Introduction
At Sacred Heart School we believe in the 3 R’s.
Relationships with children
Relationships with parents
Relationships with the Parish Priest and wider community.

1. The School

The School
Sacred Heart School is a co-educational Primary School providing broad based opportunities for children from Kindergarten to Year 6. Sacred Heart School is a Parish School supported by the Sacred Heart Parish of Kooringal.

Sacred Heart School is committed to assisting to prepare young people for tomorrows’ world by providing an education which is congruent with the Gospel values and church teachings.

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 SOS 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.

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.

**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.

**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

**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
Enrolment, Discipline, Complaints and Grievances Resolution and Student Welfare align with the Diocesan Policies.

**Dealing with Complaints and Grievances**
The school has adopted an approach to resolving complaints and grievances that is based on procedural fairness. It recognises that parents/caregivers and students must have access to processes that allow them to resolve concerns in a supportive and conciliatory way.

Parents/students with a complaint are encouraged in the first instance to contact their class teacher. If the need then arises contact with the Principal and the Catholic Schools Office may be appropriate.

Student Welfare is based on a concept of humanity and life. Our policies focus on the Human Person looking at Codes of Conduct, Bullying, Pastoral Care, Self-Esteem, Discipline, Child Abuse, Serious Offences and Harassment. These policies are continually developed within the school, based on the Catholic principles and values.

www.cso.wagga.catholic.edu.au

**School Council**
“Our School Council offers an opportunity for parent representatives to work with the Principal in maintaining the school in all aspects and planning together, in 5 year plans, for the further development for our children’s education. It is a collaborative team, happy in its advisory role to work with the Principal in our ongoing pursuit of excellence”. Chairperson

2. **Information on Key School Programs**

**Curriculum Focus**
Curriculum focus for 2006 was in three areas.  
1. Inquiry in Learning  
   2. Reporting and Assessment  
   3. Technology

**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 socio economic 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 (IEP) meetings where possible.

Provide opportunities for appropriate professional development for their 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.

**Respect and Responsibility**

Our school is based on the 3 R’s.

- Relationships with children
- Relationships with parents
- Relationships with priest and community

Our attitude towards discipline is based on forgiveness.

Our Code of Conduct is based on RESPECT.

Respect to Staff, Respect the Truth, Respect Others.

Our code and all that is involved in it is promoted continuously. It ties in with Values for Australian schooling and National Safe Schools Framework.

**Student Achievement**

**Statewide Tests and Examinations**

The table below indicates the percentage of students who have achieved national literacy and numeracy benchmarks

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>98%</td>
<td>98%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>98%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Sacred Heart Catholic Primary School has participated in the Basic Skills testing in Literacy and Numeracy since 1998 and in the BST Writing since 2001. The school monitors the BST data each year and uses that information to inform its learning and teaching practices.

**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 QTP “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 PWA/ELLA and SNAP marking.

Some teachers took advantage of the “Journey Program” with a focus on spiritual and personal development.

**3. School Renewal**

**Progress of the School Renewal Framework**

**School Improvement Targets**

- Maintenance of classrooms and grounds (ongoing)
- Update resources continually particularly Technology
- Extension of Tuckshop
- Apply for block grant to build four new classrooms
- 5 year plans with School Board on: Maintenance, Professional Development, Curriculum, Mission, Leadership in Administration

**4. School Overview**

**School Enrolment**

**Enrolment Policy**

**RATIONALE:**

The Catholic school is a true and proper Church entity bringing faith, culture and life into harmony through its integrated activity of educating the whole person academically, spiritually, physically and emotionally.

From its Catholic identity, as part of the evangelising mission of the Church, the School derives its fundamental characteristics and structure as a genuine instrument of the Church, a place of real and pastoral ministry.

That is why it is vital that School and Parish collaborate and that the School be integrated into the Parish’s pastoral program, especially in regard to celebrating the Sacraments. [www.cso.wagga.catholic.edu.au](http://www.cso.wagga.catholic.edu.au)

**THE APPLICATION PROCESS**

- Application forms are obtainable from the school office.
- Upon application for enrolment, parents are to be given a copy of the Diocesan Policy and procedures. Parents must be assisted to understand the policy and procedures. Lodgement of the relevant application for enrolment will be deemed as agreeing to support the policy and procedures.
- All completed application for enrolment lodged with the School Principal by the designated closing date will be treated in accordance with the enrolment process.

**CRITERIA FOR ENROLMENT**

- Children from families who are prepared to be supportive of the life and teachings of the Catholic Church, to adhere to the religious practices, educational ideals and financial requirement of the school may apply for enrolment.
- Priority in enrolment is given in the following order, except in special circumstances.
Children of practising Catholic families who are involved in the life of the parishes within the pastoral region, which the school serves (The recommendation of an Ethnic Chaplain shall have the same consideration as that of a Parish Priest).

Children of Catholic families residing in the parishes within the pastoral region which the school serves.

Children of Catholic families residing in the parishes within the pastoral regions of the Diocese.

Children of Orthodox or other Christian families.

Children of non-Christian families.

It is expected that normally Catholic students shall make up approximately 80% or more of the enrolment of the school. Permission to allow any significant departure from this norm would have to be sought from the Director of Schools.

Siblings of students already enrolled in the school do not necessarily have priority for enrolment.

No child is to be excluded from enrolment on the basis of a genuine inability to pay fees.

THE ENROLMENT PROCESS

Special consideration may be given to individual cases, schools and situations, as determined by local circumstances, for the following reasons:

- Children of practising Catholic families residing in parishes from other pastoral regions who are actively involved in their home parishes.

- Parents’ intentions with regard to their own and their children’s search for education in the faith.

- Family situations necessitating a pastoral approach or requiring the exercise of compassion.

- Family circumstances regarding mobility.

- Late applications as a result of work or family commitments forcing a move from elsewhere into the parish to which the school belongs.

- The special education needs of students.

SPECIAL EDUCATION REQUIREMENTS

Where an application indicates that a student has a special educational need, the Principal will refer it to the Special Needs Education Officer.

The Education Officer (Special Education) will, with the Principal and parish priest, assess whether or not the school (supported by the Catholic Schools Office) can provide the facilities, resources and suitability trained personnel to support the educational needs of the applicant.

The Principal and Education Officer will then meet with the applicant’s parents/caregivers to discuss the prospective enrolment prior to the application being considered.

Student Enrolment Profile:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig’</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>187</td>
<td>170</td>
<td>4</td>
<td>1</td>
<td>362</td>
</tr>
</tbody>
</table>

*Language background Other Than English

Structure of Classes

All classes are made up of an equal ratio of girls and boys. There are two classes in each grade, thus the school consists of 14 classes, based on age NOT ability.


**Staff**

**Teacher Standards**
The NSW government requires that this report detail the number of teachers in each of the following categories:
A) have teaching qualifications from a recognised higher education institution
B) have qualifications from a recognised higher education institution but no formal teacher education qualifications
C) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professional Learning**
Professional Learning is greatly valued and budgeted for. This is ongoing both locally and at away venues depending on needs and interests.
Such professional development has been in the areas of English, Mathematics, Indigenous Studies, Values, Learning Styles, Thinking in Context, Technology.

**Teacher Attendance and Retention**
The federal Schools Assistance Act 2005 requires that each school report on the average attendance rate of staff members in a given school. The end figure is determined by calculations including certain periods of absence due to sickness, personal carers leave, leave without pay, special leave and accident/workers compensation leave. An attendance rate of 96.5% was achieved in 2006 by staff at Sacred Heart Primary School, Wagga Wagga.

**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.*
*The School Council and P & F Association.*
*Attending major fundraising events.*
*Attending masses and liturgies.*
*Helping at working bees.*
*Helping with canteen roster.*
*Helping with sport team coaching.*

**Community Use of School Facilities**
Day care
Children’s Liturgies
Sports Training

**Community Satisfaction**
The following information has been provided to the school. It has been a valuable gauge for determining the level of satisfaction our community has with Sacred Heart Catholic Primary School.

**Parents**
My child (son or daughter) is usually happy at Sacred Heart School

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>90%</td>
<td>1%</td>
<td>%</td>
</tr>
</tbody>
</table>

**Students**
I am usually happy at Sacred Heart School

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>88%</td>
<td>1%</td>
<td>%</td>
</tr>
</tbody>
</table>

**Staff**
I am usually happy at Sacred Heart School

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

**Financial Statement Summary**
See Appendix A

**About This Report**
Much of this report is taken from existing school documentation, School Principal, Assistant Principal, Co-ordinators and Secretaries were involved in writing this report.
APPENDIX A

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.

![System Income 2006 Pie Chart](chart1)

![System Expenses 2006 Pie Chart](chart2)
The total income and expense of the school, that is included in the above, is shown below.