

2020 Annual Report

Primary



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2020 Primary Annual Report

About this Report

Sacred Heart Primary School, Wagga Wagga is registered by the NSW Education Standards Authority. Catholic Education Diocese, Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

Sacred Heart Primary School Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese, Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that **Sacred Heart Primary School, Wagga Wagga** has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to **Sacred Heart Primary School** newsletters and other forms of communication. Further information about **Sacred Heart Primary School** may be obtained by contacting the school directly or by visiting the school's [website](#).

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Section 1: Message from Key Groups in Our School Community

Message from the Principal

The 2020 school year brought challenges and opportunities for all in the community as we responded to the new order that the COVID-19 dictated Australia and the world.

Sacred Heart Primary School responded with care and commitment to all that was asked, to ensure families were supported and the learning and care of all students continued in a meaningful way. The staff team were exemplary in the way they upskilled and diversified their approaches to teaching and learning to meet the changing educational environment.

Whilst missing the onsite connection with parents and carers, the school community shared learning and information through Zoom, videos and Seesaw. Parents valued the efforts made to continue to involve and inform them about all aspects of school life.

At the end of Term 1, staff were excited to move into the new administration building which provided quality work spaces for staff and improved sick bay facilities for students. The school community is grateful to Catholic Education Diocese Wagga Wagga and the Commonwealth Government for their support.

We look forward to an interactive and healthy 2021 for all.

Carolyn Matthews
Principal

Message from the Parent Body

The Parents & Friends Committee and associated committees have been great to work with. The parents at Sacred Heart, who share their drive and passion to make the school the best it can be, are amazing.

Thank you to the teachers, staff and office staff for not only supporting the P&F events but also for participating and helping to conduct events if and whenever needed. It has been a pleasure working with you all.

Thank you to the Principal for listening to the voices of parents and taking onboard ideas and implementing them wherever possible. Your vision for the school is enlightening and we look forward to continuing to watch this fantastic school bloom.

This year was a challenging year for most. The P&F were unable to hold any events, which brought challenges with reduced income from fundraisers and the canteen. Together, the challenges were faced and the P&F will continue to work to ensure support for the development of the community and the provision of quality resources for students.

Jody Oliver
Parents and Friends President

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School Council President's Report

This year was a challenging year with the disruptions placed upon the school community due to COVID-19. It was a frustrating year, as plans and hopes for activities were either changed or put on hold.

I wish to thank the Principal, Assistant Principal and the staff for all that they did this year, under such trying and unique circumstances, to adapt and maintain their excellent teaching of and support for the children.

I thank my fellow members of the School Council for the precious time that they give to the school. With all the busyness in parents' and staff's lives, exacerbated this year by the COVID-19 disruptions, I appreciate the dedication of the School Council members to find time for meetings and activities.

We are all here to assist in providing the best learning environment for the children and in particular, the School Council is here to support the Leadership Team and the rest of the staff.

I look forward to next year when, hopefully, we have less restrictions placed on school activities and the School Council can, in a reinvigorated way, support the mission of Catholic education and the endeavours of Sacred Heart Primary School and support the Principal and Assistant Principal with the well-being and direction of the school.

Gene Hodgins
School Council President

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Section 2: School Features/Context

Sacred Heart Primary School is a parish school supported by the Sacred Heart Parish of Koorungal. The school is committed to assisting in preparing young people for 'their future' by providing an education which develops competencies for tomorrow's world in a community which strives to live the message of Jesus in the tradition of the Catholic Church.

Sacred Heart Primary School is a two stream school and at the time of the August census, had an enrolment of 296 students from Kindergarten to Year 6.

Located in the suburb of Koorungal, the school caters for the needs of students from a wide range of backgrounds and experiences.

Sacred Heart Primary School was opened in 1960. Originally it was staffed by Presentation Sisters, who founded the school in the spirit of Nano Nagle who sought to ensure justice for all. True to that spirit, Sacred Heart Primary School continues to be an inclusive community that responds actively to the needs of those in the community and surrounds, living its motto 'to love is to serve'.

The school today is characterised by:

- a strong focus on the mission of Jesus in striving to create a world of justice and peace for all.
- respectful relationships and opportunities to learn how to be resilient and maintain positive relationships.
- dedicated and forward thinking staff team.
- pedagogical practices that are based on current educational research.
- an integrated inquiry approach to teaching and learning that is supported by developing the 'habits of mind', some of which include thinking, innovation, creativity, flexible thinking and responding with wonder and awe.
- up to date teaching and learning facilities.
- students striving for improvement.

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Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students.
The following information describes the student profile for 2020:

| Girls | Boys | LBOTE* | Indigenous | Total |
|-------|------|--------|------------|-------|
| 156 | 140 | 20 | 15 | 296 |

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly. [\(Link to CEDWW Webpage\)](#)

2. Student Attendance and Retention Rates

| Year | Attendance % |
|--------|--------------|
| Kinder | 94 |
| Year 1 | 92 |
| Year 2 | 92 |
| Year 3 | 92 |
| Year 4 | 91 |
| Year 5 | 92 |
| Year 6 | 90 |

The average student attendance rate for 2020 was 92%.

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of

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students. While parents are legally responsible for the regular attendance of their children, school staff as part of their duty of care, monitor part or whole day absences.

Sacred Heart Primary 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 the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese, Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

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Section 4: Staffing Profile

There are a total of 21 teachers and 10 support staff at Sacred Heart Primary School. This includes 16 full-time and 5 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

| Teacher Accreditation Status | Number of Teachers |
|--|--------------------|
| Conditional/Provisional | 2 |
| Proficient | 19 |
| Percentage of staff who are indigenous | 3% / one person |

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese of Wagga Wagga.

Staff engaged in professional learning which focused on textual concepts in planning for English and quality assessment practice. They met in small groups for learning conversations which focused on Maths and Religious Education.

The professional learning plan for 2020 was interrupted by the impact of COVID-19 on the school. Professional learning at staff meetings continued as Zoom meetings which focused on wellbeing, online learning and Key Learning Areas.

The school held the equivalent of nine staff development days, six of which were allocated to planning as a result of COVID-19 demands (as approved by CEDWW). Professional learning areas of focus were as follows:

- Teaching and Learning at Sacred Heart — what it looks like in context for 2020?
- Staff Spirituality — Prayer
- Positive Behaviour for Learning

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Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

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

Catholic Heritage

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

Liturgical Life of the School

Liturgical celebrations were different during 2020. Masses took place at the start of the year in the church as a school community but then with COVID-19, things changed toward the end of Term 1. Liturgies and prayer services were prepared by staff for use in classrooms and by the school community. Parents were invited to share in the liturgies via Zoom. Prayer continued to be integral to classroom practice. Toward the end of the year, liturgies (end of year, graduation) were held in the school hall, with COVID-19 restrictions in place. Father John was involved in these celebrations.

Sacraments were celebrated later in the year, with the celebration streamlined due to the restrictions imposed by COVID-19 health guidelines. Students from Year 3 received the sacrament of reconciliation, Year 4 the sacrament of the Eucharist and Year 6 the sacrament of confirmation, led by Bishop Mark Edwards.

Staff and Student Faith Formation

Sacred Heart Primary School staff are conscious of the importance of continuing to nurture their faith. They do this through participation in the life of their parish, attendance at faith formation programs provided by the diocese and school, personal reading, prayer and attendance at workshops and retreats provided by a range of agencies, including participation in staff spirituality days/staff sessions.

The faith formation of students is central to the life and mission of the school. Faith formation occurs through immersion in a community of faith and participation in the range of opportunities that are integral to school life which include a formal Religious Education program, Sacramental Preparation program, prayer, liturgies, conversations and retreats.

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Social Justice

Sacred Heart Primary School is very conscious of the needs of others. Through the Religious Education program, daily conversations and learning opportunities, students learn of the need to share resources, give generously to those in need, to stand up for what is right and to care for the environment.

During 2020, students raised funds during Lent for Caritas through Project Compassion. The school community raised funds for Catholic Mission and gave generously as part of the St Vincent de Paul Christmas Appeal.

Professional Learning in Catholic Life and Mission

A staff meeting was scheduled for the end of Term 1, focusing on Missionary Discipleship, however due to COVID-19, this was postponed.

Professional learning took place in Term 2 that focused on building the capacity and knowledge of teachers to implement inquiry and play-based practices to create engaging learning experiences in RE.

Due to COVID-19, the planned spirituality twilight session took place in Term 3 with staff over two one hour sessions in Term 3 focussing on prayer. This session was underpinned by the work of Richard Leonard SJ, Richard Rohr, William Barry SJ and Pope Francis and their teaching about what prayer is and why we pray. As a result, staff nominated the prayers that would be covered each term as the subject specific requirements for the subject of Religion.

Mid Term 4, staff participated in a Catholic Mindfulness session as part of their professional learning.

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

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Section 6: Curriculum

The school provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and schools implement the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

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

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

Within limitations due to COVID-19, all students accessed specialist art, dance, music and drama classes and the kitchen-garden program, which, in a practical way, contributes to a healthy lifestyle and an awareness of the environment and sustainability.

Other opportunities included but were not limited to:

- Reading Recovery available to teacher identified students in Year 1
- Focussed intervention through the Extending Mathematical Understanding provided for Years 1 and 2
- Literacy support provided for students in Stage 1 and Kindergarten
- Students from Year 2 to Year 6 were given the opportunity to learn a musical instrument and to be a member of the school band
- Students with special needs were catered for through the provision of Personalised Plans and where necessary, additional staff support
- Excursions were limited due to COVID-19 restrictions. Year 5 attended a team building excursion at Borambola and Year 6, a leadership and endurance program at The Great Aussie Resort, Albury
- A Water Safety Program was undertaken by students from Kindergarten to Year 6 during Term 4
- Royal Far West support in the areas of speech and occupational therapy and wellbeing
- Students participated in the 'Blueearth Program' which develops self confidence, team skills and resilience
- Opportunities were provided for enrichment and support through teacher attention to differentiation

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Various sporting bodies conducted skills clinics during the year where students learnt the skills of a specific sport from talented players or development officers. These sports were funded by Sport in Schools and included:

- Rugby League clinic for Years 3–6
- Cricket clinic for Kindergarten to Year 2
- Basketball clinic for Years 3–6
- Tennis clinic for Kindergarten to Year 2

Students participated in a swimming carnival, modified athletics carnival and modified cross country as per COVID-19 guidelines and also in the Trent Barrett Shield (rugby league) Gala Day.

Students and teachers were supported to use the information gained through the Mathematics Assessment Interview to implement targeted maths groups. The Maths Focus Teacher continued to support the teaching staff to develop targeted teaching and learning programs for each growth point within the four domains. The effectiveness of these initiatives was further developed and monitored through the MAI Tracking Tool, Learning Walks, Professional Learning Collaboratives, Case Management Meetings and Learning Conversations. Each of these practices allowed teachers to deepen their knowledge of Mathematical concepts and developmental growth points within the Number Strand.

Teachers continued to monitor student growth on the MAI Tracking Tool, engaged in Learning Walks and Learning Conversations, particularly targeting Case Management students being conducted between the Maths Focus Teacher and classroom teachers.

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

Due to the COVID-19 pandemic, NAPLAN testing was not carried out in Australian schools during 2020.

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Section 8: Pastoral Care and Well Being

Pastoral Care / Academic Care / Well Being

Sacred Heart Primary School recognises the importance of ensuring that students feel cared for and safe in their learning environment.

Following much research and reflection in Term 3, the school introduced a change in the structure of play breaks. Students now have three play breaks instead of the traditional two breaks. The three breaks each day has led to happier play, greatly lessened reportable behaviours and greater focus and attention in classrooms.

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

- 'Blueearth' from Year 3 to Year 6
- A Wellbeing Practitioner from Centacare works in the school for two and a half days per week supporting students and their families
- A full time Inclusive and Diverse Learning Teacher works with teachers and students to support a variety of needs
- The Principal and Assistant Principal allocate time each week to check in with and support students
- Group meetings/conversations to practise desired behaviours
- Modelling and explicit teaching of desired behaviours
- Perceptual Motor Program is implemented in all year groups except for Year 4
- Zones of Regulation
- Wellbeing Committee meet weekly
- Masses/liturgies — these may be class or whole school and were conducted via Zoom
- Buddy System involving Kindergarten classes and Year 6 classes
- Wellbeing Awareness week in Week 5 of each term
- Staff acknowledge and celebrate birthdays and other special occasions together
- Celebrations with families
- Visitations and support from the parish priest
- Merit Awards
- Prayer opportunities/prayer intentions
- Norm setting and on-going review in learning communities
- Staff Norms – regularly reviewed
- Meditation experiences
- Regular communication including phone calls, email, social media, newsletter, informal and formal teacher and parent meetings
- Behaviour management plans
- Relevant school and class programs
- Access to support agencies for school community members, eg. Centacare
- Restorative Practice adopted
- Health Program
- Playground options
- Kitchen Garden Program
- Teaching of expected behaviours, eg. entry into classroom
- Classroom/playground norming — Student Rights and Responsibilities

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- Clear understanding of choices/consequences — children owning language
- Personal Safety — PDHPE
- Adoption and implementation of the CEDWW Anti-Bullying Policy
- Presence of Aboriginal School and Community Worker two days a week

When the school was engaged with online learning, several additional wellbeing initiatives were in place to support students and their families:

- Online learning sessions were developed with the school community in mind considering their work and commitments whilst ensuring the learning of students was honoured
- A Zoom meeting was held between teachers and their class each morning
- The Leadership Team contacted all families by email or phone to check in on how they were going during this time
- A weekly Zoom was held with staff
- Contact was made regularly with staff by members of the Leadership Team

Pastoral Care Policy (Summary)

The Pastoral Care Policy is based on Jesus' message of 'Love one another' (John 13:34). The policy promotes the development of an accepting, affirming and just community in which each member is respected and cared for.

The policy outlines the range of programs and approaches that are in place to nurture the care of everyone and ensure that the community responds to the needs of those who are part of it.

The policy makes note that a Wellbeing Practitioner is available to support students and their families.

Discipline

All classes worked with their teachers to develop class norms and expectations giving students a sense of ownership of class and school climate, behaviour and expectations. Class teachers revisit these during the term as needed.

On occasions, when students require support with their behaviour, they are engaged in coaching sessions to help them learn the desired behaviour that contributes to a positive and healthy community.

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

The school plans to implement Positive Behaviours for Learning and began initial professional learning to support the initiative during 2020.

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Sacred Heart Primary School Discipline Policy (Summary)

Sacred Heart provides an atmosphere which promotes the balanced development of the whole person based on Christian values. In doing so the school strives for personal excellence, quality education and justice for all members of the community.

The school has adopted a positive approach to promote behaviours that show respect and care for self and others.

The policy reflects the principles of 'procedural fairness' and states that there is no corporal punishment at Sacred Heart Primary School.

The behaviour implementation plan focuses on the development of clear expectations that are co-constructed with students to form class norms. Staff teach desired behaviours through modelling, explicit teaching and coaching.

Individual behaviour plans are developed to support students who require additional support. Parents are notified and the identified support put in place to help the student's growth and development.

Anti Bullying

The community of Sacred Heart Primary School work as a team to ensure a safe environment that unambiguously sends a message to all members of the school community that bullying behaviour is totally unacceptable. A Wellbeing Survey was conducted with parents, staff and students during Term 4 to gather data for planning to meet the needs of students in 2021.

Anti Bullying Policy (Summary)

The definition of bullying behaviour is clearly stated and the positive steps to be implemented at Sacred Heart Catholic School to reduce bullying are succinctly outlined. Highlighted is the importance of noticing early warning signs in students, reporting incidents/suspected incidents to the Principal and offering support and or counselling to the victim and working with the perpetrator to change behaviour and teaching of the desired behaviours.

The intervention plan, should bullying occur, is clearly stated in the School Policy.

Affirmation and recognition when students show respect and act responsibly

- Year 6 Leadership Program
- All Year 6 students are recognised as student leaders with a range of responsibilities
- Formal recognition of students each week
- 'Mindful student' of the Term Recognition Assemblies — birthdays, class items, recognition of student achievement via merit awards
- Kitchen Garden Program which supports an appreciation of and respect for others and the environment

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- Regular class visits by the Principal and Assistant Principal to affirm and encourage students
- Leadership and sharing at school assemblies
- Photos of work and recognition of performance in the school newsletter and as relevant on Facebook and Instagram

Respect and Responsibility

- Kindergarten students are allocated a buddy from Year 6 who provides support in the early weeks of school, participating in a range of activities with them and building relationships
- Family Group — families invited to come together regularly for social interaction
- Social functions, whole school activities, new family nights, functions organised by the parents
- Implementation of a Religious Education Program which promotes a respectful way of life
- Year 6 Leadership Program
- Opportunities for students to lead assemblies and represent the school on a range of occasions
- Clear expectations and teaching of desired behaviours
- Personal Development Programs which encourage the development of healthy relationships and resilience
- The Friends Program for Years 3 and 5
- 'Bluearth Program'
- 'Mindful Curriculum'

Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints and Suggestions Policy which is implemented by all schools in the diocese.

The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

Workplace Health and Safety

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

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

Catholic Schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these diocesan documents in 2020.

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the School Office.

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Section 9: School Review and Improvement

Each year, Sacred Heart Primary School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese of Wagga Wagga Annual Improvement Plan.

Sacred Heart Primary School Annual Improvement Plan 2020

| DOMAIN: CATHOLIC LIFE | | | | |
|--|----------|----------|--------------------|--------------------------------------|
| Area for Improvement: <ol style="list-style-type: none"> Religion Curriculum and Pedagogy: <ul style="list-style-type: none"> To build teacher capacity and knowledge so as to enable RE teachers to teach quality RE lessons Social Justice: <ul style="list-style-type: none"> To improve student understanding of missionary discipleship to enable them to encounter and engage with Jesus through stewardship To create links between parents, school and parish groups so as to build caring and supportive communities that engage in learning. | | | | |
| Evidence Informing Area for Improvement: <ul style="list-style-type: none"> Parameters #1 - Shared Beliefs and Understandings, # 12 - Parental and Community Involvement From staff 2019 AIP reflection and feedback Staff survey in regards to missionary discipleship Student interest in missionary discipleship Observation of practice during RE lessons | | | | |
| Teaching Standards (where relevant): 2.1 Content and teaching strategies of the teaching area 6.3 Engage in professional learning and improve practice 7.4 Engage with professional teaching networks and broader communities | | | | |
| Actions to be Implemented | By Whom? | By When? | Evidence of Impact | Budget Allocation (if applicable) |

| | | | | |
|---|-----------|-------------------|---|------------|
| <ol style="list-style-type: none"> <u>Religion Curriculum and Pedagogy</u> <ul style="list-style-type: none"> To view Teaching Programs to ascertain if RE is being programed through the Inquiry Process Survey teachers in regards to programing the units of RE to find out what teachers are challenged by and what support is required <u>Social Justice</u> <ul style="list-style-type: none"> Connect with support services and parish groups (aged care, St. Vincent de Paul, Smith Family, Liturgy group Mainly Music, School Family Group) to ascertain the links and actions that can be made between student and support services Spirituality staff meeting - Year groups to meet and identify <u>in program</u> unit where links can be made with the support services e.g. Stage 1: Present and Past Family Life (History) - Connect with the elderly in aged care and share their past. Visits organised for class groups to provide support to services and parish groups Parent involvement assisting with visits to the support services and involvement with the parish groups. | Cate Munn | Term 1 | Teaching and learning programs and/or lesson plans include explicit teaching strategies which will engage all students in the learning process. | \$1,000.00 |
| | Cate Munn | Term 1 | Teachers confident in the delivery of Religious Education content and pedagogy | |
| | Cate Munn | Term 1 | Students and staff providing service to key organisations who have accepted the schools offer of support | |
| | Cate Munn | Term 2 | Class program showing the links Student work samples show how teaching strategies have created links with outside agencies to effectively enhance student understanding of missionary discipleship | |
| | Cate Munn | Term 2 | | |
| | Cate Munn | Term 3 and Term 4 | Parental involvement with class group and/or support service | |

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DOMAIN: LEARNING AND TEACHING

Area for Improvement: English with a focus on Writing

Evidence Informing Area for Improvement:

- Naplan data
- PAT Reading Testing
- Benchmarks in Writing Samples
- Parameter #3 Quality Assessment Informs Instruction and Parameter #14 Shared responsibility and accountability

Teaching Standards:

2.3 Curriculum, assessment and reporting

2.5 Literacy and Numeracy Strategies

6.1 Identify and plan professional learning needs

6.2 Engage in professional learning and improve practice

6.4 Apply professional learning and improve student learning

| Actions to be Implemented | By Whom? | By When | Evidence of Impact | Budget Allocation |
|---|--------------------|---------------|--|-------------------|
| Implementation of Agreed Practice | Classroom teachers | End of Term 1 | Consistent practice K-6 as evidence through Micro teaching, walk throughs. Teaching programs | |
| Developing quality unit of work based on the Scope and Sequence | Michael Murray | WK 5, Term 1 | Quality units being implemented in classrooms that reflect the scope & sequence | |
| <ul style="list-style-type: none"> • Purchasing resources to develop units of work | Fiona & Carolyn | Ongoing | Teachers have what they need to teach | |

| | | | | |
|---|--|-------------------------------|---|--|
| Develop an assessment plan that reflects the English scope & sequence | English Team with staff | Term 2 | Clarity around assessment expectations and consistent approach K-6 | |
| To coordinate Learning walks, Micro - teaching, Walk throughs and Learning Conversations to improve the quality of teaching and learning. | Leadership (Sam/Fiona) | Term 1 Week 7 | Observe student engagement and targeted teaching based on data | |
| <u>Teachers to develop</u> a professional learning plan. | Teaching staff | Term 1 Week 8-10 | Teachers achieving their goal | |
| Writing | | | | |
| <ul style="list-style-type: none"> • Creating a data wall to track Writing using learning progressions • Case management meetings | | Term 2 | A live data wall | |
| | | Term 2 Week 9 & 10 | Evidence brought forward to meetings | |
| <ul style="list-style-type: none"> • Review the benchmarks of the Marking Criteria • Agreed Practice of Marking Criteria process | English Team | Term 4 Wk 4 Term 1 week 10 | Clear guidelines Clear guidelines | |
| <ul style="list-style-type: none"> • Teachers actioning on the data • Student goal setting | Classroom teacher Classroom teacher | Ongoing Ongoing | Evidence in programs Visible and linked to bump it up walls | |
| <ul style="list-style-type: none"> • Explore access to knowledgeable others for PD (Nesa, Petaa, Sheena Cameron) • Creating Spelling Scope and Sequence | Fiona & Carolyn | Term 1 | Changed practice as a result of shared research and expertise | |
| | English Team | Term 1 | A document and a consistent approach K-6 Improved results as of 2022 | |
| <ul style="list-style-type: none"> • Review and monitor the focuses identified in Terms 1 | Leadership | Ongoing | Quality teaching and learning | |

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| | | | | |
|--|------------|--------|---|-------------|
| and 2 | Team | | and also quality documentation that is relevant and referred to | |
| <ul style="list-style-type: none"> Leadership to review PAT reading and the Writing Criteria to identify patterns and follow up | Leadership | Term 1 | Targeted teaching that impacts on student achievement | \$10,000.00 |

DOMAIN: COMMUNITY AND WELLBEING

Area for Improvement: Student and staff wellbeing

Evidence Informing Area for Improvement: Wellbeing surveys of students, staff and parents

- School behaviour log
- Conversations during Coaching Sessions
- Time spent by Principal and Assistant Principal dealing with anxious and dysfunctional students and families
- The number of students on personalised plans
- The percentage of students accessing the school counsellor
- Parameter #1 Shared beliefs and understandings
- Parameter #6 Case management approach

Teaching Standards (where relevant):

- 4.3 - Manage challenging behaviour
- 4.4 - Maintain student safety
- 4.2 - Manage classroom activities
- 4.1 - Support student participation
- 4.5 - Use ICT safely, responsibly and ethically

| Actions to be Implemented | By Whom? | By When? | Evidence of Impact | Budget Allocation (if applicable) |
|--|---------------------------|----------------------|--|--------------------------------------|
| <ul style="list-style-type: none"> Support the chaplaincy initiative | Carolyn | End of 2020 | <ul style="list-style-type: none"> *Organised pastoral care initiatives and programs in place for students * Less student referrals to the Wellbeing Committee *Conversations with chaplain to review the success of the program | |
| <ul style="list-style-type: none"> Introduce and support the ongoing implementation of the 'Bounce Back' Program throughout the whole school to allow for a consistent approach to caring for student wellbeing | Bounce Back facilitator | February 2020 | <ul style="list-style-type: none"> * Lesson plans and/or teaching and learning programs which demonstrate that student's wellbeing and safety have been considered in all activities * participation in professional learning program | |
| <ul style="list-style-type: none"> Professional learning on cybersafety within our school and parent community | Kirra from Safe on Social | March 2020 & Ongoing | <ul style="list-style-type: none"> * evaluation and review of existing ICT policies with feedback from students, teachers, parents and relevant community stakeholders *Participation and relevant notes from professional learning sessions on different strategies that promote the safe, responsible and ethical use of ICT | |

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|---|------------|------------------------------------|---|--|
| <ul style="list-style-type: none"> • Develop a Positive Behaviour for Learning (PBL) Program to be implemented throughout the whole school • Opportunities for Staff to suggest strategies to support their ongoing wellbeing <ul style="list-style-type: none"> ◦ Staff setting personal wellbeing goal • Explore strategies with knowledgeable others to inform daily practices to support student wellbeing • Provide parents with information and opportunity for conversation about the wellbeing initiatives being introduced during 2020 | Leadership | Term 2 and ongoing throughout 2020 | *Participation in professional learning activities which enhance understanding of how to manage challenging behaviour * Development of a comprehensive approach to supporting positive behaviour *Register kept indicating how behaviour issues were dealt with * Behaviour Policy and procedures reviewed and updated | |
| | Carolyn | Week 6, Term 1 & 3 | *A staff wellbeing map compiled and displayed for staff inspiration and conversation | |
| | Carolyn | Term 1 | Happier, more rounded, less anxious students | |
| | Sam | Ongoing | *Parent information sessions were conducted * provide opportunities which require parents to be involved in their child's learning * Communication with parents/carers through school newsletters, notes and/online | |

| | | | | |
|--|--|--|---|------------|
| | | | platforms about learning that is occurring in classrooms * Parent session to explain the concepts of Bounce Back | \$4,000.00 |
|--|--|--|---|------------|

DOMAIN: LEADERSHIP AND STEWARDSHIP

Area for Improvement:

Evidence Informing Area for Improvement:

Teaching Standards (where relevant):

| Actions to be Implemented | By Whom? | By When? | Evidence of Impact | Budget Allocation (if applicable) |
|---------------------------|----------|----------|--------------------|--------------------------------------|
|---------------------------|----------|----------|--------------------|--------------------------------------|

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Brief Evaluation of Major Priority Areas of 2020 SHPS Annual Improvement Plan

CATHOLIC LIFE AND MISSION

- Well received spirituality sessions by the staff that were developed by Religious Education Coordinators
- Religious Education units were reviewed with a focus on inquiry and not just using the units provided had a high impact on teachers planning and student engagement
- Learning conversations with all teaching staff with a focus on Religious Education which had a high impact on planning for teaching and learning

TEACHING AND LEARNING — ENGLISH

- The professional learning that all teachers engaged in early in the year with Michael Murray on the development of English units was based on concepts and quality literature
 - Hearing from teachers in professional learning conversations of the success of the units in engaging learners and the quality of the work being shared
- The development of the K–6 English Scope and Sequence which provides detail for teaching focuses in each year level
 - Teachers have commented formally and informally on how much a comprehensive English Scope and Sequence is supporting their planning and teaching focuses
- Development of Spelling Scope and Sequence high impact on learning
- Decision by staff to adopt 'Effective Spelling' resource to support the teaching of spelling based on the syllabus
- Assessment Plan K–6 being developed
- Teachers developing an English goal as part of their Professional Learning Plan
- Implementing and honouring the Agreed Practice for English
- Teachers actioning on the data: writing goals, Bump it up Walls, post June Writing assessment
- Case Management — English focus on Writing in Term 4
- Development of a writing tracking tool — trial implementation in 2021

COMMUNITY AND WELLBEING

- Each staff member set a wellbeing goal — check in with the Principal re goal Term 3. This has raised teacher awareness
- Introduction of changed break times impacted on focus in classrooms and improved playground relationships
- Kirra from 'Safe on Social' working with Stage 3 students raised awareness of students
- Less referrals regarding behaviours on the playground and in classrooms
- Zones of Regulation introduced and explicitly taught to all classes. Has heightened teacher and student awareness
- Introduced some aspects of Positive Behaviour for Learning — impact on wellbeing
- Formal work begun to develop Positive Behaviours for Learning for Sacred Heart Primary School

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Priority Key Improvements for 2021

Focus will be on:

- Catholic Identity and Mission — developing pedagogical practice and key knowledge of some aspects of the Catholic tradition and linking with the parish through social justice initiatives
- Learning and Teaching English — developing teacher capacity and improving the quality of writing for students Kindergarten to Year 6
- Community and Culture — to develop our plan and implement Positive Behaviours for Learning

DOMAIN: CATHOLIC IDENTITY AND MISSION

Catholic Identity and Mission is expressed across the following interrelated and mutually reinforcing components:

- A systematic and comprehensive Religious Education Curriculum and Pedagogy
- Prayer, Liturgy and Sacramental Life
- Permeation of Catholic Values
- School, Parish and Parents in Partnership
- Spiritual life of the school
- Evangelisation and Social Justice

System Goals

1. A shared understanding of the vision, mission and purpose of Catholic Education
2. An intentional and systematic framework for faith formation
3. Effective teaching practices and pedagogies in which the learners are active participants who are engaging their whole person ('head, heart and hands').
4. Engagement with schools and parish communities

Areas for Improvement:

1. Religion Curriculum and Pedagogy:

- To build teacher capacity and knowledge so as to enable RE teachers to teach quality RE lessons with a focus on the inquiry model.

2. Social Justice:

- To improve student understanding of missionary discipleship to enable them to encounter and engage with Jesus through stewardship

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- To create links between parents, school and parish groups so as to build caring and supportive communities that engage in learning.

Evidence Informing Each Area for Improvement:

- Parameters #1 - Shared Beliefs and Understandings, #12 - Parental and Community Involvement
- From staff 2020 AIP reflection and feedback
- Staff survey in knowledge of Religious Education (Prayer/Spirituality and Faith Formation/Sacramental Life/Charism and Witness/Evangelisation and Social Justice/Religion Curriculum and Pedagogy)
- Student interest in missionary discipleship
- Observation of practice during RE lessons

Teaching Standards (where relevant): 2.1 Content and teaching strategies of the teaching area
6.3 Engage in professional learning and improve practice
7.4 Engage with professional teaching networks and broader communities

| Actions to be Implemented | By Whom? | By When? | Ways of Measuring Impact (Success Criteria) |
|--|--|--|---|
| 1. Religion Curriculum and Pedagogy <ul style="list-style-type: none"> • Monitor Teaching Programs to ascertain if RE is being programed through the Inquiry Process. • Provide opportunities for staff to suggest strategies to support their ongoing professional development in RE: <ul style="list-style-type: none"> ◦ Staff setting personal RE goal ◦ Conduct Learning Conversations with teachers of RE to ascertain areas of support in the area of programming/teaching of Religious Education. • Provide PD for teachers to increase teacher confidence in areas that teachers highlighted as being challenged by based on survey of teachers (survey) - Term 2: RE pedagogy | <p>REC</p> <p>REC</p> <p>REC</p> <p>REC/Leadership Team</p> | <p>Terms 1-4</p> <p>Term 2</p> <p>Term 2</p> <p>Term 2</p> | <p>Teaching and learning programs and/or lesson plans include explicit teaching strategies which will engage all students in the inquiry learning process.</p> <p>Notes taken from learning conversations. MyPad goals/evidence as part of MyPad process on Staff Intranet.</p> <p>Changed practise as a result of PD in the following areas:</p> <p>Term 1: Mission (Spirituality) staff meeting</p> <p>Term 2: RE pedagogy</p> <p>Term 2: The Mass Structure (twilight)</p> <p>Term 3: Spirituality Day - Faith, Story, Witness (Nano Nagle)</p> <p>Term 3: Catholic Mindfulness - theory</p> |
| <ul style="list-style-type: none"> - Term 2: The Mass Structure (twilight) - Term 3: Spirituality Day - Faith, Story, Witness (Nano Nagle) - Term 3: Catholic Mindfulness - theory - Term 4: Catholic Mindfulness - practical 2. Social Justice <ul style="list-style-type: none"> • Connect with support services and parish groups (aged care, St. Vincent de Paul, Smith Family, Liturgy group Mainly Music, School Family Group) to ascertain the links and actions that can be made between student and support services • Spirituality staff meeting - Mission Year groups to meet and identify in program unit where links can be made with the support services e.g. Stage 1: Present and Past Family Life (History) - Connect with the elderly in aged care and share their past. • Visits organised for class groups to provide support to services and parish groups • Parent involvement assisting with visits to the support services and involvement with the parish groups. | <p>REC</p> <p>REC/Class Teachers</p> <p>REC</p> <p>REC/Class Teachers</p> <p>REC/Class teachers</p> <p>REC</p> | <p>Terms 2-4</p> <p>Term 1</p> <p>Term 1</p> <p>Terms 2-4</p> <p>Term 2</p> <p>Organised term 1 Implemented Terms 2-4</p> <p>Terms 2-4</p> | <p>RE Staff meetings on area/s as identified and subsequently changed practises as a result.</p> <p>Staff meeting held</p> <p>Students and staff providing service to key organisations who have accepted the schools offer of support.</p> <p>Class program showing the links</p> <p>Student work samples show how teaching strategies have created links with outside agencies to effectively enhance student understanding of missionary discipleship</p> <p>Parental involvement with class group and/or support service</p> |

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DOMAIN: LEARNING AND TEACHING

Learning and Teaching encompasses: Curriculum, Pedagogy, Literacy and Numeracy, Teacher Practice, Professional Learning, Assessment and Reporting, Student Achievement, Student Wellbeing for Learning and Student Diverse Learning Needs.

System Goals: (consider goals appropriate to sector i.e. primary/secondary)

1. To build teacher capacity to deliver quality writing instruction in Early Years, Stage 1 and Stage 4 cohorts through:
 - a. Improved collaborative planning, focusing on analysis of student performance and identification of targeted writing strategies specifically oral language development in K-1 or the use of academic language in Stage 4.
 - b. Use of data to inform the development of high impact teaching and learning strategies using assessment 'for and of' learning to craft precise responses to student and cohort needs.
2. Use of data to inform differentiated teaching of Mathematics in years 3 to 6.

Areas for Improvement: English with a focus on Writing

Evidence Informing Each Area for Improvement:

- Naplan data (2019)
- PAT Reading Test data
- Benchmarks in Writing Samples

Teaching Standards:

2.3 Curriculum, assessment and reporting

2.5 Literacy and Numeracy Strategies

6.1 Identify and plan professional learning needs

6.2 Engage in professional learning and improve practice

6.4 Apply professional learning and improve student learning

|

The Learning Collaborative System Parameters: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14.

School Parameters:

- Parameter #3 Quality Assessment Informs Instruction
- Parameter #6 Case management approach
- Parameter #7 Focused Professional Learning at staff meetings
- # 11
- Parameter #14 Shared Responsibility

| Actions to be Implemented | By Whom? | By When? | Ways of Measuring Impact (Success Criteria) |
|---------------------------|----------|----------|---|
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| <p>Key school English focus: Writing</p> <ul style="list-style-type: none"> Identify knowledgeable others who can support staff in their professional learning about writing Provide ongoing professional learning that builds the capacity of teachers in oral language and the teaching of writing Working with students to improve their motivation and understanding of the purpose of writing Implement and evaluate the Writing Tracking Tool through focussed data collection for the three nominated elements for each term, based on the Scope and Sequence Teachers develop a professional learning goal that has a Writing focus Coordinate Learning Walks, micro- teaching sessions, walkthroughs and learning conversations to improve teaching and learning in Writing (spelling focus is a component of this) Teachers actioning on the data from the Writing Tracking Tool to develop specific learning intentions, success criteria and descriptive feedback to students <ul style="list-style-type: none"> Creating a data wall to track writing progress using the Writing Tracking Tool. Case Management Meetings - Writing focus <p>Developing quality unit of work based on the Scope and Sequence</p> <ul style="list-style-type: none"> Purchasing resources to develop units of work. <ul style="list-style-type: none"> Evaluate newly developed Scope and Sequence and assessment plans. <p>Develop knowledge of the data collated from PAT Reading</p> | Leadership | End of term 2 | Improved student writing (Dec 2021)View data from student responses during Learning Walks in Google Forms. |
| | Leadership | All year | |
| | Teachers | All year | |
| | Leadership/teachers | Term 1 and ff | Access the Oral Language and Writing professional learning offered by CEDWW |
| | Teachers | Term 1 Wk 8-10 | Evidence recorded / uploaded on myPad. |
| | Leadership | Term 1, Wk 7 | Observe teacher practice and use of LI, SC and descriptive feedback during Micro - teaching sessions (Terms 1 and 3) |
| | Leadership/teachers | Term 2 | Student writing goals set from growth points within the Writing Tracking Tool and connected to the success criteria and exemplars developed or displayed. |
| | Leadership/teachers | Term 2 | A live data wall |
| | Leadership | Term 2, wks 9/10 | Meetings held and positive learning outcomes evidence |
| | Stage Team | End of each term (planning for the following term) | Quality units being implemented in the classrooms that reflect the scope and sequence. |
| <p>and the Resource Centre within the ACER website</p> <ul style="list-style-type: none"> Build capacity around further elements of the Waterfall Chart - Descriptive Feedback (Lyn Sharratt - Learning Collaboration) <ul style="list-style-type: none"> Implement and evaluate Spelling Scope and Sequence <ul style="list-style-type: none"> Develop knowledge of the Spelling 'Big Ideas' within the Effective Spelling resource. <p>Develop knowledge of the indicators on the CEDWW K- 6 Reading Benchmark Chart</p> | Staff team | End of Term 3 | Evidence of change in programs Evidence of change in practice as shared in learning conversations |
| | Leadership/Staff | Term 1 | Alterations made from comments by the class teachers on their Scope and |
| | Leadership Team/Teaching Staff | Terms 1 and 2 | Sequence and staff evaluation session. |
| | Leadership/Staff | Term 1 Week 8 - 10 | Evidence in programs that teachers are using the data Targeted teaching that impacts on student outcomes |
| | | Term 1 | Professional development of staff Elements of the Waterfall chart evident in teaching programs, records of learning and teacher practice In learning conversations discuss how descriptive feedback is changing in classroom practice |
| | Leadership/staff | Ongoing | Alterations made through comments by the class teachers on their Scope and Sequence and staff evaluation session. |
| | Christine Topfer Follow up by Leadership with staff | Term 1 | Changed practice as a result of Professional Development. Strong growth evident in Assessment tests from Effective Spelling throughout the year, in writing and Naplan Results. |
| | English Team Literacy Coach | Term 1 | Professional development of staff. Evidence of indicators in records of learning and reading programs to direct future learning. |

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DOMAIN: COMMUNITY AND CULTURE

Community and Culture includes: Organisational Culture, Positive Partnerships with Parents, Families and Carers, Parish and Community Partnerships, Staff Wellbeing, Student Voice and Engagement and Professional Relationships.

Areas for Improvement:

- Positive Parent Partnerships
- Student and Teacher Wellbeing

Evidence Informing Each Area for Improvement:

- School behaviour log
- Conversations during Coaching Sessions
- Time spent by Principal and Assistant Principal dealing with anxious and dysfunctional students and families
- The number of students on personalised plans
- The percentage of students accessing the school counsellor
- Parameter #1 Shared beliefs and understandings
- Parameter #12 Parental and Community Involvement

Teaching Standards (where relevant):

- 4.3 - Manage challenging behaviour
- 4.4 - Maintain student safety
- 4.2 - Manage classroom activities
- 4.1 - Support student participation
- 4.5 - Use ICT safely, responsibly and ethically

| Actions to be Implemented | By Whom? | By When? | Ways of Measuring Impact (Success Criteria) |
|---|----------|-------------|---|
| <ul style="list-style-type: none"> • Keep exploring avenues to support the chaplaincy initiative | Carolyn | End of 2021 | <ul style="list-style-type: none"> *Organised pastoral care initiatives and programs in place for students * Less student referrals to the Wellbeing Committee *Conversations with chaplain to review the success of the program |

| | | | |
|--|--|-----------------------------------|---|
| <ul style="list-style-type: none"> • Opportunities for Staff to suggest strategies to support their ongoing wellbeing <ul style="list-style-type: none"> - conversations with Carolyn - staff wellbeing map - wellbeing 'check ins' with one another • Provide information to parents regarding behaviour, wellbeing and academic initiatives and provide opportunities for conversation about these initiatives • To explore ways to highlight Aboriginal life and culture in our school <ul style="list-style-type: none"> - Acknowledgement of Country before all meetings and liturgies - Looking at making connections between Aboriginal culture/spirituality and christian spirituality - Utilize the knowledge of Luke Wighton and Aboriginal members of the school community | Carolyn Sam/Carolyn Term 1 week 5 Leadership Team | Week 6, Term 1 & 3 Ongoing | <ul style="list-style-type: none"> *A staff wellbeing map compiled and displayed for staff inspiration and conversation *Parent information sessions were conducted * provide opportunities which require parents to be involved in their child's learning * Communication with parents/carers through school newsletters, notes and/online platforms about learning that is occurring in classrooms * Parent session to explain the concepts initiatives such as Zones of Regulation, The Mindfulness Curriculum and PBL. *Acknowledgement of Country is used always Engaging conversations with results held to improve our understanding and links with our Aboriginal people |
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Section 10: Parent, Student and Teacher Satisfaction Parent Participation

Parents are the primary educators of their children and are always welcome at Sacred Heart Primary School. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the school used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

| Highly Satisfied | Satisfied | Dissatisfied |
|------------------|-----------|--------------|
| 87% | 11% | 2% |

Student Satisfaction

| Highly Satisfied | Satisfied | Dissatisfied |
|------------------|-----------|--------------|
| 68% | 28% | 4% |

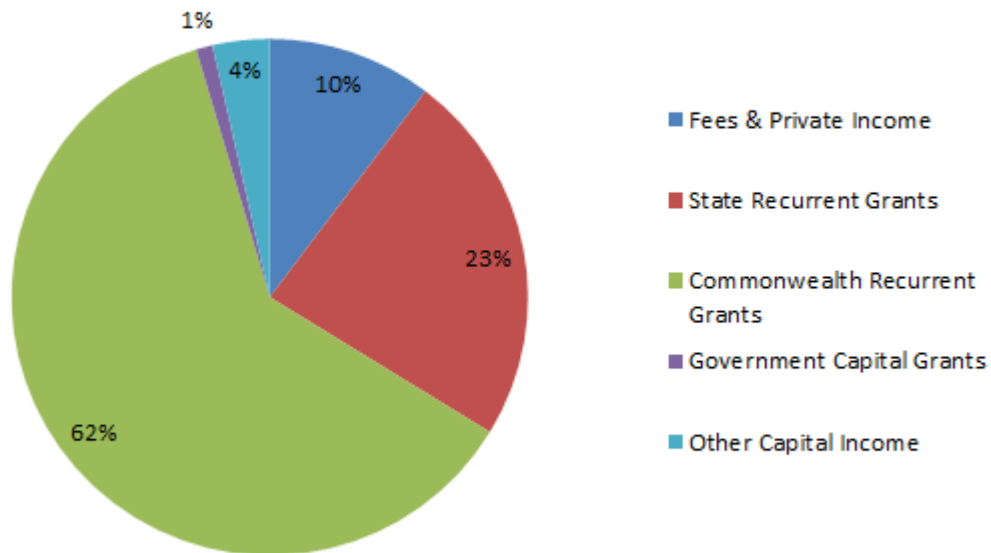
Teacher Satisfaction

| Highly Satisfied | Satisfied | Dissatisfied |
|------------------|-----------|--------------|
| 90% | 10% | - |

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Financial Report

School Income



School Expenses

