

Sacred Heart Parish Primary School

Broken Hill

Annual School Report

2015



School Contact Details

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Principal

Mr. Trevor Rynne

ABOUT THIS REPORT

Sacred Heart Parish Primary School, Broken Hill is registered by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia Forbes. The CEO is the 'approved authority' for The Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report outlines information regarding School Review and Improvement initiatives and developments of major interest and importance to the school community during the year. It also details the achievements arising from the School's annual planning.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office. It complements and is supplementary to school newsletters and other regular communication.

Following its submission to the NSW BOSTES, the Report will be presented to the Parent Body and will be available on the school's website by 30 June 2016.

MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

As a school community we have accepted many new challenges and experienced many highlights. Education continues to change rapidly and is much more exciting, stimulating and inspiring than ever. The digital revolution has certainly changed the way students learn and how teachers teach. As teachers we work in an exciting time in education. Teachers are no longer the founts of all knowledge, as knowledge is so quickly accessible online. This year the introduction of Chromebooks for our Year 1 to 5 students was launched as part of our celebration of Catholic Schools Week. Having access to their own Chromebook has established learning connections across the home and school environments. This new innovation would not be possible without the training and financial support from our Catholic Education Office.

Our students provide us with the joys, challenges, surprises, interactions, and personal achievements that make working in schools truly the best vocation that we can have. The student is why we are here and the relationships we have with students is more important than ever before. I encourage each child to continue to grow into the person that they have the ability to be.

In closing, I thank our students, staff, parents, the Sacred Heart Cathedral Parish and the Broken Hill community for the support given to our children and school throughout 2015.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

Trevor Rynne
PRINCIPAL

Parish Priest's Message

I am proud to see that our Parish School is well attended and respected among the local Broken Hill community and that there is a serious commitment to Catholic Education, participation in the local Parish and in the Parish Sacramental Program.

The School Staff are friendly and helpful to each other and to the families and students of the school. The School Committee, Parents Group and extra staff also share the common mission of the Church and the School. There is appreciation for all that the School is doing and it would be wonderful if more families and students could be part of the School and the Parish.

We pray that more people may avail themselves of the good qualities and opportunities offered by our Parish School.

PARISH ADMINISTRATOR

Parent Body Message – School Committee

Another busy year has passed for the School Committee who was again involved in many projects at Sacred Heart Parish Primary School.

This year we saw the introduction of Chromebooks for children in Year 1 to Year 5. We welcomed two new classroom teachers and I am sure they have enjoyed the experience of working full time in their chosen profession.

The students of Year 3 and 5 were involved in NAPLAN testing again showing some great results. The Year 4 students were involved in trial testing for the Religious Literary Assessment which was implemented this year.

2015 saw the launch of our Facebook page. Photos and school activities are updated onto the site reaching out to parents and caregivers. The page has received many 'likes' both locally and interstate.

Four table tennis tables and other games were also purchased for the children who are able to use these in Marcellin Hall should the weather be too hot, too cold or raining. A working bee was held to cut trees, clean debris and to paint stencils on the playground, thanks go to all the parents who gave up their Saturday morning to help out.

It was with great excitement that the School Committee viewed the plans for the new Health Hub, a building which will be used by Speech Pathology and Occupational Therapy students when visiting our school from the Rural University Department. This will be a permanent fixture for our school.

Finally, the School Committee was very excited to hear that the school will have a 22-25 seater bus. It is anticipated that the bus will be put to good use transporting students to many parts of our local area.

CHAIRPERSON

Student Body Message

2015 has certainly been a busy year but one that has allowed us to take on a leadership role with pride. This year we have had the opportunity to be involved in various school activities with our major focus being on supporting others who are less fortunate.

Our Student Representative Council (SRC) under the banner of Mini Vinnies has had the opportunity to lead the school on a number of occasions. One time being our cupcake day which was a day for raising money for young people with cancer. Another fundraiser was the Assist a Student Program. This program is set up to help children with no education across the world. We held a casual clothes day and many people donated a gold coin. We managed to assist 3 students which made everyone feel very proud.

Years 5/6 and the SRC were lucky to meet with students from Cobar and Wilcannia in Wilcannia through Mini Vinnies. This was the first time we have met with students from Cobar and Wilcannia within our diocese.

We were introduced to the Making Jesus Real (MJR) Program throughout the year. This is a program that encourages us to have Jesus in our lives. Each week we focussed on being the best person we could be.

Years 5/6 were fortunate to have the opportunity to visit our National Capital City of Australia, Canberra. We learned a lot about our federal government systems and Australia. We were also lucky enough to meet the Governor General.

We took part in Socktober Mission month to raise money for the people in Madagascar who are living in poverty and battling diseases. For one day every student wore crazy socks and donated a gold coin. We were able to provide food for seven children for one week.

We have been honoured to be School Captains for 2015. Sacred Heart has been a great Primary School; it has taught us to be more like Jesus and prepared us for High School. Sacred Heart we will miss you!

SCHOOL CAPTAINS

SCHOOL FEATURES

Sacred Heart Parish Primary School is a Catholic Systemic co-educational school located in Broken Hill. The school caters for students in years Kindergarten to Six and has a current enrolment of 118 students.

The school takes its direction from the Sacred Heart of Jesus, the seat of wisdom, discernment and knowledge. Catholic Education in Broken Hill has a long tradition, beginning with a Cottage

School in 1887. In 1889 the Sisters of Mercy arrived to set up a school at the request of Bishop Dunne and later were joined by the Marist Brothers in 1929. The present K-6 School reflects the rationalisation in 1988 of four Catholic Parish Primary Schools in Broken Hill.

From 1988 until 2002, Sacred Heart College was a Kindergarten to Year 10 College after St Joseph's co-educational High School was included in the rationalisation process. In 2003 Sacred Heart College reverted to a Kindergarten to Year 6 school and is now known as Sacred Heart Parish Primary School.

Sacred Heart is staffed by lay teachers. The spirit of both the Sisters of Mercy and Marist Brothers continues. Their mission and rich heritage of education, prayer, and work and their emphasis on the provision of Christian education for boys and girls is central to and reflected in the curriculum and community life of the school. By providing a caring atmosphere, Sacred Heart Parish Primary School strives to develop a truly authentic catholic faith community, where each student is encouraged to live the gospel message of love, peace and justice in a spirit of solidarity.

OUR ACHIEVEMENTS

Academic Achievement

Our students continued to grow and excel in many areas academically. Many of our students received high recognition in the International Schools Competitions, Year 6 and Year 4 Religion Test, and a number of other external competitions. Also, this year our Year 3 and Year 5 achieved pleasing results in the National Assessment Program for Literacy and Numeracy (NAPLAN). A summary of the school's NAPLAN results is included in this report.

Our International Schools competitions results are as follows:

- Digital Technology (9 students) – 1 Distinction, 1 Credit, 2 Merits and 5 Participation Awards.
- English (12 students) – 1 Distinction, 1 Credit and 10 Participation Awards.
- Mathematics (15 students) – 3 Credits, 1 Merit and 11 Participation Awards.
- Science (9 students) – 1 Distinction, 2 Credits, 1 Merit and 5 Participation Awards.
- Spelling (12 students) – 2 Credits, 1 Merit, 9 Participation Awards.
- Writing (6 students) – 1 Credit and 5 Participation Awards.

Year 6 participated in the Sydney Diocesan Religion Test and the results are as follows:

- Religious Education (25 students) – 11 Distinctions and 14 Credits.

The Arts

The Arts is an important part of the student's educational learning experience at Sacred Heart. Highlights in this area for 2015 included the following:

- Infants and Primary Choirs performing at our Mother's Day morning tea, the local Choral Festival, Eisteddfod and the School's Presentation Evening.
- All classes performing in the verse speaking section of the local Eisteddfod.
- An opportunity for all students to perform in a dance performance at our Annual Presentation Night for the school community.
- Participation in the 'Young Archies' Portrait Drawing competition.
- Portrait drawing workshops.
- Exhibiting students Visual Arts projects at the Silver City Show.
- Two school socials throughout the year.
- Attending a number of visiting school performance shows involving music, drama and dance performances.
- School Assemblies.
- Participation in the School and Broken Hill public speaking competitions.
- After school guitar and keyboard lessons.

Sport

All children at Sacred Heart Parish Primary School have been actively involved in a variety of sporting activities in 2015. These include:

- School carnivals for swimming and athletics were conducted for students in Kindergarten to Year 6. A school cross-country carnival was conducted for students in Year 3 to Year 6.
- School participated in the local Primary Schools Sport Association (PSSA) swimming, cross-country and athletics carnivals.
- Participation in the PSSA Gala Days conducted on the last two weeks of Terms 2 and 3. Boys participated in soccer, Australian Football League (AFL), basketball and cricket while the girls participated in netball, hockey, basketball and soccer.
- Ten students participated in the Diocesan Swimming Carnival and two students in the Polding Swimming Trials.
- Specialist coaches throughout the year conducted coaching clinics for AFL, soccer, golf and basketball.

Community Involvement

Throughout 2015 the school played an active part in supporting and being involved in local community activities. In all these varied activities the students displayed a sense of occasion.

They worked well together and proved to be great ambassadors for the school in the following community events:

- St Pat's Races.
- Anzac Day March.
- Home Hardware BBQs on designated Saturday mornings.
- Project Compassion and Missions.
- Choral Festival and Eisteddfod.
- Silver City Show.
- Premier's Reading Challenge.
- Scholastic Book Club.
- Participation in National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, National Sorry Day, Reconciliation Week, Book Week, Literacy and Numeracy Week, Remembrance Day, Far West Allied Health in Schools Program and school banking.
- Life Education Van.
- PEDALS Playgroup sessions.
- School Performance Shows.
- International Schools' competitions.
- After school guitar and keyboard lessons.
- Woolworth's Earn & Learn Program.
- Broken Hill Christmas Pageant.

Special Celebrations

At Sacred Heart the students participated in a diverse range of special celebrations throughout 2015. These include:

- Beginning of the Year Mass including the induction of our school leaders, Ash Wednesday, St. Patrick's Feast Day, Holy Thursday Mass, Project Compassion, Missions Week, Sacrament of Confirmation, Sacrament of First Holy Communion, Sacrament of Reconciliation, Sacred Heart Feast Day, End of Year Mass and Annual Presentation Evening.
- Weekly school masses.
- Shrove Tuesday Pancake Day.
- School Performance Shows.
- Choir and verse speaking performances.
- SRC fundraising activities.
- School Socials.
- Mini Vinnies
- Making Jesus Real Program.
- Book Fair and Book Week.
- Eisteddfod.

- National Day of Action against Bullying and Violence.
- Literacy and Numeracy Week.
- ANZAC Day March and ceremony.
- Catholic Schools Week.
- Weekly Assemblies.
- Official launch of the school's chrome books.
- Mother's Day stall, raffle and morning tea.
- Reconciliation Week.
- National Sorry Day.
- NAIDOC Week.
- Father's Day stall, raffle and BBQ.
- School Remembrance Day ceremony.
- K-6 Christmas luncheon.
- Annual Presentation Evening.
- Christmas Pageant.
- Family Picnic Days.
- Questacon Science Circus.

Aboriginal Education

A key component of Aboriginal Education at Sacred Heart Parish Primary is the incorporation of aboriginal perspectives into all key-learning areas especially in the areas of English, Human Society and Its Environment, Science and Technology and Creative Arts (Dance, Music, Drama and Visual Arts). This provides all students with the opportunity to understand, appreciate and respect aboriginal culture and deal with our history and its impact on aboriginal society. The school has a diverse range of resources available to teachers.

In 2015 students had opportunities to learn about aboriginal communities, aboriginal sacred sites, aboriginal beliefs about the Dreaming, indigenous art and aboriginal creation stories.

NAIDOC Week was celebrated throughout the year. During these celebrations the children participated in aboriginal cultural awareness activities organised and arranged by the school's Aboriginal Education Worker (AEW). National Sorry Day and Reconciliation Week were also observed throughout the year.

During 2015 a classroom support teacher was employed to work with our students and class teachers in all key learning areas. This position was made available through the Indigenous Advancement Strategy (IAS). The school also employed an Aboriginal Education Worker (AEW) to liaise with the local community, work with and support the learning of indigenous students and to work with staff.

All of our Indigenous students who completed the NAPLAN Tests in 2015 achieved results above the national minimum standards in literacy and numeracy.

Multicultural Education

Multiculturalism is incorporated across the whole curriculum at Sacred Heart Parish Primary School especially in the key learning area of Human Society and Its Environment.

Multiculturalism is covered in Religion through units dealing with the early church, faith communities in the local area and Mission units. Creative Arts also has outcomes relating to music, dance and drama of other cultures. Visiting school performance shows also incorporate multiculturalism in their presentations. This year the show G'Day Asia engaged students to participate in both traditional cultural ceremonies and colourful contemporary celebrations of Asian countries.

Information Technology

Information Technology continues to be an important part of the teaching and learning program at Sacred Heart Parish Primary School. Teachers integrate the use of Information and Communication Technology (ICT) into daily teaching and learning activities for all key learning areas. The school has interactive projectors, chrome books and ipads to support our ICT learning program.

The launch of our Chromebooks was a significant event for our school. Every child received their own Chromebook or Netbook for 2015. The rollout of one device per student allows the school to advance in the area of digital technology.

The school subscribes to four on-line educational learning programs which are incorporated into the school's learning program. These on-line programs are Mathletics, Reading Eggs, Spellodrome and Lexia Reading. The introduction of our Sacred Heart Facebook page has enabled us to continue to communicate more effectively with our school community.

The role of the ICT teacher has continued this year and has involved a member of staff monitoring the use of ICT within the school, coordinating the use of ICT across the curriculum, ensuring the school's ICT resources are maintained and used effectively. ICT is included regularly in the school's professional learning agenda. The ICT teacher has continued to encourage teachers to embed ICT into their teaching programs, worked closely with the Catholic Education Office ICT department, trained and supported staff in certain programs and had ICT days with staff to assist them in their understanding of ICT practice.

Installation of new interactive projectors and whiteboards in the Learning Centre and Administration Meeting Room was also undertaken in 2015.

Student Leadership

Sacred Heart Parish Primary School provides many opportunities to foster leadership for our students. Our positions of leadership include a Year 6 boy and girl School Captain, a boy and girl House Captain for each sports team (Champagnat, Joseph and McAuley) and a boy and girl

representative from each primary year level for the Student Representative Council. All leadership positions are voted by their peers and are inducted into their positions of responsibility at a special Mass at the commencement of the school year.

Our School Captains had numerous opportunities to actively engage in their roles by representing the school at community functions such as the Anzac Day March, Holy Thursday Mass and other community events. The school captains also had the opportunity to thank visitors and performers to our school, make presentations to various visitors and teachers at Assemblies throughout the year and address the school community at our Induction Mass, Presentation Evening and Thanksgiving Mass.

Our House Captains led our sporting teams admirably at our annual swimming, cross country and athletics carnivals.

Our Student Representative Council (SRC) was most active assisting with the collection of donations for Project Compassion and Missions. They also attended the Holy Thursday Mass to present the school's Project Compassion donation, the Anzac Day March, various fundraising events including two very successful school socials in Terms 2 and 4. The SRC met regularly throughout the year to discuss issues related to students and the school and organised fundraising events, such as Shrove Tuesday Pancake Day, Assist A Student Program, Cup Cakes for Cancer and Footy Colours Day.

The SRC were also involved in promoting and encouraging students to support the St. Vincent de Paul Winter Appeal as well as attending a 'Mini Vinnies' gathering in Wilcannia to work with other students from Cobar and Wilcannia.

All our Year 6 students received a 'senior' badge at our Induction Mass and had the opportunity to take on roles of leadership throughout the year which included raising the Australian flag each day and taking on jobs of responsibility.

Throughout the year each class has the responsibility to organise and present a number of assemblies and take on important roles during school masses.

Drug Education

Drug Education is covered in the Health units taught across the school as part of the NSW Personal Development/Health/Physical Education syllabus guidelines. The school has adopted the Diocese of Broken Bay K-6 PD/H/PE guidelines and the New South Wales Education Department K-6 Drug Education Resource to support teaching and learning in the area of Drug Education. All students attended and participated in the Life Education Van program in 2015, which focuses on drug and health education.

STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. Students attending this school come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
62	56	8	118

* Language Background Other than English

Enrolment Policy

Our school follows the Enrolment Policy and the Guidelines for Enrolment of Students with Special Needs that states -

- Catholic schools contribute to the mission of the Wilcannia Forbes Diocese by educating and forming students in Catholic discipleship by offering them experiences of following Jesus as members of the Catholic community. Catholic schools have traditionally aimed to support Catholic parents in their role of educating their children in the faith.
- At least 75% of the children enrolled should be baptised Catholics. Variations to this can be made in each parish by the Parish Priest and Principal.
- The decision to enrol a student with a disability will depend on an appraisal of a number of factors including: the student's support needs in areas such as curriculum, mobility, social skills, personal care and communication; the expressed desires of parents and caregivers; and the capacity of the school to provide the level of support services required. Appraisals will involve Catholic Education Office personnel, parents or caregivers and may include documentation from medical practitioners, other health and education professionals and the advice of experts in the field of the particular disability.
- Children must be aged five by the 30 April of the year of enrolment before being enrolled in Kindergarten. In exceptional cases acceleration to each level of schooling should be considered.

Student Attendance Profile

Our school follows the Catholic Education Office's Guidelines and Procedures for the Management of Student Attendance to reflect amendments to the NSW Education Act. These procedures are located on The Catholic Education Office intranet.

The average student attendance rate for the school during 2015 was **92%**.

School attendance rates aggregated by year group are shown in the following table.

Attendance Rates by Year Group	
Kindergarten	93%
Year 1	92.5%
Year 2	92.5%
Year 3	92.5%
Year 4	93.5%
Year 5	89%
Year 6	90.5%

The attendance rate at Sacred Heart Parish Primary School is consistent with previous years with absences usually occurring during the winter's cold and flu season.

Managing Student Non-attendance

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, monitors part or whole day absences.

- The class roll is electronically marked daily using approved codes. Absences are carefully recorded.
- An explanation of absences is to be provided for the class teacher by parents/carers.
- In the event of an explanation not being provided, teachers report the matter to the Principal.
- Unexplained absences are followed up by the Principal in consultation with the school consultant. Resolution of attendance difficulties may require a range of school based strategies including:
 - telephone contact with parents;
 - student and parent interviews;
 - reviewing the appropriateness of the student's educational program;
 - development of a school based attendance improvement plan;
 - support from school based personnel.

- If school based interventions prove unsuccessful then the school may make referral to the Director of Schools who advises the Catholic Education Commission.
- Absences are recorded on the student’s report at the end of each semester.
- Each fortnight the Principal validates an Official Record of Attendance for each class. These records are kept for 7 years.

STAFFING PROFILE

In 2015 the staff profile consisted of:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
10	8	18

*This number includes 6 full-time teachers and 4 part-time teachers.

Percentage of staff who are indigenous	11%
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Professional Learning

Professional learning opportunities are highly valued and sought by all members of Sacred Heart Parish Primary School staff. During 2015 school personnel undertook a range of professional learning activities related to improving student outcomes.

The school held 5 whole school development days this year with the areas of focus as follows:

Term 1	Day 1 – English - Literacy/Numeracy Planning Day Day 2 – Technology -Chromebook Training
Term 2	
Term 3	Day 3 - Religious Education: Sharing Our story & Making Jesus Real
Term 4	Day 4 - HSIE – NSW History K–6 Syllabus Day 5 - Education Plan Scope and Sequence review

Other professional learning activities provided :

- Principal’s Meetings (3 occasions – 1 staff member)
- Leading Mathematics Teaching and Learning (4 occasions – 2 staff members)
- Minilit Training (1 occasion – 4 staff members)
- Athletics/Reading Eggs Training (1 occasion – 2 staff members)
- Sharing Our Story In-service (1 occasion – 2 staff members)
- Making Jesus Real teleconference (1 occasion – 1 staff member)
- Religious Education Coordinator’s Meeting (2 occasions – 1 staff member)
- Extending Mathematical Understanding (3 occasions – 1 staff member)
- Mustard Seed Retreat (1 occasion – 2 staff members)
- Classroom Prayer In-service (1 occasion – 2 staff members)
- Leaders of Curriculum Meeting (1 occasion – 1 staff member)

- Assessment Plans (1 occasion – 9 staff members)
- Graduate Teachers induction (1 occasion – 2 teachers)
- CCER Child Protection online course (1 occasion – All staff)
- CCER Discrimination, Harassment & Bullying online course (1 occasion – All staff)

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	10
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 98.44%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 100%.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

Liturgical Life

Every student at Sacred Heart Parish Primary School is actively involved in the liturgical life of the school. The celebration of school masses throughout the year has created a wonderful focus for special school events such as the Beginning of the Year Mass, where our school leaders are inducted and Kindergarten students and their families are welcomed as part of our school community, and our End of Year Thanksgiving Mass, where we farewelled our Year 6 students and teachers leaving Sacred Heart.

Other special school masses celebrated throughout the year were Ash Wednesday and the Feast Day of the Sacred Heart of Jesus. Catholic Schools Week was also launched with a very special school Mass. The children were actively involved in these celebrations through the readings, altar serving, offertory, prayers of intercession and singing.

Weekly School Masses organised by class groups continued to be celebrated with families and parishioners every Monday morning.

The sacramental program is parish-based and units of work are taught to complement these sacramental programs offered by the Sacred Heart Cathedral Parish. These sacramental units of work were taught to Year 3 (Confirmation) and Year 4 (Reconciliation and First Holy Communion).

The school has a strong emphasis on prayer. Prayer is part of the daily classroom procedure throughout the day and special occasions including assemblies, staff meetings, parent meetings and special feast days. Religious symbols and a prayer focus are displayed in all classrooms and our Administration building.

The school has continued to maintain a commitment to issues of social justice through a range of fundraising activities. These included Project Compassion, the Missions and the St. Vinnie's Winter Appeal.

Parish Involvement

Our school continues to work closely with our Parish Administrator to celebrate weekly school masses throughout the year. Our Parish Administrator visited our school regularly to talk to each class and to attend special school activities throughout the year including our Beginning of the Year and End of Year morning teas and Presentation Evening.

The parish-based sacramental programs, integral to our school's Religion program, have been facilitated by our Parish Administrator and supported by staff, families and the parish community. The Sacrament of Confirmation, First Reconciliation and First Holy Communion were administered throughout the year to students who participated in these parish-based sessions.

Students and staff attended the Mass of our Lord's Supper to be involved in the 'washing of the feet' ceremony and to offer our Project Compassion money that was raised by the school during the season of Lent.

Staff members continue to participate actively in the parish through the ministry of the Eucharist, reading and/or commentating at weekend Masses. Students are also encouraged to serve on the altar for weekend Masses.

Religion Program

Sacred Heart Parish Primary School has a comprehensive Religion Program. Our school follows the Wilcannia-Forbes Diocesan 'Sharing Our Story' program, which enables children to be taught all key outcomes over a two-year cycle in each stage. The units of work cover core strands of God, Christian Life, Church, Prayer, Sacraments, Jesus and Scripture. It is a developmental program with each stage building on prior learning. The approach used to teach each unit is known as Shared Christian Praxis. Shared Christian Praxis accommodates many diverse teaching and learning strategies.

Religion is taught on a daily basis in all classes by suitably qualified staff. Teachers are involved in the ongoing review of Sharing Our Story units to support faith development.

The 'Making Jesus Real' program is aligned with Religious Education programs and Values Education programs throughout Australia. It calls on students to work for peace, justice and the promotion of the common good of society.

Students in Year 6 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake the Sydney Archdiocesan Religious Education Test annually. The test consists of fifty multiple choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. Our school's average result (as a mark out of 50) was 32.5

Students in Year 4 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake an online Religious Literacy Assessment. The test consists of 35 multiple choice questions that are drawn from the seven strands of the Religion Program, *Sharing Our Story*: God, Jesus, Church, Scripture, Sacraments and Christian Life. The questions related to their learning in Religion up to and including Year 4. While the questions were not the same for each student, the assessment was of equal difficulty overall. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. Our schools average result (as a mark out of 35) was 21.1

CURRICULUM

The school provides an educational program based on, and taught in accordance with the NSW BOSTES syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Education Office, Wilcannia-Forbes. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Special Education

Students identified as having disabilities in 2015 were funded through the Commonwealth government's SAISO program and the Diocesan Office Special Education budget. These children were supported in an inclusive teaching environment on individual education programs for a designated time each day throughout the week. The school's Special Education teacher, Literacy/Numeracy Support teacher and classroom support assistants implemented the programs in consultation with the Principal, class teacher and parents. Regular meetings were held throughout the terms to review the progress of each student and recommendations were implemented.

Support programs are put in place to assist students with learning needs. Some programs implemented at Sacred Heart Parish Primary School for these students include Minilit, Multilit, Extending Mathematical Understanding (EMU) and the Allied Health in Outback Schools Program.

MINILIT

Minilit stands for 'Meeting Initial Needs In Literacy' and is an early literacy intervention program. It is designed to be delivered daily, for one hour, to small groups of up to four Year 1 students who have struggled to make adequate progress in learning to read during their first year of schooling. Four members of staff were trained in 2015 to implement this program.

MULTILIT

The Multilit Reading Program (Making Up for Lost Time in Literacy) is used to benefit children who struggle with reading accuracy, including children with dyslexia. It is designed to be delivered to Year 2 students who have struggled to make adequate progress in learning to read during their first two years of schooling. Children involved in this program attended at least two half hour sessions per week for a 20 week period.

ALLIED HEALTH IN OUTBACK SCHOOLS PROGRAM

Sacred Heart Parish Primary School participated in the Allied Health in Outback Schools Program throughout 2015. This program is a partnership between the University Department of Rural Health (UDRH), University of Sydney, Far West Local Health District (FWLHD) and local schools. The aim of the program is to make it easier for families in Broken Hill and the Far West to access allied health services for their children. The program is provided to all schools in the area on the basis of identified need. The Allied Health in Outback Schools program involves Occupational Therapy and Speech Pathology students in their third or fourth year of study. The program aims to provide screening, early identification and intervention within the school setting, referral to appropriate services if required, and may include therapy facilitated at the school by Far Western Local Health District (FWLHD) staff and/or students. The Program targets children in Kindergarten but may involve Year 1 and Year 2 students if therapy is still needed. Children are withdrawn from class individually or in small group sessions to receive screening and therapy (if required). Whole class therapy sessions are also provided.

EXTENDING MATHEMATICAL UNDERSTANDING (EMU)

This program was introduced in 2015. It is an early intervention program to assist mathematical learning. EMU is research-based and aims to enhance children's number learning and prepares them to benefit more fully from regular classroom mathematical teaching. The program targets children in Year 1.

Extension Programs

Students are offered extension and enrichment programs in their area of expertise. These programs are developed by the classroom teacher in conjunction with the school's Special Education Teacher and Literacy/Numeracy Support Teacher. Students are also encouraged to participate in the International Schools Competitions run by the University of New South Wales and other external competitions.

Physical Education

Physical education programs follow the Personal Development, Health and Physical Education outcomes for each stage level. Teachers base their planning around skill development, minor games and team games. The development of Fundamental Movement Skills across all stage levels is a main focus. Specific components of athletics, swimming, cross-country, dance and gymnastics are planned and supported by the community. Students also participate in coaching clinics, carnivals and gala days throughout the year.

Use of Technology

Technology is a major focus in the school. Technology is embedded into the teaching and learning activities of all key learning areas. All teachers have access to an interactive whiteboard and the students use a netbook/Chromebook on the ratio of one device per student. Research and the use of online educational programs support students' learning.

Camps and Excursions

Excursions are essential learning experiences for all classes at Sacred Heart Parish Primary School. Each class is given the opportunity and encouraged to participate in at least one excursion per term. Many excursions were undertaken to expand the children's knowledge of the local area and beyond.

- Local excursions were organised to observe and discover community sites of importance around the local Central Business District and local surrounding areas including the City Library, Council Chambers, GeoCentre, parks, galleries, museums, shops and restaurants.

- Stage 3 students spent a week in Canberra visiting places such as Parliament House, Government House, the War Memorial, Institute of Sport, National Museum and the snow fields.

STUDENT PERFORMANCE

Students in Years 3 and 5 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The information provided shows the percentages of students who achieved particular skill bands compared with state performance, and the percentage of students who achieved at or above national minimum standards. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement. Band 1 in Year 3 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 2 in Year 3 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 3 band distributions and % of students at or above national minimum:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	School	9.1	0	27.3	27.3	18.2	18.2	90.9
	State	4.3	5.7	19	21	19.5	30.5	95.7
Writing	School	0	0	10	60	30	0	100
	State	1.8	4.3	16.4	23	38.5	16	98.2
Spelling	School	0	18.2	27.3	36.4	9.1	9.1	100
	State	4	9.6	18.4	20.8	20.1	27.1	96
Grammar & Punctuation	School	0	0	36.4	27.3	27.3	9.1	100
	State	4.1	7.3	12.6	23.6	20.4	32.1	95.9
Numeracy	School	0	27.3	27.3	9.1	18.2	18.2	100
	State	4.4	12.6	21.1	23.8	19.3	18.8	95.6

Of the eleven students who completed the literacy tests 36.4% of students are in the top two bands (Bands 5 and 6) for reading, 30% for writing, 18.2% for spelling and 36.4% for grammar and punctuation. While 9.1% of students are in the bottom two bands (Bands 1 and 2) for reading, 0% for writing, 18.2% for spelling and 0% for grammar and punctuation.

Of the eleven students who completed the numeracy tests 36.4% of students are in the top two bands (Bands 5 and 6) while 27.3% of students are in the bottom two bands (Bands 1 and 2). Year 3 performance in reading, writing, spelling, grammar and punctuation, and numeracy was below the state average.

These results indicate our focus for 2015 will be on spelling and numeracy. The percentage of students in the top two bands (Bands 5 and 6) for spelling and numeracy in 2015 was lower than 2014 results. However, the school will continue to focus on all areas for every student with a particular focus on students in the lower bands.

Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Band 3 in Year 5 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 4 in Year 5 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 5 band distributions and % of students at or above national minimum:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	School	0	15.4	15.4	15.4	46.2	7.7	100
	State	4.6	15	20.7	21.8	20.5	17.5	95.4
Writing	School	0	0	46.2	46.2	0	7.7	100
	State	5.8	8.7	32.6	31.5	15.2	6.3	94.2
Spelling	School	7.7	0	7.7	38.5	30.8	15.4	92.3
	State	4.5	10.4	20	25.2	27	12.9	95.5
Grammar & Punctuation	School	0	0	30.8	46.2	15.4	7.7	100
	State	6.6	10.7	22.5	21.5	20.6	18.1	93.4
Numeracy	School	0	9.1	18.2	63.6	9.1	0	100
	State	3	15.3	25.3	25.6	16.6	14.1	97

Of the thirteen students who completed the literacy tests 53.9% of students are in the top two bands (Bands 7 and 8) for reading, 7.7% for writing, 46.2% for spelling and 23.1% for grammar and punctuation. While 15.4% of students are in the bottom two bands (Bands 3 and 4) for reading, 0% for writing, 7.7% for spelling and 0% for grammar and punctuation.

Of the thirteen students who completed the numeracy tests 9.1% of students are in the top two bands (Bands 7 and 8) while 9.1% of students are in the bottom two bands (Bands 3 and 4). Year 5 performance in reading, writing and spelling was above the state average. Year 5 performance in grammar and punctuation, and numeracy was below the state average.

These results indicate our focus for 2015 will be on numeracy. The percentage of students in the top two bands (Bands 7 and 8) for numeracy in 2015 was lower than 2014 results. The school will continue to focus on all areas for every student with a particular focus on students in the lower bands.

PASTORAL CARE AND WELLBEING

Catholic Schools in the Diocese of Wilcannia-Forbes are committed to safe and supportive school environments. Our school is guided by relevant policies, procedures and guidelines that are found on the Catholic Education Office Intranet.

Student Welfare Policy

The Pastoral Care Policy is based on the Mission of the Catholic Church and reflects the values of respect and forgiveness. It aims to foster in students self-discipline and respect for the dignity and worth of self and others. It aims to develop students' understanding of their rights and their corresponding responsibilities to respect and protect the rights of others. The full text of the School's Pastoral Care Policy may be accessed on the school's website or at the administration office.

Discipline Policy

The school expressly prohibits the administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school. Behaviour guidelines at Sacred Heart Parish Primary School are as follows:

- Teachers adopt a non-blame, authoritative approach to behaviour development and management;
- Baseline behaviour expectations are taught and re-taught to students using contemporary practices, processes and strategies;
- Teachers plan for students to own their behaviour choices and apply coaching and scaffolding as appropriate;
- Teachers use a non-belonging system of social consequences, not punishment;

- The non-belonging system of social consequences, involving re-entry, is taught to students and is consistently implemented across the school community;
- Teachers implement a consistent approach to school wide behaviour expectations;
- Students experiencing difficulty in the area of behaviour will be assessed individually and appropriate responses planned.

Teachers will continue to engage in developing their professional and personal capacities in behaviour teaching and behaviour development and management. The full text of the School's Behaviour Management Policy may be accessed on the school's website or at the administration office.

Anti-Bullying Policy

Our school rejects all forms of bullying and strives to develop a school community that respects the dignity of each person by promoting human rights, human dignity, social justice and peace. All members of the school community are expected to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships. When an incident of bullying occurs, the procedures outlined in the policy are followed.

This year modifications were made to this policy. These included: teachers to carry a diary to record incidents that occurred on the playground between individuals or groups of students. The diaries are regularly checked and discussed at staff meetings. Any bullying behaviours identified are followed up and addressed with the child/children involved and their parents.

Complaints and Grievances

The diocesan Resolution of Complaints Policy (*CEO Intranet*) forms an important element in the Diocese's commitment to ensuring a safe and supportive environment for school communities. Sacred Heart Parish Primary School follows these procedures.

Initiatives Promoting Respect and Responsibility

At Sacred Heart Parish Primary School we have policies that refer to:

- rights and responsibilities of students and staff within the school community;
- behaviour management;
- bullying and harassment;
- the role of our student leadership program and its monitoring;
- the discipline system, which ensures corporal punishment is never administered, and that serious incidents are appropriately managed and reported;
- homework;
- identification of and provision of support for students with special needs.

These policies include the school's Anti-bullying policy, Behaviour Management policy, Child Protection policy, Code of Conduct policy, Complaints and Grievances policy, Homework policy, Pastoral Care policy, Student Leadership policy and Suspension and Expulsion of Students policy.

Reference is made to these policies and procedures in various school documents such as the staff handbook. They can be found in their entirety in the School Policy Folder available at the school office.

Students and staff are constantly reminded of our motto 'Faith, Truth and Love' and our Vision Statement 'respects personal dignity, is faithful to the Gospel and cares for each other'. These words are used in our commitment statements read out by our school leaders at the beginning of the year.

Respect and Responsibility are also taught in Religion units from the 'Sharing Our Story' program, Making Jesus Real program and in the use of Restorative Practices used by the school.

During the year, as part of the cyclical improvement process, our school community has reviewed the following policies:

- Child Protection
- School Attendance
- Excursions
- Critical Incidents
- Medication
- Staff Handbook
- Parent Handbook

Access to all policies and guidelines can be obtained by contacting the school office.

SCHOOL IMPROVEMENT

Sacred Heart Parish Primary School is committed to continuous improvement. System-wide processes support a culture of self-review and self-improvement to assist the school in achieving improved learning outcomes and life opportunities for students. Each year the school develops an improvement plan (Framework for Strategic Planning) which identifies aspects for improvement and development. A wide range of data informs development of the plan. In collaboration with the Consultant the school engages in an annual evidence-based evaluation aiming at all times for quality, improvement and accountability.

Key Improvements Achieved in 2015

In 2015 there were five major key targets for improvement. They were:

- to improve student performance in literacy, especially writing, and numeracy.
- the rollout of Chromebooks.
- consolidation of 'Making Jesus Real' program.
- consolidation of high yield strategies.
- Australian curriculum – History.

IMPROVE STUDENT PERFORMANCE IN LITERACY, ESPECIALLY WRITING AND NUMERACY:

Diagnostic assessment was used to assess the learning needs of all students at the beginning of the year. Tiered intervention was delivered to students at risk through programs such as Minilit, Multilit and Extending Mathematical Understanding (EMU). No students were in the bottom two bands for writing in the Year 3 and Year 5 2015 NAPLAN results. No students were below the National Minimum Standards for Numeracy in the Year 3 (Band 1) and Year 5 (Band 3) NAPLAN results.

ROLLOUT OF CHROMEBOOKS:

Professional learning opportunities were provided for all staff to become more effective in the use of Chromebooks. Students were provided with rich learning opportunities across all key learning areas.

CONSOLIDATION OF MAKING JESUS REAL:

Professional learning opportunities were provided to all staff by Diocesan staff. Involvement of all students and parents took place at assemblies and through the weekly newsletter. Professional collaboration and discussion of a yearly learning sequence was formulated.

CONSOLIDATION OF HIGH YIELD STRATEGIES:

Professional learning opportunities of high yield strategies, involving Data Walls, Instructional Walks, Case Management, Learning Intentions and Success Criteria, were undertaken at staff meetings throughout the year. Information gathered throughout the year from the implementation of the high yield strategies was discussed and used to direct explicit teaching and learning opportunities across all year levels.

AUSTRALIAN CURRICULUM – HISTORY:

Professional learning for all staff on the NSW History Syllabus was provided by Diocesan staff and the school's Leader of Curriculum. Scope and Sequences and units of work were developed to be implemented in 2016.

Priority Improvements for 2016

ASSESSMENT:

Professional learning opportunities and readings related to assessment will be explored. Review of assessment policy and practices across the school will be undertaken. Teachers will explore and examine a variety of appropriate assessment experiences to guide ongoing teaching and learning, to monitor and evaluate student progress and to report achievement to parents more effectively.

AUSTRALIAN CURRICULUM – HISTORY AND GEOGRAPHY:

The NSW History Syllabus will be implemented in Semester 1 2016. Professional learning and support for all staff on the NSW Geography Syllabus will also occur during Semester 1. Development of a Scope and Sequence, and units of work for Geography will take place in preparation for the implementation of the Geography Syllabus in Semester 2 2016.

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS:

Opportunities will be provided for staff to explore and unpack the Australian Professional Standards for accreditation of teachers at staff meetings.

HIGH YIELD STRATEGIES - LEARNING INTENTIONS AND SUCCESS CRITERIA:

Staff will build upon the positive foundations of collaborative learning, with a focus on the High Yield Strategies of Learning Intentions and Success Criteria. Emphasis will be placed on the use of Learning Intentions and Success Criteria to improve student outcomes for all students and to support teachers to differentiate and scaffold the learning. Opportunities will be given for professional learning and reflection of educational practices to strengthen pedagogical processes throughout the year at staff meetings.

PARENT, STUDENT AND TEACHER SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the school has used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

Surveys were distributed at the end of the year to families with a 23.6% response rate. Respondents were satisfied that the school provides a safe learning environment for their child where values are developed, differences are respected and rules related to behaviour are enforced consistently. Parents also indicated that their child is challenged to maximise their learning needs and that the school provides appropriate information about their child's progress. Suggestions were made for the school to provide earlier notice of events to allow working parents more time to make arrangements to attend.

Student Satisfaction

Students showed high levels of interest and enjoyment in all areas of school life. Students indicated that the school is a safe and happy learning environment where individual differences are respected and where they are encouraged to learn to the best of their ability. All students indicated that they enjoy attending Sacred Heart Parish Primary School and understand their rights and responsibilities. Some students indicated that if they had a problem, they found it difficult to approach a member of staff.

Teacher Satisfaction

Staff indicated that the school has a positive working atmosphere and are satisfied with the academic performance of the students. All students are expected to do well and rules related to behaviour are enforced consistently. Staff also felt that they provide appropriate information to parents about student progress and are well supported professionally and personally. Staff also indicated that the school helps students to develop a knowledge and understanding about Catholic tradition.

FINANCIAL REPORT

A full copy of the school's 2015 financial statement is tabled at the Annual General Meeting of the School Committee. Further details concerning the statement can be obtained by contacting the school.

This financial information is based on data provided in the Commonwealth Financial Questionnaire.

School Financial Information for the 2015 year is detailed below:

RECURRENT AND CAPITAL INCOME			RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Grants	Recurrent	\$328,876	Capital Expenditure	\$106
Government Capital Grants		\$0	Salaries and Related Expenses	\$1,343,998
State Recurrent Grants		\$1,164,372	Non-Salary Expenses	\$458,956
Fees and Private Income		\$219,557	Total Expenditure	\$1,803,060
Other Capital Income		\$19,452		
Total Income		\$1,732,257		

Notes

Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.

Government Capital Grants include all capital grants received from the Commonwealth and State governments.

State Recurrent Grants include recurrent grants per capita, special purpose grants and interest subsidy grants.

Fees and Private Income include diocesan and school-based fees, excursion and other private income.

Other Capital Income includes building levies and capital donations used to fund capital expenditure.

Capital Expenditure includes expenditure on school buildings, furniture and equipment.

Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

Non Salary Expenses include all other non-salary recurrent expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.