



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

ANNUAL SCHOOL REPORT TO THE COMMUNITY 2017



Sacred Heart School Cootamundra

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Principal

Mrs Janet Cartwright

Section One: Message from Key Groups in our Community

Principal's Message

It is a privilege to be the Principal of such a welcoming and inclusive school community.

2017 was a year filled with opportunities and achievements for our students. We opened our new state of the art, refurbished classrooms in the ES1 to Year 1 block and have been enjoying the flexible learning areas that this provides.

Contemporary education is all about providing the best education for each individual student and meeting their needs at whichever point in their learning they may be. Our goal is to achieve at least 12 months growth for each student. Given the diversity in learning styles, experiences and abilities, our dedicated staff work tirelessly, embedding research based strategies with up to date technology to ensure the best for every child.

I am delighted to work with such a committed group of staff and parents who have the very best interests of every child at the forefront of what they do. We are also blessed to enjoy the delights of teaching students from their very first year at school through to independent young adults who are proud of their community, care for others and have the resilience and skills to cope with challenges beyond Sacred Heart.

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.

Over recent years our school buildings and grounds have had numerous improvements with the infants building refurbishment completed in 2017, our playgrounds receiving new turf, our totem pole aboriginal stations of the cross erected and our whole school BBQ area reaching completion.

We are very fortunate to have a very active P & F and along with the Board, we encourage new families to consider joining the P & F which contributes a great deal towards providing additional learning tools and resources for classrooms that would not possible without their fundraising.

All community members are encouraged to discuss concerns and suggestions with a member of the Board.

Student Body Message

We believe that the most valued trait of our school is the close connections and relationships between all students from Kindergarten to Year Ten. We are blessed to be a small school, which means students and staff get to know each other well, building a strong sense of community. These close bonds create a fantastic learning environment for students. Like our families, the staff work with all individuals helping them to pursue their dreams and ensuring that we are trying hard to succeed in our learning.

Leadership is a privilege at Sacred Heart and it regularly gives students across the school a chance to set an example, to encourage and to support their peers and younger students.

As student leaders we plan to join in as much as we can in our last year at Sacred Heart. We encourage others to also make the most of their opportunities through participating in events like the school play, sporting carnivals, the Science Fair, Book Week, Faith in Action, and our many fundraising and community events like the Annual Colour Fun run.

Section Two: School Features

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

Sacred Heart is home to friendly, professional and dedicated staff who provide a contemporary teaching and learning approach to education. With a strong focus on literacy and numeracy as well as a commitment to social justice and personal excellence.

Sacred Heart is a co-educational K to Year 10 Catholic school in the Archdiocese of Canberra and Goulburn situated in the Riverina town of Cootamundra, NSW. The school has a rich history in the traditions of the Mercy Sisters and De La Salle Brothers. Our school motto 'Faith and Knowledge' challenges us to be a community who serves others, provides academic excellence and to nurture relationships.

Our identity statement highlights our relationship with Jesus and that with His support anything is possible – “...we celebrate our faith in Jesus and live with hope, teach to inspire and learn with courage.”

We hold our community involvement in high esteem, particularly contributions from our parents, “...in partnership with parents and caregivers, we are committed to educating students...”

Our Mission, “Live a vibrant faith, act with kindness, compassion and justice, serve with wisdom and integrity. Build an inclusive community, Learn purposefully and think critically, Embrace opportunities, Lead to make a difference”, calls us to live out the Gospel values and to serve others.

Our school has a Religious Education curriculum that enhances Christian life in a contemporary world; fosters a personal relationship with Christ and ensures the history of the past informs the future. Every student has the right to feel happy and safe within the daily life of the school.

The school is well resourced and committed to the integration of technology in the curriculum. School achievements are celebrated in the areas of sporting, academic, citizenship and faith dimensions.

With modern teaching and learning facilities, the learning experience for all students includes iPad technology. A newly refurbished Infants Building provides a state of the art learning environment, along with a new Administration and Library Centre completed in 2011.

The picturesque district of Cootamundra is located half way between Sydney and Melbourne and possesses an appealing mix of country charm and city style. Just over one hour's drive from Wagga, it is an ideal base for exploring the entire Riverina region of New South Wales. The town is approximately 2 hour's drive from Canberra and is located on the central rail line for the XPT Sydney to Melbourne, with daily buses to Canberra. Cootamundra is a thriving centre for sport, history and the arts and boasts a strong commercial and services sector. The town is surrounded by classic undulating agricultural land and villages rich in heritage.

Section Three: Catholic Identity and Faith Formation

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

Religious Life & Religious Education

Sacred Heart Central School has a proud history built upon the traditions of the Mercy Sisters and De La Salle Brothers. We also acknowledge and pay our respect to the traditional owners of the land, the Wiradjuri people, upon which our school is built.

Our Parish Priest regularly visits the classrooms in Primary and our regional Youth Priest visits our Secondary classrooms to chat with students and provide a connection with our local church. Each class from Kindergarten to Year 10 prepares a Mass and conducts the ministries for that Mass once per semester. These joyous celebrations are held in the chapel within the Sacred Heart Church and parents and family are invited to attend. Our Parish Priest celebrates Mass for the whole school community on special occasions throughout the year. In 2017, these included Opening School Mass, Grandparents Day Mass, Year 10 Graduation Mass and Thanksgiving Mass. We held other prayer and special liturgy celebrations throughout the year including Ash Wednesday, ANZAC Day, Traditions Day, Sacred Heart Feast Day, NAIDOC Liturgy and National Rosary Day.

Students in Years 3, 4 and 6 participated in 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. Sacred Heart also provides many other opportunities to share and grow in faith. The whole staff gathered for a Spirituality Day to celebrate and update the school's mission and vision. Staff are also supported in their spiritual development through opportunities to attend Professional and Spiritual Development days and access to resources from the Catholic Education Office and the Archdiocese.

The school's enthusiasm for providing a deep faith experience for all students, connected to real world experiences, enrich the lives of every student who graces its doors. Parish involvement continues to have an important impact upon the school. The school is proud of the tradition of "The Passion Play", which is performed by our Year 9 students in the Sacred Heart Church and attended by hundreds from the local community.

As a school, Sacred Heart's community pray together at weekly assemblies. The students also experience the opportunity to pray regularly at the beginning and conclusion of each day within their individual classrooms. Various forms of prayer have been explored throughout the year including traditional prayers and guided and Christian meditation.

Social justice initiatives, faith in action community visits and fundraising for Caritas, Catholic Mission, Project Compassion, Mercy Works and St Vincent de Paul are all embedded in our annual programs.

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 2017:

Girls	Boys	LBOTE*	Total Students
136	150	3	286

* 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 2017 was 92%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93%
Year 1	92%
Year 2	90%
Year 3	90%
Year 4	90%
Year 5	92%
Year 6	90%
Year 7	93%
Year 8	85%
Year 9	90%
Year 10	88%

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

20 students graduated from Year 10 in 2017 and received a RoSA credential.

Students chose a variety of destinations including:

14 students continued their Catholic education in Year 11, attending Hennessy Catholic College in Young.

3 students enrolled at Cootamundra High School.

2 students with Apprenticeships, one in Mechanics and one in Plumbing.

1 gained an Administration Traineeship.

Section Five: Staffing Profile

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
27	11	38

* This number includes 18 full-time teachers and 9 part-time teachers.

Percentage of staff who are Indigenous	1%
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Professional Learning

In 2017, staff participated in a wide range of Professional Learning. This began with staff attending a system wide conference on the benefits of inquiry learning in Canberra.

The school made a commitment to ensure ongoing Professional Learning for all staff by committing the majority of staff meetings to staff development. The foci for the year included Inquiry Learning, Instructional Leadership, Literacy, Numeracy and Wellbeing. Professional Learning Teams collaborated to ensure student growth in all classes.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	50%	52%	0%	10%
	Writing	38%	45%	9%	8%
	Spelling	34%	46%	19%	13%
	Grammar and Punctuation	69%	56%	13%	11%
	Numeracy	50%	40%	6%	11%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	42%	37%	8%	15%
	Writing	13%	16%	13%	19%
	Spelling	33%	34%	8%	14%
	Grammar and Punctuation	25%	34%	21%	18%
	Numeracy	29%	28%	4%	15%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	31%	29%	13%	16%
	Writing	9%	17%	34%	28%
	Spelling	34%	33%	13%	16%
	Grammar and Punctuation	31%	29%	22%	19%
	Numeracy	22%	33%	3%	14%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	10%	21%	10%	21%
	Writing	10%	15%	48%	37%
	Spelling	14%	22%	27%	22%
	Grammar and Punctuation	14%	19%	41%	25%
	Numeracy	14%	24%	23%	16%

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 2017

Embed an explicit improvement agenda across the school targeted at Instructional Leadership

- Staff meetings have a PD focus.
- Staff have instructional conversation and in depth analysis of data collated.
- Proportion of staff demonstrating commitment to school's improvement agenda.
- Core learning priorities evident across the school through the use of the Principles of Pedagogy.
- Introduced the use of Learning Progressions throughout the school for literacy and numeracy.

Embed a culture of data analysis and discussion to inform teaching

- Increased proportion of staff who use a broad range of student assessment data to track student progress.
- Proportion of students who agree they receive constructive feedback about their learning has increased.
- Data wall for writing and working mathematically explored by teachers.

Develop effective school strategies and professional learning which will improve student outcomes in literacy and numeracy K to 10

- Observations demonstrate increase in the use of inquiry and open ended tasks and teaching.
- Increase in student engagement and student willingness to take risks with their learning and to discuss what they were learning and the processes involved.

Priority Key Improvements for 2018

The school maintains and enables an environment reflective of its high expectations that all students will learn successfully K to 10.

- Differentiated teaching and learning.
- Holding high expectations of all learners is a commitment to justice.

Teachers have a deep understanding of curriculum content and NSW Learning Progressions for literacy and numeracy which is embedded in classroom practice.

- Systematic curriculum delivery using data to inform practice.
- A deep understanding of curriculum provides content and context for learning.

Teachers explicitly plan, implement, monitor and evaluate learning experiences to enable all students to make a minimum of 12 month's academic growth.

- A culture that promotes learning.
- Belief that 'Everyone Can Learn'.

Section Eight: School Policies

Student Welfare Policy

Sacred Heart's Student Welfare Policy is underpinned by the KidsMatters and MindMatters frameworks. These multifaceted frameworks embrace all members of the school community and endeavours to provide support at all levels of school life.

Our Values in Action Guidelines provide clear behavioural expectations with response protocols for staff. Various programs coexist to support the wellbeing of our students and we work in partnership with a variety of external agencies.

Anti-bullying strategies are embedded and promoted throughout the school. Staff also provide mediation and conflict resolution/restorative practices to enable students to accept responsibility for their actions and to repair relationships.

Corporal punishment is expressly prohibited by 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 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.

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The policy establishes procedures for the timely and effective resolution of grievances and disputes. The procedures are based on processes to promote respectful consultation, collaboration and negotiation. The policy outlines a sequence of procedures and all parties receive procedural fairness as a professional within relevant legislative frameworks.

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 of school effectiveness. Sacred Heart parents believe overwhelmingly that the school is a safe and happy place for their child/ren. They expressed that staff take an interest in their children and that most teachers make learning really satisfying and engaging for their child. 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 Board and Parents and Friends Committee. Parent participation in both the classroom and at school events was prominent and welcome. Parents expressed high levels of satisfaction with regards to communication between home and school. They believe the school is committed in its approach to providing quality teaching and learning. Parents felt that they could approach the school with any concerns and that staff would deal with these concerns appropriately and in a timely manner. They also strongly believed that they felt welcome and a part of the school community.

Student Satisfaction

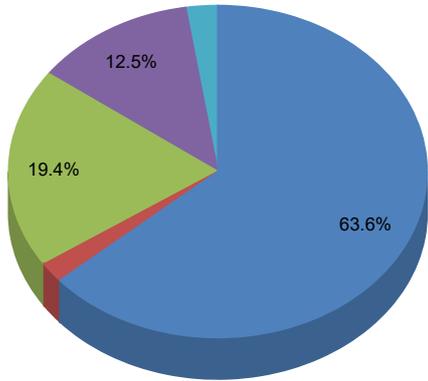
Students were surveyed from Year 3 to Year 10. Results showed that students had a very positive opinion of their school, finding it supportive and safe and that teachers have their best interests at heart. They indicated strongly that they like being at the school and that their teachers care about them. Students enjoyed the many opportunities that were offered throughout the year and events which celebrated student achievements. Children reported a strong belief in how the teachers and support staff care for them and that they usually find the lessons interesting. They believe they are making good progress at Sacred Heart. The vast majority of students would recommend this school to others. Students strongly agreed that their teachers encourage them to do their best and to be a good community member. They also indicated that they are encouraged to care for others and contribute to their community.

Teacher Satisfaction

Teacher satisfaction was positive, many citing working within a positive and collegial atmosphere where they feel supported. Surveys were provided to all members of the school community. The National School Improvement Tool identified areas of strength as well as areas for growth. Staff felt that the Sacred Heart community is strong and supportive of students, staff and parents. Teachers believe they have the resources to deliver high quality curriculum to students. Staff identified mental health and wellbeing as areas for development for the school community, with needs becoming more prevalent than in previous years. This has led to the implementation of a Wellbeing Team, community breakfasts, more social community events inviting parents and families to come together as year groups, at fundraisers and information sessions. Staff indicated a friendly atmosphere with a close knit environment. They highlighted supportive leadership, collegial staff and great students as contributing to high satisfaction from working in the school. Staff indicated that they would recommend this school to others and that they have input into decisions made at the school.

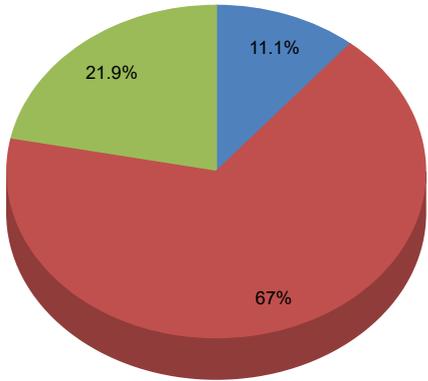
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (63.6%)
- Government Capital Grants (2%)
- State Recurrent Grants (19.4%)
- Fees and Private Income (12.5%)
- Other Capital Income (2.5%)

Expenditure



- Capital Expenditure (11.1%)
- Salaries and Related Expenses (67%)
- Non-Salary Expenses (21.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,074,375
Government Capital Grants ²	\$95,395
State Recurrent Grants ³	\$939,599
Fees and Private Income ⁴	\$603,867
Other Capital Income ⁵	\$119,101
Total Income	\$4,832,337

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$603,007
Salaries and Related Expenses ⁷	\$3,654,260
Non-Salary Expenses ⁸	\$1,192,855
Total Expenditure	\$5,450,122

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.