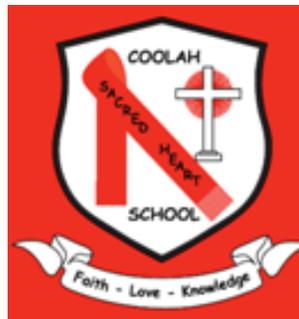


Sacred Heart Coolah

Annual School Educational and Financial Report

2013



Address: 15 Church Street Coolah

Postal Address: 15 Church Street Coolah, NSW, 2843

Telephone: (02) 6377 1132

Facsimile: (02) 6377 1458

ABOUT THIS REPORT

Sacred Heart Coolah is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Improvement Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the school and CEO websites by 30 June 2014 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on (02) 63771132.

PRINCIPAL'S MESSAGE

2013 has been a year wonderful year at Sacred Heart. We have had the opportunity to celebrate many achievements as a Catholic community and have worked in strong partnership with our families and the wider community to provide quality educational outcomes for our students in a very supportive community environment.

Sacred Heart Coolah is proud of its Catholic tradition and works constantly to promote quality learning and teaching within a challenging and nurturing school environment. This is underpinned by our school motto, *'Faith, Love and Knowledge'* and is evidenced in our commitment to quality Catholic education. We believe in a caring and supportive school environment where individual needs of students are met and where all students are treated with respect and encouraged to reach their full potential. Families are welcomed into the school at all times and their contribution to all aspects of school life is highly valued. 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 teachers, enthusiastic students, hardworking P&F, and generous parents for their contribution to outstanding year we have had in 2013.

Amy Maslen, Acting Principal.



PARISH PRIEST'S MESSAGE

5TH February 2014

To whom it may concern,

I write in support of the life and experiences offered through education at Sacred Heart School Coolah NSW, which is part of the Dunedoo/Coolah Catholic Parish and has operated since 1921. The traditions of Catholic education established by the Sisters of St Joseph in that year have developed into the current philosophy of primary education.

An emphasis is given to the pastoral care of students with their individual physical and spiritual needs and development being met by the diligence and compassion of the teachers and staff.

Academic standards have kept pace with the requirements of the Catholic Education Office of Bathurst Diocese and the parents are happy with their children's' overall well-being and enthusiasm for life in the school. The Parents and Friends Association continues to plan ways to raise money for equipment and projects which add to the quality of education provided to their children. Parents volunteer their time to assist with school hosted diocesan events, e.g. the annual cross country run, and through iut support the principal and staff raise funds for the school.

The leadership offered by the principal, Amy Maslen, has the teacher and school staff motivated to bring about the best results for the students in sport, academic subjects and extra-curricular activities.

I am happy with the continual reviewing by the school staff of their practices and the time and energy they give to their career development as well as to the needs of the students and families whom they educate.

Yours sincerely,

Fr Carl Mackander
Parish Priest and School Chaplain

MESSAGE FROM PARENT REPRESENTATIVE BODY

Father Carl, Mrs Maslen, Teachers, Parents and Students,

In the life of our school 2013 was a year where changes were a many.

We started the year with a new Acting Principal and two new teachers. Luckily we also started with a great bunch of kids and a stable, reliable and experienced group of support staff.

One may have expected teething problems due to these changes in staffing. This was not the case as the year got off to a flying start and did not look back.

From day one as Acting Principal Mrs Maslen started building a fantastic framework within our school. Starting at the top with herself and funnelling down through the staff, parents and children. In a calm, professional and enthusiastic manner Mrs Maslen has built an environment of respect and trust within our school and our community.

If Mrs Maslen's new role was not daunting enough she had the added burden of Sacred Heart being one of only a few schools in the whole state to be audited on a random basis. This was an onerous task, she performed without questioning and without many aware of the excessive load it placed on her already busy schedule.

Mrs Maslen on behalf of the school community I would like to thank you for your role as Acting Principal and to let you know that you should take much credit for creating an atmosphere of happy students, happy staff and happy parents. I would also like to reinforce how thrilled we all are that you have accepted to be our principal for 2014.

A further vote of confidence in the current status of the school was evident to me the other day when a parent said how lucky we are that our two new teachers are of the high calibre of Mrs Buckle and Miss Mitchell. Both have excelled this year and been fantastic assets to kids and our school.

The smooth sailing of the year was enhanced by the work of our other staff members Mrs Pettet, Mrs Brown, Mrs Sutton, Mrs Kitchen and Mrs Ingram. They provided great support to all those in new roles and in the process have created amongst all the staff a great comradery.

On a personal note a few episodes throughout the year stood out to me as evidence of how well the school is travelling. The percentage of kids from the school who attended the ANZAC day ceremony combined with the appearance of the students and staff was credit to the school. Grease typified the enthusiasm of teachers and showed the fun our students have been having. Finally on Experience Day I wish more people would have been present to hear an extremely honest, positive and uplifting appraisal of the current staff by Jane Sutton for it showed the strong sense of dedication all the staff have for one another, the kids and the well being of the school.

In summary our little school is in a good spot at the moment and I hope we appreciate the efforts made by all those working at Sacred Heart for our kids.

The P & F is a fund raising body for the school which strives to annually contribute monies to school events and projects such as the year 5-6 excursion, grandparents morning tea, father's day breakfast and the year 6 shirts. This year we have also helped in the purchase of ipads for the classrooms.

Fundraising was achieved through activities such as the Sale of Service program, IGA community chest, Dio canteen, some stalls and our first livestock trade in Lucy the heifer.

The fundraising never seems to stop with a capital works program given the go ahead for the school on the proviso that we contribute around \$5000 and the task of one day needing to replace the playground equipment.

I would like to thank all those who helped contribute to P & F activities throughout the year. Many kindly gave up their busy schedules to contribute in all manner of ways. Kirsty Arnott and Heidi Ord although not on the committee always do a lot for the P & F and especially this year with their help in the Sale of Service and Community Chest programs respectively. A big thank you to Rachel Hughes and Leanne Ticehurst for all their help over the last twelve months and a very special thank you to Erin Williams who has done her two years achieving a lot for the P & F and school. Erin was often the driver of many events such as the canteen for Diocesan cross country and our athletics carnival and co-ordinating of father's day breakfast through to writing letters of thanks. We look forward to seeing you all again next year for what is going to be a very exciting 2014 at Sacred Heart.

Chris Hallett
P&F President

CATHOLIC IDENTITY

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.

Sacred Heart Vision Statement.

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 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 Carl Mackander 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 of the Good Shepherd, and the 'To Know, Worship and Love' programme. This year students and staff participated in the Christmas Storytelling artwork program.

Father Carl Mackander, our Parish Priest can be contacted on 6375 1126 for further information.

SCHOOL FEATURES

In 2013 Sacred Heart had a K/1, 2/3 and 4/5/6 classes. At the time of the February Census the school had an enrolment of 47 students and 10 staff members. Our school is an integral part of St. Michael's Parish in Coolah and the community. Catholic values underpin our vision, mission and teaching.

In 2013 Sacred Heart were involved in a range of pastoral care initiatives. A Buddy System for Year 6 and Kindergarten involves the senior students in our school providing friendship, tutoring and support for a Kindergarten student. The Bounce Back Program which focuses on student wellbeing is programmed into all classrooms. The Centacare referral program was used for some students who were in need of further counselling.

Curriculum initiatives in 2013 included a number of classroom based and specialised programs. Programs that catered for the individual need of students included Mini-Lit, Multi-Lit and AutoSmart. The Pre Lit program was introduced in the Kindergarten classroom. Mathletics, Reading Eggs and Read Live, along with the Dandelion Reading Series were used in classrooms. Other programs include speech and language for individual students, water safety program, Possum Magic Excursion, specialist music lessons, Responsible Pet Education, Naidoc Week, Swimming programs.

Our facilities a range of indoor and outdoor spaces, including our new library and computer laboratory, two specialised learning rooms for private tutoring, four classrooms, and outdoor covered learning areas. Our computer laboratory has been upgraded to include sixteen new desktop computers. This year our school and P&F also invested in ten ipads that have been used in all classrooms and integrated across key Learning Area's. Our vegetable gardens and school gardens are also attended to by interested students and parents throughout the year.

ENROLMENT POLICIES AND PROFILES

The essential requirement for enrolment at Sacred Heart is adherence to school policies and participation in the Catholic practices of the school.

Parents of children beginning school in Kindergarten are required to:

- Ensure that the child turns 5 by 30th June on the year of enrolment;
- Complete an Enrolment Form providing personal information regarding the child including a copy of the child's Birth Certificate and Baptismal Certificate (if applicable), a copy of the Immunisation Certificate from the NSW Department to verify the child's complete Immunisation;

- Parents of children are expected to support the school both financially and through involvement in school activities;
- Non-Catholic children are accepted at Sacred Heart where the parents display commitment to Christian values, accept the philosophy of the Catholic school and agree to support the school both financially and through involvement in school activities;
- Children with older siblings already enrolled at Sacred Heart will be accepted in Kindergarten;
- Parents of non-Catholic children must agree to allow their children to participate in daily religious education lessons with the class and in class and school liturgies.
- The Parish Priest is consulted and signs all applications for enrolments, and the Principal also consults with the Parish Priest before acceptance can be given for children of Non Catholic families.
- Students with special needs will be treated as per the Catholic Education Office's policy on the **Enrolment of Students with Special Learning** which can be found on the Catholic Education Office Website Needs.

The full text of school enrolment policy may be accessed via the school office. Enrolment packs are available by contacting the school office on 02 6377 1132. There were no changes made to the enrolment policy during the year.

School Profile

Sacred Heart School Coolah is a K-6 rural, co-educational school located in the northern part of the Bathurst Diocese in the Central West of NSW. Sacred Heart School formally began in 1921 under the guidance of the Sisters of St Joseph of Perthville. The Mother Superior was Sister M De Pazzi. Their main focus was the Catholic School, Religious Education and Music, but their influence touched everywhere. 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.

There were 47 students enrolled in February 2013. Of these there were 16 female students and 31 male students. The breakdown by grade was as follows; Kindergarten – 8 , Year 1 – 5, Year 2 – 9, Year 3 – 8, Year 4 – 5, Year 5 – 2, Year 6 – 10.

No students identified as indigenous in the school census. 1 student identified in the census as NESB.

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

STUDENT ATTENDANCE AND RETENTION

Attendance Rates

<i>Year Group</i>	<i>Attendance Rate</i>
1	96%
2	95%
3	96%
4	95%
5	97%
6	89%
Whole School	94%

The School processes for managing non-attendance are as follows:

- a) Teachers record students if they are absent from school in their class roll.
- b) If a parent/guardian has not forwarded a note after 2 days explaining why their child is absent from school teachers are asked to send a reminder note with the child concerned. If notification isn't received the principal will follow up unexplained absences with a phone call with the family concerned.
- c) 7-12 days absence - a phone call with the family concerned and follow up letter with parents if absences continue. Meeting arranged with parents to discuss absences.
- d) 13-20 days absence – daily phone call from principal to parents followed by registered letter to parents regarding attendance and referral to counsellor if appropriate.

- e) 21-25 days absence – Catholic Education Office is informed. Parents contacted and Action Plan agreed by school stakeholders.
- f) 26-30 days absence – registered letter sent to parents, daily phone call.
- g) After 30 days absence – letter to parents from Executive Director of Schools advising that the system has reported to Department of Education and Community Services.
- h) If a teacher notices unusual or continuing absences they notify the Principal who will notify parents and/or guardians of poor attendance and will work out ways to address unsatisfactory attendance. The unsatisfactory attendance information will be transferred to the student's file.
- i) Where the destination of a student is unknown the principal will notify the Catholic Education Office and Police of the students name, age and last known address.

SCHOOL 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 and the 'Godly Play' storytelling approach. 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 from the Tony Bones Company, School Musical, Grease, Horse Sports, Peachey Richardson Gala Day, Netball Coaching, Book Week Activities, Cassilis Sports Workshop and Cross Country, Dubbo Convention Centre Excursion, Sydney Excursion (Year 5/6).

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.

STUDENT PERFORMANCE IN NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN) Literacy and Numeracy

Students in Years 3, 5, 7 and 9 around Australia sat the National Assessment Program- Literacy and Numeracy (NAPLAN) Tests in May 2013. Individual student reports were provided in September 2013. Analysis of these results assists the school in planning and is used to support teaching and learning programs.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 3 and 5. Where a hyphen is recorded this indicates that the cohort was less than five students. There is no requirement to report for small cohorts ie fewer than five students as this may contravene privacy and personal information policies (see Registration Systems and Member Non-Government School (NSW) Manual February 2008 (Incorporating changes from 2004-2008 section 5.10. p59).

Points to note are:

- In Year 3 students placed in Band 1 are below national minimum standard. Students in band 2 are achieving national minimum standard and students in bands 3 and 4 are “at proficiency”
- In Year 5 students placed in Band 3 are below national minimum standard. Students in band 4 are achieving national minimum standard and students in bands 5 and 6 are “at proficiency.”

Band Distribution (%) – YEAR 3

	Band	1	2	3	4	5	6	%at/above National Minimum
Reading	School	0	25	25	25	25	0	100
	Diocese	2	7	17	25	21	27	98
	State	3	10	16	25	19	28	97
Writing	School	0	12.5	12.5	50	25	0	100
	Diocese	1	5	16	27	39	12	99
	State	2	6	15	23	37	17	98
Spelling	School	12.5	12.5	25	37.5	12.5	0	88
	Diocese	3	6	20	27	24	21	97
	State	4	6	18	23	24	25	96
Grammar & Punctuation	School	0	12.5	37.5	25	25	0	100
	Diocese	2	7	14	22	27	28	98
	State	3	8	14	21	24	31	97
Numeracy	School	0	25	62.5	0	12.5	0	100
	Diocese	1	6	19	33	31	10	99
	State	3	8	22	29	25	14	97

As is evident by the figures all students achieved the minimum standard for Reading, Writing, Grammar and Punctuation and Numeracy. Spelling is a Diocesan and School focus and is being targeted with a number of programs including SoundsWaves, JollyPhonics and Reading Eggs. We provide support programs for students with learning needs such as; Multilit, Numeracy and Literacy Programs, Home Reading Program and Mathletics in order to provide further support and learning opportunities for students.

Band Distribution (%) – YEAR 5

	Band	3	4	5	6	7	8	%at/above National Minimum
Reading	School	-	-	-	-	-	-	-
	Diocese	1	8	23	32	25	13	99
	State	2	9	23	29	22	15	98
Writing	School	-	-	-	-	-	-	-
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Spelling	School	-	-	-	-	-	-	-
	Diocese	4	7	25	33	23	8	96
	State	5	8	21	27	25	13	95
Grammar & Punctuation	School	-	-	-	-	-	-	-
	Diocese	3	7	23	23	25	19	97
	State	5	9	22	22	23	19	95
Numeracy	School	-	-	-	-	-	-	-
	Diocese	2	12	30	32	15	9	98
	State	5	15	26	26	13	15	95

The number of students in Year 5 in Sacred Heart is too small to draw any reliable analysis.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

Sacred Heart recognises that all people are lifelong learners and that professional learning is essential for teachers so that they can continue to provide students with quality teaching and learning experiences based on current research and practice. Professional learning was planned around the Diocesan Initiative and School Improvement Plan, on the New Australian Curriculum and Contemporary Learning. Staff Development Days allowed the teachers to spend time learning new skill and gathering resources on the BOS and online syllabus and collaboratively planning with other schools in our area .Weekly staff meetings allowed teachers to engage in long-term professional learning in the areas of Literacy and Numeracy.

Teachers were involved in the following Professional Learning Activities in 2013:

- Sarah McDonough – Reading and Comprehension
- REC Assembly
- Principal Meetings
- Compliance Inservice
- Leadership Days
- New Sheme Teacher/Mentor Inservice
- Contemporary Learning
- Hub & Spoke
- New English Curriculum
- Essential Standards
- Beginning Teacher Day
- Asthma and Anaphylaxis Training
- First Aid
- Ipad Day
- Spelling
- PreLit
- Live, Life Well
- ShareCloud
- Reading to Learn
- Information Technology Meeting
- Support Teacher Meeting
- Emergency Procedures – WHS Module

Teacher Standards

The NSW government requires that this report detail the number of teachers in each of the following categories:

Teacher Qualifications	Number of Teachers
1. Those having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	5
2. Those having qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
3. Those not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed: - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Teacher Attendance and Retention Rates

Teacher Attendance	96%
Teacher Retention	85%

WORKFORCE COMPOSITION

	Male	Female	Male Indigenous	Female Indigenous
Principal				
Assistant Principal		1		
Teachers/Coordinator		3		
Teacher Assistants		2		
Librarians		1		
Ancillary Staff	1	2		

SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

Student Welfare Policy & Pastoral Care 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 staff have finalised our Pastoral Care Policy for publication. 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.

Pastoral Care has significant impact on the ethos of the school. Its greatest implication for us as a school community is that it must be a process continually evolving throughout the daily life of school. It is integral to the running of a ‘happy school’ where all are content with the practices implemented and the experiences endured. It is through such, in partnership with parents and the wider community, that the school helps all Gods’ children reach their full potential. After all, Jesus intends that we all experience the fullness of life.

“I have come that you may have life and have it to the fullest’ (John 10:10)

The full text of the school Pastoral Care Policy may be accessed via the School Office. There were no changes made to the Pastoral Care Policy during the year.

Discipline Policy

The school Behaviour Management Policy is centred on a ‘Climate of care,’ which originates in the attitude of respect, acceptance, understanding, real interest and love which teachers and children show in various dimensions of school life. The ‘Climate of care ‘ encourages the child to develop self-

discipline measures that are necessary to create and maintain an orderly learning and social environment, enabling the teachers and students to function in accordance with the aims of the school.

An important aspect of the Behaviour Management Policy is the area of 'positive reinforcement' where we acknowledge students for following school rules and displaying good behaviour.

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.

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.

The full text of the school Discipline Policy may be accessed via the school administration office. There were no changes made to the Discipline Policy during the year.

Complaints and Grievances Policy

The policy outlining the principles and process of parent complaints and grievances can be accessed from the school office and is published in the newsletter from time to time. In principle, it is important that concerns are dealt with swiftly and effectively to address the issue, allay fears and prevent issues developing into major problems. It is expected that all complaints be dealt with impartially, confidentially, fairly and speedily. In general, parents should first address the problem with the staff member closely concerned.

The following changes were made to the Complaints and Grievances Policy during the 2013 school year: The Policy was reviewed in July to include steps outlining *To Whom Should You Speak?*, *How we go about resolving a complaint*, *What are the possible outcomes?* and *What to do if you are not satisfied with the outcome*. The policy in full can be accessed from the school office.

Anti-Bullying Policy

At Sacred Heart School, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. Bullying is defined as repeatedly hurting another person either physically or psychologically and this can take many forms. At Sacred Heart School we consider it's important that children who may exhibit bullying behaviour are NOT labelled as bullies. It is behaviour that is bullying, not the child.

The full text of the school Anti-bullying Policy may be accessed via the school office

The Anti-Bullying Policy was updated in 2013 to include strategies to prevent bullying, how we respond to bullying, and procedures for investigating bullying and following-up.

COUNTRY AREAS PROGRAM

The Country Areas Program (CAP) was established by the Commonwealth Government in 1984 and has been operating in the region since its inception.

The programme aims to:

- Improve the educational opportunities, participation, learning outcomes and personal development of rural and isolated students.
- To engage the knowledge and expertise of the total community in the planning and production of curriculum materials that are relevant, motivational and experiences based.
- To complement and supplement Board of Studies curriculum and policy statements.
- To enable schools to identify their special needs and develop projects funded by CAP to meet needs.

During 2013 Sacred Heart used their CAP allocation to fund/subsidise; a set of ten ipads (also with the assistance of the P&F), Year 5/6 Sydney Excursion, Specialised Music Lessons, Infants Possum Magic Excursion, Dubbo Convention Centre, Whole School excursion to Mudgee; Michael Mangan concert, Horse Sports Afternoon, Ipad day at Coonabarabran, Four visiting performances.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

In the 2012 School Plan the following 2013 targets for improvement were identified:

- Catholic Life and Religious Education – program RE Units of Work using new format.
- Learning and Teaching targets – review whole school ICT plan in light of new syllabus, Diocesan directives, teacher capacity and student needs.
- Leadership for School Improvement – ensure that parents are kept informed of developments in relation to the new syllabus and funding.
- Strategic Resourcing – Staff audit of classroom and staffroom resources.
- State Action Plan for Literacy and Numeracy – the objective of the five year state action plan is to address low literacy and numeracy levels for students by focusing on the early years of schooling, Kindergarten to Year 2. At Sacred Heart we have explicitly assessed the learning needs of students in the early years and provided a three-tiered response to interventions for students who need special attention. Programs implemented under the State Action Plan have included small group and one-on-one tutoring in Pre-Lit, Mini-Lit, Multi-Lit, Dandelion Readers, Reading Eggs, Mathletics and Read Live.

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).

PARENT, TEACHER AND STUDENT SATISFACTION

Parents, teachers and students displayed a very positive attitude towards Sacred Heart and our dedicated staff during 2013. All activities were well supported throughout the year.

Some 2013 Parent Quotes on what they valued about Sacred Heart included:

"There has been a fantastic atmosphere throughout the school, a momentum which is infectious. We have happy students, happy staff and happy parents due to (the school's) professionalism, dedication and enthusiasm".

"Sacred Heart feels like a family".

"Our kids come home each saying they have the best teacher in the world (and have debates about this topic often!"

"There is a genuine warm and welcoming environment in the school. As a parent I always feel welcome within the school, encouraged to participate on whatever level I feel comfortable, while feeling that our family is a valued part of a loving community".

"All staff are confident with their roles and exude an excitement about the education they are providing and the achievements that the children make".

"The programs are diverse and exciting and provide for children with a variety of learning styles and abilities. On many occasions my children have commented about projects that children in other classes have been engaged in. They express a sense of excitement about being in that class in the future".

"The management of the school feels organised and highly professional. All decisions seem to be made using a thoughtful and considered approach".

"There is an excellent standard of communication both face to face and written forms by all staff".

"The school has exceeded our expectations".

FINANCIAL STATEMENT (2013)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, K-10 and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

