



Sacred Heart Catholic Primary School Pymble

2013 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

This annual report provides the school with an opportunity to outline the achievements and initiatives that have occurred during the 2013 school year. A major focus continues to be our learning and teaching goal from our School Improvement Plan (SIP) which focuses on improvement of the numeracy skills of all children. We are committed to ensuring excellence in teaching and learning and helping students achieve the best possible educational outcomes. We have much to be proud of and value the partnership between school, home, parish and the wider community. We look forward to building on our accomplishments as we move forward in our process of continual renewal.

1.2 Message from the Parent Body

Parents are an integral part of the life of Sacred Heart Community. We participate actively in the life of Sacred Heart assisting in the daily events in the school in classrooms, canteen, and library and throughout the year at various times on a needs basis such as book covering and on class excursions. We are kept well informed of all aspects of our child's schooling. Through the Parents & Friends Association (P&F) we participate in all activities and decision making processes and work in partnership with the school for the benefit of all and, ultimately, our children. Parents who attend our P&F meetings were given the opportunities to share a positive Christian ethos and promote the principles of Catholic education. We became more involved in our children's spiritual, academic and social growth by the sharing of relevant and meaning information. We also had opportunities to deepen our own faith commitment by participating in Parent Education programs offered throughout the year. General meetings were held once per term and the P&F executive committee also met once per term.

1.3 Message from the Student Body

Sacred Heart is a fun place to learn and make new friends. Learning is exciting. There are lots of opportunities for us to get involved in school life and learn new skills along the way – K-2 Science Club, Art Express, Band, Cross Country, Chess, Choir, Soccer, Netball, Maths Olympiad, lunchtime sport as well as many leadership opportunities.



At Sacred Heart we have PBL (Positive Behaviour for Learning). It helps us to follow the school rules and reminds us to make good choices and to stay safe. We don't really have many problems at school because we know



that the PBL rules are there to help us.

At our school we have great places. There are lots of playgrounds to play games at recess and lunch and to learn different sports with our class. We have places to have quiet time and places we can use our imaginations when playing with our friends. There is lots of equipment to use when playing and learning such as soccer balls, cricket sets and basketballs. We love our library where we get to borrow great books and use iPads during learning time and lunch. Our classrooms are great places to learn with Interactive Whiteboards and computers for use to use.

We have great teachers at Sacred Heart. They are nice and friendly and help us to learn. We go to church to celebrate with our class and sometimes we have special visitors sit with us like Grandma and Grandpa on Grandparents Day. We have Prayer assemblies and receive awards on Friday afternoons. Sacred Heart is building our education and is a fun and inclusive school.



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
176	166	31	0	342

*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
0	0	0	0

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 2013 was <<xx>>%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was <<xx>>%.

2.5 Teacher Satisfaction

The teachers at Sacred Heart value the ongoing Professional Learning that takes place.

The teachers understand that it is our School Improvement Plan which is the driving force behind the Professional Learning and can see relevance and connectedness of the professional learning to their daily work. Furthermore, members of the staff are committed to working together to meet the needs of our students in a safe and supportive environment.



2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	96
1	95
2	96
3	96
4	97
5	97
6	95

The average student attendance rate for 2013 was 96%.

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
- 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 at Sacred Heart report that they feel happy and safe at school. They enjoy learning across all Key Learning Areas and as well as Religious Education where they learning about God, Jesus and the Church. Students report that the school rules (Positive Behaviour for Learning) allows them to be considerate of others both on the playgroup and while learning. They feel that they have a good relationship with teachers; where teachers allow them to feel comfortable and are always there to support them with their learning.





3. Catholic Life and Mission

3.1 Catholic Heritage

Sacred Heart School is founded in the tradition of the Sisters of Mercy. The Mercy ethos along with the Diocesan focus on Catholic Discipleship ensures that the values of hospitality, shared ministry and social outreach are embodied in all areas of school life.

The essence of our school motto, *Esse Non Videri*, "To be and not to seem" ensures that the Catholic Heritage of Sacred Heart is reflected in everyday school life. The words of our school song "Welcome all who come, parents, children, teachers, a family we become" epitomise the feeling of belonging to a community that lives by Jesus' teachings.

The school's life and mission is embodied by the values that are integral to The Beatitudes (Matthew 5:3-10), including helpfulness, justice, strength, endeavour, humility, honesty, forgiveness and hope.

3.2 Religious Life of the School

The Religious dimension is a key component of everyday life at Sacred Heart Pymble, being experienced through prayer, liturgy, social justice and a commitment to ecological conversion. An example of the religious commitment of the school is the way in which the community has embraced the opportunity to support the homeless through The Dish program. The school has strongly supported Catholic organisations including Caritas, Catholic Mission and St Vincent de Paul. Educators from Catholic Mission and Vinnies have worked with the children to develop their understanding of social justice.

Prayer and liturgy are central to school life. Our liturgical life in 2013 included whole school masses, parish sacramental celebrations and Liturgies of the Word to celebrate significant feasts and occasions. Sacred Heart hosted the Year Six Diocesan Cluster Mass and the Discipleship session with Bishop David.

Prayer has been experienced in various ways including scripture based prayer at assembly, classroom prayer and staff prayer. The staff have been engaged in professional learning about *Lectio Divina* and Ignatian Examen. These techniques are being used by teachers in the classroom.

Religious Education is a key component of the religious life of the school as enduring understandings are developed in the classroom. The positive data from the 2013 Year Six Discipleship Response indicated strong religious understandings and a deep relationship with scripture.

3.3 Catholic Worldview

At Sacred Heart we believe that operating from a Catholic Worldview is what separates us from other educational institutions. The Catholic Worldview guides all aspects of school life including: decision making; policies and procedures; programming for learning; pastoral approach to behaviour management; social justice and extra-curricular activities.

The Catholic Worldview is exemplified by our Catholic understanding of ecological conversion guiding our approach to sustainability. Our understanding of the dignity of the human being guides our 'Positive Behaviours for Learning' approach to behaviour management based on restorative practice. Our belief in a preferential option for the poor has guided our approach to social justice.

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. Our teachers participated in a whole school Spirituality day and two staff members were part of the Ministry for Teachers program.





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 Coordinator (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.

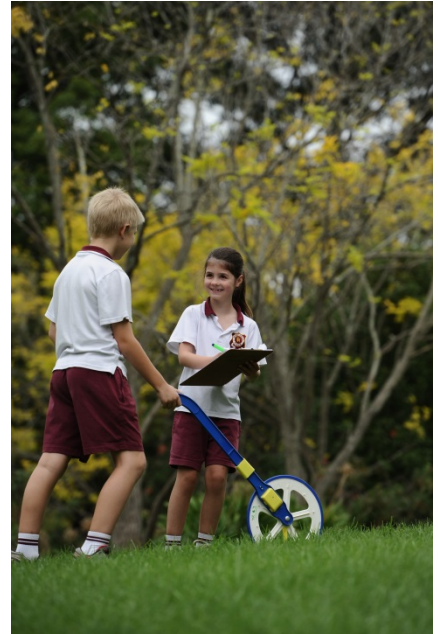
4.5 Occupational Health and Safety

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

The development of high quality teaching and learning at Sacred Heart continues to be driven by 'Teacher knowledge building and inquiry cycle' (Timperley) which sees the teachers' use of data to inform their program development, individual student's learning goals. Our School Improvement Plan's (SIP) Learning and Teaching goal was to extend all students' conceptual understanding of counting and place value. Intentional high quality teaching, learning, assessment and feedback along with tracking and monitoring targeted students were pivotal to our daily work. Throughout 2013, we continued to deepen our school's learning goals through quality professional development for teachers with particular focus on authentic administration of the MAI (Mathematical Assessment Interview) as well as further developing our understanding of Growth Point data which we use to inform our understanding of our students' point of need learning. The use of high yield strategies such as Learning Walks & Talks, CASLs (Collaborative Analysis of Student Learning) and modelled and explicit teaching continue to support our School Improvement Plan.

5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of 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 Communities. 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 2013 cohort, there were **(49)** students in Year 3 and **(42)** 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	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	0	4.2	10.4	33.3	52.1	100
Writing	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	0	6.3	6.3	43.8	43.8	100
Spelling	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	0	0	6.3	18.8	35.4	39.6	100
Gr. & Punct.	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	0	2.1	25	25	47.9	100
Numeracy	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	0	0	6.3	22.9	41.7	29.2	100

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	5.1	7.7	20.5	41	25.6	100
Writing	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	2.6	2.6	25.6	20.5	41	7.7	97
Spelling	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	2.6	5.1	12.8	15.4	46.2	17.9	97
Gr. & Punct.	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	0	7.7	12.8	12.8	30.8	35.9	100
Numeracy	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	0	10.3	15.4	35.9	10.3	28.2	100

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 extracurricular 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
- The school band consists of almost 80 members from years 3 to 6.
- The school's string ensemble is made up of students who play the cello and violin.
- The school choir.
- Lunch time oz-tag and netball competitions



- Netball, rugby and soccer gala days.
- Netball and Soccer clubs that compete in weekend competitions.
- Writing Club
- Science Club
- Taekwondo
- Art Express
- Languages (German and Mandarin)
- Debating
- Maths Olympiad
- Chess

5.4 Professional Learning

Professional Learning continues to be driven by our School Improvement Plan. The leadership team continue their learning particularly with the EMU (Extending Mathematical Understanding) program. Staff Development Days (SDD) was devoted to Mathematics and development of rich tasks to bring about students conceptual understanding particularly in number and place value. Understanding differentiated instruction in Maths was central to our work which also included consolidating K-6 consistency in our Mathematics Block.

Our other SDD were devoted to transitioning our students for the coming year, analysis of data to inform teaching and learning programs and a spirituality day. New scheme teachers were provided valuable support through significant professional learning both at the Catholic schools Office and in school.



6. Strategic Initiatives

6.1 2013 Priorities and Achievements

Learning and Teaching: Priorities for teaching and learning for 2013 were identified as *developing students' Mathematical understanding in number but more specifically to extend their conceptual understanding of counting and place value.* Teachers are competent in conducting MAIs, gathering Growth Points (GP) and organising and analysing the data to inform teaching. Teachers are using learning intentions to guide teaching and effective questioning. Teachers bring data to conversations and an openness of staff reflecting on analysis of what works, how can we make it work "we don't know what we don't know. Teachers differentiate their teaching program, use effective grouping and analyse data to plan the next learning phase. Teachers know their students.

Catholic Mission: *For the students to develop a knowledge and understanding of the Beatitudes as a guide to how we live our lives in relationship with God, others and the environment.* The teaching and learning programs have included the Beatitudes in student language. Our Positive Behaviour for Learning (PBL) is also linked to the Beatitudes and is evidenced in the fortnightly Student Representative Council presentations. Staff have greater understanding of the Beatitudes and more regularly incorporate into prayer and reflections.

Pastoral Care: *Students have opportunities to articulate their understanding of themselves in relation to the part they play as active members of the Sacred Heart Community.* We continue to support the pastoral core of our students allowing opportunities for them to reflect on the role they play in the various Social Initiatives, Positive Behaviour for Learning, Liturgies, Outreach: Caritas Australia and Catholic Mission, class programs: prayer focuses, Values and Beatitudes

6.2 2014 Priorities and Challenges

Priorities for 2013/2014 School Improvement Plan continues to be aligned with the goals of the Diocese and some under the heading of Mission; Pastoral Care and Wellbeing and Curriculum Teaching and Learning.

Our School Improvement Goals for 2013/14 are:

- To continue to develop in students a knowledge and understanding of the Beatitudes as a guide to how we live our lives in relationship with God, others and the environment. The challenge for us for 2014 will be for students to be able to articulate the depth of their knowledge of the Beatitudes and identify what it might look like when they recognise the relationships formed
- To extend all students' understanding of and ability to write effectively. The challenge being gathering student data on their current understanding and ability, mapping that on a writing continuum and setting achievement targets based on teachers increased knowledge of the students.
- To continue to build on student understanding of self as a member and learner of the Sacred Heart Community. The challenge continues to be sustaining student voice by developing ways for 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

Throughout 2013, the parents of Sacred Heart were involved in many aspects of our school life. The Parents & Friends Association (P&F) along with class parents have enhanced and cemented the positive relationships we value at our school.

The Sacred Heart parent and teacher relationship has been strengthened by the continued support of the P&F. School social events, fundraising and supporting school leadership have all been important aspects of the strong spirit of community at the school.

Parents have worked together with the Parish to support celebrations in our Church such as Christmas Eve Mass, Reconciliation and Confirmation, class and family Masses

7.2 Parent Satisfaction

Parents of Sacred Heart value the high level of trust between all members of the school community. They appreciate the close connection we have with the parish and go out of their way to show their support of this by attending as many parish / school functions as is possible e.g. Family Mass. There is a strong commitment to the celebration of the Eucharist both regularly during the term as well as for special events such as Grandparents Day. The pastoral care of students is important to families as is the emphasis on social justice programs. Parents look out for the weekly newsletter which keeps them well informed of coming events and celebrations. This newsletter is also valued for parent education component whereby the parents are not only kept up to date with the School Improvement Plan (SIP) but also the component so the English and Mathematics Blocks along with tips and hints on how to help their child at home. Parents also look for updates and information at the regular P&F meetings where feedback is given about the three school goals as well as input from school leadership on subjects such as NAPLAN results, ICLT, MAI data. Parents also expressed satisfaction that the school was identifying children who are vulnerable in Number in the early years. They also valued the EMU Intervention Program.



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>