VISION STATEMENT

In keeping with the ethos of the Catholic School that “Christ is the Foundation” of the whole educational enterprise we believe that at Sacred Heart School we are committed to

LOVE AND SERVICE

MISSION STATEMENT

We will
* be the best person we can be.
* respect ourselves and others.
* care for all.
* appreciate our world and creation.
* live according to Gospel values.
* participate in the evangelising mission of the church
* foster enjoyment and fun in our interaction.

We pray to God and build a relationship with him.
* serve one another and the wider and global community.
* continually reflect on our beliefs and practices.
* continue our lifelong learning.
* work effectively with others.
* offer to all especially the poor and marginalised, the opportunity of a Christian education.

Belief Statements at Sacred Heart School

We are committed to:

Meaningful Learning in the way we:
* Provide varied learning experiences, strategies & resources to meet individual needs.
* Engage students in excursions, eisteddfods.
* Actively involve students in self-assessment.
* Recognize individual learning styles and needs.
* Help children construct understanding.

Communication in the way we:
* Explicitly develop skills through computer technology, multi media.
* Teach communication styles for different audiences, purposes & contexts.
* Teach students to question.
* Encourage conversation.
* Model invitational language.

Inquiry in the way we:
* Engage children in meaningful research in library, computer time and classroom.
* Use the inquiry framework in our planning.
* Allow children to make mistakes and ask questions.
* Teach specific skills per stage.

Collaboration in the way we:
* Help in areas beyond our school with St. Vincent de Paul.
* Teach appropriate problem solving strategies and skills.
* Develop collaborative skills through Peer Support and buddies.
* Develop partner and small group work.
* Encourage dialogue eg. Class Parliament.

Human Development in the way we:
* Work in the service of others through visiting and helping the elderly.
* Help students to appreciate diversity of people.
* Help students develop their Catholic identity through prayer and reflection.
* Liturgical experiences.
* Build a sense of belonging within the classroom and school community.

Self Responsibility in the way we:
* Help students take responsibility for their choices using Gospel Values.
* Invite negotiation and decision making.
* Use language that encourages self responsibility.
* Teach problem solving strategies.

Through our Faith, Love, Care & Service we strive to create in children the qualities they need to become proactive adults who are effective participants in our society.
**Religious Education**

Our Catholic faith is an integral part of life in our school community. In addition to daily Religious Education lessons in the classroom from the Sharing Our Story program we work to develop in each child a natural relationship with God and a life lived according to Gospel values.

Our Sacramental programs are a source of celebration as the children progress on their faith journey. Reconciliation occurs in Year 2, First Communion in Year 3 and Confirmation in Year 6.

All children attend our special school Masses three times per term, with each grade taking a turn to prepare the Mass.

Liturgies, apart from Masses, are often held to celebrate and commemorate special times or events such as Lent, Easter, Anzac Day, Advent & Sacred Heart Feast Day.

**Pastoral Care**

Sacred Heart School is a place where students, families and staff are active witnesses to their Faith.

Pastoral Care is the concern of students, teachers and families living out the Gospel message John 13:34 “Love One Another”. Our school motto is “To Love is to Serve”. The interaction of students, teachers and families articulates the relevance of our Faith beliefs and is an active signal as we work towards creating tomorrow’s adults.

Pastoral Care embraces the total care of the students based upon the belief that the dignity of the person is expressed through

* the development of quality relationships
* the provision of well matched learning opportunities
* the establishment of an effective care network.

Our attitudes toward discipline are based in forgiveness. The greatest learning we do is through opportunities to learn through experience and reconciliation.

*"It takes effort to look at misbehaviour as an opportunity to teach!” Katz 1996*

All aspects of discipline at Sacred Heart Kooringal will have, as its prime motive, the good of the child and will be administered with Christian love, separating the deed from the doer.

A set of procedures is in place for serious offences should they be necessary.
The Arts

To supplement and enhance our classroom lessons in the Arts we endeavour to provide students with extra-curricular experiences. There is a strong culture of music in our school. The school choir (Yr 3—6) rehearses on Tuesdays after school for one hour. They are given a range of opportunities to perform their skills at Eisteddfods, concerts and special school events as well as supporting charity appeals. They also provide service, through singing at Nursing Homes and occasional charity events.

We also have a small group of musicians from Year 3—6 who learn an instrument privately and use their skills to play as a group on special occasions such as school masses.

We also foster a love of the Arts in our children by exposing them to professional performances of music and drama at least once a term. We have excursions to the local Art Gallery, taking advantage of current exhibitions.

In September each year every child from Kinder—Year 6 performs at the Wagga Wagga Eisteddfod in either speech, percussion or choral groups. This has become a strong element of our school tradition.

Our children also have opportunities to perform items for school assemblies, concerts and an annual Talent Quest.
Sport

It is the aim of the school that each child be introduced to the necessary skills that will enable the child to participate in school sport. All children are encouraged to participate regardless of ability.

In Kindergarten, Year 1 and 2, the children are taught elementary skills such as running, tumbling, dancing, balancing and ball handling to make them aware of their body movements and to experiment with their own body space.

Between Year 3—6, the children are introduced to team as well as individual sports such as athletics, swimming, cross country, rugby league, AFL, netball, soccer, hockey, tennis, cricket, touch football, softball, basketball and rugby union. Within the team, the child will experience a feeling of belonging to a group and will learn the art of winning and acceptance of defeat.

An intensive swimming program over 5 weeks is undertaken during one term of each year.

Various sporting bodies offer skill clinics throughout the year where children learn skills of a specific sport by talented players or development officers.

Throughout the year children are chosen to trial for representative sport in their chosen field, therefore, giving opportunities to gifted and talented students.

The children also compete in interschool competitions such as Paul Kelly Cup (AFL), Mortimer Shield and Trent Barrett Shield (Rugby League) and a Rugby Union school competition.

A 10 week Gymnastics program is undertaken by all students during one term of each year.

General and Specific School Initiatives

Special programs exist in the school such as: Reading Recovery, Parent Helpers, the Buddy Program and Student Council.

Children with special needs are also catered for through the use of the Individual Education Programs and Teacher Assistants.

Other programs such as Year 6 visits to Retirement Villages, Choral Festival, Eisteddfods and Excursions occur throughout the year.

It is a strong belief that Sacred Heart School has a mission beyond the school and consequently seeks active participation within the wider community.
SCHOOL POLICIES
These are available at Sacred Heart School.

1. **Office Management**
   **Facilities & Resources**
   - School Council Handbook
   - Child Abuse Allegations
   - Accreditation Policy
   - Workplace Injury
   - Medication Policy
   - Drugs in School
   - Role Descriptions—cleaner/maintenance person, grounds person
   - Casual Teachers
   - Enrolment policy & procedures
   - Budget & Finance
   - Occupational Health & Safety

2. **School Policies—Management**
   - Role Descriptions—Principal, Assistant Principal, Religious Education Co-coordinator, Executive, Classroom Teacher, Special Needs assistant, Reading Recovery, Librarian & Assistants.
   - Supervision
   - Duties
   - Teaching Programs
   - Staff Meetings & Communication
   - School Assemblies
   - School Management & Procedures
   - Codes of Conduct, Bullying, Pastoral Care/Student Welfare
   - Child Abuse, Self—Esteem
   - Complaints & Grievance Resolution Policy
   - Discipline & Serious Offences, Harassment
   - Sexual harassment
   - Harassment Policy
   - Chemical Safety
   - First Aid
   - Emergency Evacuation
   - Critical incidents
   - Firearms
   - Copyright
   - Sun Smart
   - School Sport & Representative Sport
   - Excursion Policy
   - Sports Carnivals
   - Deanery Carnivals/Diocesan Carnivals
   - Animals in School
3. Learning & Teaching

Vision & Mission
Time Allocations for Curriculum Areas
Religious Education
English & Literacy
Mathematics & Numeracy Benchmarks
Handwriting
HSIE
Science & Technology
Information Technology
Creative & Practical Arts
Library
Road Safety & PDHPE
Bookwork
Portfolios
Enrichment
Gender Perspectives
Environmental Education
Special Needs Policy
Reporting
Assessment
Programming Expectations & Agreed Practices
Homework Policy
INFORMATION ON KEY SCHOOL PROGRAMS

Educational & Management Practice Evaluation
—School Culture

Sacred Heart School is committed to assisting to prepare young people for tomorrow’s world by providing an education which is congruent with the values of the Gospels and the teachings of the Catholic Church.

Sacred Heart School is committed to helping children grow into adults who are:
- Spiritual
- Inquirers
- Thinkers
- Reflective
- Adaptable
- Knowledgeable
- Communicators
- Collaborative
- Principled
- Caring Global Citizens
- Healthy

The following learning and teaching practices are relevant and important across all sectors of schooling:
- Meaningful learning
- Inquiry Communication
- Collaboration
- Self-responsibility
- Human Development

Curriculum Focus

In 2004 in the area of Curriculum, staff worked on Creative and Practical Arts Key Learning Area and PDHPE (Scope & Sequence).

Focus was also given to Literacy areas highlighted by the Basic Skills Test and Primary Writing Assessment for further development.

Work on Creative and Practical Arts is ongoing into 2005.

See School Renewal Framework.
Programs to Support Learning

Reading Recovery is a part of a school commitment to Early Intervention.

It reflects the needs of the students at Sacred Heart School. It is matched according to school staffing/organization.

It provides a balanced daily program that reflects the school’s commitments.

The Reading Recovery teacher is responsible for maintaining appropriate records to support students in the Program.

Computers

At Sacred Heart School we use computers to support learning across the Key Learning Areas. Every classroom from Kindergarten to Year 6 have 4 computers with internet access.

Teachers endeavour to enhance teaching and learning by using computers for a variety of tasks, with a particular focus on further developing literacy, numeracy, knowledge and research skills.

Equity Programs

Australia’s future depends upon each citizen having the necessary knowledge, understanding, skills and values for a productive and rewarding life in an educated, just society. High quality schooling is central to achieving this vision.

At Sacred Heart School we acknowledge the capacity of all young people to learn, and the role of schooling in developing that capacity. We also acknowledge the role of parents as the first educators of their children and the central role of teachers in the learning process.

At Sacred Heart School we provide a foundation for young Australians’ intellectual, physical, social, moral, spiritual and aesthetic development. By providing a supportive and nurturing environment, we contribute to the development of students’ sense of self-worth, enthusiasm for learning and optimism for the future.

Within the community of Sacred Heart School there are students who fall into the following groups:

- Students from low socioeconomic backgrounds
- Aboriginal and Torres Strait Islander students
- Students learning English as a second language
- Students who have a physical or intellectual disability.

We work to help these groups gain access to the curriculum and participate as fully as any other student at Sacred Heart School.
**Programs to Support Students**

**Special Needs**
Sacred Heart School is committed to providing education in the service of a better world, and to providing our students with reasons for living, hoping and loving.

Our work is guided by the *Diocesan Vision and Mission Statement* (1999) and supported by the principles and practices outlined in *Today’s Children, Tomorrow’s Adults* (2000), the *Diocesan Literacy Plan* (2000) and a range of documents from the NSW Board of Studies.

The term ‘students with special needs’ refers to students:
- Formally identified as having gifts and/or talents.
- From varying cultural backgrounds.
- Formally assessed as having one or a combination of:
  - Sensory impairment
  - Intellectual disability
  - Physical disability
  - Language/communication disability
  - Multiple disabilities
  - Emotional disabilities
  - Behavioural disabilities
  - Recognised learning disability
  - Health, medical, emotional or behavioural needs

Consult parents and teachers in matters relevant to the student with additional needs.
Monitor and provide for the development of teaching and learning programs for students with additional needs to ensure their effectiveness.
Attend Individual Education Program (I.E.P.) meetings where possible.
Provide opportunities for appropriate professional development for staff working with students with additional needs.
Place students in the most appropriate learning environment following careful consultation and consideration.
Ensure that the I.E.P. process occurs in each classroom to meet legal requirements in the school (refer to Diocesan Handbook).
Ensure legal compliance in all matters regarding students with special needs eg. I.E.P.’s, disclosure of diagnostic information etc.
Supervise the legitimate use of resources including the role of In-School Special Needs Co-ordinator.

**Human Development**
As part of the PDHPE Key Learning Area, Year 5 & 6 students attended a “Human Sexuality” night based on the Diocesan approved program called ‘Teachable Moments’ by Julianne Whyte and Lisa Brick.
# SRF OVERVIEW

## PROFESSIONAL DEVELOPMENT
- Computerizing Report and student tracking.
- Focus on “Self Responsibility”.
- Review Scope & Sequence (Maths).
- Review PDHPE. (Term 2)
- Review Creative & Practical Arts
- Maths Modules.
- Cross Curriculum links to LCT, portfolios, reports. (Marea)
- Ongoing training in literacy

## LEADERSHIP/ADMINISTRATION & MANAGEMENT
- Look at R.F.F.
- Filing of programs/assessments for each year.
- Computerize Policies on C.D.
- Computerize Reports.

## SCHOOL VISION & MISSION
- Begin year with—tie into Code of Conduct/6 Principles.
- Revisit Class Norms with pastoral Care Policy and Vision and Mission with children.

## RESOURCES & FACILITIES
- Year 1 ceilings and paint rooms.
- Gardens around new seats.
- Old Year 5 buildings demolished and pave area
- Years 3 & 4 painted (outside) 2005.
- Library carpeted, new furniture, computers cabled.
- Courtyard—wet area (new shade cloth).
- Improve canteen—more nutritional food.
- Heaters—update.
- Shaded courtyard.
- Shaded play equipment.
- Movement in buildings.
- Refer to rest of Colin Joss Report.
- Front of School Appearance. (Blinds)
- Chairs for 5H.
- Pigeon holes x 6.
- Safety rubber.
- Library chairs.
- Office chairs.

## CURRICULUM PROGRAMS
- Scope & Sequence Library.
- Human Sexuality K—4—Begin program.
- Science
- PDHPE—Day 1 Term 2
- Australian Identity—Indigenous/visiting groups/course of studies—HSIE.
- Creative & Practical Arts
- Working with Literacy Co-ordinator x 4 staff meetings
  (Analysing and planning literacy results: BST.
- Creative & Practical Arts follow on T4.
- Child Protection.
**SCHOOL OVERVIEW**

**School Enrolment & Attendance Profile**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Student Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>51</td>
</tr>
<tr>
<td>1</td>
<td>54</td>
</tr>
<tr>
<td>2</td>
<td>55</td>
</tr>
<tr>
<td>3</td>
<td>46</td>
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<tr>
<td>4</td>
<td>58</td>
</tr>
<tr>
<td>5</td>
<td>59</td>
</tr>
<tr>
<td>6</td>
<td>57</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>380</strong></td>
</tr>
</tbody>
</table>

**Structure of Classes**
There are 14 classes, two classes per grade. 189 females and 191 males. Classes are usually restructured each year and are of mixed abilities.

**Staffing**
Staff consists of:

<table>
<thead>
<tr>
<th>Staff</th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>R.E. Co-ordinator</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Release Face to Face</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Teacher Assistants/Library Asst.</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Cleaners</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Maintenance</td>
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<td>1</td>
</tr>
<tr>
<td>Clerical</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Tuckshop Supervisor</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

All teachers are suitably qualified. 5 are still completing Religious Education qualifications.
Parent involvement and participation

We recognise the importance of parent’s role in education and the necessity of high correlation between home and school values. An appropriate involvement of parents and school is sought and highly valued. Numerous opportunities throughout the year are offered, both on a formal and informal level, for parents and teachers to collaborate together. The following are some occasions when your participation will be sought:

* Parents are asked to become involved in the various aspects of the Religious Education program (eg. sacramental preparation) and are always welcome to join the school community in liturgical celebration.
* Formal reporting on the spiritual, social, physical and academic attainment at individual parent/teacher meetings.
* Assistance in the classroom as a volunteer helper - reading, art and craft and sport.
* Attending major fundraising events.
* Attending masses and liturgies.
* Helping at working bees.
* Helping with canteen roster.
* Helping with sport team coaching.
  Etc.

SCHOOL COUNCIL

The School Council assists the Principal to ensure that the Catholic ethos of the School is maintained. The Board’s task is to devise policy guidelines, assist with maintenance, financial planning and evaluation of the effectiveness of the School’s activities in accordance with Diocesan guidelines. The Board’s role is one of service to the school community.

P & F

The P & F exists to support the school and improve the standard of resources available for the children. Our P & F Association demonstrates an ongoing commitment and support through profitable fundraising activities throughout the year. P & F meetings are held on the first Tuesday of each month in the Staffroom.

PARENT/TEACHER INTERVIEWS

These are held in the first term of each year. Explanations of the educational objectives for the year are discussed.

These meetings are also opportunities for parents to inform teachers about their children.

Parents meet again in Term 2 to discuss their child’s progress. Many children are also involved in these meetings as part of a 3 way interview.
Community Use of School Facilities

The school facilities including the Sacred Heart Parish Centre are used for day care, sporting events/clinics, visiting shows, after school Sacramental programs and chess competitions.

About This Report

Much of this report is taken directly from existing school documentation eg. School Prospectus, Policies. School Principal, Assistant Principal and Co-ordinators were involved in writing this report.
This data shown below is a summary of Diocese of Wagga School System income and expense and includes income and expense of all system schools.

The total income and expense of the school, that is included in the above, is shown below.
**Student Achievement**

*BST Results 2004*
A general summary tells us that in Year 3 we are achieving pleasing results in literacy and writing. We have some areas in Numeracy that need more attention, these being fractions, time, graphs, position, 2D, 3D and division.

Year 5 results for Literacy, Writing and Numeracy are also very positive. Our areas needing attention in Numeracy are 2D, 3D, graphs and volume.

Results from the Basic Skills Tests and Primary Writing provide us with very clear directions for teaching in 2005.

All teachers will be targeting certain areas next year as we did this year. By focusing on specific areas we are able to lift results considerably.

**Staff Achievement**

The Staff at Sacred Heart Kooringal continue their ongoing learning as teachers, through various levels of Professional Development. At the Diocesan level we are striving to have all teachers trained in the Quality Teaching Program “Literacy Learning and Teaching Course” which is a twelve month intensive course which focuses on both theory and classroom practice. Ten staff members are either trained or about to complete the Program.

At a school level we have had training in various aspects of “Computer Internet Use” in classrooms. We have also focused on how to develop self-responsibility and negotiated learning through the use of the PLOT (Professional learning on-line tool) website.

Certain staff members have been trained in the marking of statewide tests, e.g. BST, ELLA and SNAP.

Some teachers took advantage of the “Journey Program” with a focus on spiritual and personal development.
Salaries, allowances and related expenses, 95.1%
Non-salary Expenses, 4.9%