

2021

ANNUAL SCHOOL REPORT



Sacred Heart Catholic Primary School

15 Church Street, COOLAH 2843

Principal: Mrs Camille da Silva Tavares

Web: <http://www.sacredheartcoolah.catholic.edu.au>

About this report

Sacred Heart Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CEDB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the faith formation, learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

So what have we learnt this year? We have learnt that even Kindergarten can Zoom, that our parents are IT savvy and amazing facilitators of learning and we have learnt (or were reminded) that our students are resilient and that our staff are truly remarkable in their dedication.

This year we have welcomed six new families to Sacred Heart. We are truly grateful for their contribution to our school in such short a time and we thank our school community for the loving way that they have been embraced.

A new kitchen has been installed in the hall which we hope can be utilised in 2022 for class cooking and many social occasions. Our little friends, Henny Penny, Scrapette and Santa's Little Helper have have continued to provide us with a delicious egg breakfast each Monday morning.

We had many sporting achievements with students reaching State level in swimming and advancing to State for Cross Country. Our Year 6 Leadership team developed and promoted many exciting school initiatives; a partnership with the Coolah Craft ladies to design and develop our new school beanie, the implementation of the UV index measure which indicates whether a hat or beanie should be worn to school each day and they initiated fundraising efforts with milkshakes, pancakes and cupcakes for those less fortunate than ourselves.

This year all of our students learnt about the joy of God's creation, we learnt to take the time to enjoy the beauty of creation and to appreciate every precious gift. These students are the essence of Sacred Heart, the sweet smell of Jesus and the joy that abounds within our school gates.

Parent Body Message

The wonderful teachers at Sacred Heart do an amazing job and made schooling that little bit easier for us all. Members of the P&F contributed with great ideas and assistance this year. We hosted the Diocesan Cross Country Carnival and the Athletics Carnival where we provided the catering.

Student Body Message

This year we had lots of fun and had lots of opportunities. Our relay team made it to State and we had an excellent Christian Living Camp. This year we introduced the new school beanie which was an idea from us students and it was designed by the students. The ladies from the craft shop made them for us. We loved taking care of the school chickens and having eggs for breakfast every Monday.

We used Google Classroom, SeeSaw and Zoom during remote learning. It was great to see our class each day even if it was on the computer. We recorded ourselves doing a dramatic reading each day and we even shared videos of our dogs doing tricks. The teachers worked hard during remote learning and we kept on learning with some help from our parents.

School Features

Sacred Heart was established in 1921 by the Sisters of St Joseph and while the school is no longer staffed by religious, we still celebrate its founding charism with a strong emphasis on community service and active witness. A strong sense of community permeates throughout the school with a focus on family centred traditions and a close affiliation with the local community and the Parish of Sacred Heart. A highlight of the school year has long been the Mission Stalls that are run by students with the money raised donated to the works of Catholic Mission.

Although many events this year were moved online or happened on a smaller scale, it was delightful to see the lived tradition of our faith and the spirit of our students. A highlight of our school year usually includes the participation in athletics, swimming, football and cross country along with many other gala days and sporting events. Although our school is small in size, our students are offered extensive opportunities to become involved with neighbouring schools in the community and across the diocese.

Our learning spaces provide flexibility in learning with classrooms and breakout rooms furnished with contemporary furniture that provides a beautiful environment for students to engage in learning. Our extensive school grounds provide ample space for students to play. Creative play is a feature of our playground with our *loose parts* play and designated digging space very popular amongst students.

Student Profile

Student Enrolment

The School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021:

Girls	Boys	LBOTE*	Total Students
7	14	0	21

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and 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 a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

Student Attendance Rates

The average student attendance rate for the School in 2021 was 90.70%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
90.79	86.55	89.83	94.50	91.63	94.28	87.35

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 Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	8
Number of full time teaching staff	2
Number of part time teaching staff	3
Number of non-teaching staff	3

Total number of teaching staff by NESA category

Teachers at this School are accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead Teacher are voluntary. The number of teachers within the Diocesan Schools System at these levels is as follows:

- 29 Conditional teachers
- 24 Provisional teachers
- 873 Proficient teachers
- 2 Highly Accomplished and Lead Teachers

Additionally, there are approximately 9 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing Professional Learning of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific professional learning, meetings and conferences, and a range of programs provided by CEDB. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional learning. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following information provides specific details relating to the focus of these professional learning sessions.

Summary of professional learning at this school

This year staff continued to develop their knowledge of Positive Behaviours for Learning (SPB4L) with time given to refining classroom practice. Staff used this knowledge to continue building on our Positive Behaviours for Learning framework and to refine our school procedures.

Staff participated in Child Protection training, CPR and invested time in analysing assessment data to inform future learning for individual students.

A thorough NAPLAN analysis was completed with staff assessing student growth and using the Learning Progressions to plot and celebrate progress.

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. 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 resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

The students of Sacred Heart are highly regarded in the community for their active witness. Students participate in weekly parish Masses and through the school's Year 6 leadership team, all students contribute ideas for providing outreach in our local community.

This year students developed new initiatives around sun safety along with designing and organising the creation of our new school beanie.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Students are taught based on their point of need with the aim to produce at least one years worth of growth for all students regardless of their academic standing.

Students in K12 are provided with explicit phonics lessons each day along with explicit grammar and punctuation lessons. Students who require further instruction in these two areas are provided with targeted learning during our school wide intervention time each morning. Our morning intervention time allows for targeted instruction for students requiring support and a chance for enrichment for students who have mastered the foundational knowledge and skills.

While our mornings are dedicated to building strong foundational skills in literacy and numeracy, students have also had the opportunity to participate in inquiry based learning throughout their Science and HSIE units.

Kindergarten students complete an eight week Ready to Learn program which teaches behaviours for learning. This is supported throughout the school with students in other grades participating in the Second Step program which teaches behaviours required to interact in a positive way in school and society.

Student Performance in Tests and Examinations

NAPLAN

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 the School's planning and is used to support teaching and learning programs.

Student results show as skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN is one aspect of school assessment and reporting processes, and compliments the extensive ongoing assessments made by teachers about each student's performance and learning throughout the year.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	50%	54%	0%	11%
	Reading	50%	55%	0%	10%
	Writing	100%	53%	0%	6%
	Spelling	50%	49%	0%	13%
	Numeracy	50%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	33%	35%	33%	14%
	Reading	67%	40%	0%	11%
	Writing	33%	20%	0%	18%
	Spelling	0%	38%	0%	14%
	Numeracy	67%	29%	33%	15%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing policies, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework revision began in 2021 and will continue in 2022. The Framework can be accessed at the [Pastoral Care and Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline policies and procedures are aligned to the diocesan Pastoral Care and Wellbeing Framework. The School's policy operates within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning for all students. It supports the development of positive social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of

each person is promoted at all times along with positive student behaviours while ensuring respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline policies and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Pastoral Care Policy and Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Complaints Handling Policy

Catholic Education Diocese of Bathurst has a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. 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 Policy and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

The full text of the Complaints Management Policy may be accessed on the [CEDB website](#) or by contacting Catholic Education Diocese of Bathurst.

The full text of the Complaints Management Policy may be accessed on the school website also.

In addition to this policy, there are also policies and procedures related to Child Protection, Procedural Fairness, and Whistle Blowers. All of these are available through the CEDB website and the school website.

Initiatives promoting respect and responsibility

Our school is a School Wide Positive Behaviours for Learning school (SPB4L).

Our staff have developed specific expectations that are to be monitored throughout the school. These expectations are reinforced with a positive rewards system based on our three school rules, Respectful, Responsible and Safe. These school rules are taught each morning with a focus area developed based on our student playground and classroom data which is analysed by staff weekly.

Students displaying respectful, responsible and safe behaviours improved so much that an extra level of merit needed to be added to our system with students now working towards the Platinum level once Gold status has been achieved.

School Improvement

Catholic Education Diocese of Bathurst has collaboratively revised and implemented Quality Catholic Education (QCE) in all schools. The QCE framework supports the continuing focus on school improvement and transformation. Cyclical processes in CEDB and schools underpin the framework ensuring alignment and coherence.

Strategic Improvement Plans (SIP) are future focused documents that map the Diocesan and School's directions, focused specifically at improving outcomes for all students and staff through the areas of:

- Faith
- Learning
- Stewardship

Each year, the CEDB and School develops an Annual Improvement Plan (AIP) indicating the intended key strategic intent across these areas for the coming year.

A copy of the school's Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School office.

Key Improvements Achieved

This year our school achieved the full implementation of our Positive Behaviours for Learning model (SPB4L) with the view that this will be developed and refined over future years.

School wide structures around the teaching of phonemic awareness in Years K, 1, and 2 and the implementation of targeted Grammar and Punctuation lessons has developed a more systematic approach to the literacy block across K-6.

Priority Key Improvements for Next Year

Key focus areas for next year include developing stronger parent partnerships within the school and working with our Aboriginal Cultural Liaison Officer to further enhance staff knowledge of Aboriginal and Torres Strait Islander culture.

Our time with remote learning was a beautiful reminder of how we can engage families in learning and provided insights into the strength in parent partnerships. Sacred Heart is known for the strong parent support through the P&F and it is hoped that this can be further developed so that families also have the opportunity to further engage in student learning.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year 2021, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Additionally CEDB undertakes extensive surveying of all stakeholder groups through annual School Improvement Surveys. This data is used to further inform school improvement.

Parent satisfaction

Our annual School Improvement survey suggested that families were satisfied with the support that we have given their children particularly in the area of academic learning. Suggestions around how we communicate learning to parents was a key idea that has been used to develop our 2022 Annual Improvement Plan. Parents are also eager to be more involved in student learning in the classrooms as restrictions allow.

Student satisfaction

Students were also satisfied with the learning that has been taking place in our school and would like us to continue improving playground facilities, expanding the school farm and considering when and for how long we schedule their play breaks.

Teacher satisfaction

Our staff too were satisfied with the learning and conditions at Sacred Heart and gave important feedback around communicating learning to parents. Staff were given opportunities through staff meetings to continue reviewing and building procedures and practices across the school.

Work around developing our bookwork policy was completed with feedback from students, the P&F and staff was used to modernise our policy. The policy now includes items related to the use of ICT and the concept that the learning process should be celebrated and not discarded. Students are now encouraged to show their ideas and to not hide their mistakes in their bookwork.

Financial Statement

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

School Financial Information for the 2021 year is detailed here:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$914,174
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$267,411
Fees and Private Income ⁴	\$35,250
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$8,506
Total Income	\$1,225,341

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$20,757
Salaries and Related Expenses ⁷	\$801,606
Non-Salary Expenses ⁸	\$258,245
Total Expenditure	\$1,080,608

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT