



Sacred Heart Catholic Primary School Pymble



2012 Annual Report

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1. Message from Our School Community

1.1 Message from the Principal

At Sacred Heart Catholic Primary School, Pymble we believe that all children are unique and bring with them to their learning particular skills, gifts and talents. Children learn best when their learning experiences are designed to meet their immediate point of need. The school environment is a positive, happy place where there is mutual respect, and where diversity is celebrated.

We believe children see themselves as learners. This annual report reflects the achievements of Sacred Heart in 2012. The report is a summary of the direct results of the hard work and achievements of the student body, the commitment and professionalism of Sacred Heart's teaching and support staff and the support and involvement of an active, dedicated and generous parent community. I am proud to present to you the 2012 Annual School Report for Sacred Heart Primary, Pymble.

1.2 Message from the Parent Body



Parents have an active involvement in the life of Sacred Heart Catholic School. The Parents and Friends Association (P&F) extended invitations to new and existing parents to a number of events, with a focus around building community. The Cocktail Party, Sacred Heart Soiree, Dads' Night, Trivia Night, Grandparents Day were just a few of our successes. Parents continued to assist the Principal and the staff with the smooth running of the school by working in the canteen; as class helpers; Athletics and Swimming Carnivals; Cross Country; Gala Days and Family Masses. Pastoral Care and the emphasis on social justice and outreach are important to the parent body. The practical assistance from the parents is welcomed and greatly appreciated by the school. Executive Meetings and General meetings were held once per term.

1.3 Message from the Student Body

Sacred Heart is a great place for us as students. Learning is fun and there are lots of different ways students can get involved. There are many opportunities for us to learn and get involved in extracurricular activities – Science Club, Art Express, Band, Cross Country, Chess, Choir, Soccer, Netball, Maths Olympiad, lunch time sport and the various leadership committees. There is always something to get involved with – either music, art, sport, Maths or Science.

Our school has PBL (Positive Behaviour for Learning) which is important because it helps children follow the rules. There are hardly ever any problems because we all know the PBL rules. These rules are there to help us make good choices and to keep us safe.

Our school has great equipment – equipment for our learning and for playing sport. Our classrooms are bright and happy and we have computers which are there for us to use with our learning.

Sacred Heart is a great school with lots of nice teachers. Our teachers care about us and help us to learn. Our school is a safe environment and we celebrate many things together as a school. We go to Mass and have Prayer assemblies together.

In Years 5 and 6, students have many opportunities to be leaders. We enjoy going on camps and getting to know each other and learning about leadership.

Sacred Heart is a great place to be!



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
163	171	30	0	334

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

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

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have 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
- do not have qualifications as described in (a) or (b) 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.

a	b	c	Total
21	0	0	21

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2012 was 97%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 95%.

2.5 Teacher Satisfaction

The teachers at Sacred Heart value the ongoing Professional Learning. This learning is dedicated to striving towards meeting the needs of our students. The teachers recognise the importance of working towards long-term goals and working together to reach these goals. Our School Improvement Plan drives the Professional Learning and the teachers have valued the relevance and connectedness of their professional learning to their daily work.



The teachers also value the need for allocating necessary resources to assist them in their work. Whilst recognising the complexities and challenges posed in their daily work, the teachers at Sacred Heart feel supported, enjoy their work and the overall morale is very good.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	95
2	92
3	96
4	96
5	94
6	98



The average student attendance rate for 2012 was 95%.

Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging;
- maintains accurate records of student attendance;
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise;
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations; and
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.



The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

Students report that they feel safe and happy at school; that they know and understand the school rules (PBL) and that any issues are handled proactively by the staff. Students feel strongly that they are respected by all teachers. They enjoy their learning in all Key Learning Areas and also in Religious Education lessons where they learn a great deal about God and the Church. They recognise that learning takes many forms and there are many opportunities for them to be involved in this learning. Students see their learning as exciting, valuable and diverse and directed towards their needs. They have been able to identify that teachers are there to help them learn; providing experiences that both extend and support their learning.

The students at Sacred Heart appreciate the sense of welcome, the way we gather as a whole school and say good morning to parents and teachers. This sense of welcome continues when, on Monday morning the whole school gathers for prayer at the beginning of the week. This time together allows the students to hear about events that are going on as well as learn about our PBL rules from our Student Representative Council. The students are proud of their learning. Students express an understanding about social justice and how that can be lived in their daily lives. There is an awareness of the needs of others.

Special days dedicated to areas of learning were something that the students recall with great detail – Science Day, Billy Cart Day, Talent Quest and our sports carnivals are some that they noted. Sacred Heart Day was named as a day where the children celebrate our school and parish and celebrate who we are. Days set aside each Term for the children and families taking the time to stop and tour around the classrooms for a 'learning tour' were named as a great way of sharing learning and seeing what it is you're going to learn next year! They express an appreciation for the many and varied ways in which they are engaged in learning – hands on, making things, investigations, using technology to research, group work, individual work and learning through first hand experiences.





3. Catholic Life and Mission

3.1 Catholic Heritage

There has been a Catholic school on Bobbin Head Road, Pymble for over one hundred years. Originally the school was a private Catholic boarding college catering for girls from Year 5 to the Leaving Certificate. The formation of students in Catholic discipleship continues to be pursued within the Sisters of Mercy ethos which stresses the importance of hospitality, shared ministry and a concern for the marginalised.

Esse Non Videri, our school motto, also names our school song which highlights the hospitality and shared ministry that has been evident through the long traditions of the Mercy Sisters. The words of the song reflect the strong community spirit at Sacred Heart: 'Welcome all who come, parents, children, teachers, a family we become'.

The school's life and mission reflect that of the Beatitudes as a community that works together to create a sense of mission. As described in the Beatitudes (Matthew 5: 3-10): Helpfulness, Justice, Strength, Endeavour, Humility, Honesty, Forgiveness and Hope are central in our everyday school life. Throughout his public ministry, Jesus gathered disciples into a bonded community of faith. Starting out by the Sea of Galilee, he saw Simon and Andrew 'casting their nets' and invited them to 'Come, follow me, and I will make you fishers of people' (Mark 1: 16-18). They did!

Early on, Jesus chose twelve among the disciples and commissioned them for communal leadership (Mark 3: 13-19).

3.2 Religious Life of the School

The Religious dimension is a key component of everyday life at Sacred Heart Pymble, being embodied through prayer, liturgy, social justice and a commitment to ecological conversion. Most importantly, excellence in religious education is highly valued and the religious dimension is embraced across the curriculum.

Prayer and liturgy are central to school life, and its development is part of the school's strategic plan. Rich liturgical celebrations in which all community members are invited to be active participants are part of life at Sacred Heart. The Sacred Heart community joins together to celebrate important religious feast days and community events. Sharing Eucharist together is seen as nourishment for the community and so mass is celebrated for significant days such as Mothers' Day, Fathers' Day and Grandparents' Special Friends' Mass.



Prayer is experienced in various ways at Sacred Heart. Community prayer is shared at Monday assembly each week, in which teachers lead prayer based on a liturgical feast, a current theme, world situation of importance or on the previous Sunday's scripture. Every week the school attends Parish Mass within their year groups. Prayer in the classroom is foundational to the development of Religious Education Modules.

To support classroom prayer, the staff have engaged in professional learning about scriptural prayer through *Lectio Divina* and reflective prayer through the Ignatian Examen. Each classroom, including the library and office, has a sacred space which is used for daily prayer and reflection and all religious education is made authentic through prayer and action.

To support the faith formation of our parent body, the Principal along with an Education Officer from the Mission Services Team at the Catholic Schools Office offered parents the opportunity to participate in a mothers' spirituality morning.



Strategically, the school has focused on ecological conversion as the key element of social justice in 2012. In conjunction with Catholic Earthcare, the management team (seedlink team) collected and analysed data as grounding for future strategic planning. This strategic process has been supported by the contribution of a student environmental team. The students also have had a role in leadership in Social Justice as they provided opportunities to increase awareness of issues and raise funds to support key Catholic work in Social Justice.

3.3 Catholic Worldview

The school recognises its role as an evangelising community, reaching out to all especially those who have limited connection with Church. Through an understanding of Catholic Worldview, the staff works towards helping the students and their families experience life through the eyes of Catholic faith.

Catholic Worldview is embodied in the way the school operates, for example, through the Positive Behaviours for Learning Process, the approach to ecological conversion and sustainability, prayer and liturgical life and a commitment to social justice.

Catholic Worldview is embraced across the curriculum and all pedagogical and pastoral decisions are founded in Gospel values.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

2012 denoted the completion of a Masters of Religious Education by one staff member and a Masters of Education including the completion of six Religious Education units. One staff member completed a graduate certificate in Theology. Two Staff members participated in Ministry II, one completing the course as a Masters unit while another staff member participated in Ministry I. All staff members completing further studies were fully supported in the process.

The staff engaged in a spirituality day with the goal of developing their understanding of ecological conversion and sustainability. This day explored the strategic development of the school environmental management plan, founded in deep understanding of ecological conversion, through the ASSISI plan provided by Catholic Earthcare.





4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

Through guidance by the Catholic Schools Office policy, Sacred Heart has developed and sustained a Pastoral Care policy. The school aims to support the students in developing the skills needed for positive self-esteem and self-worth through the Positive Behaviour for Learning (PBL) system. This whole school approach promotes self-discipline, responsibility and faith. The school rules are: care of self, care for others, and care for the place we are in. Students are taught these rules within the many contexts of the school and they are supported to be successful learners through these positive behaviours.

Everyone in the Sacred Heart school community has the responsibility to foster high quality interpersonal relationships. Teachers have a significant role to play in modelling the importance of building and maintaining relationships. The school curriculum is differentiated to best meet the individual needs of all students. The learning support team and Education Officers work closely with classroom teachers in providing high quality support and assistance to children with special needs and learning difficulties. A counsellor is available to all students and their families.

4.3 Pastoral Care of Families

There are formal and informal support structures available for families within the Sacred Heart community. The Principal and Assistant Principal work closely with parents during the year to provide whatever support is required in relation to issues concerning their children. The North Shore cluster school counsellor is available to consult with students and parents in relation to any pastoral care issue. Where necessary, parents are referred to other agencies and external initiatives such as Centacare and 'Seasons for Growth' for professional support.

There is a close support network with the parish and the parish priest is also available to assist families in our school.

The school has a Pastoral Care Co-ordinator (PCC). This person is a volunteer and, working closely with the Principal, supports those families in times of need and/or crises. The work of the PCC is supported financially through a generous donation from the school's Parents & Friends Association.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.



4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.





5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

"I want to know my students better so that I can teach them better" remains as a catch cry of the teaching staff at Sacred Heart. This is driven by the "Teacher knowledge building and inquiry cycle" (Timperley) which guides our focus for quality teaching and learning. Teachers are continuing to make good use of learning data and individual student's evidence of learning which, when analysed, gives direction for future teaching and decision making.

Sacred Heart learning community values recognising the many and varied gifts of all learners. Therefore, the students have many opportunities to participate in a wide variety of learning experiences within the curriculum and beyond. This year, the Leadership Team has engaged in 'instructional walks'. These walks are focused walks around the classrooms. Students are asked some questions about their learning:

"What are you learning?"

"How are you going with that learning? How do you know?"

"Where do you go for help?"

The teaching staff at Sacred Heart learn from and with each other, continually aiming to develop the necessary skills to provide best practice pedagogy to all students. There is a clear focus on learning goals and the desire to build on whole school consistency of practice to strengthen the learning from year to year. This team work allows the students to benefit from the diversity and richness of quality teaching across the grades. The teachers value their learning and recognise the important part it plays in their professional development.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because



figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2012 cohort, there were 61 students in Year 3 and 40 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	0.0	1.7	8.6	19.0	27.6	43.1	98
Writing	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0.0	3.4	5.2	13.8	43.1	34.5	98
Spelling	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	1.7	0.0	3.4	25.9	32.8	36.2	97
Gr. & Punct.	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	1.7	1.7	5.2	10.3	22.4	58.6	97
Numeracy	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	0.0	1.7	12.1	17.2	25.9	43.1	98

- All students at Sacred Heart participated in NAPLAN in 2012 except one student from Year 3 who was exempt.
- Year 5 boys improved by 23 scale points from 2011 in Reading.
- Year 3 boys are 65 scale points above the state average in Numeracy.

Student representation in the top Bands well exceeds the national and state rates in all areas of Literacy and Numeracy. 71% of Year 3 students achieved in the top 2 Bands for Reading compared with 47% at National level. Similarly pleasing results in Numeracy with 69% of our Year 3 students achieving in the top two Bands compared with the National 33%. Less than 2% of our Year 3 students fell in to Band 1 or Band 2. Our focused and dedicated teaching and learning programs continue to meet the diverse learning needs of our students. Professional learning into 2013 will be focused on continuing to meeting individual needs of all learners.



Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	2.5	5.0	12.5	22.5	32.5	25.0	97
Writing	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	0.0	2.5	35.0	27.5	30.0	5.0	100
Spelling	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	0.0	7.5	17.5	15.0	37.5	22.5	100
Gr. & Punct.	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	2.5	10.0	12.5	25.0	22.5	27.5	97
Numeracy	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	2.5	7.5	12.5	35.0	27.5	15.0	97

- All Year 5 students at Sacred Heart participated in NAPLAN in 2012.
- Year 5 boys improved by 23 scale points from 2011 in Reading.

Band distributions across Year 5 indicated great strengths in Literacy and Numeracy with percentages in the top two Bands exceeding the National and State figures. Professional learning into 2012 will be focused on meeting individual needs of all learners with a particular focus given to explicit teaching to foster the continued growth of student learning from the early years into upper primary years.

5.3 Extra Curricula Activities

Sacred Heart Catholic School is committed to offering a variety of opportunities to cater for children's needs and interests. These extra curricula activities are wide and varied and allow many opportunities for children to explore different talents as well as excel in specialist areas.

Outside music tutors offer tuition in violin and piano. In addition to this, the school band consists of almost 80 members from Years 3 to 6. Similarly, the school's string ensemble is made up of students who play the cello and violin. Children are also encouraged to join the school choir. These groups have opportunities throughout the year to perform or lead the school in musical events.

Extending from the school Physical Education curriculum, the students at Sacred Heart have many opportunities to try out new sports or compete in local competitions. These include lunch time oz-tag and netball round robins, netball, rugby and soccer gala days. Our school also has Netball and Soccer clubs that compete in weekend competitions.

Other extra curricula activities include Writing Club, Science Club, Taekwondo, Art Express, languages (German and Italian), debating, Maths Olympiad and Chess. Our senior students are all members of committees that play an active role in the life of the school – Social Justice Committee, Liturgy Committee, Environmental Committee and Student Representative Council.



5.4 Professional Learning

After undergoing external review in 2010, Sacred Heart community has identified 3 main school goals: Teaching and Learning, Pastoral Care and Catholic Mission. As such, the Professional Learning for 2012 was geared towards these goals.

Teaching and Learning - to improve Literacy and Numeracy skills in all students. The heart of this Professional learning focused around being able to gather and analyse useful information about students' learning in order to make more informed decisions around future teaching aimed at the students' point of need. The staff has made use of the Knowledge building and inquiry cycle (Timperley, Auckland University, New Zealand) to guide our professional learning. This cycle of inquiry makes use of relevant data pertaining to students' learning needs, planning appropriate teaching and learning experiences and evaluating as a result of students progress. This framework has allowed the staff to work together and learn together as well as with and from each other to explore best practice. The continued work is geared to catering for individual students, ensuring each student achieves personal growth in their learning.

Catholic Mission - Develop in our students a conscious knowledge, commitment and engagement to the values embedded in the Beatitudes. This Catholic Mission continues its outreach and is making real connections with us as stewards of the land. "Seedlink" and the developing partnership with Catholic Earthcare is giving direction to this goal.

Pastoral Care - To deepen our students' knowledge of self in order to contribute to the well being of all members of the Sacred Heart Community. Positive Behaviour for Learning (PBL) continues to guide our pastoral care for students. 'Student voice' has been a growing focus for us at Sacred Heart. Hearing students speak about their learning, their experience of their world as young Catholics growing up in Australia, and how they see themselves as learners and members of an active learning community is a growing feature of our school.



6. Strategic Initiatives

6.1 2012 Priorities and Achievements

As a result of external review at the end of 2010, the school community has identified 3 main strategic goals as a part of a 5 year plan.

Learning and Teaching - Improve student Literacy and Numeracy skills in all students. Significant progress was made throughout 2011 and 2012 as a result of extensive professional learning for staff. Staff identified the professional learning in this area as having real impact on their practice. Each teacher was able to articulate with greater precision the learning needs of the students in their class. Whilst recognising that this is indeed the start of a 5 year plan, there was great progress made in developing a culture of professional learning and sharing amongst the staff; a willingness to learning from and with each other. Each teacher is able to articulate with clarity and precision the learning in which each child is engaging. Professional discussions focused around the student and their learning, continues to strengthen the learning and quality teaching.

Catholic Mission - Develop in our students a conscious knowledge, commitment and engagement to the values embedded in the Beatitudes. Members of staff were able to deepen their understanding as to what it means to work in a Mercy School whilst also exploring the values attached to the Beatitudes. Particular connections were made with the mission work in Candela. Students and families were actively involved in learning more about their needs and reaching out to them in prayer and more practical ways of providing resources for new toilets.

Pastoral Care - To deepen our students' knowledge of self in order to contribute to the well being of all members of the Sacred Heart Community. Time was dedicated to continue to support the pastoral care of our students. Staff professional learning and connections with parent and parish ensured this goal remains a high priority. The outreach program of the "Dish" was established this year and staff and families have become actively involved in this pastoral care. The LOV (lots of volunteers) list continues to flourish and reach out to families in our own school community in need.

6.2 2013 Priorities and Challenges

Learning and Teaching - 2013 goal – Priorities for teaching and learning for 2012 were identified as developing students' Mathematical understanding in number and continuing to improve students' Reading and Comprehension skills. The challenge will be to continue on the learning from 2012, maintaining energy and enthusiasm and tracking student achievement. This will be extended to looking at Writing and Mathematical understanding. Alongside this challenge will be the implementation of the new National Curriculum. In addition to this, continuing to build the links with parents and strengthening the many ways in which they can become more actively involved in their child's learning.

Catholic Mission – 2013 goal – To develop in our students an awareness of the link between scripture and their lived experiences in order to engage them in the values embedded within the vision and mission of Sacred Heart as espoused in the Beatitudes. This will include participation in holistic religious education with a focus on ecological awareness. The challenge for 2013 will be exploring the way our school can become more ecologically sustainable and raising school community awareness of our roles as stewards of God's earth.

Pastoral Care – 2013 goal – Students will gain a better understanding of self as a member of Sacred Heart Community. A challenge for 2013 is to identify ways of sustaining the 'student' voice and developing ways for our students to become more actively involved in knowing themselves as learners and as members of a Catholic Learning Community.



7. Parent Participation

7.1 Introduction

The Parents & Friends Association (P&F) is an integral part of Sacred Heart Catholic Primary School. It provides a formal structure for parents and caregivers to participate in all activities and decision making processes and to work for the benefit of the school and, ultimately, our children. We began on a mission this year to get as many parents as possible engaged in the various social events throughout the year with a focus on events that are about building community. It was evident that we are a community that gets involved with over 80% of our families participating in the various events over the year. It can also be said that we are a community that has something to say and doesn't mind saying it - on the whole we are engaged in the life of our school and parish.

7.2 Parent Satisfaction

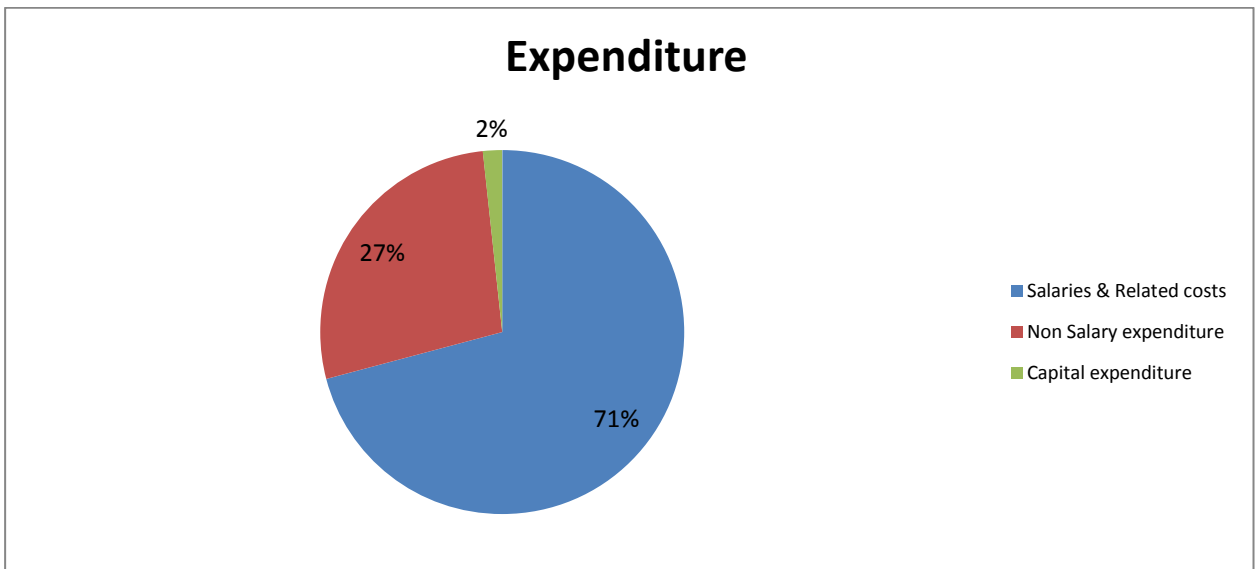
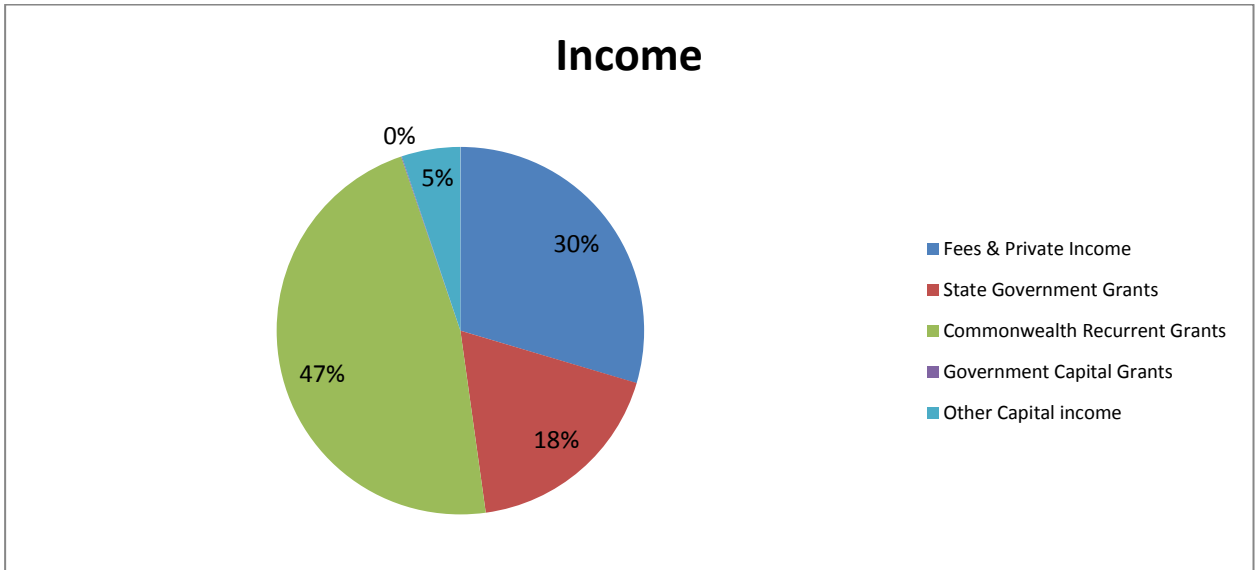
At Sacred Heart parents continue to feel valued, respected and welcomed through a supportive and friendly community spirit. The quality teaching that each child receives at Sacred Heart is appreciated and recognised by parents. Pastoral care particularly of the students and the emphasis of social justice and outreach is acknowledged. Parents see their child as safe from harassment, bullying and victimisation. The greatest satisfaction expressed by parents is that Sacred Heart is a place which allows the child's faith to grow; that members of staff provide good role models of adult Christian life and the values and mission of the school is well articulated. Parents value the positive links with the parish and wider community and appreciate that every member of the community is treated with respect and dignity.





8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the “myschool” website at <http://www.myschool.edu.au>. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



The contents of this annual report have been validated by the School’s consultant, Diann Hynes.