



CATHOLIC EDUCATION  
Archdiocese of Canberra & Goulburn

# ANNUAL SCHOOL REPORT TO THE COMMUNITY 2022



## Sacred Heart School Cootamundra

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### **Principal**

Mrs Nicky Trinder

## Section One: Message from Key Groups in our Community

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### Principal's Message

Sacred Heart is built on the most wonderful community that stands together to shape our students into active and resilient contributors. We take very seriously our responsibility to educate and care for them and their families.

Sacred Heart is a dynamic school that is proud of its history and tradition of providing a quality, contemporary Catholic education to generations of families. We are a great little school that welcomes children from Cootamundra and surrounding areas, from Kindergarten to Year 10, tailoring learning to meet the needs of individual students.

At Sacred Heart we recognise that each child is unique and understand the importance of every child and family feeling welcome in our learning community. Our inclusive community is an important part of how we provide for our students. Our children are welcomed, valued and challenged to achieve their personal best. We have high expectations of the students parents and caregivers entrust into our care.

We are committed to inspiring and challenging our students, not only to outstanding academic success, but in all areas.

### Parent Body Message

Integral to the life of Sacred Heart Central School is an environment with a welcoming atmosphere creating a sense of belonging amongst families. We aim to offer a safe, happy place where everyone is known and valued, and where differing needs are acknowledged, accepted and met. Families' contributions to our school are vital and together we believe we can build a safe, respectful, and nurturing environment focused on maximising each child's sense of wellbeing, and the skills for lifelong learning.

The School Board provides support to the Principal and the Leadership Team to determine the current and future direction of the school. It is made up of parents, teachers and parish priest who represent the entire school community. The Board meets regularly and supports the Principal in establishing the strategic framework for the School, to continue to be a high performing school in academic areas whilst ensuring a holistic experience with an emphasis on the wellbeing of all.

Together with approving the annual budget, we regularly monitor the financial position of the school to ensure sufficient resources are available, and in doing so, also consider the impact on our families.

## Student Body Message

Sacred Heart Central School is one of a kind. From its unmatched sense of community, to the countless opportunities it provides to students across the board, Sacred Heart is a place where we all feel accepted, and where people can really be themselves.

Sacred Heart truly is a community, and everyone knows everyone. In our smaller school, we are able to work in smaller classes and form stronger relationships with our teachers and peers. Regular community events such as barbecues, Masses, breakfasts and whole-school sports days, reinforce this feeling of family and community. There really is a place for everyone at Sacred Heart, and we are all made to feel welcome and accepted.

Although Sacred Heart may be a smaller school, it certainly doesn't provide a smaller amount of opportunities to its students. Sacred Heart provides us pathways in so many areas. There is something for everyone at Sacred Heart, and every student is recognised and applauded for whatever it is we do. Students at Sacred Heart are a part of not only a school, but a community. Sacred Heart is unique in so many ways, and it's what's so different about our little school that makes it so great.

## Section Two: School Features

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Sacred Heart School is a Catholic systemic Co-educational School located in Cootamundra.

We are a small school with a big heart!

Sacred Heart caters for students from Kindergarten to Year 10 and is a part of the Archdiocese of Canberra and Goulburn. The school has a rich history in the traditions of the Mercy Sisters and De La Salle Brothers.

Our school motto, 'Faith and Knowledge', challenges us to be a community which serves others, provides academic excellence and nurtures relationships. Our identity statement highlights our relationship with Jesus and that with His support anything is possible; 'we celebrate our faith in Jesus and live with hope, teach to inspire and learn with courage'. Central to our ethos is the importance of community and the many contributions that different members make to the development and growth of our students; 'in partnership with parents and caregivers, we are committed to educating students'.

Our Mission to 'Learn, Lead Live: Live a vibrant faith, act with kindness, compassion and justice, serve with wisdom and integrity, build an inclusive community, learn purposefully and think critically, embrace opportunities, lead to make a difference', calls us to live out the Gospel values and to serve others.

Sacred Heart is privileged to have friendly, professional and dedicated staff who provide a contemporary teaching and learning approach to education. We have a strong focus on literacy and numeracy as well as a commitment to social justice and personal excellence.

Our school has a Religious Education curriculum that enhances Christian life in a contemporary world, fosters a personal relationship with Christ and allows our students to explore the values and beliefs that help them to make a difference in the world. Every student has the right to feel happy and safe within the daily life of the school. The school is well-resourced and committed to the integration of technology in the curriculum. School achievements are celebrated in the areas of sport, academia, citizenship and faith. With modern teaching and learning facilities, the learning experience for all students include iPad technology and a preparedness to embrace learning in the 21st century. We are committed to ensuring that our facilities, resources and opportunities allow our students to be prepared for life in an ever-changing world.

## Section Three: Catholic Identity and Faith Formation

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### Religious Life & Religious Education

Sacred Heart Central School is blessed to have been built on the charisms of the De La Salle Brothers and Mercy sisters. We recognise, acknowledge and pay our respect to the traditional owners of the land, the Wiradjuri people, upon which our school is built. The Parish relationship is fostered by an active presence of our Parish Priest who regularly visits our classrooms and playgrounds to chat with students and provide a connection with our local church.

Our Parish Priest celebrates Mass for the whole school community on special occasions throughout the year. In 2022 we were still able to celebrate some significant moments in the School's faith journey; these included Opening School Mass, Year 10 Graduation Mass and Thanksgiving Mass. Students in Years 3, 4 and 6 participated in parish-based, school supported Sacramental programs which provide an opportunity for students to focus on the importance, meaning and value of the Sacraments with the support of facilitators who are parishioners or teachers.

Sacred Heart also provides many other opportunities to share and grow in faith. The whole staff gathered for a Spirituality Day to focus on Silence and Stillness as a means of prayer, meditation and mindfulness. Staff are also supported in their spiritual development through opportunities to attend professional and spiritual development days and access to resources from Catholic Education and the Archdiocese. The school's enthusiasm for providing a deep faith experience for all students, connected to real world experiences, enriches the lives of every student who graces its doors.

Parish involvement continues to have an important impact upon the school. The school is proud of the tradition of 'The Passion Play', which is performed by our Year 9 students in the Sacred Heart Church and attended by hundreds from the local community. As a school the Sacred Heart community prays together at weekly assemblies and staff regularly pray together. Various forms of prayer have been explored throughout the year including traditional prayers, guided and Christian meditation. Social justice initiatives, faith in action, community visits and fundraising for Caritas, Catholic Mission, Project Compassion, Mercy Works and St Vincent de Paul are all embedded in our annual programs.

## Section Four: Student Profile

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### Student Enrolment

The School caters for students in Kindergarten to Year 10. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022:

Girls	Boys	LBOTE*	Total Students
179	163	9	342

\* Language Background Other than English

### Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the Catholic Education Office website.

### Student Attendance Rates

The average student attendance rate for 2022 was 83%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	87%
Year 1	86%
Year 2	84%
Year 3	85%
Year 4	87%
Year 5	81%
Year 6	80%
Year 7	86%
Year 8	79%
Year 9	84%
Year 10	80%

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

## Student Post Year 10 Destinations

In 2022, 31 students graduated from Year 10 and received a RoSA credential. Students chose destinations including:

- 26 students continued Catholic Education in Year 11:
  - 24 Hennessy Catholic College Young
  - 3 at boarding schools in Campbelltown, Bathurst and Forbes.
- 1 student enrolled at an ACT school.
- 3 students gained sustained employment in the workforce including a mechanic apprenticeship and a pharmacy traineeship.

## Section Five: Staffing Profile

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The following information describes the staffing profile for 2022:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
27	17	44

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

Percentage of staff who are Indigenous	6%
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### Professional Learning

2022 was dedicated to continuing the CECG Catalyst journey. Professional learning focused around embedding High Impact Teaching strategies and many teachers completed the TeachWell program to incorporate the Science of Learning and Reading into their pedagogy. *InitialLit*, *MacqLit* and *MacqLit Sage* were programs that were consolidated in the K-2 classrooms. Teachers were trained in the assessment platform of DIBELS and we continued to develop Soundwaves as a spelling program in Years 3-6. Staff participated in self-directed webinars in different focus areas.

### Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

### Teacher Accreditation

Levels of Teacher Accreditation are as stated below:

Provisional Level	Proficient Level	Lead/Highly Accomplished
1	30	0



## Section Six: Academic Profile

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The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

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

NAPLAN RESULTS 2022		Average Scores	
		School	Australia
Year 3	Reading	442	438
	Writing	432	422
	Spelling	424	418
	Grammar and Punctuation	450	433
	Numeracy	411	400

NAPLAN RESULTS 2022		Average Scores	
		School	Australia
Year 5	Reading	497	510
	Writing	495	484
	Spelling	503	505
	Grammar and Punctuation	511	499
	Numeracy	490	488

NAPLAN RESULTS 2022		Average Scores	
		School	Australia
Year 7	Reading	552	543
	Writing	526	530
	Spelling	542	547
	Grammar and Punctuation	540	533
	Numeracy	562	546

NAPLAN RESULTS 2022		Average Scores	
		School	Australia
Year 9	Reading	582	578
	Writing	566	560
	Spelling	588	577
	Grammar and Punctuation	604	573
	Numeracy	603	584

## Section Seven: School Review and Improvement

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Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

### Key Improvements Achieved in 2022

We continued the Catalyst journey and worked to embed and sustain the school-wide approach to Learning Intentions and Success criteria and the understanding and application of the Science of Learning. This also focused on the implementation of High Impact Teaching Strategies K-10. Successful implementation of small group literacy support using *MacqLit* and *Sage/MiniLit*. We were successful in receiving a BGA to refurbish our Years 3-6 Primary classrooms. We also committed to continue to provide access to relevant and appropriate professional learning for teachers to know what students can do and target teaching accordingly and improve the teaching of literacy and numeracy.

### Priority Key Improvements for 2023

In 2023 our key improvements will include

- Relentless focus on improving attendance.
- Refurbishment of the Primary Classrooms.
- Sustain the practice and implementation of *InitialLit* – analyse the data to tailor intervention.
- Build on the collaborative strength of newly structured Professional Learning Communities for teacher learning.
- Build teacher capacity in the use of data to inform next steps teaching and learning through regular analysis, discussion and collaborative planning.
- To investigate a primary numeracy practice to adopt HTP including Daily review, vocabulary and engagement norms
- Educate staff in tiered intervention and inclusive education practices. More efficient collection of inclusion and adjustment practices
- School wide use of language of learning.
- Targeted literacy support in *MacqLit* and *Reader Tutor* programs.
- To embed High Impact Teaching Practices especially the implementation and school-wide use of Daily Review and Checking For Understanding and Engagement Norms.
- Embed the practice of observations and feedback for all staff.
- School instructional coaches, mentoring (other teacher leaders) are used to improve instructional practice.

## Section Eight: School Policies

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### Student Welfare, Anti-Bullying and Behaviour Management

The Sacred Heart Student Welfare Policy is underpinned by a Restorative Practice framework. These multifaceted frameworks embrace all members of the school community and endeavour to provide support at all levels of school life. Our *Values in Action Guidelines* provide clear behavioural expectations with response protocols for staff.

A focus on regular attendance has promoted stronger home/school relationships to encourage active school attendance and participation. Teacher-student relationships are important and regular check-ins and contact are necessary to monitor students' wellbeing in a cyber world. Various programs coexist to support the wellbeing of our students and we work in partnership with a variety of external agencies.

Anti-bullying strategies are embedded and promoted throughout the school. Staff also provide mediation and conflict resolution/restorative practices to enable students to accept responsibility for their actions and to repair relationships. A strong commitment to a no-tolerance attitude to bullying has shaped the emphasis we have given to staff and student wellbeing. There is a determination through a range of different activities to strengthen relationships across the campus to ensure that students and staff never feel alone or isolated.

Corporal punishment is expressly prohibited by this school. In addition, we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school. Student Welfare and Behaviour Management Policies were reviewed in October 2022 and are in the process of being redefined after consultation with staff and students.

Student Welfare, Anti-Bullying and Behaviour Management Policies were reviewed in October 2022.

The full text of the School's Student Welfare and Behaviour Management Policies may be accessed at <https://cg.catholic.edu.au/parents/policies/>.

### Complaints and Grievances Resolution Policy

Catholic Education Archdiocese of Canberra and Goulburn (CECG) has a *Complaints Policy* which is implemented by all systemic schools in the Archdiocese of Canberra Goulburn. The rationale for the policy is that within the reality of school life it is recognised that from time to time misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CECG monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

## Section Nine: Community Satisfaction

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

### Parent Satisfaction

The parent body was surveyed using the online tool 'Tell Them from Me' regarding a wide range of aspects of school life including, but not limited to, resourcing, community, support, effectiveness, communication and partnerships. Overwhelmingly the parents responded positively and recognised that the school is a safe, welcoming and engaging place for the students. Parents would recommend the school to others and affirmed the communication processes and the willingness of staff to differentiate and meet each student's needs. The caring and inclusive nature was highlighted as a strength of the staff and school.

### Student Satisfaction

Students were surveyed from Years 3 to 10. It is clear our students feel safe at school and feel supported and cared for by their teachers. Generally, all students feel accepted and included and would recommend the school to others.

- Over 90% of Primary students reported that they felt socially and intellectually engaged at school.
- Nearly 100% of students believe that their schooling is useful in their everyday life and look positively towards the future.
- The majority of students identified that the teachers encourage them to do their best and have promoted a culture of growth-mindset where they are challenged to achieve their personal goals.
- Students indicated they have positive teacher-student relations and feel their teachers are responsive to their needs.
- The opportunity to be involved in a range of different activities was highlighted and most saw the value in the feedback given to them by their teachers.

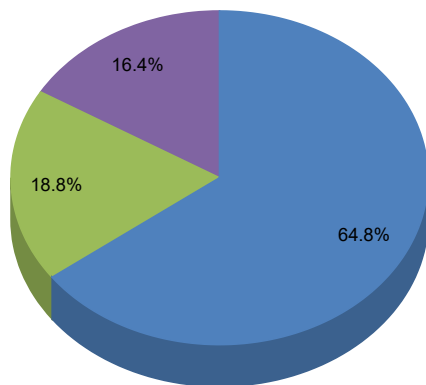
### Teacher Satisfaction

All teaching staff, classroom assistants and general employees were given the opportunity to respond to the survey where they were asked their opinions on school functioning and effectiveness.

All staff responded positively about the personal satisfaction they receive from working at the school and generally they feel supported and included in the life of the school. They are happy with the leadership of the school and the support of their professional lives and wellbeing. The access to professional learning and collaboration is affirmed and most recognise that the school has a clear improvement agenda. Most feel that time is the most precious resource of which there is never enough to provide all that they would like for their students. The caring community, the beautiful students and the generous spirit of the staff contributed to the high satisfaction from working in the school.

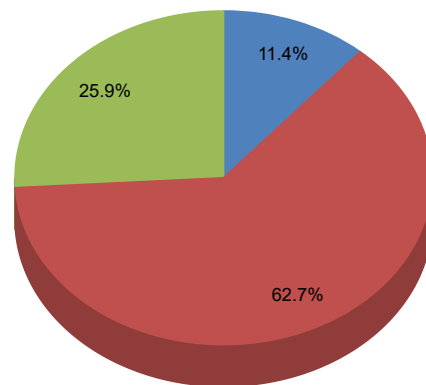
## Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (64.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.8%)
- Fees and Private Income (16.4%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (11.4%)
- Salaries and Related Expenses (62.7%)
- Non-Salary Expenses (25.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,426,531
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,280,821
Fees and Private Income <sup>4</sup>	\$1,120,100
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$6,827,452</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$860,686
Salaries and Related Expenses <sup>7</sup>	\$4,747,404
Non-Salary Expenses <sup>8</sup>	\$1,965,088
<b>Total Expenditure</b>	<b>\$7,573,178</b>

**Notes**

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