

# 2017 Annual School Report to the Community

## Sacred Heart Primary School Coolah

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Principal Mr Michael Quade



### Principal's Message

It is my pleasure to present the 2017 Annual Report for Sacred Heart Catholic Primary School Coolah.

It has been a privilege to be part of a small, wonderful school community with supportive parents, students and teaching staff. One of our goals this year as a school community was to continue the focus on gospel values as part of the Model for Christ Centred Learning. As a school we have reflected on how values such as compassion, honesty, forgiveness and peace can nurture our spirituality.

Our goal for curriculum was to ensure high levels of learning for all students with a focus on data, the curriculum and working collaboratively. The wellbeing of our students is extremely important to us, so for that reason, we continued the concept of Mindfulness with the assistance of our School Counsellor.

We thank our priests who assist in the mission of the Catholic Church at Sacred Heart.

Once again I thank the entire school community for their tireless work in providing a quality holistic education for the students of Sacred Heart.

Michael Quade, Acting Principal 2017.

### Parish Priest's Message

Sacred Heart School, Coolah continues to have a significant role in the Catholic education provided in the town and district for the support of Catholic and other parents who wish to have their children educated within the Catholic faith tradition.

The teachers at the school are committed to the ideals of education to a high standard and nurture the children under their care, as well as encouraging the students to always show care and kindness for each other, whether in the classroom or on the playground.

The teachers emphasise the Christian notions of good behaviour through thoughtfulness towards each other and respect for values shown in the Heart of Jesus, which provides the charism of the school. Students are blessed with the good support they receive from the majority of parents in the school community.

On this occasion I would like to express my sincere gratitude and appreciation to Michael Quade for his one year temporary service as Principal of this school.

I willingly endorse the work of teachers, students, and families who are part of Sacred Heart Primary School community in the parish and district.

Your sincerely, Fr Augustine Mathew

### Parent Body Message

On behalf of the Parents and Friends Association I would firstly like to congratulate the Year 6 students and wish them all well. I feel you have been well served here at Sacred Heart and I trust you will look back on your days here fondly.

The P and F were delighted to be able to contribute \$10,000 to help with the installation of the new playground equipment. This money has been fund raised over a number of years. Support from the P and F has also been directed at the Sydney excursion.

I would like to thank the current committee for their efforts throughout the year and their willingness to help on any occasion where a hand is needed.

Other initiatives this year have been the painting of the wall and the Father's Day Breakfast which was well received by the students' fathers.

Lastly I would like to thank all the staff for their efforts throughout the year in providing such great learning and an harmonious environment for all the Sacred Heart students. It is great to see a school where the teaching staff are all actively bringing their teaching strengths on board to provide an exciting array of learning activities.

I wish you all a prosperous 2018. Doug Arnott, President 2017.

### Student Body Message

This year students at Sacred Heart have enjoyed participating in swimming carnivals, athletics, cross country, Mission Day, excursions to Diary of a Wombat and the Pioneer Museum in Gulgong, gardening and robotics, NAIDOC Day celebrations and the Year 5/6 excursion to Sydney. We particularly enjoyed participating in our school play, The Lion King. Our school also had new play equipment installed and developed a new area known as 'Loose Parts' for creative play, which have been great additions to our learning and school. We would like to thank our teachers, principal, and students. Sacred Heart is a good school and we have enjoyed being captains and leaders.

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## SECTION TWO: SCHOOL FEATURES

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Sacred Heart Primary School is a Catholic systemic Co-Educational School located in Coolah.

Sacred Heart Catholic Primary School is located in the northern part of the Bathurst Diocese in the Central West of NSW and part of the St. Michael's Coolah - Dunedoo Parish.

Sacred Heart Catholic Primary School formally began in 1921 under the guidance of the Sisters of St. Joseph of Perthville. The main focus was the Catholic School, Religious Education and Music, but their influence touched everywhere. The school commenced with 102 pupils on the 24th January 1921, using the old church, the convent verandah and the calvary grotto as classrooms. The Sisters of St. Joseph ministered to the Coolah Parish from 1921 to 1981. In 1982 the first lay Principal was appointed. Today the Principal, in collaboration with the Parish Priest, directs the school under the direction of the Bishop and Catholic Education Diocese of Bathurst.

Sacred Heart Catholic Primary School is a school where the needs and talents of each student are addressed and where staff focus on children achieving their potential. The curriculum is wide ranging with a balance across all Key Learning Areas. The staff and community ensure the children have opportunities to experience learning beyond their community which broaden their world and personal knowledge. Sacred Heart continues to develop its facilities and provide 21st Century education for the children of Coolah. Included in this is the development of staff who, through wide ranging Professional Development, continue their life long journey of learning, and developing their professional skills to educate these children.

### Student Enrolment

The School caters for students in Kindergarten to Year 6. 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
14	16	4	30

\* Language Background Other than English

### Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Diocesan Family Building Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office. CEDB Enrolment Policy is available from the CEDB website: [www.bth.catholic.edu.au](http://www.bth.catholic.edu.au).

### Student Attendance Rates

The average student attendance rate for 2017 was 88.49%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	91.85%
Year 1	91.45%
Year 2	87.19%
Year 3	87.42%
Year 4	80.18%
Year 5	92.58%
Year 6	88.75%

### Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. 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 Executive Director of Schools (or designated CEDB 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.

## SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
7	4	11

\* This number includes 2 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	10%
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### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by Catholic Education Diocese of Bathurst. The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The School held the equivalent of five staff developments days this year with areas of focus as follows:

<b>Term 1</b>	Develop a Professional Learning Plan to achieve school and teacher goals mapped to NESA standards.
<b>Term 2</b>	Staff Retreat - Our own spirituality
<b>Term 3</b>	Stormbirds Companion Training Workshop
<b>Term 4</b>	Literacy block training

Teachers were involved in the following Professional Learning activities in 2017.

- Peer coaching
- NAPLAN Online training
- Professional Learning Communities Academy and Network Days
- Spelling
- First Aid
- Kinder Readiness Program Training
- MCCL Facilitators
- PLC cluster meetings and school visits
- CEDB CCL Conference
- Athletics training
- Science differentiation for students

### Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	7
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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## SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

Sacred Heart is a safe, caring, family environment where respect for every human being is paramount and where every child is openly and willingly equipped with the confidence, knowledge and skills to achieve their full potential in all areas guided by the teachings of Jesus Christ and His Church.

As a Catholic school, our spiritual and religious life underpins our daily activities. We begin our day with prayer. Prayer is also a focus at our formal and informal assemblies. The students of Sacred Heart attend regular whole school Masses, as well as the celebrate significant events in the life of the Church. Families are welcomed and involved in school liturgies, Masses, the sacraments and celebrations. During 2017 the school celebrated other events within the life of the school, parish and community by participating in Liturgies of the Word. Students participated in celebrations for the Sacraments of Reconciliation, First Eucharist and Confirmation. On the Feast of the Sacred Heart we celebrated and acknowledged the tradition of our school. During Lent, Holy Week and Advent the school and parish community gathered together to pray and reflect on the significance of these seasons of the church and participated in the Stations of the Cross. Other important celebrations were our Opening Mass, Ash Wednesday, ANZAC Day, The Feast of the Sacred Heart followed by our Mission Fair, Grandparent's Day, Assumption Mass, Month of Rosary focus, Remembrance Day and our Graduation Mass. Students are recognised at Masses for showing Christ-like qualities by being awarded a 'Heart of Jesus' Award. Fr Augustine has continued to support the school spiritually in providing the weekly School Mass.

As part of our commitment to teaching social justice and pastoral care, Sacred Heart are involved in raising money for CARITAS, Project Compassion Boxes, and holding a Mission Day, from which all funds are donated to Catholic Missions. The school community donated generously to these projects.

Teachers come together each week for staff prayer and reflection. The Diocese of Bathurst has an Accreditation Policy for Staff in Diocesan Schools for Religious Education qualifications.

Sacred Heart teaches the Religious Education Programme based on the storytelling approach of 'Godly Play' and the catechesis of the of the Good Shepherd, and the 'To Know, Worship and Love' programme.

Our Parish Priest can be contacted in Dunedoo on 6375 1126.

Students in Years 6 and 8 in Catholic schools in the Diocese of Bathurst undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	23.60

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## SECTION SIX: CURRICULUM

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The school provides an educational program based on, and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Sacred Heart School is registered as compliant with government legislation and Key Learning Areas are taught from the NSW Education Standards Authority (NESA). Sacred Heart teaches the Key Learning Areas (KLAs) of English, Mathematics, History, Geography, Creative Arts, Science and Technology, Personal Development, Health and Physical Education. The school teaches from the Catholic Education Diocese of Bathurst Religious Education Curriculum, based on the 'To Know, Worship and Love' program. The school develops programs within the syllabus guidelines within each of the KLAs.

Learning Support Programs to assist students who need additional assistance include Mini-Lit, Multi-Lit, Quicksmart. Pre-Lit, Jolly Phonics, Athletics, Primary Connections, Reading Eggs, Read Live, Dandelion Series, the PM reading series and Spelling Mastery. These are used throughout the classes to enhance educational outcomes for all students.

Co-curricula programs include visiting performances, swimming, athletics, horse sports, soccer, golf, lawn bowls, gymnastics, hockey, football and netball gala days, Peachey Richardson Gala Day, Book Week activities, Cassilis Sports Workshop and cross country, and various excursions.

Community Service activities included students being involved in raising much need funds for Caritas and Missions as well as taking part in Clean up Australia, Anzac Day and Remembrance Day Services.

## SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

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	Grammar and Punctuation	66.70%	55.50%	33.30%	10.50%
	Reading	57.10%	51.60%	14.30%	10.00%
	Writing	50.00%	44.60%	16.70%	7.50%
	Spelling	50.00%	45.60%	16.70%	13.10%
	Numeracy	42.90%	39.80%	28.60%	11.40%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	0.00%	34.40%	0.00%	17.50%
	Reading	0.00%	37.00%	0.00%	14.60%
	Writing	0.00%	15.80%	0.00%	19.40%
	Spelling	50.00%	34.30%	0.00%	14.10%
	Numeracy	20.00%	27.90%	20.00%	14.60%



### **Student Welfare Policy**

Pastoral Care has been defined by staff as the nurturing of the spiritual, physical, emotional and social well being of all individuals associated with Sacred Heart. Pastoral Care is an expression of the ethos of the school and is modelled by the staff to each other, the students, parents and community. It is the responsibility of all Sacred Heart School Community (Parish Priest, staff, parents, students and the wider community). Pastoral Care should respect the individual's rights and freedoms. Pastoral Care is integral to teaching and learning in and out of the classroom and is both implicit and explicit. The importance of Pastoral Care is reflected in Sacred Heart's Vision Statement and also in our School Motto.

No changes were made to this policy this year.

The full text of the School's Pastoral Care Policy may be accessed on the School's website or at the administration office.

### **Discipline Policy**

Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School.

### **Discipline Policy**

At Sacred Heart School we aim to have a school where every student can expect that he or she will belong to a safe and caring environment, free of bullying and intimidation, where respect for each and every person is paramount. This is consistent with our Behavioural Management Policy, which is centred on a "climate of care." This caring environment originates in the attitudes of respect, acceptance, understanding, real interest and love, which are displayed by all members of our school community in the various dimensions of school life.

The system of Merit Awards, combined with levels of consequences for inappropriate behaviour, provide a balanced and supportive approach to the management of student behaviour that encourages students to take responsibility for their own behaviour.

Our Behaviour Management Policy focuses on the areas of Rights and Responsibilities, Peer Support, Student Leadership, Positive Behaviour and Inappropriate Behaviour.

No changes were made to the policy in 2017.

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

### **Anti-Bullying Policy**

The Diocese of Bathurst has established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy as part of school compliance requirements. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

### **Complaints and Grievances Resolution Policy**

The Diocese of Bathurst has established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. 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. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

### **Initiatives Promoting Respect and Responsibility**

As part of implementing the Model of Christ-Centred Learning (MCCL), students at Sacred Heart have been learning about different values and how they can live out these values in their daily lives. As a Catholic school, we believe that these values are important in helping develop children who are morally responsible for their words and actions. We focus on what each value means and teach children ways in which they can try to reflect this in the classroom, on the playground and in various social situations. At each assembly a student who has tried hard to live out the focus value is given an award to recognise their efforts.

This year the values of peace, respect, honesty and compassion, hospitality, courage and self-respect have been a focus at Sacred Heart.

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

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 Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the Consultant to Schools.

### **Key Improvements Achieved in 2017**

The focus and key improvements this year have been in the Permeation of Catholic Values;

- Values Award System (MCCL). Jesus Christ and His teachings are clearly articulated through teaching children about key Gospel values. These teachings and values are also frequently reflected in publications, newsletters, policy documents, program rationales etc.
- Celebrating Catholic faith. Sacred Heart does this regularly through the Sacrament programs and weekly whole school masses. This also helps strengthen our already active partnership with the Parish as students from the school are involved in Saturday Parish Masses.
- School promotion processes. Our school motto 'Faith, Love, Knowledge' is prominent in all promotion materials such as banners displayed in town, advertisements in the Coolah Diary, Kindergarten Readiness Program, school website and Facebook site. This promotes and reinforces our Catholic culture.

### **Priority Key Improvements for 2018**

To review, update and implement exemplary practice in the teaching of literacy with the assistance of a critical friend.

To continue to embrace the spirituality of Saint Mary MacKillop and the Josephite Sisters.

To continue to update ICT in school classrooms and up-skill staff and students.

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**

"Our children love the family atmosphere of Sacred Heart where all ages and classes mix well together and look out for each other."

"Sacred Heart provides our children with an excellent holistic education of learning and life skills from a very professional and committed staff body."

"We could not be happier with the nurturing role Sacred Heart is playing in the development of our children."

"We are very impressed with its inclusive and caring environment."

"This is a school that doesn't just talk about the importance of values such as honesty, peace, compassion, grace and hospitality, it lives them."

### **Student Satisfaction**

The students at Sacred Heart are very proud of their school and the way they are given opportunities to learn and grow here.

They are happy and willing and keen to participate in all activities whether syllabus, co-curricula, or religious.

They express fondness for the staff and they are pro-active in ensuring the school environment remains clean and healthy.

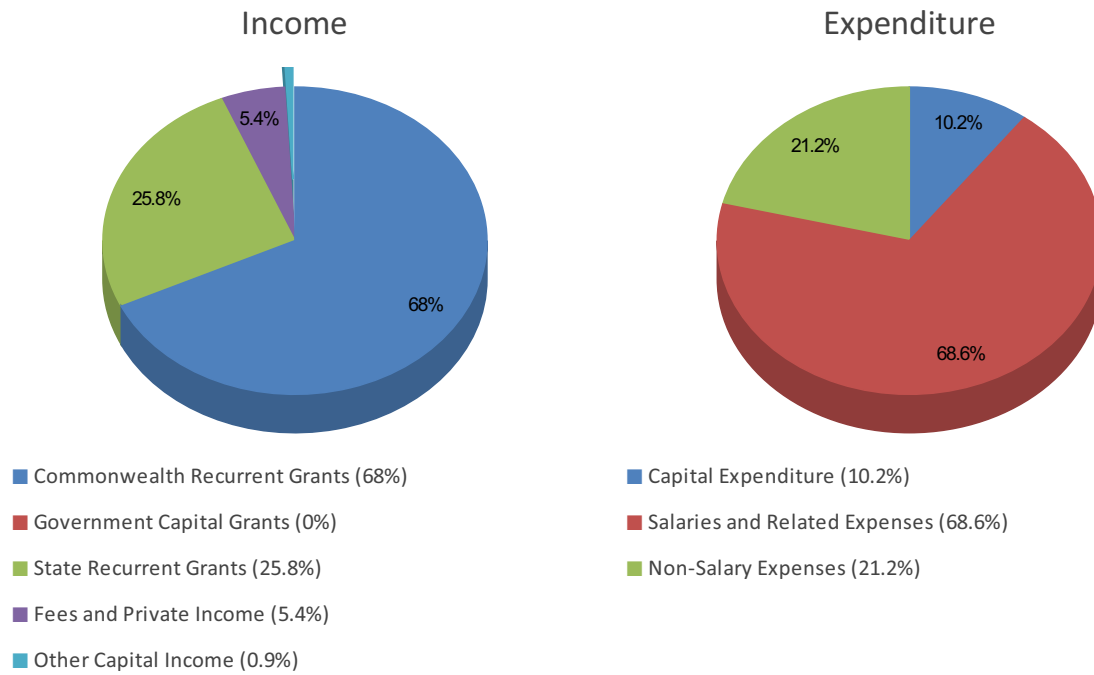
Through the SRC they develop ideas for school improvement and eagerly take on projects which reflect their dedication to the school.

### **Teacher Satisfaction**

Staff at Sacred Heart are open and communicative. They meet weekly for formal meetings and prayer, but also discuss the needs and further development of the school on a daily basis. The staff have expressed their support of the school and its directions forward and have been actively involved in the decision making processes through QCE, the school Annual Improvement Plan, and the goal setting process.

Staff are eager to professionally develop and thus undertake rigorous Professional Development if it is available. Distance, time and cost can be prohibitive factors to this and so all PD is seen as valuable and is widely shared and discussed when a staff member brings it back into the school. This process has been seen by the staff as vital to their development professionally, but also to their remaining at the forefront of all that is happening in education in the wider world.

Staff willingly give of their time and energy to ensure the school is meeting the needs of individuals through syllabus teaching, co-curricula activities, and wide ranging experiences.



This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

**Notes**

1. Commonwealth Recurrent Grants include 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 and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include 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.