

Sacred Heart Catholic School Pymble

2007 Annual Report



Principal: Mrs Carmel Healey

Address: 4 Richard Porter Way
PYMBLE NSW 2073

Phone: (02) 9440 8056

Fax: (02) 9983 0590

Web: <http://www.sacredheartpymble.nsw.edu.au/>



1. Message from Key Groups in Our School Community

1.1 Message from the Principal

Sacred Heart Catholic School is an integral part of the Parish of Pymble. Catholic values and traditions are taught in a formal religious program and are a guide for all that we do throughout the school.

The school's Vision Statement underpins all that is done at the school.

Sacred Heart Catholic School's mission statement is based on the beatitudes and describes our intention as a Catholic Community to 'Be and Not to Seem' – *Esse Non Videri*.

Children, staff and parents embrace our motto in their interactions with each other and the wider community.

We believe in a caring, unified and responsive school environment, where individual needs of children are met and where all children are treated with respect and encouraged to reach their full potential. Families are welcomed into the school at all times and their contribution to school life is highly valued. We promote and encourage the importance of developing a strong partnership between children, parents, teachers and the local community.

Our staff members are professional, dedicated people and, together with our parent community, make Sacred Heart an exciting place to learn.

This Annual School Report provides us with the opportunity to celebrate publicly the efforts and achievements of our school community during 2007 and a way of better understanding the high quality educational community which is continuing to emerge at our school.

1.2 Message from the Parent Body

The parent body worked closely with the school community in the completion of the refurbishment of the swimming pool and the surrounding area, and the installation of a new shade cloth area over the paved area.

The parents are highly involved in school activities and initiatives.

1.3 Message from the Student Body

Leadership and leadership development continued to be a focus throughout this year. Students from Year 5 and 6 were given the opportunity to develop their leadership skills further, based on their previous participation in leadership workshops. This has enabled individuals to work together more successfully as a team.

Students were supported and encouraged to work in teams such as:

- Social Justice Committee
- SRC
- Local radio shows
- Night of the Notables
- Presenting at assemblies
- Facilitating liturgies
- School buddy system
- Planning School Disco
- Facilitating a Year 6 stall at the School's Country Fair
- Singing at the local Nursing home
- Singing at the Parish Sacramental programmes

Students in the school were able to represent the school at various events such as the swimming carnivals, athletics carnivals, cross country events as well as many other competitions.

Individual students have won reading and writing competitions and excelled in curriculum competitions.



2. School Profile

2.1 Introduction

Sacred Heart Catholic School is a K to 6 co-educational school located in the Broken Bay Diocese on Sydney's upper North Shore. Originally the school was named Mount St Bernard, conducted by the Sisters of Mercy. In 2002 Mount St Bernard was renamed Sacred Heart Catholic School reflecting the name of the parish to which it belongs.

There are two primary schools within the Sacred Heart Parish: Sacred Heart Primary at Pymble and Our Lady of Perpetual Succour Primary at West Pymble. Both schools are ministered by the Salvatorian community.

The school community and the parish community have a strong relationship where Jesus Christ is central to our mission.

2.2 Student Profile

The following information describes the student profile for 2007:

Girls	Boys	LBOTE*	Indigenous	Total
185	169	31	0	354

*Language background other than English

2.3 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.

The Diocesan enrolment policy has been implemented by our school's enrolment committee. As a parish with two primary schools, Sacred Heart has close relations with Our Lady of Perpetual Succour at West Pymble. The parish priest is central to both school's enrolment policies.

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

2.4 Staff Profile

The school leadership team consists of the Principal, Assistant Principal, two Coordinators 2 and a Coordinator 1.

There are twelve full-time and two part-time class teachers, a part time librarian, a learning support specialist teacher and three teacher assistants. Sacred Heart has one full-time administrative assistant and one full-time clerical assistant. There is currently one part-time ESL teacher to support those students whose language is other than English.

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

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) 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
- c) 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
19	1	0	20



2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2007 was 94%. This figure does not include teachers on planned leave.

The teacher retention rate from 2006 to 2007 was 100%.

2.6 Teacher Satisfaction

Teachers are professional in their approach towards teaching and learning and appreciated every opportunity to participate in professional dialogue.

Teachers were active in participating in school and extracurricular activities. There is a strong cohesion evident within the group developed through their collegial sharing and planning sessions.

Supervisors and mentors work actively with the new scheme and beginning teachers.

2.7 Student Attendance

At the end of 2007 there were 354 students enrolled at Sacred Heart. The average student attendance rate for 2007 was 80.5%.

The trend highlights that student absences in Term 3 (the winter months) account for 35% of the total yearly absences as opposed to Term 1 when absences were 15% of the total. It is also evident that the majority of the absences (64%) were in the K-2 classes.

2.8 Student Satisfaction

Students appreciated opportunities to demonstrate and develop their leadership skills through their participation in supporting other students through the school's buddy system as well as leading special assemblies and liturgies.

All student achievement is celebrated during school assemblies and reports which are written in the school Newsletter.

The students enjoyed their public speaking opportunities, representing the school in sporting and cultural events as well as organised school competitions.

Students' opinions and experiences are valued at the school. Through the SRC meetings, student data is gathered and brought back to the staff. This information is used when developing rules and routines in the school.



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 poor and marginalised.

This spirit is evident in our school song which highlights the hospitality and shared ministry as evidenced by the long traditions of the Mercy Sisters. Named after the school's motto, *Esse Non Videri*, the words of the song reflect the community spirit that is so strong at Sacred Heart: 'Welcome all who come, parents, children, teachers, a family we become'.

This community works together to create a sense of mission and to bring forth our values as described in the Beatitudes (Matthew 5:3-10): Helpfulness, Justice, Strength, Endeavour, Humility, Honesty, Forgiveness and Hope. 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 Liturgical Life

Sacred Heart liturgies are rich in tradition and enhanced by the active participation of children from Kindergarten to Year 6. At Sacred Heart school we strive to continually support the faith journey of our children by educating them in the traditions and doctrine of our Catholic faith. Each term, two whole-school masses are celebrated. Each mass has a theme which reflects the appropriate celebration according to the liturgical calendar and community events.

Highlights of 2007 were the Father's Day breakfast and mass. This gave fathers an opportunity to share breakfast with their children at school and to visit classrooms. During the mass, fathers were thanked and celebrated for the love and care they give to their families. Grandparents' Day and Mother's Day were also acknowledged through liturgical celebrations. During the term each class participates in a parish mass with the children and teacher preparing the liturgy. Parents, friends and grandparents all participate in these liturgies and the students have a strong sense of being in communion with each other.

The parish-based sacramental programs are fully supported by the school. Of particular interest, is the adult information evening run by the parish focusing on each of the sacraments. This assists parents to confidently support their children in the development of their faith.

3.3 The School in the Life of the Parish and Diocese

Sacred Heart Catholic School has developed a strong relationship with the parish where the parish priests fully participate in the life of the school. The parish and school community are invited to parent prayer each Wednesday morning where there is a time for personal reflection and sharing.

The staff actively support the Diocesan Mass which is celebrated at the beginning of the school year and ministered by the Bishop. This is a unique time to reflect on our role as disciples of Jesus and the very special position we hold as educators in developing students' faith and promoting the skills of lifelong learning.

3.4 Religious Education Curriculum

2007 has seen the strengthening of the Diocesan K to 12 Religious Education curriculum in terms of teaching and learning. The curriculum has three components: the Foundations section which explores the context of religious education and the call to Catholic discipleship, the Syllabus and the Modules which are resource packages which



assist teachers in the development of units of work.

During 2007 the staff from Sacred Heart worked with the support people from the Catholic Schools Office to further develop their teaching skills and understanding of the new syllabus. Professional development enabled staff to explore ways of catering for students' different learning styles and individual differences through a variety of open-ended higher order thinking strategies using the Religious Education curriculum.

3.5 Catholic Worldview

As a Catholic school, Sacred Heart has the particular task of presenting quality education as an expression of the Catholic worldview. The school therefore seeks to offer opportunities to apply that worldview to all aspects of school life, and life outside of school.

A significant focus this year was supporting the work of Caritas Australia. Experiences such as Crazy Hair Day, Crazy Sock Day and Crazy Hat Day enabled the students to raise funds to support those marginalised in society. The Social Justice Committee developed liturgies which raised community awareness of the needs within a global village.

Throughout mission week the students supported social justice causes through purchases from the missions in Peru.

3.6 Parent Participation

Parents are acknowledged as the primary educators of their children and the weekly newsletter is used as a vehicle by the Principal to communicate with parents about various aspects of Catholic life and mission within the school. Aware of the open invitation to join the school community for our liturgies, many parents joined us for these celebrations during the year. The whole-school masses each term are a real opportunity to be in partnership with our parents and parishioners. Another liturgical highlight in 2007 was the Grandparent's liturgy where several grandparents travelled

from far and wide to attend. They enjoyed morning tea and classroom visits.

3.7 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

Professional learning refers to the development of teachers' professional expertise. In the area of Catholic life and mission this occurs in a variety of ways. In 2007, under the guidance of the Mission Services Team from the Catholic Schools Office, staff have been supported in developing a deeper understanding of Catholic discipleship and the role we have as educators of faith.

In 2007, professional learning opportunities were provided to staff to further develop their understanding of how the Catholic worldview can be conveyed through teaching programs. Principals are also supported in professional development through Bishop, Priests and Principals conferences. This is an opportunity to be united in faith, purpose and future vision for the Diocese.





4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies 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 a Pastoral Care policy. This policy promotes self-discipline, responsibility and faith. The main rules are: care of self, care of others, and care of the place we are in. In line with the cognitive ability of the students in the care of the school, students also know that 'everybody has a right to feel safe and that 'nobody can take away their happiness'. The school aims to support the students in developing the skills needed for positive self-esteem and self-worth.

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 and the school curriculum is differentiated to best meet the individual needs of all students. The learning support teacher and LBOTE teacher work closely with classroom teachers in providing high quality support and assistance to children with special needs. A counsellor is available to all students and their families.

4.3 Pastoral Care of Families

Both formal and informal support structures exist for families within the Sacred Heart community. The North Shore cluster Diocesan counsellor is available to consult with students and parents in relation to any pastoral care issue. The Assistant Principal and the Principal work closely with parents during the year to provide whatever support is required in relation to issues concerning their children. Where necessary, parents are

referred to other agencies such as Centacare for professional support.

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

4.4 2007 Initiatives

The school's central initiative during 2007 was to continue to further extend the spirit of hospitality within the school community and to initiate strategies so that the school is seen as first and foremost a Catholic school.

The development of school liturgies was a major focus to ensure that they are child-centred as well as an opportunity to be in union with others. Classes attend Parish masses each week sharing this liturgical experience with their parents as well as members within the Parish community.

Classroom prayer settings were a focus in the 2007 school year to further develop the link between the religious education curriculum, the children's prayer life and the Catholic worldview. As a result of promoting our three care rules, each class began the 2007 school year with a self-esteem unit of work where school rules and personal safety rules are discussed and outlined.

The physical surrounds of the school were also developed to ensure that the school provided a safe and educationally enriched environment for the children. The parents spent a few days throughout the year together rebuilding the gardens and creating a pleasant atmosphere for the children.

4.5 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.



5. Excellence in Teaching and Learning

5.1 Curriculum Overview

Sacred Heart's curriculum is underpinned by the Religious Education Curriculum which is central to the student's learning.

The curriculum for Primary school is mandated and there are six Key Learning Areas:

English; Mathematics; Human Society and its Environment; Science and Technology; Creative and Practical Arts, and Personal Development, Health and Physical Education.

The focus at Sacred Heart is on the process of teaching and learning strategies and how we cater for individual differences, thinking preferences and the various learning styles.

5.2 Approach to Teaching and Learning

Sacred Heart is developing the skills of cooperative learning and lifelong learning for all involved in the community. A key focus for 2007 was to focus on one Habit of Mind in depth, which was 'Working Interdependently'. The implementation of the Habits of Mind program in the classroom assisted the students to understand the importance of meta-cognition and to work productively and positively in groups.

Sacred Heart Catholic School strives to cater for individual students' abilities. The school has an extensive special needs support team who work with students who are identified as requiring additional support. The special needs teacher liaises closely with parents and teachers in establishing meaningful and skill-focussed programs.

At Sacred Heart Catholic School the curriculum is differentiated to meet the needs of students and higher order thinking skills are included as essential classroom strategies through Blooms Taxonomy, de Bono's six thinking hats and whole-brain learning.

5.3 Significant Initiatives

A project for students with disability was funded by SAISO to assist students in Stage 1 experiencing difficulties with literacy.

In Term 2 Kindergarten students identified as needing early intervention were placed on a direct instruction reading program. This is followed through with the Year 1 students on a step up program.

Laptop computers were purchased to ensure that all students were able to develop their technology skills.

The AGOTP project was implemented. This included setting up a learning team of teachers, using the lesson plan approach to improving students' learning outcomes in the classroom.

A literacy expert worked with the staff to unpack the BST literacy trend data and to develop stage action plans for 2007/8. The focus this year was on grammar and staff worked in stage teams to develop ways to improve the teaching of grammar in literacy blocks.

5.4 Student Achievement

Literacy – Reading and Language

In **Year 3**, 2007 there were 53 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the State.

	School	State
Band 5	36	19
Band 4	40	28
Band 3	15	26
Band 2	8	15
Band 1	2	11

76% of our students achieved the top two bands compared to 47% across the State (Bands 4 and 5).

The following table compares Year 3 student performance in Literacy (Reading and Language) to statewide performance and illustrates trends in student performance



over time. Since 2001 the average scaled score for Sacred Heart Catholic School has consistently been above the State performance.

Year	School	State
2001	54.4	50.6
2002	53.5	50.6
2003	55.5	50.6
2004	57.4	50.5
2005	54.4	50.8
2006	55.9	50.7
2007	55.7	51.2

Writing

In **Year 3**, 2007 there were 52 students who sat for the Writing Basic Skills Test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the State.

	School	State
Band 5	42	16
Band 4	38	32
Band 3	15	32
Band 2	2	12
Band 1	2	8

80% of our students achieved the top two bands compared to 48% across the State (Bands 4 and 5).

The following table compares Year 3 student performance in Writing to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Sacred Heart Catholic School has consistently been above the State performance.

Year	School	State
2001	52.3	49.0
2002	53.7	51.5
2003	53.4	51.1
2004	57.2	51.2
2005	53.3	50.1
2006	55.0	50.2
2007	55.4	50.8

Literacy – Reading and Language

In **Year 5**, 2007 there were 51 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 5 who achieved each band at both the school and also in the State.

	School	State
Band 6	49	27
Band 5	22	26
Band 4	16	26
Band 3	14	14
Band 2	0	5
Band 1	0	1

71% of our students achieved the top two bands compared to 53% across the State (Bands 5 and 6).

The following table compares Year 5 student performance in Literacy (Reading and Language) to statewide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for Sacred Heart Catholic School has consistently been above the State performance.

Year	School	State
2001	58.0	57.1
2002	61.7	57.8
2003	57.1	57.5
2004	57.4	57.4
2005	57.5	57.0
2006	57.9	57.3
2007	58.1	57.5



Writing

In **Year 5**, 2007 there were 51 students who sat for the Writing Basic Skills Test (BST). The table below shows the percentage of students in Year 5 who achieved each band at the school and also in the State.

	School	State
Band 6	51	23
Band 5	25	32
Band 4	12	28
Band 3	10	12
Band 2	0	2
Band 1	2	0

76% of our students achieved the top two bands compared to 55% across the State (Bands 4 and 5).

The following table compares Year 5 student performance in Writing to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Sacred Heart Catholic School has consistently been above the State performance.

Year	School	State
2001	59.2	56.3
2002	59.0	57.1
2003	60.8	56.4
2004	59.9	56.6
2005	60.4	56.2
2006	62.7	56.7
2007	60.2	57.2

Numeracy

In **Year 3**, 2007 there were 53 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the State.

	School	State
Band 5	27	19
Band 4	47	27
Band 3	27	26
Band 2	0	20
Band 1	0	9

70% of our students achieved the top two bands compared to 46% across the State (Bands 4 and 5).

The following table compares Year 3 student performance in Numeracy to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for Sacred Heart Catholic School has consistently been above the State performance.

Year	School	State
2001	56.5	52.4
2002	56.0	53.0
2003	58.9	52.8
2004	59.9	52.3
2005	59.1	53.6
2006	54.0	53.3
2007	57.2	53.1

Numeracy

In **Year 5**, 2007 there were 51 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 5 who achieved each band at both the school and also in the State.

	School	State
Band 6	49	33
Band 5	29	22
Band 4	16	24
Band 3	6	15
Band 2	0	6
Band 1	0	1

78% of our students achieved the top two bands compared to 55% across the State (Bands 5 and 6).



The following table compares Year 5 student performance in Numeracy to statewide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for Sacred Heart Catholic School has consistently been above the State performance.

Year	School	State
2001	64.3	60.3
2002	61.1	60.2
2003	61.9	60.0
2004	70.5	60.7
2005	63.5	60.4
2006	68.6	61.5
2007	67.5	61.9

The scores in the table below indicate the average growth achieved by students who sat for the BST in 2005 as Year 3 students and again in 2007 as Year 5 students, in Literacy (Reading and Language), Writing and Numeracy at Sacred Heart and for the same cohort of students in the State. The expected growth in BST scores is between 6-7. The following table indicates that this cohort of students demonstrated the expected growth in Literacy and Writing and exceeded the expected growth in Numeracy. Sacred Heart Catholic School students also made significantly more growth in Writing than students in the State.

Average Growth achieved by students who sat for the BST in 2005 as Year 3 students and again in 2007 as Year 5 students

2007	School	State
Literacy (Reading and Language)	8.3	6.81
Writing	9.4	7.17
Numeracy	10.0	8.45

The Commonwealth Government has developed National benchmarks that describe the minimum acceptable standards for Year 3 and 5 students for Reading, Writing and Numeracy.

The following two tables outline the:

Percentage of Students in Year 3 who have surpassed the National Benchmarks since the school has had access to this data

	Reading %	Writing %	Numeracy %
2004	96	n/a	96
2005	98	92	96
2006	94	100	94
2007	98	98	98

Percentage of Students in Year 5 who have surpassed the National Benchmarks since the school has had access to this data.

	Reading %	Writing %	Numeracy %
2004	96	n/a	96
2005	100	100	100
2006	92	96	100
2007	98	97	100

5.5 Information, Communication and Learning Technologies (ICLT)

Sacred Heart continued its implementation of CEnet (an internet delivery system) and 'myinternet' (an online learning environment) which were introduced to Sacred Heart in late 2003.

Early in 2004 an Acceptable ICLT Student Code of Conduct Agreement was formally approved by staff and issued to students and renewed annually.

Students from Kindergarten to Year 6 are issued with internet accounts upon completing and returning their Code of Conduct Agreements. The use of computer technology is seen as an essential support for learning in the 21st Century. At the primary level it is used as a tool to support the Key Learning Areas and to develop the various skills of word processing, multimedia presentations, spreadsheets and basic internet awareness. Computers are used to support classroom practices. Senior students are able to combine the use of computer technology with research skills. However, the emphasis is on developing the skills to use technology most appropriately in the primary classroom as support for teaching and learning.

In 2007, upgrades of laptops and free standing computer stations continued.



5.6 Professional Learning

All teachers participated in a range of professional learning activities in 2007.

Professional learning is most effective when it is meaningful, based on recognised need and there is a long term commitment by those involved.

The professional learning and development program at Sacred Heart Catholic School supports this process. The staff participated in various learning opportunities throughout the year.

The accreditation for the New scheme Teacher process was undertaken.

A group of teachers participated in the Religious Education certificate course.

On a Diocesan level, staff were engaged in experiences such as strategies for teaching religious education; occupational health and safety training; child protection training, and various technology related professional opportunities including attendance at ICLT meetings for the Assistant Principal and ICLT professional development days for the ICLT facilitator.

The average expenditure on professional learning per teacher in 2007 was \$1,050.





6. Extracurricular Program

Sacred Heart Catholic School is committed to offering a variety of opportunities to cater for children's needs and interests.

School Musical

The Sacred Heart children are supported by a talented music teacher and as a consequence the school has an excellent senior choir and an enriched music life within the school.

A highlight of the year was the school Night of Choirs. Another significant highlight was the combined parish choirs singing Christmas carols. The Sacred Heart children sang with enthusiasm and skill.

Private Music Lessons

2007 saw further consolidation with various music groups, the choir and piano ensemble performing at a special music assembly. Students were able to participate in private tuition lessons in violin, piano, and flute during school hours.

Taekwondo

Taekwondo was held each Wednesday afternoon in the Marion Hall. It is very well supported by the Sacred Heart community. Students progress through the grading of their belts and participate in competitions.

Sport

Spirit-filled swimming carnivals, athletics carnivals and school cross country were enjoyed by the school in 2007. These carnivals allowed for children to be selected for the North Shore Schools Cluster level carnivals.

Sport is a significant part of the life at Sacred Heart, as children in Years 3 to 6 have the opportunity to be involved in one or more of the following gala days: soccer, netball, basketball.

The Australian Soccer Federation and Cricket Australia also conducted clinics for the students from Years 2 to 6.

Sacred Heart has a very strong soccer club known as Sacred Heart. It caters for students from Kindergarten to Year 6 with

many four year olds starting soccer before they attend Sacred Heart.

Sacred Heart also has a strong netball club catering for the primary girls.

Both sports are organised by parents from the school and belong to the local community competitions. The school oval and grounds are used for training purposes.

Chess Club

Children participate and develop their skills in Chess competitions. Each Tuesday morning children are supervised by a classroom teacher and are taught chess skills by a chess tutor. These children also participate in inter-school competitions each week.

Dance lessons

Children participate in dance classes after school each Tuesday. These groups are taught by a qualified teacher.

Song Club

In 2007 the students had the opportunity to develop their skills in singing and were invited to participate in an organised song club. The song club is lead by a professional teacher with a passion for singing. The song club performed for the school and parents.





7. Strategic Initiatives

7.1 2007 Priorities and Achievements

During 2007 the staff focussed on the underlying philosophy of Catholic discipleship and what this means at Sacred Heart Catholic School. The human dignity of each person in our community is of utmost importance and this needs to be reflected in our policies and practices. Sacred Heart is a welcoming community where the parents are seen as the first educators of their children. The school's priority is to always work with parents through a partnership of negotiation and ongoing dialogue.

Swim Programme: The major achievement for 2007 was the refurbishment of the swimming pool and the implementation of the innovative swimming programme for all students K-6.

A professional swimming instructor assisted by a qualified team, instruct each child in their PE time allocation. Extra tuition is available for our parent community after school.

Habits of Mind: Employing Habits of Mind requires developing certain patterns of intellectual behaviour that produce powerful results. Teaching with the habits of mind requires a shift towards a broader conception of educational outcomes and how they are cultivated, assessed, and communicated.

In 2007 the school focus was Working Interdependently.

Religious Education Curriculum: A key aspect of 2007 was to continue to refine the implementation of classroom strategies from the new religious education curriculum. The focus is on classroom strategies that engage the students in relevant and challenging practices.

Questioning Skills: Developing questioning skills in students requires thoughtful planning and knowledge of students' cognitive ability. Appropriate questioning techniques enable students to be responsible learners and to use the art of questioning for reflecting on their own learning. This initiative was further

developed through the introduction of co-operative learning strategies.

Report Writing: The staff continued to refine their understanding and implementation of the A to E reporting system. With the guidance of an expert the staff were given opportunities to discuss and critique assessment procedures. The staff developed assessment procedures that are conducive to this new system.

AGQTP: A small focus group was formed to enable new scheme and beginning teachers to develop their skills within a collegial model of support. The Quality Teaching Framework, literacy initiative and Element 5 of the Teaching Standards were used as the basis of this project. The teachers presented the project to staff, the CSO Literacy Leaders meeting and the DET Conference.

CEnet: The implementation of the CEnet technology within the structures of the school meant that every student was given an email account and some classes began to develop class pages that reflect the work they are achieving during school.

7.2 2008 Priorities and Challenges

Priorities for 2008 will be:

- implementation of a framework to cater for leadership skills development in the senior school to include specific opportunities for leadership training
- continued professional development to enhance cooperative learning skills for students, literacy and higher order thinking skills
- commencement of Phase 1 of professional learning for Numeracy
- development of a whole school approach to pastoral care and behaviour management through the project *Friendly School Friendly Families*
- continued implementation of the Quality Teaching Framework.



8. Parent Participation

8.1 Introduction

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 community events. The Beginning of Year Cocktail evening was well attended and the annual Trivia Night were successes for the Social Committee.

The major fundraiser for 2007 was the Country Fair. The parent body of the school were actively involved.

Parents continued to assist the Principal and the teachers with the smooth running of the school by working in the canteen; as class helpers; at sporting events and on the various P&F Executive and Committees. The practical assistance from the parents is welcomed by the school.

8.2 Parent Satisfaction

Parents are actively involved in many aspects of school life through their participation in classroom activities as well as whole school events. Sacred Heart Catholic School actively encourages parents to work in partnership with the staff.

Parents at Sacred Heart Catholic School attend P&F meetings. They welcome an opportunity to discuss and offer suggestions to the school about future planning and decision making. It also provides an opportunity for them to socialise and network with other school families.

This year the parent community have enthusiastically supported the restoration of the school swimming pool and the erection of a large shade cloth through their fundraising efforts.



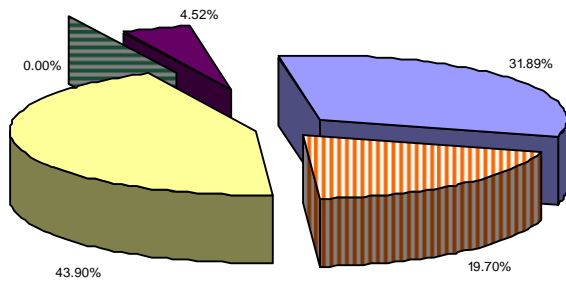
9. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report.

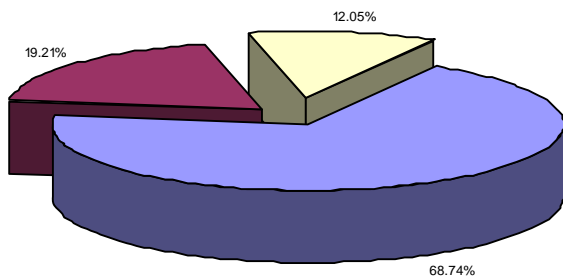
Income

- Fees and Other Private Income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income



Expenditure

- Salaries, Allowances and Related Costs
- Non salary Expenses
- Capital Expenditure



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