

# 2024

## ANNUAL SCHOOL REPORT



### **Sacred Heart Catholic Primary School**

15 Church Street, COOLAH 2843

Principal: Mrs Kylie Scott

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

## About this report

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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 be also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

Sacred Heart Catholic Primary School fosters faith, learning, and community in a Christ-centred environment. In 2024, we strengthened our commitment to academic excellence, student well-being, and community engagement.

Our students thrive in a culture of faith, love, and understanding. Staff nurture resilience and dignity, ensuring every child is supported. Parents play a vital role in our inclusive Catholic community, with initiatives like Parents in Partnership (PIP) strengthening school-home ties.

#### Learning and Teaching - Key academic focuses:

- Implementation of new K-6 English and Mathematics syllabi
- Strengthening Professional Learning Communities (PLC) for student success
- Expanding digital learning through Seesaw
- Enhancing differentiation for diverse learners

#### Faith and Wellbeing - Highlights:

- Weekly prayer assemblies, liturgies, and parish Masses.  
Second Steps program supporting social-emotional learning.  
Pastoral care and counselling services for families.  
Community Engagement & Achievements
- Celebrating Grandparents Day, Harmony Day, and Sacred Heart Feast Day.  
Strengthening ties with CatholicCare and local businesses.  
Encouraging student participation in sports, music, and public speaking.

#### Looking Ahead - Goals for 2025:

- Continued staff development in curriculum and high-impact teaching
- Implementation of HSIE, PDHPE (2025), Science & Technology, Creative Arts, and Religious Studies
- Expanding STEM and digital literacy programs
- Strengthening school-home-parish connectionsWe are grateful for the dedication of students, staff, and families and look forward to another year of excellence.

Kylie Scott - Principal

## Parent Body Message

The Sacred Heart P&F has had another great year and I am so grateful to the dedicated band

of parents, grandparents, friends and community members who have supported us again this year.

As usual, the Diocesan Cross Country was our major fundraiser and the P&F ran a very successful canteen and raffle. Thank you to all those who helped in the canteen, donated raffle prizes, sold raffle tickets, baked morning tea treats, sat on a checkpoint and supported the event in every way. We also ran our regular Easter raffle, and we thank everyone who generously donated prizes.

This year the P&F has focussed on implementing the master plan for improvements to the school grounds and play areas. We thank the parents and community volunteers who gave up their time for our working been in early November to create a dedicated dump truck play area. A special thank you to Mr Scott, who project managed the construction and earthworks. We also gave the gardens a general tidy-up, including weeding, mulching, cutting back old growth, etc. We still have plantings to do and turf to establish...fingers crossed for a wet summer!

The P&F also supported the school by cooking the annual Father's Day breakfast and the BBQ for the disco, and providing suggestions on improvements to the school.

Our plans for next year are to continue to implement the master plan, including creation of an outdoor sanctuary and learning space in the vacant space between the shed and the old church. This will also act as a privacy screen to the neighbouring property.

On behalf of the P&F, I would like to thank the staff for their ongoing dedication to the education of our children. Thank you for ensuring our children are always supported, challenged and encouraged to act with kindness and respect. Thank you for providing interesting and stimulating learning experiences, and for gently guiding their spiritual development.

The P&F would also like to sincerely thank the CEDB for their ongoing support of the school. Thank you again to all those who helped the P&F and the school in so many ways this year.

Fioan Morse

P&F President

## Student Body Message

This year has been an incredible journey for all of us at Sacred Heart Catholic Primary School. As your School Captain and Vice Captain, we have been honoured to represent such a wonderful school community filled with faith, friendship, and learning.

One of the highlights of 2024 has been the way our school has come together to support each other. Whether in the classroom, on the sports field, or during special celebrations, we have seen so much kindness, teamwork, and enthusiasm from our fellow students.

We have loved being part of the many amazing events this year, including:

- Leading assemblies and school liturgies, where we have had the opportunity to share our faith and school values
  - Organising fundraising and community initiatives, such as Mission Day and our Sacred Heart Feast Day celebrations
  - Representing our school in sporting carnivals and leadership days, where we met other student leaders and learned valuable skills
  - Supporting younger students and acting as role models, ensuring everyone at Sacred Heart feels included and supported
- We want to thank our teachers, staff, and parents for always encouraging us to be the best we can be. Most importantly, we want to thank our fellow students for making Sacred Heart such a fun, positive, and inspiring place to learn and grow.

As we move forward, we hope that every student continues to embrace our school motto of faith, love, and understanding. We are proud to have been your leaders in 2024 and know that Sacred Heart will continue to thrive in the years ahead.

Libby Morse (Captain) & Darcy Flipp (Vice Captain)

## School Features

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Established in 1921 by the Sisters of St Joseph, Sacred Heart continues to honour its founding charism through a strong emphasis on community service and active witness. Our school fosters a deep connection with families, the local community, and the Parish of Sacred Heart, ensuring a welcoming and faith-filled environment.

A highlight of the school year is the Mission Stalls, where students raise funds for Catholic Mission, demonstrating their commitment to service, our faith and spirit.

Despite our small size, students participate in extensive sporting opportunities including athletics, swimming, football, and cross country, along with gala days and diocesan events. Partnerships with neighbouring schools further enhance student experiences.

Our contemporary learning spaces offer flexibility, with classrooms and breakout rooms designed to support engagement and collaboration. The expansive school grounds encourage active and creative play, featuring loose parts play areas and a designated digging space for hands-on exploration.

## 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 2024:

Girls	Boys	LBOTE*	Total Students
11	20	3	31

\* 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 2024 was 91.40%. 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
90.48	93.23	91.40	93.22	88.31	92.04	91.10

### 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

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	11
Number of full time teaching staff	3
Number of part time teaching staff	3
Number of non-teaching staff	5

### 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:

- 39 Conditional teachers
- 28 Provisional teachers
- 920 Proficient teachers
- 1 Highly Accomplished and Lead (HALT) Teacher
- 1 Lead Teacher
- 8 HALT Candidates

Additionally, there are 14 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.

## Catholic Identity and Mission

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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 and 8 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.

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### **School Vision**

As a Josephite School, Sacred Heart strives to achieve quality holistic education and facilitates high levels of learning in a nurturing, Christ-centred environment.

### **School Mission**

In our efforts to provide authentic and effective Catholic Education and in the spirit of our founder St Mary MacKillop we endeavour to:

#### Mission Statement – Development as a Catholic School

Create an atmosphere in which Jesus Christ, His values and teachings, are a natural and integral part of the school and community.

Help each child grow in an awareness of God so that they will be able to make a personal response of faith and love.

Foster an understanding of oneself and an acceptance of one's own and others' strengths and weaknesses.

#### Mission Statement – Curriculum Implementation

Help each child develop to their potential in each area of education (spiritual, intellectual, physical, emotional and creative) according to their ability.

Continually evaluate and modify teaching programmes and strategies in light of education being a dynamic and ongoing process and in accordance with NSW Education Standards Authority.

#### Mission Statement – Organisation & Management

Promote sound communication and decision-making practices between staff, students, families and the community.

Maintain up to date record keeping, supervision, policies, procedures and financial accountability.

#### Mission Statement – Resources & Facilities

Provide a safe and well-maintained physical environment.

Provide up to date and appropriate resources in order to implement the syllabus in an

enjoyable, relevant and challenging way.

## Curriculum, Learning and Teaching

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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.

Sacred Heart Catholic Primary School delivers a comprehensive educational program aligned with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) include English, Mathematics, Science and Technology (S&T), Human Society and Its Environment (HSIE), Creative Arts (CA), and Personal Development, Health, and Physical Education (PDHPE). The Diocesan Religious Education syllabus is also implemented, integrating faith-based learning across all areas.

Our staff are committed to continuous improvement, ensuring all students experience at least one year of academic growth, regardless of their starting level. Instruction is tailored to meet individual needs through a level-based learning approach that provides support or enrichment as needed.

Students in Kindergarten to Year 2 receive daily explicit phonics, grammar, and punctuation lessons to build strong literacy foundations. Targeted intervention sessions support those needing additional assistance, while students who have mastered foundational skills engage in enrichment activities.

In Years 3-6, differentiated literacy and numeracy programs challenge students at their individual levels. Flexible grouping allows students to transition between support and extension based on ongoing assessment, ensuring instruction meets their needs.

Mornings focus on core literacy and numeracy skills, while afternoons emphasise inquiry-based learning in Science and HSIE, fostering problem-solving and critical thinking.

To support positive learning behaviours, Kindergarten students complete a six-week Ready to Learn program, while all students participate in the Second Step program, promoting social-emotional skills and positive peer interactions.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Sacred Heart Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	100%	54%
	Reading	100%	66%
	Writing	100%	77%
	Spelling	50%	61%
	Numeracy	50%	64%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	100%	65%
	Reading	0%	71%
	Writing	0%	67%
	Spelling	0%	68%
	Numeracy	0%	68%

## Pastoral Care and Student Wellbeing

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### 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 was revised in 2024 and is now titled Student Wellbeing Framework. The Framework can be accessed at [Student 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 Student 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 Student 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 school 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, Code of Conduct and Whistle Blowers. All of these are available through the CEDB website and the school website.

## 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 2024, 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.

Both Data and Comments from these School Improvement Surveys are summarised here.

### Parent satisfaction

#### Parent Satisfaction

The annual survey showed families are pleased with the academic support their children receive. Feedback on improving communication with parents has informed our 2024 Annual Improvement Plan. Parents have also expressed interest in being more involved in their children's learning, which has led to increased interaction between staff and parents regarding student progress and activities. Additionally, the school has seen active participation from the Parents and Friends (P&F) group, particularly through initiatives like the working bee to enhance our school grounds. This collaboration between staff and parents has fostered a stronger community spirit and a shared commitment to improving the learning environment for our students.

### Student satisfaction

#### Student Satisfaction

Students are satisfied with the learning experiences provided at Sacred Heart. They feel supported in their academic progress and appreciate the engaging and inclusive teaching methods employed in the classroom. However, they have expressed a desire for continued improvements in school facilities. In particular, students have highlighted the importance of enhancing the playground area to provide more opportunities for outdoor activities and social interaction. They believe that an improved playground would foster creativity and physical activity, contributing to a well-rounded educational experience.

These suggestions have been incorporated into the school's planning for the upcoming year, aiming to create a more enriching and student-focused environment.

## **Teacher satisfaction**

### **Staff Satisfaction**

Staff at Sacred Heart are generally content with the learning environment and the conditions provided for both teaching and professional growth. They feel supported in their roles and appreciate the collaborative atmosphere within the school. In particular, teachers provided valuable feedback on how communication with parents could be improved to foster stronger connections between home and school. In response to this, the school has made efforts to enhance communication strategies, ensuring that parents are more informed and engaged in their children's learning journey. Additionally, teachers were given ample opportunities to review and refine school procedures during staff meetings, where they were encouraged to share ideas and collaborate on best practices. This ongoing dialogue ensures that both teaching methods and school policies are continuously evolving to meet the needs of students and the wider school community.

## 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 2024 year is detailed here:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,090,606
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$283,761
Fees and Private Income <sup>4</sup>	\$76,824
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$13,391
<b>Total Income</b>	<b>\$1,464,582</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$46,106
Salaries and Related Expenses <sup>7</sup>	\$1,048,356
Non-Salary Expenses <sup>8</sup>	\$453,709
<b>Total Expenditure</b>	<b>\$1,548,171</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.

END OF 2024 REPORT