Annual Report
Sacred Heart Catholic Primary School

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Introduction
Sacred Heart School is a mindful learning community where compassion, competence and harmony of the heart and mind are nurtured.

1. The School

The School
Sacred Heart School will change its structure to a multi-age one in 2009 beginning with three stage 1 classes, this will continue until all classes are staged in 2011. 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 tomorrow's world by providing an education which is congruent with the Gospel values and church teachings.

Catholic Identity
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.

A Message from key School Bodies
“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 plains, 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

School Determined Improvement Targets
Numeracy Project

Programs to Support Students
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.

Curriculum Focus
Curriculum focus for 2008 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**

**Programs to Support Students**

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

**Human Development**
Based on our pedagogy of six practices – Human Development, Inquiry, Collaboration, Communication, Meaningful Learning and Self Responsibility and our Diocesan document Towards Wholeness.

**Initiatives Promoting Respect and Responsibility**
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 and concerts for the elderly.

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 and participating in the wider community.

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. All the above offer development in character, values and dispositions in our students.

**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.
Student Performance
Statewide Tests and Examinations
The table below indicates the percentage of students who have achieved national literacy and numeracy benchmarks

Year 3

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>98%</td>
<td>100%</td>
<td>93%</td>
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</tbody>
</table>

Year 5

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>97%</td>
</tr>
</tbody>
</table>

Sacred Heart Catholic School has participated in BST Literacy and Numeracy since 1998 and in BST Writing since 2001. The school monitors the BST Trend Data each year and uses that information to inform its learning and teaching practices for the upcoming year.

Comparison to Statewide Results
The three year trend shows Sacred Heart School well above state level in all areas of literacy. Numeracy remains under state level and therefore has been targeted as the next three year focus.

3. School Overview

School Policies
Available on Sacred Heart School’s website and underpinned by the policies and procedures of the Catholic School’s Office.

Student Welfare and Discipline
Intelligent behaviour goes hand in hand with the teaching of Gospel values and thus creates a caring and compassionate community where harmony of the heart and mind is nurtured.
Programs and policies are in place that ensure lifelong learning by building relationships and offering support and challenge with a focus on Art Costa’s Habits of Mind.

Complaints and Grievances
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.

Enrolment Policy
Catholic School’s Office
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.

All details for enrolment are found on the Catholic School’s website.

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>176</td>
<td>161</td>
<td>7</td>
<td>4</td>
<td>348</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 from Years 3 to 6, equalling ten classes with three multi-aged classes in Stage 1. Total being thirteen classes.
Staff

Staff Achievement
The Staff at Sacred Heart Catholic School 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.

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.

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<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>16</td>
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</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.

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.
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.

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

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
<td>95%</td>
<td>1%</td>
<td>1%</td>
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Students
I am usually happy at Sacred Heart Catholic School.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>94%</td>
<td>5%</td>
<td>1%</td>
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</table>
Staff
I am usually happy at Sacred Heart Catholic 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>
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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 96.52% was achieved in 2008 by staff at Sacred Heart Catholic School.

Financial Statement Summary

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