



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2018



## Sacred Heart School Cootamundra

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### **Principal**

Mrs Nicky Trinder

# Section One: Message from Key Groups in our Community

## Principal's Message

Sacred Heart is a little school with a big heart. The calibre of our students and staff allows us to achieve in the classroom, on the sporting field and on so many different stages. Our students consistently rise to the challenges that are offered at Sacred Heart and exceed all our expectations.

At Sacred Heart we firmly believe that all students can learn. Sacred Heart is a school that prides itself on providing learning opportunities where all students can aim for personal improvement and success.

Whether they are the littlest students in our school or on the cusp of leaving our classrooms and heading onto new adventures we strive to inspire our students to rise to new challenges.

Sacred Heart is all about making memories. We strive to make memories that are inspired by the lessons learned at our school and how we encourage students to LEARN as a way of life, LEAD to make a difference and to LIVE with hope. Sacred Heart has a proud history and the memories made here are part of the rich tapestry that we weave together.

## Parent Body Message

The Sacred Heart School Board provides support to the Principal and the Leadership Team to determine the current and future direction of the school. It is made up of parents, teachers, parish priest and parishioners who represent the entire school community. The School Board meets regularly through the year and works closely with the Principal by guiding the mission and educational vision of the school. 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. The Parent Members of the Sacred Heart School Board look forward to the coming year with great enthusiasm and anticipation.

## Student Body Message

Sacred Heart Central school is a welcoming, loving and caring school. It provides many opportunities for students and encourages students to achieve their full potential. As a student of Sacred Heart I have grown as both a person and a leader, and have been given the opportunity to represent the school at many levels.

Sacred Heart is supportive of the community through fundraising and volunteering.

Sacred Heart aims to direct students to their goals and strive to act with kindness, compassion and justice. We as a school commit to making Jesus real.

Sacred Heart School Vision is *Learn, Lead, Live* (Bunbngang, Yalmambirra, Winya). Learn as a way of life, Lead to make a difference, Live with hope.

## Section Two: School Features

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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. We have a strong focus on literacy and numeracy as well as a commitment to social justice and personal excellence. Sacred Heart caters for students from Kindergarten to Year 10 and is a part of the Archdiocese of Canberra and Goulburn. 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 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 to '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.

## Section Three: Catholic Identity and Faith Formation

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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 2018, 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 Catholic Education 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 community prays together at weekly assemblies. Various forms of prayer have been explored throughout the year including traditional prayers, 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

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### 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 2018:

<b>Girls</b>	<b>Boys</b>	<b>LBOTE*</b>	<b>Total Students</b>
148	148	7	296

\* 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 2018 was 92%. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Kindergarten	92%
Year 1	94%
Year 2	94%
Year 3	89%
Year 4	94%
Year 5	92%
Year 6	94%
Year 7	91%
Year 8	93%
Year 9	86%
Year 10	89%

## 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

In 2018 24 students graduated from Year 10 and received a RoSA credential.

Students chose destinations including:

- 15 students continued Catholic education in Year 11; 10 at Hennessy Catholic College Young, 3 at St Gregory's Campbelltown, 2 in Wagga Wagga Diocese schools
- 2 students enrolled at Cootamundra High School, 1 at Wagga Wagga Christian College, 1 at Border Rivers Christian College Goondiwindi
- 3 students gained an apprenticeship or traineeship in Metal Fabrication, Hairdressing and Hospitality
- 1 found permanent employment in retail
- 1 student returned to paternal home for work

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2018:

<b>Total Teaching Staff*</b>	<b>Total Non-Teaching Staff</b>	<b>Combined Total</b>
27	13	40

\* This number includes 13 full-time teachers and 14 part-time teachers.

Percentage of staff who are Indigenous	5%
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### Professional Learning

In 2018, staff participated in a wide range of Professional Learning. This began with staff committing to the LNAP journey embracing the Challenging Learning initiative. 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 Challenging 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.

### Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

<b>Provisional Level</b>	<b>Proficient Level</b>	<b>Lead/Highly Accomplished</b>
1	26	0

## Section Six: Academic Profile

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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 average scores in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four Domains: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single Domain.



NAPLAN RESULTS 2018		Average Scores	
		School	Australia
Year 3	Reading	454	434
	Writing	391	407
	Spelling	424	418
	Grammar and Punctuation	442	432
	Numeracy	456	408

NAPLAN RESULTS 2018		Average Scores	
		School	Australia
Year 5	Reading	508	509
	Writing	495	465
	Spelling	518	502
	Grammar and Punctuation	532	504
	Numeracy	504	494

NAPLAN RESULTS 2018		Average Scores	
		School	Australia
Year 7	Reading	538	542
	Writing	505	505
	Spelling	527	545
	Grammar and Punctuation	531	544
	Numeracy	530	548

NAPLAN RESULTS 2018		Average Scores	
		School	Australia
Year 9	Reading	576	584
	Writing	541	542
	Spelling	582	583
	Grammar and Punctuation	574	581
	Numeracy	603	596

## Section Seven: School Review and Improvement

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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 2018

The school enables and maintains an environment reflective of its high expectations that all students from Kindergarten to Year 10 will learn successfully. These include a focus on differentiated teaching and learning and holding high expectations of all learners which 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.

### Priority Key Improvements for 2019

In preparing for Registration in 2020 we are working to ensure that all documentation is purposeful and compliant with all regulations. The curriculum focus is on the Literacy, Numeracy Action Plan journey coupled with the Challenging Learning Process to allow students to improve and achieve. We aim to strengthen Instructional Leadership to build teacher capacity and to utilise diagnostic assessment information to improve differentiation of the curriculum through appropriate feedback, language and questioning. We also commit to continue to provide access to relevant and appropriate Professional Learning for teachers to know what students can do and target teaching accordingly and improve the teaching of literacy and numeracy.

## Section Eight: School Policies

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### Student Welfare Policy

Sacred Heart Student Welfare Policy is underpinned by the BeYou and Restorative practice frameworks. These multifaceted frameworks embrace all members of the school community and endeavour 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.

### Anti-bullying

A strong commitment to a no-tolerance attitude to bullying has shaped the emphasis we have given to staff and student wellbeing. The Wellbeing Officer implemented the 'Grow your Mind' program to promote resilience and the skills needed to recognise bullying behaviour and ways to deal with it and report it. There is a determination through a range of different activities (for example community breakfasts, guest speakers, the Beautiful program) to strengthen relationships across the campus to ensure that students and staff never feel alone or isolated.

### Discipline

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.

The full text of the school's Values In Action guidelines is available on the school website or from the Front Office.

The Student Welfare Policy including anti-bullying and discipline was reviewed August/2019.

- Improved recording of students' welfare and behavioural issues to track and map and deal appropriately with identified issues
- Clearer flow chart of intervention in welfare issues
- Implemented a new system with a single Pastoral Care Mentor for secondary students

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

Catholic Education Archdiocese of Canberra and Goulburn (CECG) 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 school life 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. CECG 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 school's 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

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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 were sought covering a range of aspects of school functioning and effectiveness. Sacred Heart parents believe overwhelmingly that the school is a safe and engaging place for their child/ren. They strongly believe that the school has the students' best interests at the centre of the teaching and learning and that they would recommend the school to others. Many parents affirmed the different ways that they could be involved and consulted about activities and the life of the school. Parents felt welcomed and a part of the school community. Strong communication and ease of access to teachers were highlights of their commendations. The effective leadership of the School Board was positively recognised and the connection between parish and school was also affirmed as enhancing school life. The Catholic identity, celebrations and the use technology were recognised as strengths of the school.

### Student Satisfaction

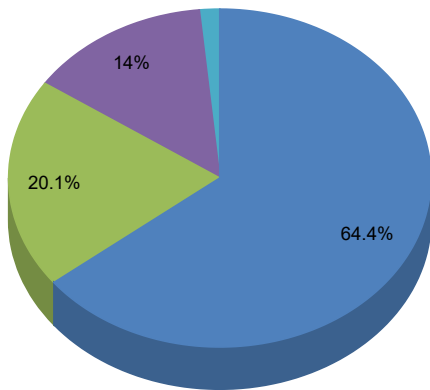
Students were surveyed from Years 3 to 10. Results showed that students felt safe and encouraged to make the most of their opportunities at Sacred Heart. They recognised that teachers encouraged them to do their best and to care for others and to be good community members. The use of technology was affirmed as a strength in the teaching and learning that took place and generally students felt very accepted and cared for by teachers and other members of the school community. Students reported they would recommend the school to others and recognised that the teachers gave them feedback to improve their learning. Most saw setting personal goals as important to their learning and that the teachers supported them to achieve these goals.

### Teacher Satisfaction

All staff, including teachers and classroom assistants, responded positively to the environment in which they work at Sacred Heart. Surveys were provided to all members of the school community. Staff strongly recommend the school as a place that is conducive to staff professional learning and improvement in practice. They are happy with the leadership of the school and the support of their professional lives and their wellbeing. The strong understanding of high expectations is appreciated in terms of student attendance, engagement and outcomes. There is a much greater understanding of the role of differentiation and assessment to inform teaching. Staff indicated a friendly atmosphere with a close knit community. They highlighted supportive leadership, collegial staff and great students as contributing to high satisfaction from working in the school.

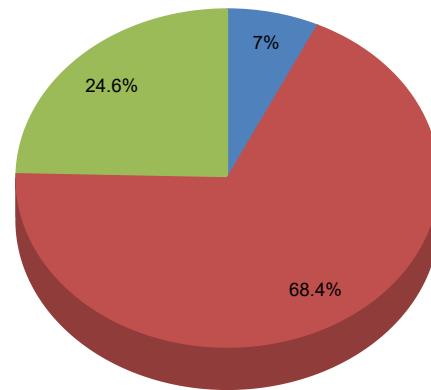
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (64.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.1%)
- Fees and Private Income (14%)
- Other Capital Income (1.6%)

Expenditure



- Capital Expenditure (7%)
- Salaries and Related Expenses (68.4%)
- Non-Salary Expenses (24.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,311,799
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,032,837
Fees and Private Income <sup>4</sup>	\$719,061
Other Capital Income <sup>5</sup>	\$79,890
<b>Total Income</b>	<b>\$5,143,588</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$379,890
Salaries and Related Expenses <sup>7</sup>	\$3,697,859
Non-Salary Expenses <sup>8</sup>	\$1,331,201
<b>Total Expenditure</b>	<b>\$5,408,950</b>

**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.