

# 2022 ANNUAL REPORT

SACRED HEART PRIMARY SCHOOL, KOORINGAL



# 2022 Annual Report (Primary)

## About this Report

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

Sacred Heart Catholic School, Koorungal 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 of Wagga Wagga. This report has been approved by Catholic Education Diocese of Wagga Wagga and in so doing, acknowledges that Sacred Heart Catholic School, Koorungal 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 Catholic School, Koorungal newsletters and other forms of communication. Further information about Sacred Heart Catholic School may be obtained by contacting the school directly or by visiting the [school's website](#).

## Section 1: Message from Key Groups in Our School Community

### Message from the Principal

The word celebration comes to mind as we reflect on our 2022 year together. Not celebration that the year is over, but celebration that members of our community have been able to come together once again to share in the life of our school community. Staff and students appreciated having parents and carers at assemblies, helping in the kitchen garden, attending liturgies and school functions. Families are such an important part of our community and all value having them actively engaged in our community.

As part of our wellbeing work the school celebrated the implementation of the Positive Behaviour for Learning Program, an ongoing program which provides consistency in expectations and support in a restorative way for students. The school's key focuses are 'Be Proud', 'Be Respectful', 'Be a Responsible Learner' and 'Be Safe'. During 2022 the students responded very positively to this approach.

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The school motto 'to love is to serve' was central to the reflection and action of the staff and grade groups who reached out to those in need by acts of service, donating money and items to help those who need assistance with the basics of life.

Teachers celebrated the growth evident in student learning during the year which is the result of diligent effort, research into best practice and professional learning.

We are grateful to all who contributed in any way to the life of Sacred Heart Catholic School during 2022. Your input and your effort for our community is valued.

Daily, in our community, we have so much to celebrate and give thanks for.

Carolyn Matthews

**Principal**

### **Message from the Parent Body**

After 2020 and 2021 and the challenges COVID 19 brought, this year we have thankfully been less socially restricted as a school community, which has been a boost for us all. There have been more opportunities for interaction between parents and carers, teachers, and students, including the return of parents to the school in visits, assemblies, and masses, and also school excursions for the students. There have still been challenges that have been presented to the community, including ongoing COVID issues, and the postponing of the school fete. Not to mention the underlying ongoing tiredness that COVID continues to create.

In spite of the challenges over recent years, the school, its staff, and its community has adapted, stayed resilient, and continued to work effectively for the good of our children. On behalf of the School Council, I want to recognise the work of the Principal and Assistant Principal and the staff of the school for all that they have done this year to look after the education and wellbeing of our children. The whole school staff is to be recognised and thanked for their commitment.

The School Council has been able to meet face-to-face this year which has been valued. It has been a privilege to get an inside view as to the operation of the school and also to contribute to that operation and its continual improvement.

In 2022 the School Council focussed some of its energy on pastoral care- wellbeing for students and support for parents and carers in the school community. An example of this is the meal assistance program that has assisted many families. The availability given by members of the school community in being on the roster and providing meals is a great reflection of the ethos of the school – "To Love Is To Serve".

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May 2023 be a wonderful year for Sacred Heart Koorringal.

Gene Hodgins

**School Council 2022**

### Section 2: Sacred Heart Catholic School Koorungal Features/Context

Sacred Heart Catholic 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 Catholic Primary School is a two stream school and at the time of the August 2022 census, had an enrolment of 312 students from Kindergarten to Year Six.

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

Sacred Heart Catholic 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 Catholic 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
- a culture that supports the wellbeing of all
- a 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 and to achieve their best in all aspects of their lives

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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 2022:

Girls	Boys	LBOTE*	Indigenous	Total
160	152	15	19	312

\*Language background other than English

#### 1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese of 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 of Wagga Wagga website or by contacting the Catholic Education Diocese of Wagga Wagga or by contacting the school directly. See CEDWW policy [HERE](#).

#### 2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	92%
Year 1	91%
Year 2	91%
Year 3	89%
Year 4	89%
Year 5	89%
Year 6	89%

The average student attendance rate for 2022 was 90%.

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

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Sacred Heart Catholic 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 well being 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 of 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 25 teachers and 8 support staff at Sacred Heart Catholic Primary School, Koorungal. This includes 19 full-time and 6 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	Two
Proficient	Twenty three

Percentage of staff who are Indigenous	Nil
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#### Professional Learning

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

#### 2022 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2022, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- Developing staff understanding of the meaning of missionary service.
- Creating awareness and understanding of prayer and its different forms in personal life and the lives of students.



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- Understanding of christian meditation and how to introduce students to the practice.
- Wellbeing practices to support student learning and wellness.
- Depthening understanding of 'Scaffolding Literacy'.
- Depth knowledge of the value of feedback, its link to assessment and ways of providing feedback to learners.
- Multiplication and division and content clustering.
- Impact of Trauma on students wellbeing and learning and working with students diagnosed with autism.

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

#### **Catholic Heritage**

Sacred Heart Catholic Primary School was founded in 1960 by the Presentation Sisters in the spirit of Nano Nagle, their founder. 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 endeavouring to further the mission of Jesus in the context of the Catholic tradition and its sacramental life.

#### **Liturgical Life of the School**

Students from Year 3 received the Sacrament of Reconciliation, Year 4 the Sacrament of Eucharist and Year 6 the Sacrament of Confirmation. The community was pleased to have Bishop Mark Edwards be present in our parish to confer the Sacrament of confirmation.

Throughout the year, students led and participated in regular Masses that involved either the Stage or whole-school celebrations in the church. Classroom and whole-school liturgies also took place focusing on various themes eg. Catholic Schools Week, Saints, Holy Week. One Parish Schools Mass took place each term where students from the three schools in our parish share in leading aspects of the liturgy.

Daily prayer took place in the classroom, including traditional prayers and the implementation of Christian Meditation daily which began in July.

Fortnightly school newsletters, with a religious component, were published throughout the year that ensured all liturgical celebrations and prayers were shared with the community that reflected the liturgical seasons.

#### **Staff and Student Faith Formation**

Sacred Heart Catholic Primary School staff are conscious of the importance of continuing to nurture their faith. They do this through participation in the life of the 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 programs, prayer, liturgies, conversations and retreats.

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### **Social Justice**

Sacred Heart Catholic 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, stand up for what is right and to care for the environment. 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 Winter and Christmas appeals.

All staff members were enthusiastic about engaging in acts of missionary service within our school and wider community. Missionary discipleship was performed regularly through acts such as:

- Preparing a meal to share with people in need, particularly cancer patients at Lillier Lodge, a hostel for those undergoing treatment away from their hometown.
- Winter donations appeal
- Implementation of the Family Meal Roster
- Connecting community celebrations with liturgical celebrations and witnessing to school students how to show love and service to others.
- Continuing the charism of Nano Nagle through staff and student participation in events which enhance the work of Caritas, Catholic Mission and St Vincent de Paul.

Students were also involved in missionary discipleship, with each stage or grade focusing on an organisation within the local community. For example, our Year 4 students supported Edel Quinn Shelter by completing chores at home to raise funds to purchase essential items to donate to Edel Quinn.

### **Professional Learning in Catholic Life and Mission**

Professional Learning in Religious Education focused on increasing teacher confidence in areas that teachers identified in a data gathering exercise at the end of 2021. This informed the Annual Improvement Plan and resulted in the following professional learning during 2022:

- Term 1: Mission for Action and Service
- Term 2: Quality Pedagogical Practice in Religious Education
- Term 2: Meditation in Classrooms
- Term 2: Implementing Meditation Practice - what will it look like?
- Term 3: Spirituality Day – Prayer led by Patricia O’Gorman
- Term 2: Prayer/Mindfulness
- Term 3: Catholic Mindfulness (theory) – staff meeting
- Term 4: Catholic Mindfulness (practical) – staff meeting

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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 (KLA's) 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 school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese of Wagga Wagga.

Sacred Heart Catholic 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.

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 Years One, Two, Three, Four and Kindergarten
- Students with special needs were catered for through the provision of Personalised Plans and as required, additional staff support
- Specialist teacher worked with students on plans to support Literacy development
- Targeting Writing initiative supported by the Literacy Focus Teacher
- Maths intervention supported by the Maths Focus Teacher
- Excursions that linked in with teaching and learning outcomes were provided for Year Five who went to Sydney and the early colony and Year Six who went to Canberra to be exposed to aspects the nation's capital and links to the parliamentary system
- A Water Safety Program was undertaken by students from Kindergarten to Year 6 during Term 4
- Quicksmart Reading Program was provided, on a needs basis for students in Years Five and Six.
- Royal Far West support in the areas of speech and occupational therapy and Wellbeing
- COVID-19 Learning Intervention Program (state funded)
- Opportunities were provided for enrichment and support through teacher attention

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to differentiation

Scaffolding Literacy, an approach to teaching writing and reading was adopted by the school as part of the endeavour to improve student writing. The initiative was strongly supported by the Literacy Instructional Teacher who engaged in research, shared learning with staff and led a range of professional learning for teachers. Early results are indicating a significant change in the engagement of students and the standard of writing. Professional learning and conversation to embed this approach will continue in 2023.

Interpreting and using data to inform teaching and learning were key focuses in Maths. Evident from the data wall that was created, was the need to focus on moving students beyond the third growth point of the MAI in both the domains of Place Value and Multiplication and Division.

The staff utilised the Spiral of Inquiry framework to devise a strategic plan that would target these two focus areas of this key curriculum area. This plan included:

- professional learning to improve conceptual understanding of place value and multiplication and division and the links that can be made with other mathematical concepts.
- teaching mathematical vocabulary to enhance student knowledge of concepts
- tracking students consistently to ensure growth
- administering intervention groups to target student growth.
- engaging in targeted teaching utilising assessment evidence for the Maths tracking tool.

The implementation of the strategic plan saw a growth in the domain of Place Value for Stage 3 students, particularly. Teachers were able to utilise the Maths tracking tool to inform them of student growth and future focus areas and students and teachers became somewhat more au fait with number lines and their effectiveness when using or recording effective mental strategies.

Although there has been a shift in these two focus areas within Maths they will continue to be focus areas for continued growth.

The Inclusive and Diverse Learning Teacher(IDLT) focussed on the wellbeing of students and working to ensure the success of all learners. She worked with individual teachers, whole staff and families to build a deep understanding of factors that impact students ability to socialise and learn. The IDLT worked in collaboration with outside agencies to implement the recommendations of specialists to enable all students to be efficient and successful learners.

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

#### NAPLAN 2022 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2022, all CEDWW schools completed NAPLAN Online.

#### Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	56	404.6	406.9
Reading	56	434.7	444.7
Writing	56	419.9	432.7
G&P	56	438.6	444.3
Spelling	56	409.2	429.4
Year 5			
Numeracy	25	504.9	495.6
Reading	25	519.2	513.2
Writing	25	498.0	492.0
G&P	25	527.8	506.1
Spelling	25	519.7	512.9

### Section 8: Pastoral Care and Well Being

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care and Well Being Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

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

- A Wellbeing Practitioner from Centacare works in the school for three days per week supporting students and their families
- School chaplain who interacts in a supportive manner with students K–6 paying attention to their specific needs for ten hours a week
- 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
- All staff working to create learning communities where respect is shown by all
- Group meetings/conversations to practise desired behaviours
- Positive Behaviours for Learning implemented across the school
- Modelling and explicit teaching of desired behaviours
- Perceptual Motor Program is implemented in all year groups
- Zones of Regulation
- Wellbeing Committee meet weekly
- Masses/Liturgies
- Buddy System involving Kindergarten classes and Year 6 classes
- Wellbeing Awareness Week in Week 5 of each term for staff and students
- Staff acknowledge and celebrate birthdays and other special occasions together
- Celebrations with families
- Visitations and support from the parish priest
- Merit Awards and 'Mindful Student' Awards
- Introduction of meditation each morning in classes from Kindergarten to Year Six
- Prayer opportunities and prayer intentions
- Norm setting and on-going review in learning communities
- Staff Norms – regularly reviewed
- Regular communication including phone calls, email, social media, newsletter, informal and formal teacher and parent meetings
- Behaviour management plans
- School and class programs in place to support wellbeing
- Access to support agencies for school community members, eg. Centacare
- Restorative Practices used in the school
- Health Program based on PD Health and PE Syllabus
- Royal Far West Program focussing on speech and occupational therapy
- Playground options along with inside and outside play

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- Kitchen Garden Program
- Teaching of expected behaviours, e.g. entry into classroom
- Classroom/playground norming – Student Rights and Responsibilities
- 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 for two days a week
- Advice sought from external professional agencies as necessary
- Centacare practitioners supported staff in the delivery of;
  - ‘Friends’ (resiliency program) in Year 4 and Year 5
  - ‘Friends’ booster session in Year 3
  - Year Six ‘Girls Squad’
  - Transition to High School in Year 6
- ‘Seasons for Growth’ Program was available for students
- Meals were provided to support families at times of need

### Discipline Policy

Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

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. The class teachers revisit these during the term.

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.

On occasions, when students required support with their behaviour, they were 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 Catholic School are based on the principles of procedural fairness. Procedural fairness refers to the ‘right to be heard’ and the ‘right to an unbiased decision’.

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.



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The school worked on embedding a positive approach to promote behaviours that show respect and care for self and others. The 'Positive Behaviours for Learning'(PBL) key focuses at Sacred Heart are 'Be Safe, Be a Responsible Learner, Be Proud and Be Respectful'. Elements of the PBL are explicitly taught in each classroom each week and highlighted at school assemblies.

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 Policy**

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

The definition of bullying behaviour is clearly stated and the positive steps to be implemented at Sacred Heart Primary 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. School personnel work closely with the parents and carers of students involved in any bullying incidents that occur.

The intervention plan, should bullying occur, is clearly stated in the school policy.

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

- Year 6 Leadership Program
- All Year 6 students are recognised as student leaders with a range of responsibilities and options available for them
- 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
- Regular class visits by the Principal and Assistant Principal to affirm and encourage students
- Leadership and sharing at school assemblies
- Positive Behaviours for Learning key focuses of Be Respectful, Be Proud, Be a Responsible Learner and Be Safe highlighted and implemented in the school
- Photos of work and recognition of performance in the school newsletter and as relevant on Facebook and Instagram

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### Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the Diocese. The implementation of this policy is monitored by the Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#) & Procedures [HERE](#).

### 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 of Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant 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 of 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 documents in 2022.

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.

See CEDWW Policy [HERE](#)

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### Section 9: School Review and Improvement

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

**2022 Annual Improvement Plan** [here](#).

#### Evaluation of the key priority areas of the 2022 Annual Improvement Plan

Priority Area	Evaluation of Achievement
<b>Evangelisation and Religious Education</b> <ul style="list-style-type: none"> <li>- Engage in missionary service</li> <li>- Improved pedagogical practice in RE</li> <li>- Deeper understanding of prayer for staff and students</li> </ul>	<p>Professional learning at staff spirituality meetings enabled growth in understanding</p> <p>All classes engaged in acts of service that were appreciated by the local community</p> <p>Through professional learning, learning conversations and regular 'check ins' staff awareness of their pedagogical practices in Religious Education were refined impacting on student engagement and learning</p> <p>Professional learning on prayer and prayer practices including meditation developed teacher understanding and teacher confidence to implement daily meditation with all students from K-6</p>
<b>Teaching and Learning</b> <ul style="list-style-type: none"> <li>- Embed wellbeing practices to impact student learning</li> <li>- Improvement in composing texts</li> </ul>	<p>Positive Behaviour for Learning fully implemented in the school. Teachers worked to develop respectful communities where all children are honoured. Art therapy, regular wellbeing check ins by Principal and Assistant Principal, school choir and daily PMP were introduced. The work of the chaplain, wellbeing practitioner and Inclusive and Diverse Learning Teacher resulted positively for our students. Data indicates impact with less students needing coaching.</p> <p>Scaffolding literacy is being used across the school and impacting on the quality of writing which is evident on the data wall, tracking tools and Case Management recording sheets and NAPLAN results. Teachers continued professional learning in this area.</p>
<b>Community Engagement</b>	
<ul style="list-style-type: none"> <li>- Reach out to parents and carers,</li> </ul>	<p>Opportunities provided to engage and</p>

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Aboriginal groups and the parish	involve parents in their children's learning and life of the school. NAIDOC week was highlighted and run by Aboriginal Education Workers from the different schools in Wagga
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### Priority Key Improvements for 2023

The 2023 Annual Improvement Plan [here](#)

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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 Catholic 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.

Parents supported the school in a range of ways:

- Membership of the School Advisory Council
- Participating in Parents and Friends meetings
- Organising school events that build community and raise funds such as a Parent Fun Night, Tabloid afternoon for students, working in the kitchen garden, assisting in the canteen, sharing information about the school at parent information sessions.

Parents are encouraged regularly through correspondence to be in communication with the school about any concerns or issues they might have as well as sharing constructive ideas to make the school the best place that it can be.

Students are active members of the life of the school and often informally share ideas that they have for the school. They work positively with teachers to ensure the school is a quality place for them to learn, socialise and play.

A survey was conducted to gauge the level of satisfaction from parents, students and teachers.

#### Parent Satisfaction

Survey shared with all families in the school. Forty one surveys were returned. Survey conducted in November 2022.

Score of 8/10	Score of 9/10	Score of 10/10
22%	46%	32%

'The best school we have experienced. High quality and supportive environment with Catholic values upheld.'

'Sacred Heart has been very welcoming to our whole family. The teachers are approachable and easy to talk to and have my child's well-being in mind with all decisions made with us. We often recommend Sacred Heart to people and will continue to do so long after we have left.'

'It's a lovely school community and appears to be well resourced. I particularly like the fact that all the teachers know the children's names and relate well to them.'

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### **Student Satisfaction** (Conducted late November 2022)

<b>Highly Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>
62%	36%	2 %

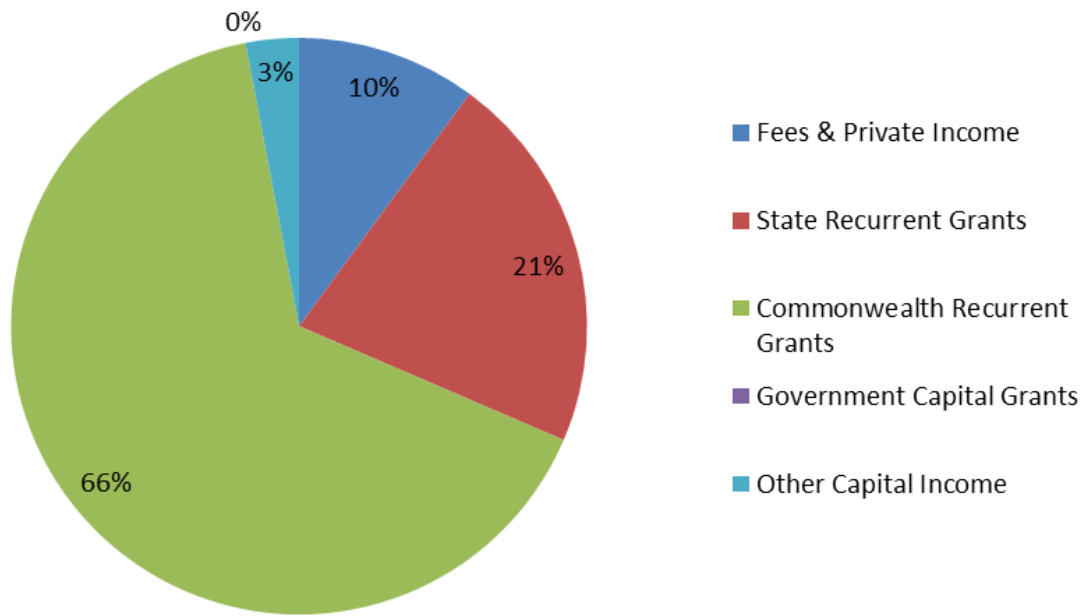
### **Teacher Satisfaction** (Conducted late November 2022)

<b>Highly Satisfied</b>	<b>Satisfied</b>	<b>Dissatisfied</b>
37.5 %	62.5%	0%

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### Financial Report

#### School Income



#### School Expenses

