Sacred Heart Central School
Cootamundra

Enrolment Information
2013/2014

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Website: www.shcoota.nsw.edu.au
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Tolerance, Respect, Friendship
“Be always humble, gentle and patient. Show your love by being tolerant with one another”
Ephesians 4:2
Principal’s Welcome
Sacred Heart Central School is a wonderful school that has much of its origins in the past visions of the Sisters of Mercy and the De La Salle Brothers. Back in 1882 the then parish priest Father Butler invited the first of the Religious Orders to carry on the previous vocational ministry of lay teachers. Catholic Education has served Cootamundra and district for over 140 years.

With a dedicated staff and P&F, insightful and visionary School Board and a supportive parish led by Monsignor Kevin Barry-Cotter and Pastoral Associate Sister Kathy Hodge, Sacred Heart continues to enrich the lives of every student who graces its doors.

Sacred Heart is a K-10 School in the Archdiocese of Canberra Goulburn and is led by a Catholic Education Office committed to Quality Teaching pedagogies; a Religious Education curriculum that enhance the Teachings of the Church; a personal relationship with Christ and ensuring the history of the past informs the future. Our diocese is led by Moira Najdecki the Director and an Archbishop yet to be appointed.

We are a proud school and the Sacred Heart staff and parents hold the spirit, culture and traditions as vital to the formation of our students as we educate them for an ever-changing world. Sacred Heart is a dynamic learning environment where the spirit of our school is seen in the academic and extra curricula achievements of all students, regardless of age or need. We set high expectations and pride ourselves in providing a learning environment where every student can feel nurtured and safe. Many of our past students have become school leaders in Stage 6. The early founders would be well pleased with its current progress. Our students now have the opportunity to complete a K-12 Catholic education by moving on to their preliminary and HSC years at Hennessy Catholic College in Young.

The face of the Laughing Jesus is always a reminder that our faith is to be enjoyed. Sacred Heart is true to its motto Faith and Knowledge and you are welcome to call in for a chat if you are considering Sacred Heart for your child’s education. Sacred Heart is a special place which brings together faith, community, friends and learning. We strive to develop skills and knowledge that will assist students to become motivated and thoughtful citizens, promoting achievement, wellbeing and engagement.

I am extremely proud of our school and am grateful for the diverse skills and talents which all our students, staff and parents share to ensure it is a wonderful place of learning. Students are encouraged to remember the important life lessons of tolerance, respect and friendship in the years ahead and are urged to keep the spirit of Sacred Heart alive in their hearts.

If you would like to know more about any aspect of Sacred Heart or wish to make an appointment to discuss an enrolment please contact Emma or Wendy on 0269422612; or via email: office.shcoota.cg.catholic.edu.au or visit our website: www.shcoota.nsw.edu.au. Sacred Heart is also on twitter @shcoota.

May Christ guide you in your life’s journey and may you be blessed with a life of fulfillment and wonder.

Yours faithfully,

Principal
janet.cartwright@cg.catholic.edu.au
Our Vision

In the Sacred Heart of Jesus we see the love, passion and devotion the Son of God has for His people.

Our School lives Christ’s love, compassion and devotion to service. We work together as a faithful community, rich in wisdom, celebration, unity, respect and justice.

“The Spirit lives in us so that we may see in the adventure of living not only the reality of the present but also the future to which God calls us”.

Sacred Heart Outcomes

As we carry out our Mission supported, as always, by the Holy Spirit, we expect that:

1. our students will build their lives on Gospel values and be proud they attend Sacred Heart School in which these values are taught and practiced;

2. our students will be honest and just, and accept responsibility for their actions;

3. each of our students will develop a well-formed conscience and sound decision-making strategies for a changing world;

4. our students will respect the uniqueness of others;

5. our students will realise to their potential and live happy and productive lives;

6. our students will become life-long learners with the determination, desire and confidence to pursue their dreams and accept new challenges;

7. our students will be active participants in their community;

8. our school community will give active witness to the Gospel through the Sacred Heart of Jesus;

9. our school community will respond to our vocation to walk in the footsteps of Christ.

Mission Statement

In the light of our Vision, which grows from and is nourished by the life and teachings of Our Lord Jesus Christ, our Sacred Heart School community is committed to:

1. providing a complete education with a strong, creative, and engaging foundation in the Catholic Faith;

2. acknowledging that as a diocesan school community we are accountable to the Catholic Education Office and the Archbishop;

3. creating a school community which welcomes and acknowledges the uniqueness of each individual, so that our students will feel secure and know that they are valued;

4. encouraging self-worth, self-confidence and a love of learning in our students by recognising their achievements and affirming them in their efforts;

5. consistency in our treatment of students, being non-judgemental, empathising with them and showing forgiveness and compassion;

6. nurturing in our students a strong sense of justice by developing policies which will help them understand the relationship between actions and consequences;

7. developing a community in which students see the Gospel values of love, respect, justice, compassion, mutual support and dedication to service.
Our History

The motto of the school is “Faith and Knowledge” and the school colours are Navy Blue, Light Blue and Red.

The original Sacred Heart School at Cootamundra began in the 1870s and numbered among the first teachers are the names of Mrs Guery, Mr A McCarthy, Mr Cod, Miss Mooney and Miss McPartland.

In September 1882, the Sisters of Mercy arrived in Cootamundra and in October opened school with seventy-five pupils. Music tuition received great impetus in the early part of the century and became an outstanding feature of the education offered by the Sisters. Amongst those taught were the gifted Chapman sisters, Dulcie and Patricia, the Johnson sisters, Billie and June, and the Hulford sisters, Judy and Janice.

When the De La Salle Brothers arrived in 1913, they taught boys from fourth to sixth class and in 1928 additions to the school enabled them to prepare pupils for the Intermediate Certificate. The Sisters began preparing girls for the Intermediate Examination in 1933. For fifty years boys and girls classes remained separate.

To meet the requirements of the Wyndham Scheme a new building was erected in 1965. The building was built in such a way that the Brothers taught boys in the Sutton Street wing, and the Sisters taught girls in the Temora Street wing. Both boys and girls had access to the Library and Science block which formed the centre of the arrow design. This was called co-institutional education and was a unique way of operating within the requirements of the De La Salle Order.

In 1967 permission was granted for both Orders to operate a co-educational school with Brothers, Sisters and lay teachers teaching integrated classes for both boys and girls. At the same time the Catholic Primary School, although still teaching primary boys and girls in separate classes, became a single unit.

In 1973, an additional Science block and Library were built at the High School. Co-education extended to the Primary School in 1974 when further accommodation was required. The building program was completed in 1976 with the opening of a Primary block and Library in Parker Street and staff rooms for both Primary and Secondary teachers.

The De La Salle Brothers withdrew from the school in 1977 and a lay Principal was appointed to the High School. The Sisters withdrew from administering the Primary School in 1980. During 1981 the Primary School and the High School were separately administered by the lay Principal of the High School. In 1982, a new lay Principal was appointed, the schools were amalgamated and reverted to the original name of the Sacred Heart School providing educational opportunities for students from Kindergarten to Year Ten.

In 2001 a pathway to Year 12 was provided to Sacred Heart students with a bus run to Hennessy Catholic College Young.

Our Diocese
Sacred Heart Central School and Sacred Heart Parish are in the Canberra Goulburn Archdiocese. There are 56 Schools in the Archdiocese.

Mrs Moira Najdecki is the Catholic Education Office Director. She brings years of pastoral and educational experience in her leadership for our schools.

Sacred Heart Catholic Church
## Our Staff

### Executive Team
- **Principal**: Janet Cartwright
- **Assistant Principal**: Nicky Trinder
- **Religious Education Coordinator**: Katie Thompson
- **Primary Curriculum Coordinator**: Brad Winsor
- **Secondary Curriculum Coordinator**: Andrew Alderman
- **Pastoral Coordinator**: Lyne Witenden

### Sports Coordinator
- **Patrece Maxwell**

### Office Administrators
- **Kate Elrington**
- **Wendy McGlynn**
- **Emma Deep (Finance)**

### Secondary Pastoral Care Advisors
- **Year 10**: Nicky Trinder
- **Year 9**: Luke Smith
- **Year 8**: Scott Roberts
- **Year 7**: Tim Mahon

### Primary Teachers
- **Stage ST3WI**: Brad Winsor
- **Stage ST3MC**: Emma McDonnell
- **Stage ST2DO**: Kate Dowling
- **Stage ST2BU**: Lisa Buchanan

### Infants Teachers
- **Stage ST1WM**: Jane Munro
- **Stage ST1MC**: Sophie McGlynn
- **Early Stage ES1RA**: Sonia Randall
- **Early Stage ES1CA**: Jacqueline Cameron

### Secondary Staff
- **Andrew Alderman**: Mathematics, Wood & Metal
- **Liana Bowden**: Design Technology, Food & Textiles
- **Roslyn Burge**: English, History
- **Megan Gale**: Health, Chaplaincy
- **Pam Gehrig**: Religious Education, Teacher Librarian, Design Technology
- **Emily Harris**: English, Physical Education
- **Tim Mahon**: Agriculture, Science, Physical Education
- **Patrece Maxwell**: Religious Education, Physical Education
- **Scott Roberts**: Science, IT & Learning
- **Debbie Roxburgh**: Design Technology, HSIE, Physical Education
- **Luke Smith**: Religious Education, Music, Physical Education
- **Katie Thompson**: Religious Education, Geography, Commerce
- **Nicky Trinder**: English, History, Drama
- **Lyne Witenden**: Mathematics
- **Elizabeth Martel**: Art, French

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To email staff:
first name.surname@cg.catholic.edu.au
Our Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>CEO Technical Support</td>
<td>Simon Pavert</td>
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<tr>
<td>Learning Support</td>
<td>Anne Last</td>
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<tr>
<td>Librarian</td>
<td>Diana Duff</td>
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<tr>
<td>IT Manager</td>
<td>Scott Roberts</td>
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<tr>
<td>Learning Support Assistants</td>
<td>Anne Condon</td>
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<td></td>
<td>Janelle Forsyth</td>
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<td></td>
<td>Kathy O’Brien</td>
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<td>Debbie Millington</td>
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<td>Indigenous Support</td>
<td>Aileen Maher</td>
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<td>Lab Assistant</td>
<td>David Forsyth</td>
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<td>Maintenance</td>
<td>Ian Liles</td>
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<td>Canteen Manager</td>
<td>Judy Hart</td>
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<tr>
<td>Cleaner</td>
<td>Jacqueline Liles</td>
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<tr>
<td>Parish Priest</td>
<td>Fr. Kevin Barry-Cotter</td>
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<tr>
<td>Pastoral Associate</td>
<td>Sr. Kathy Hodge</td>
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Our staff are committed to providing a Catholic education which seeks to find God in all things, to live out their vocation in life according to the variety of their gifts. We seek to integrate faith and learning in the service of God in our world.

Sacred Heart creates a unique learning environment for each student. We believe that education is a partnership between students, parents and the school and therefore encourage families to be an integral part of the school community. We accomplish this through personal monitoring of each individual’s progress and regular communication between the school and the home which supports the personal care of each individual.

At Sacred Heart we take a sensitive and disciplined approach to education. Students are encouraged to be responsible for their own learning and to aspire to reaching their full potential where possible.
Curriculum

Our school curriculum, both formal and informal, provides rigorous and dynamic challenges, to reflect the schools’ ideals:

♦ the importance of trying to find God in all things;
♦ the total development of each individual’s talents;
♦ the need for thoroughness and breadth in learning;
♦ helping students to think for themselves and to communicate effectively;
♦ an awareness of the needs of others;
♦ and a readiness to place one’s talents at the service of others.

School is the foundation for adult life.

We promote the pursuit of excellence for each and every student whilst being aware that each individual has different gifts and talents. A wide variety of curriculum choices are provided to accommodate these differences.

Our school fosters a love of learning that will continue to develop long after each student has graduated from Year Ten. We want to obtain top academic results for high achievers. At the same time, we offer a diversity of courses, learning methods and classroom practices that cater for the individual requirements of each student.

A process of outcomes-based assessment is carried out where parents receive reports on their children’s academic achievement, social skills and work habits on a regular cycle.

Students’ performance is consistently monitored with opportunities for parents to discuss student progress each term across K-10. We welcome and encourage parental interest in their child’s progress.

Our Curriculum encompasses a breadth of opportunities for children to develop skills in different areas. Extra-curricular activities allow our students to be involved in a wide range of activities outside the classroom.

These include Tournament of the Minds, Mock Trial, School Musical Productions, Debating, Sporting Activities, Agricultural Excursions, Yearly Excursions and Faith In Action.

Our curriculum is challenging and exciting. It caters for the development of the whole person. Our excellence in sport is a tribute to the extensive range of opportunities that we are able to offer our students.

Learning Support

At Sacred Heart Central School we recognise that children learn in different ways. We aim to ensure equity of educational opportunities and provide for integration of students with learning difficulties within a regular classroom environment.

Children with disabilities or learning difficulties have the right to acceptance and the right to learn. To cater for these children our Learning Support Teacher and Learning Support Assistants work collaboratively with classroom teachers to:

☼ implement programs which support the specific needs of these students;
☼ provide small group and one to one assistance that is explicit and systematic;
☼ develop Individual Educational Programs (IEP’s) for integration students with input at the planning stage from parents;
☼ provide ongoing assessment of these students; and
☼ communicate progress and concerns when appropriate.

Learning Support enrolments may need to involve consultation with the Catholic Education Office.
## Key Learning Areas 2013/2014

<table>
<thead>
<tr>
<th>Early Stage 1 – Stage 3</th>
<th>Stage 4 Year 7</th>
<th>Stage 4 Year 8</th>
<th>Stage 5 Year 9</th>
<th>Stage 5 Year 10</th>
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<tbody>
<tr>
<td>Religious Education</td>
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<td>Religious Education</td>
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<tr>
<td>English</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>(Stage 5.1→5.3)</td>
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<tr>
<td>Science &amp; Technology</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
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<tr>
<td>Human Society &amp; Its Environment</td>
<td>World History World Geography</td>
<td>World History World Geography</td>
<td>World History World Geography</td>
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<tr>
<td></td>
<td>LOTE (French)</td>
<td>Design &amp; Technology</td>
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<tr>
<td></td>
<td>Design &amp; Technology</td>
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<td>Music</td>
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<td>Music</td>
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<td>PD/H/PE</td>
<td>PD/H/PE</td>
<td>PD/H/PE</td>
<td>PASS</td>
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<td>PD/H/PE</td>
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Secondary classes work on a 10 day cycle.

**Elective subjects in Year 9 and Year 10 are reviewed annually**
A child first becomes aware of God in his or her own family through the experiences of love and trust, belonging, forgiveness and celebration. Everybody’s understanding of God develops throughout life. Relationships and experiences of our faith’s traditions, within and beyond families, are central to enriching this understanding. An individual’s faith is also significantly influenced by cultural, political and educational factors.

The teachings of the Catholic Church permeate all aspects of our school community and curriculum and are at the heart of the undertaking of its members. The goals of Religious Education are designed to ensure that the student understands and values the living faith tradition and mission of the Catholic Church.

This lies at the heart of Catholic Education, defining its culture, its curriculum and its classroom-based Religious Education programs which aim to:

- develop an appreciation of the love of God revealed through the person of Jesus Christ, the wonders of God’s creation and the dignity of the human person;
- promote growth in self-knowledge and in knowledge of the life, faith tradition and mission of the Catholic Church;
- increase understanding of the nature of religion and of different religions;
- foster skills of reflection, discernment, critical thinking, judging and deciding how to act in accordance with conscience;
- develop the capacity to critique the surrounding culture in the light of the Catholic Faith and Tradition.

Religious Education aims to develop students’ religious literacy in the light of the Catholic tradition, so that they develop as people, learners, community members and contributors to society. Religious Education promotes the development of the knowledge, skills and values which students need to participate as active lifelong learners within church and community contexts. Students are actively involved in constructing understandings of the Catholic tradition as well as acknowledging other religious traditions, the nature of religion and its place in life and Australian society.

These teachings are communicated through the religious practices of our school in relationship with the local parish community and the delivery of our Religious Education program TREASURES NEW AND OLD. Gospel values are expressed through symbolism, prayer, worship, sacraments, personal relationships and the transmission of values.

With Jesus Christ as our perfect example, the teachers of Sacred Heart Central School foster a simple yet powerful understanding of God in the preservation of the values and heritage of the Catholic faith. Treasures New and Old is composed of the following 4 strands and across Kindergarten to Year 10, the following outcomes:
### Content Strands (4) & Outcomes from Kindergarten to Year 10

<table>
<thead>
<tr>
<th>CONTENT STRAND</th>
<th>GOD &amp; GOD’S CREATION</th>
<th>JESUS &amp; DISCIPLESHIP</th>
<th>CHURCH IN THE WORLD</th>
<th>PRAYER &amp; CELEBRATION</th>
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<tbody>
<tr>
<td><strong>K</strong></td>
<td>LOVING GOD</td>
<td>JESUS’ FAMILY</td>
<td>CHURCH AS FAMILY</td>
<td>PRAYER WITH JESUS</td>
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<td></td>
<td>Recognises and describes God’s presence in others.</td>
<td>Identifies Jesus as the Son of God.</td>
<td>Identifies communities where God’s love is experienced.</td>
<td>Identifies prayer and ritual as special ways to be with God.</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>CREATING GOD</td>
<td>CARING JESUS</td>
<td>CHURCH AS COMMUNITY</td>
<td>PATTERNS OF PRAYER</td>
</tr>
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<td></td>
<td>Identifies creation as an expression of God’s love in the world.</td>
<td>Retells stories about Jesus.</td>
<td>Describes how the Church celebrates God’s love.</td>
<td>Identifies patterns of prayer and ritual.</td>
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<tr>
<td><strong>2</strong></td>
<td>WONDROUS GOD</td>
<td>JESUS’ FORGIVENESS</td>
<td>FAITHFUL CHURCH</td>
<td>COMMUNITY PRAYER</td>
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<td></td>
<td>Describes some experiences of God present in themselves.</td>
<td>Describes the relationship between the Jesus story and the Sacrament of Penance.</td>
<td>Describes the nature of Baptism.</td>
<td>Describes the Sacrament of Penance as a celebration of God’s love and forgiveness.</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>THE WORD OF GOD</td>
<td>JESUS’ STORIES</td>
<td>CHURCH OF SERVICE</td>
<td>SACRAMENTAL PRAYER</td>
</tr>
<tr>
<td></td>
<td>Identifies Scripture as the Word of God.</td>
<td>Identifies parables as stories to guide our choices.</td>
<td>Identifies the church as a community of faith.</td>
<td>Identifies the Mass as a celebration of the life, death and resurrection of Jesus.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>GOD’S EARTH</td>
<td>JESUS’ COMMANDMENT</td>
<td>CHURCH OF THE SPIRIT</td>
<td>SEASONAL PRAYER</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>RECONCILING GOD</td>
<td>JESUS’ MISSION</td>
<td>CHURCHES OF THE WORLD</td>
<td>PRAYER &amp; SCRIPTURE</td>
</tr>
<tr>
<td></td>
<td>Identifies opportunities and actions to build peace and justice.</td>
<td>Describes the mission of Jesus for the Jewish people and for us.</td>
<td>Identifies common elements of a number of religions.</td>
<td>Describes the relationship between prayer and Scripture.</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>GOD REVEALED</td>
<td>JESUS IN THE GOSPELS</td>
<td>LIVING CHURCH</td>
<td>PRAYER &amp; ACTION</td>
</tr>
<tr>
<td></td>
<td>Identifies ways God is revealed among us.</td>
<td>Identifies the place of the Gospels in the Catholic tradition.</td>
<td>Describes the influence of faith on individuals and communities throughout history.</td>
<td>Explains the relationship between the Sacrament of Confirmation and Christian service.</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>GOD OF STEWARDSHIP</td>
<td>JESUS IN HISTORY</td>
<td>CATHOLIC CHURCH</td>
<td>WAYS OF PRAYING</td>
</tr>
<tr>
<td></td>
<td>Investigates a range of cultural expressions of God’s stewardship of creation.</td>
<td>Examines the historical and cultural influences on Jesus of Nazareth.</td>
<td>Identifies and describes essential features of Catholic belief.</td>
<td>Identifies the influence of culture on spirituality and prayer.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>GOD OF COVENANT</td>
<td>JESUS THE TEACHER</td>
<td>EARLY CHURCH</td>
<td>PRAYER &amp; SACRAMENTALITY</td>
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<tr>
<td></td>
<td>Describes the relationship of God and God’s people in the Old Testament.</td>
<td>Investigates how the first disciples provide models for modern day disciples.</td>
<td>Explores significant changes in Christianity in the early church.</td>
<td>Explores the place of Sacraments in the life of the Christian community.</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>GOD OF THE PROPHETS</td>
<td>JESUS IN LUKE</td>
<td>CHURCH HISTORY</td>
<td>PRAYER &amp; EUCHARIST</td>
</tr>
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<td></td>
<td>Examines the role of prophecy in the Christian tradition.</td>
<td>Identifies the message of Jesus as recorded in Luke’s Gospel.</td>
<td>Investigates significant historical events which have shaped the Australian church.</td>
<td>Explains the significance of the Eucharist in the life of the Catholic community.</td>
</tr>
<tr>
<td><strong>10</strong></td>
<td>GOD OF LIFE</td>
<td>JESUS &amp; DISCIPLESHIP</td>
<td>CHURCH &amp; OTHER FAITHS</td>
<td>PRAYER &amp; SPIRITUALITY</td>
</tr>
<tr>
<td></td>
<td>Articulates a Christian understanding of suffering and death.</td>
<td>Explores the relationship between Jesus’ action and the call to social action in the Church.</td>
<td>Investigates a range of religious beliefs.</td>
<td>Explores how the Catholic tradition contributes to personal spirituality.</td>
</tr>
</tbody>
</table>
Liturgical celebration at Sacred Heart serves to assist our students in developing and maintaining a relationship with Jesus Christ. This is encouraged through practices within the school and the wider community. The partnership of the school, home and parish are integral to helping lay this foundation. Some examples are:

- school and class liturgical celebrations such as the Sisters of Mercy Feast Day Mass; Infants Families Liturgy, Year 9’s Passion of Our Lord, Advent Liturgy K-6, whole school Sacred Heart Feast Day Mass
- class and assembly prayer
- the Sacramental Program (Year 3 First Penance, Year 4 First Eucharist and Year 6 Confirmation)
- Reflection Days from Kinder to Year 6 lead by the REC
- Retreats from Year 7 to Year 10 lead by the Catholic Youth Ministry Team
- Faith in Action: - Community Service visits with Year 10 to Elouera Special School; Cootamundra Nursing Home; Little Wattle Pre-School & the Retirement Village
  - Mercy Works Rice Day lunch on Ash Wednesday
  - Mini Vinnies (Stage 2 & 3 students)
  - Christmas collections for St. Vincent de Paul
  - Project Compassion Lenten collections
  - Uniform free days to fundraise for various causes including our sponsor child Darlin Lopez Chavez from South America.

- Parish Weekend Stage Masses; Altar Serving and Coota Youth Group

Most importantly we foster good relationships between staff and students whereby Gospel values of love, compassion and forgiveness are modelled daily.

Katie Thompson
Religious Education Coordinator
Pastoral Care at Sacred Heart

Our Pastoral Care Policy consists of two components. One aspect of our policy deals with the welfare and wellbeing of all students, staff and parents. Our school aims to be a happy and safe environment for all. Teachers develop relationships with all students and families which enables us to care for all our children. The school needs a partnership with home to achieve the best outcome for all students. “It takes a village to raise a child.”

The other aspect of our policy involves ensuring students respect the learning of each other. In conjunction with our student body, school rules are determined and consequences implemented. There is a strong focus to assist students to develop self-reflection strategies about their behaviour and its impact on others, to encourage students to accept responsibility for their behaviour and develop strong self-discipline. Parents are contacted in regard to discipline issues.

Definition
• is central to the whole endeavour of education.
• concerns the total welfare of all community members.
• is an effective vehicle by which the school can hand on its culture and traditions.
• assists in providing a sensitive, warm, thorough and realistic learning environment.
• involves offering affirmation, guidance, advice and a framework for growth.
• enhances the formation of positive relationships between parents, staff and students.
• creates feelings of belonging to the community.
• is seen as a part of everyday life and linked to the curriculum.
• develops an attitude of co-responsibility for others.
• is based on the person of Christ as revealed through the Gospels.
• involves and includes all members of the community.
• facilitates within individuals the development of problem solving strategies, flexibility and adaptation necessary for life in the changing society.

Class Teachers
Class teachers provide support to all students in their class. Teachers develop a good rapport with all students. Our vision and mission is to nurture each child’s spiritual, physical, emotional, social and intellectual development.

Pastoral Care Advisors
In the secondary each year group has a Pastoral Care Advisor who links with the students in Year Seven and supports these children through to the end of their secondary years at Sacred Heart. This advisor is also a support for parents and together a strong partnership is formed.

Pastoral Care Coordinator
Sacred Heart believes providing support in both welfare and wellbeing is vital to a child’s development. Lyne Witenden is the Pastoral Care Coordinator and supports both students and teachers. Lyne’s role is also to initiate programs in the classrooms to develop resilience in students.

Counsellor
Danielle Hudson, our school counsellor visits our school every Monday and is available for both students and parents.
In Infants at Sacred Heart, we teach the whole child, and build the ethos and culture of the school from the very start. We do this with a character education and social-emotional learning program that teaches children positive habits to lead happy and successful lives. This program uses Kimochis…Toys with Feelings Inside®. Kimochi (Key-MO-chi) means "feeling" in Japanese. The curriculum is based on research that tells us that a strong social-emotional foundation is necessary for school success, academic achievement, positive social relationships and the development of emotional competence.

The Kimochis® curriculum is designed to give students the knowledge, skills and attitudes they need to recognise and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. We make it clear to our students that although Kimochis® look like toys they are really communication tools that help them learn important life skills and develop self-esteem, confidence, and character!

There are five main Kimochis® characters. Each character has a different personality and temperament just like our students! Each character has a communication strength and challenge which they need to keep a ‘check on’. The Kimochis® characters are a safe third-party that students can easily relate to. The Kimochis® personalities help students consider their own strengths and weaknesses and seek ways to make improvements in positive ways. Likewise, the characters encourage everyone to practice more patience and tolerance with others—we all have challenges in our communication!

The Kimochis® Keys to Communication are at the heart of the program and provide the communication tools to help your child learn how to listen openly, make good choices, be willing to speak in respectful and responsible ways and be open to negotiating problems. Feelings fuel behaviour. The Keys will give your child concrete habits to help manage emotions and express upset feelings in positive ways.

Parents regularly receive a focus letter called the Kimochis® Homelinks. This will explain the communication skill being taught and the focus of Kimochis® for the week. It will also include some ways you can reinforce and extend your child’s learning at home with a Family Communication Challenge.

Parents receive information to assist you at home. When school and home speak the same language, we speed up the learning for our children! The first important vocabulary word is Kotowaza (Ko-Toe-WAza)—a Japanese word for wise-wisdom. Each Feeling Lesson has a Kotowaza to guide positive behaviour. The Kotowazas and the other communication vocabulary are an effective way to coach your child’s social and emotional growth.

We are feeling excited and hopeful about building a strong school to home connection during your child’s first year. We are eager to hear about all the new, positive ways your child is able to express feelings and be compassionate towards others. We hope Kimochis® will be a great new addition to your family and bring fun and fantastic feelings into your home.
Student Leadership at Sacred Heart

Primary
Our Kindergarten to Year Six students elect Student Representative Council (SRC) members from Year Six (two girls and two boys) and House Captains (one boy and one girl from each house). All Year Six students have a turn on the SRC, as part of the committee, to enable them to gain leadership experience. All Year Six students have a buddy in Kindergarten and Kindergarten students who travel on a bus have a bus buddy to support them in the transition from school to home.

Secondary
Our Years Six to Nine students elect our School Captains (one boy and one girl), Vice Captains (one boy and one girl), and Prefects (one boy and one girl). Students also elect House Captains (one boy and one girl from each house). These students meet regularly with the Pastoral Care Coordinator to discuss various aspects of their role and student needs. Students have a uniform free day on the last Friday of each month to raise money for the school's sponsored children Darlin Chavez and Dickson Kanyaku or coordinate other fundraisers such as Genes for Jeans, Crazy Hair etc.

Social Justice
The students are part of the review process reviewing the school rules to ensure they are relevant and consistent. This provides valuable feedback to the staff. In March the students participate in a rice day to raise money for Mercy works. Most students have a bowl of rice for lunch at a cost of $2.00. In recent years the money was used to put a roof on a school in Fohorem (East Timor).

Older students regularly assist younger students. These activities include our various sporting carnivals, tabloids days, mathematics days, assisting younger students with reading and in the playground etc.

Restorative Practice
This is a Pastoral care practice of asking a series of questions to enable students to be heard and any issues to be sorted out fairly, and a consequence decided upon if required. Parents are contacted to further strengthen the home and school partnership.

Mediation
Issues between students are mediated by the teacher or Pastoral Care Advisor or Pastoral Care Coordinator to ensure all students are given a chance to speak and be listened to regarding issues or concerns pertinent to the group of children. It is important that issues are mediated to enable students to go through the restorative practice process to allow students to move on.

Circle Time
Circle time is held regularly in most primary classes and is being re-introduced into the secondary. Circle time allows all children a voice and enables their opinion to be heard. It is a positive experience where no put downs are allowed.

Lyne Witenden
Pastoral Care Advisor-2013
Information and Communication Technology

Sacred Heart is committed to ensuring Information and Communication Technologies are current and that students have access to develop their skills and understanding in their use. Professional development is offered to teaching and support staff to keep them up to date with the latest trends.

The most notable development in ICT at Sacred Heart has been the implementation of a 1:1 iPad program from Years 5 through to Year 10. These iPads are centrally managed through the school with a variety of Apps pre-installed. The iPads have been populated with a variety of Apps (applications) that target Literacy and Numeracy as well as many other learning areas. These devices have proven very popular so far and add an extra dimension for teachers in terms of allowing the students to showcase their knowledge and skills. Many of the Apps we have purchased allow for open ended answers and allow students to be creative in their work. The iPads assist to cater for learners of all abilities and interests. We will continue to build our portfolio of Apps for student use in all KLAs.

We have implemented an iPad diary this year which has been a huge success. The diary enables staff to push out homework and assessment task instructions, reminders and files to students. The students can also input information themselves, add individualised events to their school-based calendar and keep an organised record of their workflow throughout the year. Policies and other information are available in the diary and this information will continually be updated. To complement the student and teacher Apps for the Diary, there will also be a parent App available in the latter stages of Term 2, 2013. This App is tailored for iPhone but will run on any iOS device. There should also be web access for those parents who do not use an Apple mobile device. The parent App will be a wonderful tool to keep parents informed of when tasks have been pushed out to their children and when they are due to be completed. There will also be provisions within the App for direct contact with your child’s teachers.

All Infants and Primary classes have access to iPads which are also managed centrally via the school and contain Apps specifically requested by the class teacher for their particular year levels.

We have 4 dedicated computer rooms throughout the school (Secondary Computer Lab, Primary Computer Lab, TAS Lab and the Information and Technology Centre). This is in addition to the computers and notebook computers in the Library and the 2 mobile laptop trolleys in Secondary. All computers in these areas are within 2 years of age (many brand new) and some were purchased with the Federal Government’s ‘Building the Education Revolution’ package. The School Board has also been very progressive in ensuring that our hardware meets educational standards and the rigours of consistent school use.

All Infants and Primary classrooms and the majority of Secondary classrooms are equipped with Interactive White Board which continue to be an effective and engaging tool across all year levels.

The Catholic Education Office have recently provided all students across the Archdiocese with a Google based ID and email (…@cgstudents.catholic.edu.au) with a suite of tools that will go beyond just email.
LIFE is our Learning Management System and it continues to evolve. Gradually all students will learn to access and submit work via this Cloud-based system. It has also proven to function very well on mobile devices and complements our iPad program.

The printing management system known as ‘Papercut’ has been enabled which allows students to print in colour as well as the traditional black and white. The students will continue to be educated on this program in terms of printing checks, managing cost balances and recharging their Papercut account if necessary. Printing quotas are reset each term. This program will be in full operation some time in 2013.

Scott Roberts
IT Manager
Elective Subjects
Stage 5

Elective courses are offered in Stage 5-Years 9 and 10. Students select their preferences in Year 8 for each of the 100 hour courses.

Textiles Technology

Overview
The Textiles and Technology Course is designed to give students experience in a variety of textiles related activities. In some cases students will have a choice of what they can do so they can develop their individual talents.

Description of Content
The skills gained will enable students to:
- enter this field as an occupation, eg. teacher (school or technical college), fashion technology, dress making course, pattern making, dress design
- gain satisfaction from making a quality article
- use leisure time productively and perhaps profitably

Students will:
- learn how fabrics are constructed and their uses
- increase practical skills, therefore becoming confident in dress making techniques
- acquire knowledge and skill in handling and choosing materials
- learn how to use different types of fabric for particular garments eg. woven and knitted fabrics
- develop skills in the use of patterns. Garments/articles to be made will include: skirt/pants
- bedroom design - furnishings eg. quilt / cushion
- nightwear/ pyjamas
- free choice garment
- recycling
- non apparel items.

Students will enjoy this subject most if they involve themselves in all practical activities, work independently and are prepared to work on some activities at home. Assignments are set for each topic covered, but it is mainly planning and researching over a number of weeks.
Food Technology

Overview
Food Technology is concerned with the study of domestic, commercial and industrial applications of food technologies. It will involve students investigating food through practical “hands on” applications and processes such as designing, researching, solving problems and communicating. Food Technology provides relevant and meaningful information to both boys and girls. Furthermore educational needs for future life demand not only a broad knowledge of Food Technology but also a set of skills with application to food and which are transferable to other areas of life.

Description of Content
The course will allow students to:
• Appreciate how Food Technology affects the quality of life
• Appreciate the effects of Food Technology on the environment
• Improve their nutritional status and quality of life
• Make sensible decisions about food

Students will study topics such as:
• Food in Australia
• Food Equity
• Food Product Development
• Food Selection and Health
• Food Service and Catering
• Food for Special Needs
• Food for Special Occasions
• Food Trends
Commerce

Overview
The aim of Commerce is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Description of Content
Students study a core of content based around the topics of
• Consumer Choice
• Personal Finance
• Law and Society
• Employment Issues

These topics examine commercial and legal processes, and competencies for personal financial management. It is expected that through the study of these core units, Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

Students also study options that can be selected from those below:
1. Investing
2. Law in Action
3. E-Commerce
4. Community Participation
5. Towards Independence
6. Political Involvement
7. Travel
8. Promoting and Selling
9. Our Economy
10. Global Links
11. Running a Business

MOST importantly, Commerce allows students to become self-directed lifelong learners, who develop attitudes and values that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.
Industrial Technology

Overview
Industrial Technology makes a unique contribution to the development of the student’s ability to perceive, use, understand and control the technological environment. This is achieved through practical activities that provide students with the opportunity to become involved with materials, tools and allied processes.

Timber Technology

Description of Content
By introducing students to, and developing competence in, the correct use of tools and equipment.

Industrial Arts:
• Provides opportunities to relate their experiences to vocational and leisure time activities.
• Facilitates an understanding and appreciation of safety.
• Develops consumer related skills and knowledge.
• Investigates the practical solution of problems.
• Encourages the conservation of materials and natural resources.
• Develops a respect for quality design and craftsmanship.
• Encourages a sense of purpose, enjoyment and personal satisfaction through the production of practical projects.
• Develops self-sufficiency, resourcefulness, mature judgement, and the capacity to work co-operatively and responsibility.
• Provides a vehicle for the practical application of information gained from other areas of study.

Metal Technology

Course Outline
Metalwork provides opportunities to develop knowledge and skills in relation to metal and associated industries.
Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal.
Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Description of Content
Students will learn about:
• OHS and Risk Management
• Materials
• Equipment, Tools and Machines
• Techniques
• Links to Industry
• Design
• Workplace Communication Skills
• Societal and Environmental Impact.
Drama

Overview
Drama is a special area of study where the student becomes the performer – trying to express ideas and feelings through dramatic action to an audience. The course is designed to help the student discover, develop and explore the ways they can create, make and present drama.

Description of Content
By studying Drama students can acquire skills in interpretation, communication, performance and critical analysis and become aware of the technical processes and technologies which may be used to heighten dramatic presentation.

Course Outline
Over a two-year period students are exposed to different styles and formats of Drama. They study the art of improvisation to build trust and confidence. They explore these skills further in the study of Mime and monologues. Scriptwriting and the different elements of Performance are additional areas of study dealt with in the course. On a two year cycle the students form the Production Team with production responsibilities for the biannual School Musical.

Assessment is generally by means of involvement in group activities and participation in the different aspects of production and performance for an audience. They are encouraged to explore different styles of theatre, theatrical traditions and communication.
Agricultural Technology

Overview
Through the study of Agricultural Technology, students will develop knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises, and the marketing of agricultural products. The course also assists students to make responsible decisions about the appropriate use of agricultural technologies and resources.

Description of Content
The theoretical components of Agriculture deal with plant and animal enterprises in the local region. These are complimented by a strong emphasis on practical tasks that are undertaken at school and on various farm visits.

- Agriculture as a dynamic and interactive system that uses a range of plant and animal species to produce food, fibre and other derivatives.
- Agriculture as a significant part of Australia’s domestic and international economies.
- Effective agricultural management practices and marketing of agricultural products.
- Ways in which productive and profitable agriculture builds on sustainable and ethical practices.
- The evolving nature of Agriculture.

Students will also develop skills in:

- producing plant and animal products
- collecting, analysing, interpreting and presenting information relating to agricultural situations and problems
- communicating effectively in an agricultural context
- working safely and co-operatively in agricultural settings
- using computers in an agricultural context.
Physical Activity and Sports Studies

Overview
Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Areas of study
The content is organised in modules within the following three Areas of Study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance.

Modules or units of work may be compromised from the following. Modules will be organised with a practical and theory component.

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety
- Australia’s sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport
- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and Performance.
- Event management
Music

Overview
There are three basic areas to be addressed in the Elective Music Course. These areas are:

1. **Musical Concepts** such as Pitch, tone colour; rhythm and dynamics. For example the concept of scales, the writing and harmonization of music, understanding music notation and score reading are important.
2. **Learning experiences** which come under three areas:
   - **Performing** may include – singing, playing, improvising.
   - **Composing** includes – composing, structuring, notating, use of technology.
   - **Listening** includes – analysing, understanding music in historical contexts, developing analytical and score reading skills.
3. **Contexts** – students are required to develop further understanding and skills through the study of:
   - **Compulsory topic** – AUSTRALIAN Music
   - **Elective topics** which are chosen by students when possible may include – Classical, Baroque, Romantic, Medieval, Traditional Culture, Popular Music, Jazz, Music for Radio/TV, Music for the Theatre.

Visual Arts

Overview
Students will develop knowledge, understanding and skills to make artworks and to critically and historically interpret and respond to art.

Making may include working with:
- 2D form; eg drawing, painting, printmaking, photo and digital media, graphics, collage etc
- 3D forms; eg ceramics, sculpture, installations, textiles etc
- 4D forms; performance work, installation works, video, digital animation etc.

Description of Content
In “Making” students become more practiced in selecting and utilising appropriate materials and techniques to build a body of work. In Critical and Historical studies students learn to construct written interpretations, explanations and judgment responses about artists and the meaning of artworks.

Focus areas of study may include units on; Origins and Identity, Text and Signs, It’s a Dream-Surrealism, Reflection of Self, The World Around Us, Bodies, The Natural Environments, From a different Point of View.
## Contact Us

The Principal welcomes any parent contact by telephone, appointment or email.

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<th>Office Staff:</th>
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<th>Sport</th>
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<td>Patrece Maxwell</td>
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<th>General Student’s Progress/concerns</th>
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<td>PCA in Secondary</td>
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<td>Pastoral care Coordinator: Lyne Witenden</td>
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<th>Sacramental Program enquiries</th>
<th>Sacred Heart Parish Pastoral Associate: Sr Kathy Hodge</th>
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<th>Excursion Enquiries</th>
<th>Class Teacher Organising Excursion or Assistant Principal: Nicky Trinder</th>
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<td>Secondary Coordinator: Andrew Alderman</td>
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<td>Primary Coordinator: Brad Winsor</td>
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<th>Information Technology/Computers Website/Twitter</th>
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<th>NAPLAN</th>
<th>Secondary: Andrew Alderman</th>
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<th>Nicky Trinder</th>
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<th>Canteen</th>
<th>Judy Hart</th>
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<th>Counsellor</th>
<th>Danielle Hudson</th>
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Extra Curricular

Sacred Heart offers an extensive extra-curricular programme. Students are able to participate in a range of spiritual and personal development activities as well as cultural and sporting activities which enrich their education in environments beyond the classroom.

Students involved in sporting teams, debating and public speaking competitions, Mock Trial and other programmes, develop leadership skills and interests in life beyond school.

Participation in co-curricular activities enhances relationships between staff, students and their peers and allows positive interaction with other schools and members of the wider community.

Our school offers:

A pathway for representation of sports at regional, state and national level:
- Athletics
- Cricket
- Cross country
- Football – AFL, League, Union and Soccer
- Touch Football
- Swimming
- Tennis
- Golf
- Netball
- Basketball
- Triathlon

A pathway for school representation of:
- Academic Competitions
- Debating
- Public speaking
- Mock Trial
- Music

Student Leadership

Sacred Heart School highly values the students’ support of the community. There are formal and informal structures for leadership.

Student Leaders for 2013 include:

Captains: Charlie Annetts
Samantha Maxwell

Vice Captains: Oliver Quirk
Lily Tiernan

Prefect: Samuel Baldock
Lily Hogan

Primary SRC: Juliette Thompson
Kate Officer
Sam Sheahan
Mitchell Deep

A Student Representative Council operates and provides a forum for students to participate in school decision-making and to develop responsibility under the guidance of the Pastoral Care Coordinator.

Houses

Mercy
Captains
Secondary: Ellie Sutherland & Jack Stuart
Primary: Hayley O’Brien & Jack Bucknell

The first Sisters of Mercy came to Cootamundra in 1882 to continue catholic education. Their Mission is to know God’s loving kindness and share it with others. The Sisters of Mercy are committed to the most vulnerable in our society.

De La Salle House
Captains
Secondary: Georgie Sutherland & Joel Annetts
Primary: Chloe Doolan & Grady Maher

The De La Salle Brothers arrived in Cootamundra in 1913 at the request of the Bishop. Their motto is the Sign of Faith.

O’Shaughnessy
Captains
Secondary: Chloe Ryan & Jake Walker
Primary: Anna McClintock & Ted Hines

Monsignor Terence O’Shaughnessy was the Parish Priest of Cootamundra for more than 18 years. He was exceptionally generous, paying for the building of the church, presbytery, De La Salle novitiate, De La Salle primary school and convents at Stockinbingal, Wallendbeen and Bethunga.
**General Information**

**Annual Report**
Each year the school produces an Annual Report which is accessible from the website. The Annual Report details the school’s statistics and its achievements and goals.

**The Executive**
The Executive comprises the Principal, Assistant Principal, Religious Education Coordinator, Primary Curriculum Coordinator, Secondary Curriculum Coordinator, and the Pastoral Care Coordinator. They meet each week and are responsible for the decisions involving curriculum, assessment, reporting, welfare, professional development and policy coordination within the school.

**Absences**
Students who are absent from school must bring an absent note from their parent/guardian explaining the reason for absence. The note is given to the roll call teacher (7-10) or the class teacher (K-6) who completes the class roll accordingly.
If a student has been away from school for three days and there has been no notification, the homeroom/classroom teacher will ring the parent.

**Late Notes**
*All Students who arrive late are required to sign in at the front office upon arrival.*

Secondary students arriving late to school must report to the front office for a late slip and have a note from their parent/guardian.

Primary students arriving to school late must have a note from their parent/guardian explaining their absence.

**Arrival at School (Students)**

**Bikes:** Infants students can place their bikes near St.Columba’s Hall.
Primary students can place their bikes near the Primary Lunch Shelter.
Secondary students can place their bikes outside the Science Lab.
Children must walk their bikes when entering or leaving the playground.

**Cars:** Parents can drop their children off at the Parker Street entrance near the school crossing, Morris Street entrance at the Infants double gates, out the front of the Church or in front of the New Administration Building.
Parents are encouraged not to park in Sutton Street as this is where the buses enter and exit. A 40kph speed zone exists around the school.

**Canteen**
The canteen is operated at recess and lunchtime from Monday to Friday. Mrs Judy Hart manages the canteen for the P& F Association. The canteen operating hours are from 8.15am to 1.30pm. Volunteers are an essential part of the successful operation of the canteen. The Canteen is located in the New Administration Building.

**Infants and Primary:** When placing a lunch order the lunch orders should be in a lunch order bag provided from home. The order should contain the student’s name, class and order. The order is placed in the class lunch basket and taken to the canteen. The basket is collected prior to lunch and returned to the lunch area for collection by the students.

**Secondary:** Secondary students need to order their lunches before school at the canteen.
Sickbay/Medication
The Sick Bay is located across from the Front Office. Teachers will send students who are unwell to the Sick Bay and the Front Office staff will determine whether the child’s parents/guardians need to be contacted.
If a student brings medication to school it must be kept at the Front Office (apart from Asthma medication). All medication must be clearly labelled and in the original container bearing the child’s name and instructions from the doctor.

Lost Property
Lost property is held in the Primary and Secondary Staffrooms and every effort is made to locate the owner. At the end of each term unlabelled items are taken to St. Vincent de Paul where they are resold.

School Hours and Supervision

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<th>Class Type</th>
<th>Time</th>
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<tbody>
<tr>
<td>K-6 Classes</td>
<td>9.05am - 3.15pm</td>
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<tr>
<td>7-10 Classes</td>
<td>8.50am - 3.20pm</td>
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<tr>
<td>Playground Supervision</td>
<td>8.30am - 3.30pm</td>
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If students arrive before 8.30am, Infants and Primary students are to wait on the primary quadrangle and Secondary students are to wait on the high school quadrangle.

Mobile Phones
Mobile phones and all other electronic devices are allowed in the student’s bag but are to be turned off at all times or they may be secured in the front office.

School Office
The members of the office staff are integral to the effective function of the Sacred Heart school community. The office is the first point of contact for parents and all visitors to the school. All monies are received through the front office.

All parent volunteers and visitors are required to sign in at the front office upon arrival for safety reasons.

School Newsletter
The newsletter is produced every week of term on a Wednesday. It contains important information regarding events in a school calendar, sports news, P & F and information related to class-based activities. The newsletter is available on the school’s website and will be emailed to families.

School Calendar
The School Calendar can be found on the School Website at: www.shcoota.nsw.edu.au under the tab of General Information which is regularly updated by Nicky Trinder.
It will contain all upcoming events and school activities. It also allows you to download student notices and letters from teachers. Due to the nature of schools, it is subject to change and should be referred to frequently.

Reporting To Parents
Sacred Heart has a very thorough and extensive reporting program. Each semester parents receive a detailed report of their child’s progress and skill level. This is in line with the mandatory requirements set down by the Department of Education and relies on the Common Grade Scale of A-E criterion bands. At every reporting opportunity parents are invited to attend Parent-Teacher–Student interviews to foster an informed partnership in the best interests of each child’s learning.
Reporting to Primary Parents

Term One
Parent/Teacher interviews for all students.

Term Two
Stage One to Stage Three Reports graded A-E
Early Stage One reports graded on three levels (Competent, Developing and Experiencing difficulty)

Term Three
Three-way conferences

Term Four
Stage One to Stage Three Reports graded A-E
Early Stage One reports graded on three levels (Competent, Developing and Experiencing difficulty)

Reporting To Secondary Parents

Term One
Interim report detailing work habits, attitude and homework.
Parent/Teacher interviews for all students

Term Two
Semester Reports graded A-E
Requested Parent/Teacher interviews

Term Three
Interim report detailing work habits, attitude and homework.

Term Four
Semester Reports graded A-E
Requested Parent/Teacher interviews

National Testing
The implications of the National Testing ensure that we as a staff endeavour to provide our students with the necessary skills to meet the National Standards. We are proud of our traditionally high standard of academic achievements that we have maintained in all external testing and reporting. They ensure that we build our strengths in all areas of assessment. Our students are well-prepared to cope with the demands of higher education in Stage 6.

Visitors to the School
All visitors to the school must report to the front office, sign in and wear a “Visitors” badge.

Blue Envelope Payment System
This system is used for payment of excursions, sporting events and school fees. The envelopes are placed in the students mail bags in the morning and given to the Front Office where it is marked off.

Primary Assemblies
Each Class performs in one major assembly per year. The assemblies range in acts including: songs, plays, dances, gymnastics routines, sharing of student work. The assemblies are held in St Columba’s Hall. Dates of the assemblies can be found on the school calendar.

Awards
Each week at the Primary morning assemblies there are two awards presented for each primary class. These awards are presented for a number of reasons including: academic achievement, positive social interaction and improvement.

There are also Star of the Week awards presented each week, one to an infant’s student and one to a primary student.
Each week there is a Shirley Bear award presented to an Infants student for caring and sharing.

**Ongoing** –GOTCHYA Awards. These awards are given by teachers/support staff/canteen etc in the classroom on the playground.

*Students are required to keep their GOTCHYA Awards safe. After receiving 10, they then receive a Principal’s award at the Stage assembly.*

**At the Assemblies**
At each Primary Assembly in the hall there are 2 class awards presented to each Primary class. There are also Principal Awards presented to those students who have received 10 GOTCHYA awards.

**Secondary Awards**
Each week secondary teachers allocate an award to a student who is deserving of recognition.

At the end of Term One/Three – encouragement awards are given to a student in each subject who deserves encouragement.

At the end of Term Two/Four academic awards recognise the first placed student in each subject.
Upgrading School Facilities

Stage One Upgrade
During 2000 a Working Party was formed consisting of representatives from the staff, parents and parish community. The Working Party set themselves the task of reviewing the future building and maintenance needs of our school.

An application was sent to the Catholic Education Commission in Canberra and was successful.

a. Primary and Secondary blocks have been upgraded.
b. Complete refurbishment of the Secondary Science Laboratory, making it an exceptional learning facility.

This refurbishment was completed for the beginning of the 2003 school year.

Master Plan
A Master Plan was completed during 2004 and has considered the long-term needs for school buildings.

Stage Two
The De La Salle Block upgrade was completed in Term Three 2007. This building provides Technology and Applied Studies for Secondary students. The Stage Two upgrade has further enhanced curriculum options for our students and has restored a building that has a rich educational history.

Catholic Education Commission
Since 2003 the School, Parish and Catholic Education Commission have contributed $1,3000,000 to improving facilities at Sacred Heart.

Information Technology
An expansive upgrade of Computers has been implemented across K-10. Sacred Heart has four IT Labs, fifteen Interactive Whiteboards, four computers in each K-6 classroom, two sets of mobile laptops and is now a member of the Clickview Online Library.

Investing In Our School Grant
In 2007 Sacred Heart was successful in applying for the Australian Government Investing in Our Schools Grant of $46,000. The approved project saw the erection of a new Outdoor Learning Area/Bus Shelter, storage shed and the re-roofing of secondary veranda’s. Another successful application in 2008 saw $29,000 allocated to the refurbishment and resurfacing of the Infants’ playground.
Stage 3 Building Education Revolution
Sacred Heart has completed the Stage 3 Development that includes:
1. A new administration, library and canteen centre with street frontage.
2. New Secondary and Primary Toilets.
3. COLA – Covered Outdoor Learning Area with Basketball court (completed Dec 2009).
4. Removal of two buildings, new design with landscaping of Primary Playground.

Primary Playground Upgrade
The Primary Playground is undergoing a staged plan. New play equipment and grass areas have been included.

An outdoor Chess Set has been purchased for playtime use.
Parent Associations

The School Board

The School Board has responsibility in the following areas:

- supporting the development of the Catholic ethos of the school;
- supporting the pastoral care strategies;
- promoting the school in the local community;
- approving and monitoring of the school-based budget including the fees collection and remission policy;
- developing capital and maintenance programs;
- developing local strategic plans (finances, buildings, resources) and contributing to Archdiocesan educational strategic planning;
- approving school uniform;
- collaborating with the P&F Association on the expenditure of P&F levies or funds in keeping with Diocesan regulations.

The School Board has responsibility to provide advice in areas such as:

- educational policies for the school eg. reporting, homework;
- student welfare policies eg. discipline, sun safe;
- parent support processes; and
- other matters as requested by the Principal or Parish Priest.

2013 School Board Members are:

- Chairperson: Michael Murphy
- Treasurer: Sandy Biddulph
- Parent Rep.: Liz Bodycott
- P&F Rep.: Debbie Tiernan
- Staff Reps.: Nicky Trinder, Tim Mahon
- Parish Priest: Fr Kevin Barry-Cotter
- Principal: Janet Cartwright
- School Office: Emma Deep

Parents & Friends Association

The Parents and Friends Association, as a key parent group in the school, provides a forum for parents to:

- provide input on parent priorities and suggest ideas about catholic schooling.
- work closely with principal and staff.
- support the School Board and its policies.
- raise money for resources.
- collaborate with the school in determining the priorities for the disbursement of P&F funds.
- provide student services eg. canteen.
- when possible provide support for school programs eg. gross motor program, working bees.
- provide opportunities for social interaction and for parents to form supportive networks.
- appoint member(s) to the School Board.
- the Parents and Friends association has a key role in developing the community of parents, students and staff.

In recent years the P&F have provided:

- Sails in the secondary assembly area, Infants shade covers and upgraded the Infants play area.
- $10,000 towards the bus shelter.
- Sun shelters, sporting equipment for P.E. Department, together with representative shirts for various extra-curricular high achievers – 2008.
- $30000.00 for the Primary Playground Upgrade.

Our P&F Executive are:

- President: Tracy Guthrie
- Vice President: Peter Beath
- Secretary: Alison Knagge
- Treasurer: Jody Miller

The Welcoming Committee welcomes new families into our school community so they feel that they belong and therefore they can contribute to and assist in the education of their child/children.
School Buses

The Department of Transport provides transport within the town boundaries and the outlying villages of Stockinbingal, Wallendbeen, Bethungra, Coolac and Muttama.

Bus companies providing transport are:

Makehams Coaches  PH:  69447208  
(Bethungra/Nangus/Frampton)

Rudd’s Bus Service  PH: 69422089 (AH) /0428 810 679  
(Berthong/Dudauman/Illabo/Dirnaseer)

Ben Tregear  PH: 69424718/0418 435 051  
(Hennessy Catholic College Young/Coolac)

W & M Imrie Bus Service  PH: 0418 674 899 (Rod Jones)  
(Old Gundagai Road)

Lyal Twyford  PH: 69433521/0428 433 521)  
(Brawlin)

Gerard Walsh  PH: 69424204/0400 326 301  
(Wallendbeen/Cullinga Mines)

Stevens Bus Service  PH: 69421401  
(West (right) side of Parker Street Coota Run & Stockinbingal)

David Louttit  PH: 69424409/0407 868 109  
Jim Moon bus driver 0417 495 118  
(East (left) side of Parker Street Coota Run- including Warren Sub)

Hennessy Catholic College Young  
There is a daily bus service for students attending Years 11 and 12 at the College. It departs from the Sutton St bus shelter at Sacred Heart Central School.
ARCHDIOCESE OF CANBERRA AND GOULBURN
LOCATION OF NEW SOUTH WALES SCHOOLS
Catholic Schools Prayer

Jesus, Good Shepherd,
Teach us through your Spirit
to walk your way of light,
to live your way of truth
and in all things to act with love and compassion.

Help us to come to the Father
by knowing you, loving you
and serving you in each other.

May our schools be places of wonder,
learning and peace where the lessons of today
prepare us for the challenges
of tomorrow.

May your Mother, Mary,
guide our footsteps as she guided yours.

This prayer we make in faith.

Amen.