

2019 Annual Report

Sacred Heart Primary School, Tocumwal



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Principal: Mr Pat Boake

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2019 Primary School Annual Report

About this Report

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

Sacred Heart Primary School Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese of Wagga Wagga. This report has been approved by Catholic Education Diocese of Wagga Wagga and in so doing, acknowledges that Sacred Heart Primary School has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to Sacred Heart Primary School newsletters and other forms of communication. Further information about Sacred Heart Primary School may be obtained by contacting the school directly or by visiting the [school's website](#).

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Section 1: Message from Key Groups in Our School Community

Message from the Principal

Sacred Heart is a small rural Catholic school in the Murray Darling Basin, which supports families with the holistic development of their children's education. The staff live and model the teachings of Jesus and how they apply to everyday life within the school community. The school is supported by a very caring staff, who work with each student as if they are members of their family. It is a pleasure to lead and teach in such a positive working environment, caring for the students and families at Sacred Heart Primary School.

Message from the Parent Body

Sacred Heart Primary School has a very active parent body. The parent group does its best to support the school through the school tuckshop, fundraising, working bees and helping in the class where needed. The Sacred Heart School parent body brings together representatives of all those within the parish, who are concerned with the work of our Catholic School. Our school parent leadership committee usually comprises the parish priest, school Principal, a staff representative and the members of the parent community. The parents of Sacred Heart School are very supportive of the dedicated staff working at the school and are very pleased with the level of Christian holistic learning that is being taught at Sacred Heart School.

Message from the Student Body

Sacred Heart has a kind, warm hearted staff that helps us to learn in small groups and larger. We have many wonderful facilities in which to learn. The staff provide us with many different experiences that help us with our education and the outside world. We are fortunate enough to have computers and iPad to help us with our research. At Sacred Heart we feel respected and that we are valuable members of the school community. We have plenty of sporting and drama experiences that we get to participate in and travel to see.

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Section 2: School Charism / Features / Context

Sacred Heart Primary School is a rural school of about 46 students. It is in the town of Tocumwal NSW which is situated on the Murray River. The Catholic School was opened by Fr. Henessy in January 1899 with 40 pupils. The first teacher was Miss Murphy whose credentials were excellent. Four sisters of Mercy arrived in Tocumwal to teach at Sacred Heart Primary on the 14th January 1906. The Principal at Sacred Heart is Mr Pat Boake and the staff are all very professional in their dealings with students and the parent community.

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Section 3: Student Profile

The following information describes the student profile for 2019:

Girls	Boys	LBOTE*	Indigenous	Total
28	18	2	1	46

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the CEDWW.

Copies of this policy and other policies in the report may be obtained from the CEDWW website or by contacting the Central Office or the school.

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	95%
Year 1	93%
Year 2	93%
Year 3	91%
Year 4	96%
Year 5	92%
Year 6	95%

The average student attendance rate for 2019 was 93%.

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. Whilst parents are legally responsible for the regular attendance of their children, school staff as part of their duty of care monitor part or whole day absences.

Sacred Heart Primary School staff, under the Principal's leadership, support the regular attendance of students by:

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- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- Maintaining accurate records of student attendance;
- Recognising and rewarding excellent and improved student attendance;
- Implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and the appropriate intervention strategies are implemented;
- The Director of Catholic Education Diocese of Wagga Wagga or designated Catholic Education Diocese of Wagga Wagga personnel are provided with regular information about students for whom chronic non-attendance is an issue and where school strategies have failed to restore regular attendance.

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Section 4: Staffing Profile

There are a total of 6 teachers and 3 support staff at Sacred Heart Primary.. This includes 2 full-time and 4 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	0
Proficient	6

Number of staff who are indigenous	0
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific inservice courses, meetings, conferences and a range of professional learning programs provided by Catholic Education Diocese of Wagga Wagga. Sacred Heart Primary School staff undertook professional development during the year in the following areas:

- Child Protection,
- Discrimination and Bullying Training,
- Mission Discipleship,
- Targeting Maths,
- EMU Maths,
- Religious Meetings,
- Providing Effective Feedback,
- Digital Pedagogy Training,
- Learning and Teaching Network meetings,
- Compass Training,
- Best Start Support,
- Positive Behaviours,
- Online NAPLAN training and
- First Aid training.

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Section 5: Catholic Life

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

Liturgical Life of the School

Sacred Heart Primary School Tocumwal is an integral part of the St Peter's Parish. Students, staff and parents are involved in parish life with the school attending masses and parish events. The staff prepare liturgies with the students at school and members of the school community. Major feast days are recognised by celebrating them with a school Mass or with students participating in a school liturgy.

Staff and Student Faith Formation

The staff at Sacred Heart are encouraged to take part in a variety of Spiritual Professional Development to assist in their own personal growth. During 2016 the Wagga Wagga Diocese held a whole system conference around wellbeing. These two days in Wagga were a great opportunity for all staff in the Wagga Diocese to reflect and respond to their own wellbeing as a whole person including spiritually, physically and mentally. Staff attend Mass on a regular basis and are active members of the local parish. Sacred Heart Primary School holds a Sacramental Program which includes Reconciliation, Communion and Confirmation. This is done biannually and will be occurring again in 2020. The students at Sacred Heart participate in daily prayer, weekly meditation and attend regular masses throughout the year.

Evangelisation and Social Justice

Throughout the year, Sacred Heart Primary School focused on working to raise awareness of the work of the Smith Family and Catholic Missions. Students participated in the Milo Days project where they actively looked for and created activities to support their social justice efforts. This included casual clothes days, crazy hair days, movies for mission days, blanket drives and donation of food goods for the Christmas appeal. The students also participated in activities aimed at raising awareness of the poor conditions faced by many people in the world around them. Funds raised from the Milo Days helped to support an Australian child's education for 2019. Each year at Christmas and Easter the students visit the local nursing home to sing and visit with the residents.

Professional Learning

The Catholic Education Diocese of Wagga Wagga established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese

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Section 6: Curriculum

Sacred Heart Primary School follows the NSW Education Standards Authority syllabus for each subject/course offered as required for registration and accreditation under the Education Act 1990 (NSW) and implements the associated requirements of Catholic Education Diocese of Wagga Wagga.

As a community of learners the school promotes the balanced development of the whole student. Therefore the school:

- Provides quality education through spiritual, academic, emotional, physical and social programmes that stimulate, challenge and support each child at their learning level.
- Promotes opportunities that develop leadership, responsibility, acceptance, tolerance, confidence, cooperation, flexibility and self-esteem.
- Recognises the talents of all members of the learning community and that all are life-long learners.
- Maintains a Pastoral Care Policy which encourages Christian attitudes and behaviour towards all within the school community.
- Provides quality teaching of the following key learning areas. Religion, English, Mathematics, Human Society and Its Environment, Science, Personal Development and Health and Physical Education, History, Geography, Languages and Creative and Practical Arts. The school community of leading learning teachers strives for personal excellence, equality of opportunity and justice for all students. Therefore the school:
 - Conducts staff meetings with professional dialogue, current research and professional readings to support staff to be the most effective teachers possible.
 - Incorporate ideas into the school newsletter that affirms and/or challenges all parents and educators to walk the learning journey together.
 - Ensures that senior students are being taught music each week and are learning the Ukulele.
 - Ensures that each week all students at Sacred Heart are given a lesson supporting the values and skills of the Bluearth Foundation. This program takes an approach to active living that goes beyond traditional sport and education models. It's programs are evidence based, founded on academic research and continuously improved to ensure focus is maintained on improving the physical, mental and emotional health of Australian children.
 - Offers a select number of positions in an Extending Mathematical Understanding (EMU) Mathematics Program, which provides a boost in maths knowledge and understandings. This program is implemented by a Specialist

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Mathematics Teacher and runs four days a week with a group of three students. This teacher also works with other classroom teachers to support growth of mathematical concepts for all students at the school.

- Sacred Heart accesses the Royal Far West rural support program for students who need Speech, Occupational Therapy and Wellbeing assistance.

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. 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 tables below show the percentage of students who achieved particular skill bands in numeracy and the strands of literacy. Sacred Heart Primary School results are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation.

Year 3	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 6	25%	0%	25%	25%	50%
Band 5	25%	50%	0%	25%	0%
Band 4	25%	50%	25%	25%	25%
Band 3	0%	0%	25%	0%	0%
Band 2	25%	0%	25%	25%	0%
Band 1	0%	0%	0%	0%	25%

Year 5	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 8	10%	0%	0%	0%	0%
Band 7	20%	0%	0%	10%	10%
Band 6	50%	20%	50%	50%	60%
Band 5	10%	70%	30%	20%	0%
Band 4	0%	10%	10%	10%	30%
Band 3	10%	0%	10%	10%	0%

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Section 8: Pastoral Care and Wellbeing

Pastoral Care / Academic Care / Wellbeing

“Catch them being good”

This is the first line of approach at Sacred Heart Primary School. Both in the classroom and in the play-ground, staff look for children displaying good behaviour. The staff set up a rewards plan, so there are many opportunities for children to be thanked, congratulated and praised. A Positive Playground Player Award was chosen by the School Captains and presented each week at the school assembly. The child who receives this award can select an item from the Tuck Shop free for that week.

Discipline Policy

Where student behaviour is inappropriate or unacceptable a discipline response may be considered necessary. The purpose of any correction should be reformatory, directed towards altering attitude and subsequent behaviour. Any children who come into conflict with the standards of the school must be made aware that it is their actions and not the child that is unacceptable. At Sacred Heart corporal punishment is not used as a form of discipline.

Anti-Bullying Policy

Sacred Heart Primary School supports the Diocese of Wagga Wagga Anti Bullying Policy which is implemented in all schools. Sacred Heart supports all students with care and respect and attempts to resolve all disagreements through a Restorative Practice Focus. The school community focuses on the specific behaviours or incidents without blaming, reviewing who was affected and how they were affected. Finally, the school community directs questions towards problem solving and what needs to happen to make things peaceful again so all involved may move forward.

Initiatives Promoting Respect and Responsibility

Sacred Heart Primary acknowledges that Christ is the foundation of the whole educational enterprise in Catholic schools. Sacred Heart Primary is a community of learners where children, staff and parents are witnesses to their faith and therefore respect the rights of all humans to work, learn and live in peace. The school community models gospel values when dealing with others and promotes, through religious education programmes, a knowledge and understanding of Catholic teachings. Sacred Heart encourages all students to self-discipline through a system of relationships, rules, rewards and sanctions. The students gradually develop as persons who are responsible and inner-directed, capable of choosing freely in conformity with their conscience. The attainment of self-discipline can be fostered by giving students a degree of responsibility, according to the situation.

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Complaints and Suggestions Policy

Catholic Education Diocese of Wagga Wagga established a Complaints and Suggestions Policy which is implemented by all schools in the Diocese.

The policy forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities.

A community that is open to complaints and suggestions is characterised by signs of impartiality and confidentiality, respect for the dignity of those involved and is proactive in ensuring there is no fear of victimisation. The processes in the Complaints and Suggestions Policy are to ensure procedural fairness.

No changes were made to this document in 2019. A review of the policy will be undertaken prior to 2020.

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by Catholic Education Diocese of Wagga Wagga Systemic Schools is designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the CEDWW policy documents of Pastoral Care, Student Wellbeing and Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these Diocesan documents in 2019.

In compliance with the *NSW Reform Act 1990*, corporal punishment is banned in all schools within the Diocese of Wagga Wagga.

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

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Section 9: School Review and Improvement

Each year Sacred Heart Primary School develops an Annual Improvement Plan (AIP) which identifies key priority areas for the given year.

Sacred Heart Primary school engages in an annual evidence based evaluation of its effectiveness against The National School Improvement Tool, The Australian Professional Standards for Teachers and the Australian Professional Standards for Principals in collaboration with the School Consultant.

Sacred Heart Primary School Tocumwal AIP 2019

Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegations and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy. Performance will be measured by monitoring progress in student/staff/parent data, milestones)
Catholic Life & Mission	Faith & Care Day of Prayer	This day is staff wellbeing and spirit-filled day. It will involve all the staff of the South West Schools. This is booked in for the first day back at Jerilderie.	Principal/REC and CSO support.	Funded by the CSO for schools of the South West.	The review will take place at the Faith & Caring Day. Success will be measured by discussions with staff around how the Day has supported them in their faith life/general wellbeing, as a teacher working in a Catholic school

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<p>Pastoral Care & Wellbeing</p>	<p>Through the implementation of Kidsmatter(Mental Health) program- The students, staff & parents will foster positive relationships between all members of the school community .</p>	<p>Wellbeing tips for parents on the School Newsletter. Continue wellbeing staff meetings once a term with the support of the School Liaison Worker. Continue restorative practices/emotional intelligence groups again with the support of the SLW. Follow the Kidsmatter program and make it available to parents by the website.</p>	<p>Principal, teachers and the SLW person.</p>	<p>SLW person</p>	<p>The continued development of positive relationships between students, staff and parents. This will be evident by the way each member of the school community interacts with each other in a positive way using manners and respecting others.</p>
<p>Student Learning and Pedagogy</p>	<p>At Sacred Heart, all teachers are striving to improve how effectively they are teaching Math. Staff will achieve improvements in teaching by reviewing EMU data and use this data to support best practices in the classroom.</p>	<p>The Principal is to continue to read Visible Learning for Math and continue to implement its ideas. Continue to attend Professional Development run by Target Math teacher. Integrate the teaching of Math into the building project of the school garden and into as many other areas where possible. The Principal will encourage the staff to read the book Clarity by Lyn Sharratt. This will be done during staff meetings in small sections.</p>	<p>Principal, Targeting Math Teacher and all Staff and Parents of the school.</p>	<p>CSO, teachers and targeting maths teacher.</p>	<p>The staff will review the Naplan, PAT testing and EMU results to measure the effectiveness of improved teaching. The staff will build a data wall together and use the data to direct future teaching.</p>

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<p>Strategic Leadership and Partnerships</p>	<p>Continue the use of technology across the school and the curriculum. Embedding the use of ICT for all students.</p> <p>Reframing feedback to improve teaching and learning</p>	<p>Teachers to increase the use of technology through PD on Chrome/Google and ipads. Teachers and students make use of VC where possible.</p> <p>Teachers to increase the effective use of feedback to all students. How effective can feedback be? Defining feedback, using feedback, using feedback effectively and the characteristics of good feedback. How can feedback be improved in the school? The role of the school leadership, the role of the teacher, working with goals and criteria and peer feedback, self-assessment and classroom culture.</p>	<p>Staff at Sacred Heart School</p> <p>Principal and all staff at Sacred Heart.</p>	<p>CSO staff</p> <p>CSO staff aitsl Spotlight Teacher's Book</p>	<p>Improved use of technology across the school by staff and students.</p> <p>Improved use of all effective feedback to all students and staff. Successfully completing the teacher's in-service book.</p>
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Evaluation of the 2019 Annual Improvement Plan

Catholic Life & Mission

On Thursday each week, staff and students attend Mass. During this time the staff and students pray, read The Word of God, sing and come together as a Christian Community. Fr Stephen usually presents the staff and students with a story that has a moral connecting to the Gospel. Fr Stephen links the reading about Jesus to the life of the students and staff. Deanery Staff Spirituality Days are held bi-annually. Staff returned positive feedback about the opportunity to meet with the staff of other schools and spend the day developing their spirituality and faith once or twice a year.

Pastoral Care & Wellbeing

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Every two weeks, the school receives a visit from the School Liaison and Family Support Service worker. This person cares for the wellbeing of all the students, families and staff in the school with the support of the school Principal.

Sacred Heart continues to implement the ideas from the Kids Matter Program with the support of the School Liaison person. Twice a term, staff and support people meet to review all the students in the school with regards to their wellbeing.

Student Learning and Pedagogy.

The staff at Sacred Heart continue to improve in using various data to inform Teaching and Learning.

The book, 'Clarity - What Matters Most In Learning, Teaching and Leading' by Lyn Sharratt continues to direct pedagogy within the school.

All students are supported through the Targeting Maths Program. This program is implemented by a Specialist Maths Teacher and is implemented four days a week.

Strategic Leadership & Partnership.

During 2019, staff worked at improving their feedback skills to students and parents. This is an ongoing process that needs to be revisited regularly at staff meetings.

Teachers are using Technology for Video Conferencing where possible for Professional Development.

All students are issued with a Chromebook and are encouraged to understand that technology is a useful tool for them to access more in depth learning.

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Sacred Heart Primary School Tocumwal AIP 2020

Improvements Targets that the school is seeking /Strategic Priorities (What does the data indicate needs improvement? Refer to your strategic plan.	Performance Measures/ Targets with Timelines/ Milestones (What is the evidence or indicators of improvement. How improvements targets will be measured)	Implementation Strategies/Activities/ Tasks (What actions are required to progress the improvement target. the school's intended improvement strategy planned changes to practice from research, NSIT, other schools)	Professional Learning Team members Lead Roles Delegation s and Accountabilities (Who will be involved, who is accountable)	Key/Targeted Resources (Finances, personnel, facilities, professional development, resources, CSO or community partnerships)	Review Process and Measures (plans for reviewing the success of the school's improvement strategy. Will Performance will be measured by monitoring progress in student/staff/parent data, milestones)
Catholic Life & Mission	Faith & Care Day of Prayer Sacred Heart Primary School Tocumwal AIP 2020	Staff Prayer at staff meetings A Spirit Day/Wellbeing Day held at one of the schools in the South West of the Diocese.	Principal/R EC and CSO support.	Funded by the CSO for schools of the South West.	The review will take place at the Spirit Day/Wellbeing Day. Success will be measured by the discussions with staff around how the Day has been supported.
Pastoral Care & Wellbeing	Through the implementation of The Zones of Regulation program- The	Wellbeing tips for parents on the School Newsletter. Continue wellbeing staff meetings once a term with the support of the School Liaison Worker.	Principal, teachers, IDL teacher and the SLW person.	SLW person IDL teacher school staff school funds	The continued development of positive relationships between students, staff and parents. This

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	students, staff & parents will foster positive relationships between all members of the school community.	Continue restorative practices/emotional intelligence groups again with the support of the SLW. Teaching Staff are teaching Zones of Regulation to all students so they can regulate their brain and body.			will be evident by the way each member of the school community interacts with each other in a positive way using manners and respecting each other.
Student Learning and Pedagogy	At Sacred Heart, all teachers are striving to improve effective teaching of Math. Staff will achieve improvements in teaching by reviewing EMU data and use this data to support learning and teaching.	The school will continue to use the book <u>Visible Learning for Math</u> and the ideas to improve teaching and learning throughout the school. Professional Development run by Target Math teacher to enhance the teaching of Math strategies. Integrate the teaching of Math into the building project of the school garden and into as many other areas where possible. Sections of the book <u>Clarity</u> by Lyn Sharratt are presented to the staff as professional reading at staff meetings. The principal will encourage the use of Bill Handley's book to support students-mastering tables, improve thinking skills, boost confidence, develop problem strategies, lift	Principal, Targeting Math Teacher and all Staff and Parents of the school.	CSO, teachers and targeting math teachers. <u>Teach Your Children Tables</u> By Bill Handley	The staff will review the Naplan, PAT testing and EMU results to measure the effectiveness of improved teaching. The staff will build a data wall together and use the data to direct future teaching. At staff meetings the staff will review the data on all students and their growth to improve teaching and learning at Sacred Heart.

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		self-esteem in Math and make learning fun.			
Strategic Leadership and Partnerships	<p>Continue the use of technology across the school and the Curriculum.</p> <p>Embedding the use of ICT for all students.</p> <p>Reframing feedback to improve teaching and learning</p>	<p>Teachers to increase the use of technology through PD on Chromebooks, Google Classroom and ipads. Teachers and students make use of VC where possible.</p> <p>Technology use throughout the school has increased due to the rapid need for online learning.</p> <p>Teachers to increase the effective use of feedback to all students. How effective can feedback be? Defining feedback, using feedback, using feedback effectively and the characteristics of good feedback.</p> <p>How can feedback be improved in the school? The role of the school leadership, the role of the teacher, working with goals and criteria and peer feedback, self-assessment and classroom culture.</p>	<p>Staff at Sacred Heart School</p> <p>Principal and all staff at Sacred Heart.</p>	<p>CSO staff</p> <p>CSO staff <u>aitsl</u> <u>Australian Institute for Teaching and School Leadership Spotlight Reframing Feedback to Improve Teaching and Learning</u> booklet</p>	<p>Improved use of technology across the school by staff and students.</p> <p>Improved use of all effective feedback to all students and staff. Successfully completing the teacher's in-service book.</p>

Section 10: Parent, Student and Teacher Satisfaction

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Parents are the primary educators of their children and are always welcome at the school. The opinions and ideas of parents, students and teachers are valued. Their suggestions are considered in school planning processes. This year Sacred Heart Primary School used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

The following data is compiled from feedback during Parent/Teacher reporting sessions and individual parent feedback to the staff.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
10	15	0

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
30	6	0

Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
4	2	0

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Financial Report

