

Sacred Heart Primary School Coolah  
Annual School Report to the Community  
2015



**School Contact Details**

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**Principal**

Mrs Amy Maslen

### Principal's Message

At Sacred Heart Coolah, we are very passionate about students learning with high expectations for all learners. We believe in providing a challenging, nurturing, Christ-centre environment and assisting students to be well rounded individuals. We always endeavour to ensure that all feel welcome and valued in our community.

Sacred Heart Coolah strives to promote quality learning and teaching within a challenging and nurturing school environment. Our motto, *Faith, Love and Knowledge* encompasses all our beliefs about learning and teaching in a Christ-centered atmosphere. We encourage a unique partnership between students, parents, teachers and the wider community.

I would like to thank all members of the school community. In particular, our dedicated staff, who are a talented and committed team of professionals that work together to achieve the best possible results for our students; our hardworking P&F, who are essential to the fabric of Sacred Heart and their efforts and involvement have a hugely positive effect on the educational outcomes of students and Father Augustine for his spiritual guidance and leadership to our school community.

### Parish Priest's Message

The 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 infant and primary 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 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.

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

Your sincerely,

Fr Augustine Mathew

### Parent Body Message

The P & F in 2015 has had a successful year in contributing to the day to day life of our school. Primarily we are a fund raising body aiming to purchase beneficial items for our students. As stated in the 2014 strategic plan the P and F have now set our goal on replacing our undercover playground equipment. This year saw the P and F enable students to attend events such as the Moorambilla Music festival and we also provided shirts to the year six graduating class. In 2015 the P and F contributed to events which brought the school together such as our swimming carnival, Dio cross country, athletics' carnival, BBQ for the fun run for cancer, father's day breakfast and St Michaels Parish Fete. The P and F played a role in having a cake stall at the very successful Preschool Garden Party. I would like to take this opportunity to thank all those who contributed to the P and F during 2015 from selling raffle tickets, to making cakes or manning street stalls, in particular Heidi Ord and Charlotte Hallett. It all helps and we are always looking for new faces. I would like to wish our Year Six students all the best for their future challenges. Andrew McFadyen, P&F President 2015.

### Student Body Message

This year students at Sacred Heart have enjoyed participating in swimming carnivals, athletics, Mission Day, Nude Food Day, Nativity Play, school excursions such as the Year 5/6 excursion to Sydney. We particularly enjoyed participating in our school play, *Toy Tales*. 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 Coolah is a K-6 rural, co-educational school 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 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 under the direction of the Bishop of the Diocese of Bathurst. The lay Principal, in collaboration with the Parish Priest, directs the School under the direction of the Bishop and the Catholic Education Office for the Bathurst Diocese.

Sacred Heart 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 2015:

Girls	Boys	LBOTE*	Total Students
14	30	4	44

\* 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.

**Student Attendance Rates**

The average student attendance rate for 2015 was 91.42%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	90.64%
Year 1	90.34%
Year 2	94.12%
Year 3	94.24%
Year 4	92.35%
Year 5	89.73%
Year 6	88.49%

**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 Executive Director of Catholic Schools or designated Catholic Education Office Bathurst 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 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
6	3	9

\* This number includes 3 full-time teachers and 3 part-time teachers.

Percentage of staff who are Indigenous	0%
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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 the Catholic Education Office Sydney. 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>	New Mathematics Curriculum with Pat Eakin
<b>Term 2</b>	Response to Intervention and Improving student achievement: A practical guide to assessment for learning
<b>Term 3</b>	Dylan Williams Formative Assessment
<b>Term 4</b>	NAPLAN Analysis

Teachers were involved in the following Professional Learning Activities in 2015:

- QELI - Small School Leadership Course
- Professional Learning Communities Network Program
- Quicksmart
- Challenging Behaviours
- Road Safety Curriculum
- Autism
- Principal Meetings/Compliance
- New Maths Curriculum
- Literacy support (Sarah McDonagh)
- Support Teacher Meetings
- Graduate Certificate in Theology

### 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 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 focus at our formal and informal assemblies. The students of Sacred Heart attend regular Masses and a whole School Mass is held for all special occasions of the school life, as well as the school celebrated significant events in the life of Church. Families are welcomed and involved in school liturgies, the sacraments and celebrations. During the year 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 Penance, 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, The Feast of St Patrick, and The Feast of St Joseph, The Feast of the Sacred Heart followed by our Mission Fair, Grandparent's Day, 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, of 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 Good Shepherd, and the 'To Know, Worship and Love' programme. In 2015 students and staff participated in the Christmas Storytelling artwork program.

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)	
	37.33

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Catholic Education Office Sydney website.

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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 BOSTES 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 the Catholic Education Office Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEO 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 Board of Studies Syllabus. Sacred Heart teaches the Key Learning Area's (KLA's) of English, Human Society and Its Environment, Mathematics, Creative Arts, Science & Technology, Personal Development, Health and Physical Education. The school teaches from the Diocese of Bathurst Religious Education Curriculum, based on the 'To Know, Worship and Love' program. The school develops programs within the syllabus guidelines within the KLA's.

Learning Support Programs to assist students who need additional assistance include Mini-Lit, Multi-Lit, AutoSmart. Pre-Lit, Jolly Phonics, Mathletics, Primary Connections, Reading Eggs, Read Live, Dandelion Series and the PM reading series are used throughout the classes to enhance educational outcomes for all students. Co-curricula programs include a specialised music teacher, visiting performances, Horse Sports, Peachey Richardson Gala Day, Netball Coaching, 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 the Children's Hospital at Westmead, 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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	40.00%	52.00%	0.00%	11.00%
	Reading	80.00%	48.00%	0.00%	11.00%
	Writing	40.00%	47.00%	0.00%	7.00%
	Spelling	40.00%	41.00%	0.00%	15.00%
	Numeracy	40.00%	34.00%	0.00%	15.00%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	25.00%	36.00%	0.00%	17.00%
	Reading	0.00%	34.00%	50.00%	18.00%
	Writing	25.00%	19.00%	0.00%	18.00%
	Spelling	0.00%	33.00%	0.00%	15.00%
	Numeracy	25.00%	28.00%	0.00%	16.00%



### 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.

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. The Catholic Education Office (CEO) 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. The Catholic Education Office (CEO) 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

Social Justice Activities: CARTIAS Project Compassion Fundraiser, Mission Day Activities run by students to raise money and awareness for Catholic Missions.

Community Activities: ANZAC Day, Remembrance Day, Family Masses, Morning Tea at Anointing Masses.

School/Class Based: Kindergarten/Year 6 Buddy Program, Grandparent's Day, Father's Day Breakfast, Bounce-Back Program, School Student Representative Council (SRC).

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## SECTION NINE: QUALITY CATHOLIC EDUCATION

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The School implements the Catholic Education Office Bathurst Quality Catholic Education Framework 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 School Consultant.

### **Key Improvements Achieved in 2015**

A major focus this year was on Professional Learning Communities to ensure that all students learn at high levels. This year the school successfully updated our vision statement to reflect this: *As a Josephite School, Sacred Heart strives to achieve quality holistic education that facilitates high levels of learning in a nurturing, Christ-centred environment.*

### **Priority Key Improvements for 2016**

Our continued focus will be on developing our capacity as a Professional Learning Community, with a sustained focus on numeracy and using data to achieve high levels of learning for all 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**

Parent satisfaction at Sacred Heart is gauged by the interactions and discussions staff have with the entire spectrum of parents. It is also gauged by through the P&F meetings and discussions held at these.

The parents at Sacred Heart express that they are very happy with the school and the ongoing progress and learning each child is undergoing. They are pleased to have their children and their individual needs supported by the team at the school and are supportive of the initiatives the staff implement to develop individuals further.

Parent participation at events is whole-hearted and positive and volunteers are always plentiful.

### **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.

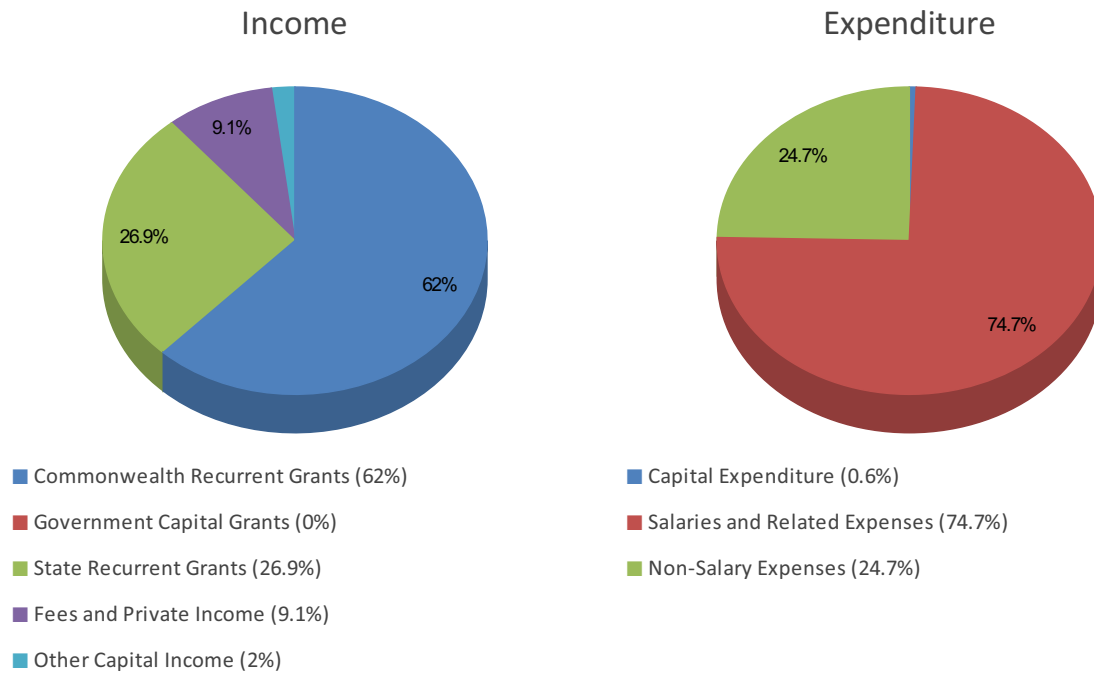
Through the SRC they develop ideas for school improvement and eagerly take on projects which reflect their dedication to the school

### **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 as 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.