to enrich teachers' understanding of effective, explicit, reading instruction;
- use consultancy support to facilitate the transfer of learning to classroom practice;
- apply the Early Screening Tool Assessment-Literacy (ESTA-L®) to identify early reading skills students have mastered, and still need to master across K-6;
- provide parent workshops to guide parents in supporting their children's emerging reading skills;
- review the Literacy Block and its agreed practices.

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 Sacred Heart Parish School from parents, students and teachers.

Parent satisfaction

In a parental survey, respondents strongly agreed (70%) and agreed (26%) that Sacred Heart Parish School, helped their child to develop knowledge and understanding of Catholic tradition, whilst parents strongly agreed (44%) or agreed (52%) that Sacred Heart Parish School provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning, 61% of parents strongly agreed with this statement, whilst 35% agreed. A majority of respondents strongly agreed (74%) or agreed (22%) that Sacred Heart Parish School meets their child's individual learning needs.

74% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 26% agreed with this statement. A further 61% of parents strongly agreed and 35% agreed that the school provides appropriate information about their child's progress.

Ninety-six per cent of parents strongly agreed (74%) or agreed (22%) that Sacred Heart Parish School, Broken Hill provides a safe and supportive environment for their children. 74% of all respondents strongly agreed that teachers are genuinely interested in the welfare of the students, whilst a further 22% agreed with this statement.

Student satisfaction

Ninety-nine per cent of students at Sacred Heart Parish School strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic tradition, with the same percentage of students stating they were proud of their school.

Ninety-nine per cent of students believed that their teacher encouraged them to do their best in school activities, with all students understanding their rights and responsibilities at school.

Ninety-nine per cent of students feel safe at school and ninety-five per cent believed that Sacred Heart Parish School, Broken Hill offered them a range of sporting and curriculum choices. Most students (99%) understood who they could approach for help if they had a problem at school.

Teacher satisfaction

All staff surveyed enjoy working at Sacred Heart Parish School, they classified the school as a safe working environment, that fosters and encourages collaboration extremely well (58%) and very well (42%) between fellow teachers and support staff.

83% of staff agreed that the school gave the right amount of attention to Standardised Testing, with the remaining 17% stating it was slightly too much. The expectation for student growth from the staff was extremely reasonable (75%) and very reasonable (25%).

All staff felt that the school cared about their professional growth, with all respondents extremely satisfied with their teaching experience at Sacred Heart Parish School, Broken Hill.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for Sacred Heart Parish School in 2021 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$1,963,749
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$559,429
Fees and Private Income ⁴	\$322,302
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$31,323
Total Income	\$2,876,803

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$0
Salaries and Related Expenses ⁷	\$1,934,056
Non-Salary Expenses ⁸	\$729,328
Total Expenditure	\$2,663,384

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT