

# Sacred Heart Primary School

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Parish Priest: Fr Max Davies (Administrator,  
Narrabri)

Parish: Sacred Heart, Boggabri

Principal: Mr Rick McEvoy



## Annual School Report 2013

### Mission/Vision Statement

Sacred Heart School encourages children and staff to grow as persons within the Catholic tradition. The school will provide a safe supportive environment where students will participate in quality education programs. Students will be immersed in values, skills and quality learning which will enable them to contribute to society. Sacred Heart School community members share a sense of pride, ownership and belonging. Staff and students are engaged decision makers who are valued and respected. All students are encouraged to strive to reach their full potential. The values promoted at the school represent a shared belief about what we feel is important to Sacred Heart School. Respect - Valuing oneself and others and respecting difference and diversity. Honesty - Being honest to oneself and others. Responsibility - Listen, work and do the right thing. Kindness - Thoughtfulness towards others, being compassionate. Cooperation - Displaying teamwork, encouragement and helping others. Perseverance - Being positive, persistent and willing to take risks - having fun! Tolerance - Treat others as you would like to be treated.

### About this Report

Sacred Heart Primary School is registered by the Board of Studies (NSW) and managed by the Catholic Schools Office, Armidale, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990. The annual report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The report describes achievement of school development priorities in 2013 and gives information about 2014 priorities. This Report complements and is supplementary to school newsletters and other regular communications. This Report is sent to the Catholic Schools Office, Armidale for validation with the requirements of the Education Act 1990 before being forwarded to the Board of Studies. Following its submission to the NSW Board of Studies the report will be presented to the parent body and be available on the CSO website by 30 June 2014. The school consultant also validates that the school has in place appropriate processes

to ensure compliance with all NSW Board of Studies requirements for Registration.

### Principal's Message

Firstly, I would like to congratulate our students and staff on another very successful year of teaching and learning at Sacred Heart. I am very proud of the fact that all our students have been given every possible opportunity to be challenged, achieve success and feel valued in our school.

Through the Buddies Program, I believe that students exercised essential skills in persistence and organisation, being confident and resilient and how to get along with others. The success of this program is measured by the daily behaviour and performance of our students.

The program is successful because of the support of gifted, dedicated teachers. Our teachers are incredibly committed to the well-being of all our students. They have exceptional talent in the

technicalities of teaching and have enormous energy and determination. Each of them takes pride in their profession and responsibility for ensuring that our school is a wonderful example of primary education. I am very grateful to them for their work this year.

During the year, a number of our students accepted new challenges – academic, sporting and cultural. Some entered national competitions, absorbed themselves in enrichment activities and entered the School Spelling Bee or the Premier's Reading Challenge; others represented our school at diocesan and state level sport and many students began to learn instruments or dance and had the courage to perform in front of audiences for the first time.

In May, our students sat for the National Assessment Program in Literacy and Numeracy. We were extremely pleased with the achievement of our students. They showed strength across almost all areas of literacy and numeracy. Some students achieved in the top two bands in literacy and or numeracy. Congratulations to all students who did their very best in a set of very challenging tasks.

The Learning Enhancement Program, coordinated by our capable staff working in small groups with the children has been a wonderful success during the year. It has provided incredible opportunities for students involved to further develop their skills and not fall through the gaps.

Throughout the year, we also had a lot of fun, joining in community activities. I'd like to thank our students, parents and staff who ensured that the school played a role in community events such as ANZAC Day; Spring Fair, Drovers Campfire, eisteddfod and public speaking amongst others.

Once again, our Kindergarten Transition Program was well supported by students and parents. These students will move into Kinder with a sense of excitement rather than apprehension.

I'd like to say a huge thank you to all the parents and community members who have supported our school throughout the year, as volunteers, teacher's aides and of course those in the Parents, Teachers and Friends Association who have worked tirelessly to raise funds for our children and supported us in attending school functions throughout the year. Parent's presence and efforts are appreciated by both students and staff and makes a big difference in ensuring close ties between the school and its families.

## **Parental Involvement**

The Parents Teachers and Friends Association was very active again with many fundraisers raising valuable funds to assist our children. The school

continued its involvement within the community and the many other activities which help provide an environment for our children to grow and thrive in. Thankyou particularly to the hardworking staff who maintain the schools culture and we thank you for your willingness to serve the school community. Thank you also to Father Max for his involvement and particularly his support of the PTF coming to monthly meetings from Narrabri. Parents, Teachers and Friends President

## **Student Leadership**

During 2013, I had the privilege of representing Sacred Heart Catholic School as school captain. I gave speeches at events on Australia Day, Anzac Day, at the Lion's Club Dinner and year 6 farewell dinner. I was present in my roll on Remembrance Day, at The Mac Village Opening Day, U3A group, the Boggabri Medical Centre and Drover's Campfire. Many events were held at school and I was always in attendance in some way, whether it was participating, thanking the people that assisted us or hosting the event as in the end of year concert. The staff at Sacred Heart encouraged me in my position and I was grateful for the experience. Sacred Heart School Captain 2013

## **School Profile**

### **School History**

Sacred Heart School, Boggabri, was founded by the Sisters of St Joseph in 1911. The Sisters of St Joseph were founded by Blessed Mary MacKillop, who died in 1909, so possibly the creation of a convent and school at Boggabri were amongst her last decisions. Until 1918, the Sisters conducted school in the church. Fr Daniel Keane was made Parish Priest of Gunnedah in 1918 and in that year he built a new school, which occupied the site of the present school building in Boggabri. In 1965 a new brick building was opened and blessed by Bishop E J Doody. The administration building was added in 1985 and blessed by Bishop H J Kennedy. The Sisters of St Joseph were in charge of the school until 1980 and continued to teach until 1984 with Sr Roseanne being the last Sister to teach at the school. The old convent was replaced by the building in which Sr Maria now resides. Since then the school has been staffed entirely by lay people and continues to serve the educational needs of the area. Sacred Heart receives funding from the Country Areas Programme which is used to address Literacy, Numeracy and Technology priorities and other problems associated with isolation.

## Location/Drawing Area

The town of Boggabri is located midway between Gunnedah and Narrabri on the Kamilaroi Highway and is situated on the banks of the Namoi River. It is a township of approximately 900 people and has two primary schools which serve the needs of the mixed farming community. Our student population is drawn from Boggabri and surrounding districts within a 25km radius.

## Enrolment Policy

Sacred Heart Primary School follows the Bishop's Commission for Catholic Schools policy Enrolment of Students in Catholic Systemic Schools in the Diocese of Armidale 2002. This document can be obtained from the school office or is available on the Catholic Schools Office web site: <http://www.arm.catholic.edu.au>.

## Student Enrolment

Year	Boys	Girls	Indigenous	LBOTE
K	4	4	0	1
1	0	3	0	1
2	2	2	0	0
3	3	0	0	0
4	2	1	0	0
5	5	1	1	0
6	2	4	1	0
2011	22	15	3	0
2012	15	17	2	1
2013	18	15	2	1

## Student Mobility

Student numbers in 2013 remained stable compared to 2012 numbers. Eight children were taken in the Kindergarten enrolment for 2013. The number of Year Six leavers was 6. It is anticipated we will have a slight increase on the 2013 numbers.

## Student Attendance

Average daily attendance for 2013	
Kindergarten	93.2%
Year 1	92%
Year 2	91%
Year 3	94.8%
Year 4	94.4%
Year 5	91.8%
Year 6	95%
All students	93.2%

## Management of Non-Attendance

School attendance is managed in accordance with the Catholic Schools Office Guidelines for the Management of Student Attendance.

Parents are contacted initially by mail then phone. If no response is gained and attendance remains poor a meeting may be arranged to discuss strategies to improve student attendance. This may include the School Consultant. Strategies are put in place and monitored with followup if necessary.

## Staff Profile

In 2013 Sacred Heart had a Teaching Principal (who was also Religious Education Coordinator), one full time and three part time teachers. Sacred Heart was able to support students with identified additional needs through the employment of two part time Learning Support Assistants. Administrative support was provided by a secretary. All teaching staff have qualifications from a recognised teaching institution and three have post graduate qualifications in Religious Education. Years of experience are as follows: Full time staff - 30yrs and 12 yrs respectively. Part time staff - 36yrs (non continuous) and 30 yrs (non continuous). At the end of 2013 two staff left Sacred Heart.

The average daily staff attendance rate for 2013 was not reported as the number of teachers in the school is smaller than the threshold for which this information is provided."

## Teacher Standards

Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum.

Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR\* 100%

Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR\* guidelines but lack formal teacher qualifications 0%

Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context 0%

\* Australian Education Institution - National Office of Overseas Skills Recognition

Percentage of teachers accredited to teach Religious Education 80

Percentage of teachers undertaking accreditation to teach Religious Education 0

### Staff Professional Learning

In 2012 various professional learning opportunities sponsored by the Armidale Catholic Schools Office were participated in as follows: Australian Curriculum, Library Conference, Oral language In-service, Religious Education Assessment, Secretarial In-service, Nonviolent Crisis Intervention, Student Support Teacher Day, Bishop’s Talk on Vatican II, Sensory Day, Best Start Training and Cross Curriculum Priorities. Some professional learning opportunities came from Country Areas Programme initiatives and included: Country Areas Program Conference in Sydney. Other opportunities were the Live Healthy Workshop Narrabri. Weekly staff meetings were an opportunity for the staff to share their experiences of participation in professional learning. The staff also had a First Aid Refresher.

### Catholic Identity

#### Religious Education Program

Sacred Heart Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text To Know, Worship and Love as authorised by the Bishop of Armidale, Michael Kennedy.

### Liturgical Life

The beginning of the year is marked with an Opening School Mass at which leaders are inducted. Thereafter the school celebrates Mass two or three times per term in consultation with Fr Max. Sacramental programs for Reconciliation (no students) and Communion (no students) are conducted as students become eligible. Confirmation is held every two years and this year no students were confirmed. Feasts and Holy days are celebrated in consultation with Fr Max. This year the Feast of The Sacred Heart, the Feast of Mary Mackillop and Ash Wednesday were significant celebrations. Parents are invited to participate on all occasions. There are currently four students active in the ministry of Altar Serving. This year the school celebrated in Catholic Schools Week with an open day to which parents were invited and participated in the classroom activities that were on. The school year concluded with a Thanksgiving liturgy.

### Staff and Student Faith Formation

One staff member was involved in Armidale Diocesan Retreat Programmes this year and it is a school goal to increase this occurrence. All staff attended twilight retreat days run by the Diocesan Spirituality Team which were held at Sacred Heart. Staff prayer is held on a weekly basis and all staff share responsibility in turn for its preparation and delivery. School masses are organised by staff in a similar manner. Children participate in regular school and class prayer and also prepare public prayer for assemblies at relevant times such as at Easter. Parents are invited to participate in education nights when their child has sacramental preparation and all children in the school join in the retreat day activities with their classmates leading up to reception of the sacrament.

#### Year 6 Religious Education Test

Average score	Diocesan (%)	This School (%)
2011	69	76.6
2012	68.4	52.4
2013	70.8	65.4

### Social Justice

The whole school community was involved in a number of fund raising activities including Project Compassion and Children’s Mission. The local conference of St Vincent de Paul was supported through the donation of food, clothing and toys for winter and Christmas appeals. Students were also active in visiting the local hospital to present concert items and also read to the residents.

## Parish Links

Sacred Heart School has a very close working relationship with Sacred Heart Parish. Fr Max Davis is the Parish Priest and administers the parish through St Francis Xavier's, Narrabri. The principal attends Parish Pastoral Council meetings and assists in joint activities such as the rafiñČes and 'pie-drives.' Fr Max is on the School Board and the interests of both the parish and school are served by this structure allowing communication and planning to occur. We advertise parish events in our school newsletter and on notice boards and we regularly have information in the parish bulletin. Copies of our school newsletter are available in the foyer of the church each week.

## Respect and Responsibility

The values of our school community are enshrined in school behaviour policies and enhance the strong school culture of providing a balanced curriculum in an environment which is safe, friendly and supportive of individual needs. The goals of the National Safe Schools Framework continue to be promoted through this statement and via school activities including visiting the residents of the local hospital and participation in social justice efforts such as Caritas and St Vincent de Paul campaigns. Our student leaders act as great role models for younger students and accept responsibility for a number of tasks around the school. Events such as Clean up Australia Day, ANZAC and Remembrance Day, Christmas Tree display and Australia Day Celebrations were opportunities for the students to participate in communal activities as respectful and responsible citizens. This year the Student Representative Council held various fundraisers to raise funds for the missions and school needs.

## School Curriculum

Sacred Heart Primary School follows the Board of Studies syllabus for each subject offered (as required for registration under the Education Act 1990) and implements the curriculum requirements of the Catholic Schools Office.

## Features of the School Curriculum

Sacred Heart School reviews curriculum policies and processes regularly. Targets have been set which reflect good teaching practise and ensure curriculum requirements and perspectives have been catered for. To support students at risk a thorough system

of tracking and testing across Kinder to Year Six is in use. Students are supported through Reading and Maths in class assistance by parents and withdrawal for small group work with an Educational Assistant. Gifted students are offered support through access to web based activities including Smartkiddies and Reading Eggs, curriculum acceleration and the services of the Gifted Education Research, Resource and Information Centre. Other expanded learning opportunities have included participation in such events as International Day Competition, National Aboriginal and Torres Strait Islander Week program, Dorothea Mackellar Poetry Competition and school excursions amongst others. The school also uses its Information and Communication Technology hardware to increase exposure to new technology and to increase engagement particularly with additional needs students. A comprehensive sporting program exists with three major carnivals through which children may reach diocesan, state and national representation. In swimming there were 13 regional representatives, 3 diocesan. One child also swam in individual events. In cross country there were 10 regional representatives and 1 diocesan representative. In athletics there were 13 regional representatives. We were also represented in the PP5 relay. No children represented the school in horse sports. This was our seventh year of Tennis for sport and the skill development of children was very evident. Teams did not compete in touch and soccer knockouts during the year. One representative trialled for Rugby and League teams. The cultural program this year included performance at the Gunnedah Eisteddfod. The Boggabri and District Small Schools Public Speaking Competition was also on this year. Sacred Heart won numerous prizes. We also participated in the Gunnedah Show with a school display and writing competition entries. Some initiatives of the school in 2013 which responded to the needs of students included the use of funds from the Country Areas Programme. Learning outcomes for students were enhanced through Quality Learning Strategies and integration of technology objectives particularly using iPads in the classroom. Information and Communication Technology outcomes were significantly enhanced.

## Student Performance

Sacred Heart Primary School uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, portfolios, projects and presentations. The school also participates in the nation-wide literacy and numeracy testing program for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis

and opportunities exist for external assessment results to be discussed with parents on an individual basis annually.

## Literacy and Numeracy

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May 2008. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of Literacy and Numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please note: Figures have been rounded to the nearest whole number where necessary.**

Year 3 % in Bands		1&2	3&4	5&6
Reading	School	0	0	100
	National	11	41	46
Writing	School	0	0	100
	National	8	43	47
Spelling	School	0	50	50
	National	13	42	43
Grammar & Punctuation	School	0	0	100
	National	10	37	51
Numeracy	School	0	0	100
	National	12	54	32

Year 5 % in Bands		3&4	5&6	7&8
Reading	School	0	50	50
	National	12	54	33
Writing	School	33	67	0
	National	18	60	20
Spelling	School	50	33	17
	National	16	51	30
Grammar & Punctuation	School	16	67	17
	National	14	51	33
Numeracy	School	0	67	33
	National	20	53	25

Where the above figures are not available it is due to the size of the cohort. There is no requirement to report for small cohorts as this may contravene privacy and personal information policies (see Registration Systems and Member Non-government School (NSW) Manual February 2008 (incorporating changes from 2004 to 2008) section 5.10.1 p59) It is a school aim to continually improve on these results which form the basis of data to inform our teaching program for 2014.

## National Minimum Standards

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represent students who are achieving at the NMS. Students in all other Bands are achieving ABOVE the NMS.

The percentages of students in this school achieving the national minimum standard are reported below.

		Year 3	Year 5
Reading	School	100	100
	National	95.3	96.1
Writing	School	100	83.3
	National	95	91.7
Spelling	School	100	66.7
	National	93.8	93.1
Grammar & Punctuation	School	100	83.3
	National	95.3	94.8
Numeracy	School	100	100
	National	95.7	93.4

When a school has such small numbers of students sitting the NAPLAN test it is important to read the results in context and these percentages show a vast majority of students reach the minimum standard for each grade tested. They reflect the school approach to continual improvement and the targeting of children needing support at an earlier stage. They also show the need to continually analyse data to target areas of need and plan strategic improvement.

## School Policy Summary

### Student Welfare

Sacred Heart Primary School seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provided student welfare policies and programs that develop a sense of self-worth and foster personal development

The school's Pastoral Care Policy is based on the Bishop's Commission Policy Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese.

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Students at Sacred Heart are provided with stimulating opportunities for learning social skills which contribute to their social development.

Time is allocated for activities such reading, literacy games, art, drama and PD/Health. An extension of this has been visits to the local hospital to read and sing to the elderly residents. Specific experiences offered by the Country Areas Programme also enhance group work and peer relationships and responsibilities by their multi-age, group work and cross school nature, teaching students the skills necessary to manage their own behaviours, as well as cope with others. Pastoral care initiatives put in place in 2013 to further build positive relationships within the school community and to enhance staff and student learning and well being included professional development for teachers in Nonviolent Crisis Intervention Training. The whole of school survey gave all stakeholders a sense of ownership and control providing valuable direction to further enhance our offerings in 2013 including bullying and resilience lessons and counselling where necessary.

The full text of school and diocesan policies are available by enquiring at the school office.

No changes were made to the School Pastoral Care Policy in 2013.

## **Discipline Policy**

Sacred Heart Primary School bases its Discipline Policy on the Bishop's Commission Policies Pastoral Care In The Catholic Systemic Schools Of The Armidale Diocese, Policy On Suspension, Expulsion Or Exclusion Of Students In Catholic Schools In The Diocese Of Armidale and Management Of Drug Related Issues In Catholic Schools In The Diocese Of Armidale. These policies are based on procedural fairness and are discussed with students on a regular basis. In compliance with the NSW Education Reform Act 1990, corporal punishment is banned in ALL Armidale Diocesan schools.

The full text of school and diocesan policies are available by enquiring at the school office.

No changes were made to the school discipline policy in 2013.

## **Anti-Bullying Policy**

Sacred Heart Primary School bases its Anti-Bullying policy and procedures on the Catholic Schools Office operational policy "Student Anti-Bullying Policy". The full text of this policy is available on [www.arm.catholic.edu.au](http://www.arm.catholic.edu.au).

No changes were made to the schools Anti-Bullying policy in 2013.

## **Enrolment Policy**

Sacred Heart Primary School bases its Enrolment Policy on the Bishop's Commission Policy Enrolment of Students In Catholic Systemic Schools in the Diocese of Armidale.

The full text of school and diocesan policies are available by enquiring at the school office.

No changes were made to the schools Enrolment policy in 2013.

## **Complaints and Grievance Resolution Policy**

Sacred Heart Primary School procedures for resolving concerns and complaints is based on the Bishop's Commission Policy Complaints & Suggestions Policy for the Diocese of Armidale. This policy is based on procedural fairness and recognises that members of the school community must have access to processes that allow them to resolve concerns in a supportive, conciliatory environment. The full text of school and diocesan policies are available by enquiring at the school office.

## **Parent, Student and Staff Satisfaction**

The parent survey return rate was approximately 58%. Staff and students reported at approximately 100%. The results were reported in the agree and strongly agree category in the vast majority of cases with an overall satisfaction score of 84%. Some comments on possible improvements included

- School jumpers to be embroidered.
- Information sent home not always complete or clear (often have to confirm details)
- More exposure to some basic skills in school sports and the opportunity to practise them e.g. athletics.
- sporting equipment
- an

increased emphasis on varied sport and cultural activities

Positive aspects reported at Sacred Heart include

- caring and supportive environment with children and teachers respecting and being extremely helpful to each other; Christian values are emphasised; small numbers of students means that no child is ever forgotten and is provided with lots of attention.
- Kids look out for each other regardless of age differences
- Wide range of academic, sporting & cultural activities for a small school; Good parent involvement in all activities
- I am made feel that my child is important and the staff are very welcoming.
- It presents itself as a small caring community, one where children feel connected.
- My son has anti social disorders and I credit the school with assisting my son to be the best he can be. All staff work together to find ways to both teach and cope with children of different backgrounds and upbringing. I cannot fault the support I have received in the time that my son has attended this school.
- small school good learning
- It's a great school where all the children feel like a family and the quality of teaching is very high and teachers are very approachable on every level.

The survey showed that the majority of stakeholders were satisfied overall and that in fact there was very little negative feedback. This feedback is supportive of the school's efforts to create a caring community and the results achieved indicate a sound curriculum delivery. During the course of the year comments are encouraged and welcome through Parents and Friends, School Board or one on one feedback which enables the school to monitor projects as they are in progress

## **School Review and Development**

### **Annual School Priorities 2013**

Workshop contemporary presentations of Catholic theology as a means of supporting staff to be fully aware of church teachings and implications associated with proclamation. Promote family involvement in the faith life and faith development by reviewing and reassessing successful initiatives and identify areas of concern for improvement. Evaluating the school's approach to authentic partnership by using a checklist of quality indicators to determine success. Inviting parents to participate actively in lifelong faith education activities such as class prayer services and Masses, celebrations for the school founders and feast day, student sacramental and staff retreats. Follow such events with a meal or social gathering. One Sunday mass per term to be a school mass. Begin Term 1 Good Friday. Support parents through sacramental education nights and/or

other involvement strategies e.g. joint classes with child parent. Use TLSI as the preferred model for processing improvement goals associated with the schools strategic Improvement Plan. Familiarisation and planning for the New Curriculum in English and Science Continue and develop current practise. Enhance current practise with regard to individualising support. Continue Kindergarten Transition Programme to enable early identification of learning needs and styles. Implementation of Diocesan Learning Enhancement Project Tier 2 intervention using Mini-lit. Teacher planning and programming will be more informed by improved processing of data and improved selection of teaching and learning strategies. Teacher's develop capacity to establish student achievement targets based on improved use of data. Integrate knowledge of professional standards into staff meetings and to the implementation of programmes aimed to improve student learning opportunities. Improve parents engagement in the educational process by continuing and consolidating current parent participation program. Cultivation of awareness of the importance of and work of diocesan agencies associated with the work of the school. Incorporate various spokespersons from such agencies into the school's parent/teacher meetings. Identify partnership opportunities that support and enhance the well being and development of students from Boggabri in the wider community.

### **Projected School Priorities 2014**

Enhance current practise with regard to individualising support through early identification of learning needs and styles, implementation of Mini-lit as an intervention and staff professional development on the Disability Standards in Education. Involve teaching staff in networking opportunities provided by Country Areas Program and the Catholic Schools Office to enhance learning and teaching based on adult education theories of networking and collaborative learning. Familiarisation and planning for the Australian Curriculum in English, Maths and Science. Explore models currently used by schools that exemplify the provision of varied learning experiences through cultural improvement and capacity building in staff and students. Teacher planning and programming will be more informed by improved processing of data and improved selection of teaching and learning strategies. Teacher's develop capacity to establish student achievement targets based on improved use of data. Participate in diocesan programs that are provided to support a shared understanding of Christ centred servant leadership. Continue and strengthen a program to workshop contemporary presentations of Catholic theology as a means of supporting staff to be fully aware of church teachings and

implications associated with proclamation. Continue to promote family involvement in the faith life and faith development of children. Develop awareness of Professional standards frameworks ( Australian Institute For Teaching and School Leadership) and embed practises reflecting their use. Formation and understanding amongst parents about the purpose and role of the Board and P&F (depending on Diocesan direction in this area). Continue to plan and organise for the level of support needed in multi age classes with additional needs students and for the extended transition program.

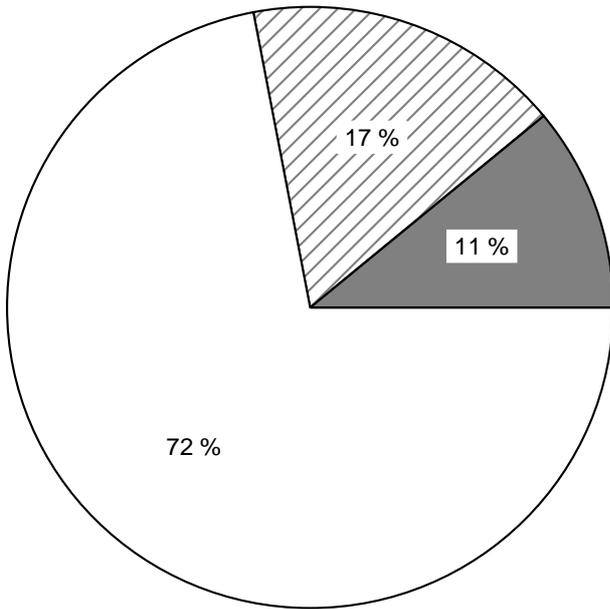
### **Major Achievements from the 2013 Annual Plan**

With the Parents, Teachers and Friends Association we were able to plan fund-raising to enable staffing and material costs to support the transition program. Buddy Program was successfully resumed as a strategy for transition and for student well-being Ran Catholic Schools Week open day where parents can view children's work, then assembly then lunch together. Integrated knowledge of professional standards into staff meetings and to the implementation of programmes aimed to improve student learning opportunities. Continued and consolidated student profiling. Across the school use of assessment tools including standardised testing Burt Reading (Word) test, PAT Comprehension and Maths, Westwood

Spelling, Torch Reading Test Naplan Data Analysis– look at NAPLAN areas(where in the syllabus is this) Investigate suggested strategies (Where in my programme will I put this/develop classroom activities). Explored ways to have teachers who team teach examine data together. Professional development in Multilit and purchase of resources to support data driven student improvement program. Use mini-lit as the tool to lift identified students to Diocesan minimum standards by end Semester 1, 2013. Research local organisations able to provide family support to families in life skills areas and support individual student needs. Participated in e-Learning conferences regarding implementation of the Australian Curriculum. Explored ways for teachers who have had PD to share that with staff away from the scheduled staff meeting time. Investigated ways to have common PD days/experiences with other schools. Continue to develop a data base that provides information on aptitude, achievement, learning styles to improve planning for individualised learning. Evaluating the school's approach to authentic partnership by using a checklist of quality indicators to determine success. Supported parents through sacramental education nights and/or other involvement strategies e.g. joint classes with child parent. Scheduled staff meetings and use Teacher Leaders for School Improvement to guide professional discussions. Continued to take advantage of programs offered by the diocese for staff formation and development.

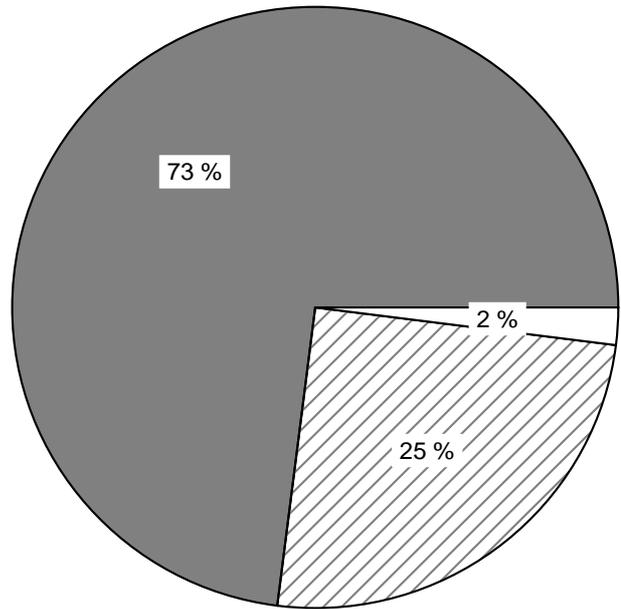
# Financial Statement

## Income



- fees and private income
- ▨ state recurrent grants
- commonwealth recurrent grants
- government capital grants
- ▨ other capital income

## Expenditure



- salaries, allowances and related expenses
- ▨ non-salary expenses
- capital expenditure

The information in this report has been verified and the priorities endorsed by the Director of Catholic Schools and the school consultant.