



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



Sacred Heart School Cootamundra

Morris Street, Cootamundra 2590

Phone: 02 6942 2612

Email: office.shcoota@cg.catholic.edu.au

Website: www.shcoota.nsw.edu.au

Principal

Mrs Janet Cartwright

Section One: Message from Key Groups in our Community

Principal's Message

Sacred Heart Central School is a welcoming Catholic School community in the rural town of Cootamundra, situated in the beautiful South West Slopes region of NSW and within the Riverina. Perfectly located and convenient to larger centres such as Wagga and Canberra, Cootamundra offers a wealth of opportunities for all ages. Sacred Heart's mission is to be a Christ centred learning community, nurturing the uniqueness and gifts of each child through our commitment to quality, contemporary teaching and learning experiences and a caring student wellbeing program. In partnership with the Sacred Heart Parish, we walk in faith with our students, promoting Catholic values in our relationships and in our actions. Having implemented the Australian Curriculum, our staff promote active and investigative learning across the school. In a caring and supportive environment, we are committed to supporting each child to achieve their full potential through dynamic and engaging learning experiences. The school is driven by a deep belief that every student at Sacred Heart is capable of successful learning from Early Stage 1 through to Year 10.

Parent Body Message

The school Board is a group comprising of parents, teachers, parish priest and parishioners who represent the entire school community to determine the current and future direction of the school. Working closely with the school Principal to continue the growth and improvement of our school is an important part of the Board's responsibility. Along with approving the school's budget and setting the fees, the board always considers the impact of fee increases while ensuring the appropriate resourcing of the school. During 2017 we will officially open our newly refurbished infants building. From preliminary planning in 2014 right through, it has been a long and rewarding process, and was not possible without help from the state government funding and the Catholic Education Commission. Our tireless P & F committee have been busy raising funds and answering requests from the Board to help furnish our new infants building and also increase our lawn in the playground among many other activities. We are very fortunate to have a very active P&F who support our school and the Board. All community members are encouraged to discuss concerns and suggestions with a member of the board.

Student Body Message

As students of Sacred Heart, we are extremely proud to be a part of this school community. Within the school, there are many opportunities for all students K-10, to represent the school in events such as Mock Trial, Public Speaking, the ANZAC Day March, multiple sporting events and much more. Sacred Heart is unique in the way that everyone is involved and no one is left out. Being a small school, the students can easily communicate and connect with others, no matter what age they are. The staff work tirelessly every day to make sure every student gets the best education so they are prepared for the opportunities that face them in the future. Not only does the school provide a good education, but also gives us the skills required to face challenges and be prepared for life after Sacred Heart. The P&F and other people in our community ensure that the school is up to date with technology and meets the needs of every student so that everyone can enjoy their time at the School. Our theme this year is "Together we are strong." It embodies the school's core values; tolerance, respect and friendship.

Section Two: School Features

Sacred Heart School is a Catholic systemic Co-educational School located in Cootamundra.

Sacred Heart School is a Catholic systemic Co-educational School located in Cootamundra. Sacred Heart Central School caters to the learning needs of students from Early Stage 1 (Kindergarten) to Year 10. A Catholic school pathway is ensured for students who can attend Hennessy Catholic College in Young for Years 11 and 12.

It is very exciting to know that we have recently moved into our refurbished Infants building. It has been transformed into a dynamic, flexible and modern learning area which will support the contemporary teaching and

learning which already takes place. The plan includes four open plan, flexible classrooms with

glass sliding doors, two meeting rooms, two breakout areas for flexible learning and an indoor

art/craft area.

The school has also recently completed works to improve access and manoeuvrability around the school for

students with high mobility needs and a new IT Lab which houses state of the art technology to support students' learning. STEM has been introduced as an elective for students in Years 7 and 8 with future plans for Years 9 and 10. Students have been creating programs to drive mBots and developing their problem solving and collaborative team work skills.

Sacred Heart has a highly successful iPad program which has been operating since 2013 and engages students to be creative and flexible.

The School is currently implementing the MindMatters and KidsMatters Mental Health and Wellbeing framework which supports social, emotional and academic success.

Leadership opportunities for students are abundant with leaders and house captains chosen in

both Year 6 and Year 10. Our Student Leadership Team is a strong voice for students.

Students

hold responsibilities at school events such as K-10 Tabloids, Trivia, Lunch Time Sports Competitions, 'Sacred Heart's Got Talent' as well as assisting at Sports Carnivals.

There is strong parent involvement in classrooms assisting students with literacy and numeracy

which is supported through an induction program. Parents are also

involved in the Canteen, school events, sporting events and assemblies. We encourage high participation and involvement from our parents and greatly value their input.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

Religious Life & Religious Education

Sacred Heart Central School follows the Archdiocesan Religious Education Curriculum, *Treasures*

New and Old. The School has its origins in the vision of the Sisters of Mercy and the De La Salle

Brothers. With a dedicated staff, active Parents and Friends Association, insightful and visionary

School Board, Sacred Heart Central School continues to enrich the lives of every student who graces its doors. Parish involvement continues to have an important impact upon the school. The school is particularly proud of the tradition of "The Passion Play", which is a unique celebration of the Passion of the Christ and is attended by hundreds from the local community.

The Catholic identity and spirituality of Sacred Heart Central School students and staff is nurtured through:

- The integration of Catholic values across the curriculum, belief statements and all relationships within the community.
- Social justice initiatives, faith in action community visits and fundraising for Caritas, Catholic Mission, Project Compassion, Mercy Works and St Vincent de Paul.
- Parish based, family centred, school supported Sacramental programs which provide an opportunity for inter-generational evangelisation as parents and grandparents teach their child the Sacraments with the support of facilitators who are parishioners or teachers.
- Opportunities for prayer in the classroom, at assemblies and during staff meetings and spirituality days. Christian meditation is practised by staff and students in Religious Education lessons and during prayer.
- There are numerous liturgies and masses that reflect the liturgical year, special occasions in our school year and student led weekend masses.
- A close relationship with the local parish assists the students to be involved in various ministries including altar serving, reading, singing, music and church cleaning. We support the parish weekend mass roster by having a school mass once a month at the Saturday vigil.
- Staff are committed to and continue to complete a rigorous Religious Education accreditation process.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 10. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
141	149	6	290

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2016 was 91%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	91%
Year 2	92%
Year 3	91%
Year 4	93%
Year 5	91%
Year 6	91%
Year 7	91%
Year 8	92%
Year 9	92%
Year 10	91%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of

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

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

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

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

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Student Post Year 10 Destinations

Each year the school collects destination data relating to the Year 10 cohort. Of students from Year 10 at Sacred Heart in 2016:

27 students completed Year 10 and all received a RoSA credential.

16 students continued their Catholic education in Year 11 at Hennessy Catholic College, Young;

7 students enrolled in boarding schools in Wagga, Orange or Sydney;

1 student enrolled at the local High School; 1 student is attending TAFE in Sydney;

1 student obtained a landscaping apprenticeship;

1 student's family left town and the student is attending other Catholic school in the ACT.

Section Five: Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
27	10	37

* This number includes 16 full-time teachers and 11 part-time teachers.

Percentage of staff who are Indigenous	5%
--	----

Professional Learning

Professional Learning in 2016 focussed on a whole school commitment towards promoting a Growth Mindset, Literacy and Numeracy.

It included: working closely with Adjunct Professor Kaye Lowe to implement a rigorous Literacy

Block for engaging students in reading and writing; a learning partnership with specialists from

other schools to implement inquiry learning and an investigative approach to mathematics; KidsMatter and MindMatter training for staff to implement wellbeing strategies with a whole school focus for improving social skills, wellbeing and academic success.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	57%	49%	4%	11%
	Writing	43%	49%	11%	6%
	Spelling	54%	46%	14%	12%
	Grammar and Punctuation	61%	52%	0%	10%
	Numeracy	37%	36%	4%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	28%	35%	28%	15%
	Writing	12%	17%	31%	18%
	Spelling	20%	30%	24%	18%
	Grammar and Punctuation	20%	36%	20%	15%
	Numeracy	19%	29%	19%	17%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	12%	27%	29%	18%
	Writing	12%	16%	25%	27%
	Spelling	25%	28%	21%	16%
	Grammar and Punctuation	8%	27%	21%	20%
	Numeracy	17%	31%	12%	15%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	33%	21%	17%	21%
	Writing	0%	12%	39%	38%
	Spelling	22%	22%	17%	23%
	Grammar and Punctuation	17%	16%	22%	28%
	Numeracy	15%	22%	20%	18%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2016

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key improvements achieved in 2016 include:

- Effective use of iPads in the classroom for the majority of classes.
- Inquiry learning observable in classrooms.
- Improved NAPLAN, reading and numeracy results.
- Teachers using Google classrooms.
- Improved student engagement and achievement.
- Decrease in students missing class time due to mental health concerns.
- Improved strategies for working with students with high needs.
- Building of collaborative learning area for Kindergarten to Year 2.
- Restructure of School Leadership Team to facilitate a strong focus on Teaching and Learning (K to 10).

Priority Key Improvements for 2017

Key improvements planned for 2017 include:

Student Achievement

- Improvement Model
- Early Learning Initiative – Literacy and Numeracy K-2
- Facilitator of Pedagogy – Literacy and Numeracy 7-10
- COSA – Literacy and Numeracy K-2
- Continue growth for Literacy and Numeracy Years 3 to 6
- Implementation of Literacy and Numeracy Continuum/Learning Progressions
- Implementation of Data walls and analysis
- Embed Principles of Pedagogy

Wellbeing

- MindMatters/KidsMatter
- Making Jesus Real

- Values in Action (Strengths)
- Growth Mindset and The Learning Pit
- Embed Student Wellbeing and Diversity Framework

Section Eight: School Policies

Student Welfare Policy

Students, parents and staff are kept well informed about the principles of Restorative Justice which are embedded in the school's Pastoral Care Policy. These principles include:

acknowledging

the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships, and learning and growing from experience. We endeavour to ensure a caring and

positive approach, working with students at all times in a fair and consistent manner. We believe

that staff, students and parents share accountability and encourage students to become selfdisciplined

and accept responsibility for their actions. The policy is based on the Gospel teachings of love for self and others.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the

administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school's Pastoral Care Policy is available on the school website or from the Front Office.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a Complaints

Policy which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that,

from time to time, misunderstandings and differences of opinion will occur, and that these need

to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and

truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this

policy.

The full text of the Complaints Policy may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

Section Nine: Community Satisfaction

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

Parent Satisfaction

The opinions of parents, students and teachers were sought covering a range of aspects including school effectiveness. Parents expressed their appreciation at being encouraged to participate in school activities and being invited to offer opinions on matters concerning school organisation through an active Parents and Friends committee and School Board. Parent participation both in the classroom and at whole school events was prominent and welcome. On the whole, parents expressed high levels of satisfaction with changes and improvements for literacy and numeracy, homework, the day-to-day operations and channels of communication. Parents believe that school reports were informative, very high standards of student behaviour were evident and that the school is committed in its approach to providing quality teaching and learning. Parents felt strongly that they could approach the school with any concerns and that staff would deal with these concerns appropriately and quickly.

Student Satisfaction

Student survey results showed that students had a very positive opinion of their school, finding it very supportive and safe. Students enjoyed the many opportunities that were offered throughout the year. Students appreciated the time and effort that teachers provided in formal lessons, co-curricular activities and outside school hours such as study clubs and drama performances.

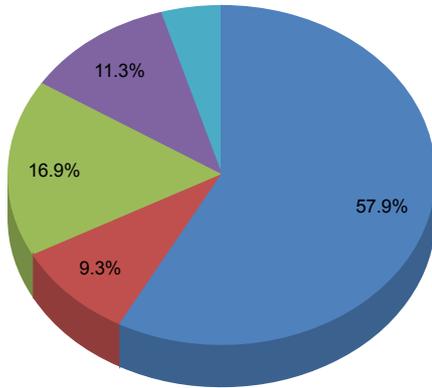
Students indicated that they enjoyed the K - 10 community, especially activities which allowed older students to work with younger ones, encouraging them to play appropriately on the playground, participate in House Group challenges and compete at sporting events. The older students always encourage the younger students to 'have a go' and participate. Students felt they had avenues that they could utilise if they had concerns and could raise concerns without fear of reprisals from other students.

Teacher Satisfaction

Teacher satisfaction was positive, many citing working within a positive and collegial atmosphere which supported student learning. Surveys were provided to all members of the school community. The National School Improvement Tool was utilised to identify areas of strength as well as areas for growth. Staff felt that the Sacred Heart community is a strong, supportive community which supports students, colleagues and families. Staff identified mental health and wellbeing as an area for development for students and staff which has led to the introduction of mental health and wellbeing surveys, frameworks and strategies being implemented. Staff felt that the School Leadership Team shared their vision for the school and kept the staff well informed about new initiatives and directions. Staff felt included in collegial conversations and enjoyed working together to continuously improve the school.

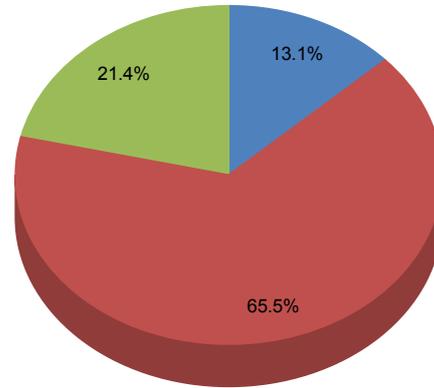
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (57.9%)
- Government Capital Grants (9.3%)
- State Recurrent Grants (16.9%)
- Fees and Private Income (11.3%)
- Other Capital Income (4.6%)

Expenditure



- Capital Expenditure (13.1%)
- Salaries and Related Expenses (65.5%)
- Non-Salary Expenses (21.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,932,091
Government Capital Grants ²	\$469,592
State Recurrent Grants ³	\$855,660
Fees and Private Income ⁴	\$574,418
Other Capital Income ⁵	\$234,054
Total Income	\$5,065,815

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$683,080
Salaries and Related Expenses ⁷	\$3,413,654
Non-Salary Expenses ⁸	\$1,114,147
Total Expenditure	\$5,210,881

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.