

Sacred Heart Catholic School Pymble

2008 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

Our purpose as a Catholic primary school in the Sacred Heart Pymble community is to provide a learning environment where all members feel welcomed, cared for and supported. In this way, we will communicate the message of God's love for all people through our actions and example.

Our school enjoys a strong reputation in the local community for academic excellence; the faith development of our children, and the strength of the parent teacher partnership in education. This is because of the wonderful children, parents, teachers and pastors that work together to build our spirit-filled community. As dedicated and professional educators, we work together as a team to achieve the very best for the students in our care. We are committed to nurturing happy and engaged children who are keen to do their best at all times and to take responsibility for their learning and behaviour in a safe and stimulating environment.

This report highlights the achievements of Sacred Heart in 2008. It contains an overview of school academic, management, cultural, welfare, sporting and extracurricular programs as well as school community involvement and financial reports.

1.2 Message from the Parent Body

The role of the Parents' and Friends' Association (P&F) of Sacred Heart is to strengthen the partnership between family, school, parish and the wider community to benefit our children's overall development and learning.

In 2008 we continued to build a friendly and welcoming community:

- We co-ordinated the morning tea for prospective parents at the School's Open Day.
- We hosted an Australia's Biggest morning tea for parents.
- We held many social activities for parents, children and families including: play in the park dates; the family picnic; class dinners and lunches; theatre, movie and party plan evenings; a book club; and indoor netball teams.
- We had a fantastic night at the dinner dance and the men are still talking about 'their' night out.

In 2008 we continued to provide a parent perspective in school decision making:

- We participated in a school survey and provided constructive feedback.
- We started two working parties – the survey working party and the open space working party.
- We helped to extend extracurricular activities with the addition of a morning French class and the formation of a band.

In 2008 we continued to donate:

- We raised significant funds through two major events.
- We obtained a grant from the Ku-ring gai Council to improve our school grounds.
- We raised funds for the library by supporting the Book Week and Christmas Book fairs.
- We also donated to the Life Saving Association, Caritas, St Vincent de Paul, the Cancer Council, Oxfam and the MS Society.
- We secured sponsors for our Soccer Club.

In 2008 we continued to build a faith-filled community:

- We provided many leaders in the home-based Sacramental program.



- We were catechists and Eucharistic Ministers.
- We led the children's liturgy and help the children at the Family masses.
- We led the children's choir.
- We were significant contributors to the Parish for World Youth Day. We hosted pilgrims, served breakfasts, supervised school grounds and helped to convert the school into a youth hostel.
- We manned the barbeque on our Parish feast day.

In 2008 we continued to be involved in our children's learning:

- We helped the teachers in the classroom in literacy, numeracy, computing, art and craft.
- We helped in the library – stocking shelves, covering books, cataloguing returns.
- We ran the Ashton's book club to provide books to children and raise funds for the school.
- We provided parent assistance to the Learn to Swim program.
- We supervised children on various excursions.
- We ran the uniform shop.
- We helped to man the canteen and introduced Sushi Fridays.
- We ran two sports clubs – the Soccer Club and the Netball club and we were the coaches and managers and administrators.
- We were team coaches, marshals and supporters at school, cluster, Diocesan and state sports carnivals.
- We published a beautiful yearbook to celebrate our Year 6 children's time at the school.
- We celebrated our children's success in athletics, cross country, swimming, soccer, cricket, public speaking, chess, singing, writing and dance.
- We celebrated our children's academic success through their participation in the UNSW competitions and the Basic Skills tests.

In 2008 we continued to support parents and carers:

- We hosted Mother's Day, Father's Day and Grandparent's Day.
- We welcomed new families and bid farewell to others.
- We helped families by collecting and looking after children, shopping, cooking meals and much more.
- We provided workshops for parents on cyber bullying and parent helpers in the classroom.

As a group we are dynamic, supportive and caring of our children and each other. This is not an exhaustive list – so much of what we do is hidden. We should be proud and thankful of the skills, talents and time we dedicate to our children and their school.

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 programs

Students in the school were able to represent the school at various events such as the swimming carnivals, athletics carnivals, and 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 Kindergarten to Year 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.

The school population, predominantly, live in the surrounding suburbs of Pymble, Turramurra and Warrawee.

There are two primary schools within the Sacred Heart Parish: Sacred Heart Catholic School at Pymble and Our Lady of Perpetual Succour Catholic School 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. We work together through the parish-based Sacramental programme, social justice initiatives, and charity activities within the parish community.

This year the school introduced and implemented the new behaviour management initiative, Positive Behaviour for Learning (PBL).

2.2 Student Profile

The following information describes the student profile for 2008:

Girls	Boys	LBOTE*	Indigenous	Total
186	163	27	1	349

*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.

†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 four 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:

- 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



- 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
20	0	0	20

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2008 was 96.4%. This figure does not include teachers on planned leave.

The teacher retention rate from 2007 to 2008 was 78.6%.

2.6 Teacher Satisfaction

Teachers were 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 was a strong cohesion evident within the group developed through their collegial sharing and planning sessions through our AGQTP/Literacy initiatives.

Teachers took an active role in implementing the new Positive Behaviour for Learning (PBL) program. Staff, students and parents worked together to teach and reinforce positive behaviour in the school.

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

2.7 Student Attendance

The average student attendance rate for 2008 was 89.9%.

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, and our PBL surveys, 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 Religious Life of the School

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 2008 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 the Diocese

At Sacred Heart school we are involved in the life of the parish through our active participation in parish events and masses. Our school choir sings at chosen Parish masses such as the Sacramental programmes and nursing homes in our Parish. The school is involved in community projects such as St Vincent de Paul Winter appeal and Christmas hampers.

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3.4 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 the walkathon, 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.

3.5 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 2008, 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 2008, 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 through the revised behaviour system. The school has implemented and evaluated the Positive Behaviour for Learning system throughout the school.

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 school 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 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 Quality Teaching and Learning

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.

Sacred Heart is developing the skills of cooperative learning and lifelong learning for all involved in the community. A key focus for 2008 was to highlight one Habit of Mind and to develop a deeper understanding and working knowledge within the school community. 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.

This year the school introduced and implemented the Positive Behaviour for Learning (PBL) approach to behaviour management which supports the Habits of Mind, co-operative, lifelong and whole brain learning. The whole school community approach to behaviour management is central to quality teaching and learning.

Sacred Heart Catholic School strives to cater for individual students' abilities. The school has an extensive special needs support team who work with students 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.

5.2 Student Achievement

2008 was the first year of the National Assessment Program – Literacy and Numeracy (NAPLAN). As a result of this new initiative, several points should be noted:

- A national minimum standard replaces the national benchmark of previous years.
- It is not possible in 2008 to provide comparisons with previous years' data.
- Students who were exempted from a test were deemed not to have met the national minimum standard.
- In the 2008 cohort, there were 50 students in Year 3 and 39 students in Year 5.

Detail on school performance is provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.


Year 3 band distributions and % of students at or above national minimum:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	School	0	4	6	22	36	32	100
	National	6.1	12	17.7	23	21.7	17.7	92.1
Writing	School	2	2	4	30	38	24	98
	National	2.9	6.5	15.6	28.7	27.4	17.2	95.4
Spelling	School	2	4	4	32	40	18	98
	National	5.9	10	19	25.9	21.9	15.5	92.4
Grammar & Punctuation	School	0	4	14	20	20	42	100
	National	6.6	10.7	17.3	23.3	21.3	19.1	91.7
Numeracy	School	0	2	8	26	38	26	100
	National	3.3	10.9	22.9	28	20.9	12.4	95.0

In Year 3, 2008 there were 50 students who sat the National Assessment Program for Literacy and Numeracy. At Sacred Heart 99.2% of students compared to the national percentage of 93.3%, scored above the national minimum, with 28.4% of students compared to 19.1% nationally, scoring in the top band (Band 6).

The results of the students in Year 3 reflect strengths in the areas of reading, grammar and punctuation and especially numeracy, scoring three times higher than the national average in Band 6 and almost twice as high in Band 5.

Year 5 band distributions and % of students at or above national minimum:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	School	10	5	13	18	18	36	90
	National	7.5	13.6	23.9	26	18.1	9.3	90.9
Writing	School	3	8	15	21	18	36	97
	National	5.9	11.8	25.3	29.3	17.9	8.3	92.5
Spelling	School	3	8	15	18	38	18	97
	National	6.8	12.8	24.9	28.2	18.2	7.6	91.7
Grammar & Punctuation	School	5	8	5	28	23	31	95
	National	6.6	11	21.2	26.4	19.9	13.4	91.9
Numeracy	School	8	5	21	21	26	21	92
	National	5.9	17.4	28.9	25.7	13.9	6.6	92.6

In Year 5, 2008 there were 39 students who sat the National Assessment Program for Literacy and Numeracy. At Sacred Heart 95.2% of students compared to the national percentage of 91.9%, scored above the national minimum, with 30.4% of students compared to 9.4% nationally, scoring in the top band (Band 6).

The results of the students in Year 5 reflect strengths in the areas of reading, writing, spelling, grammar and punctuation and numeracy, scoring five times higher than the national average in Band 8 in numeracy, four times higher in writing, three times higher in reading and twice as high in spelling and grammar and punctuation.



5.3 Extracurricular Activities

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 Christmas concert . Another significant highlight was the combined parish choirs singing Christmas carols. The Sacred Heart children sang with enthusiasm and skill. The choir also entered the Eisteddfod this year and received a highly commended.

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 2008. 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. 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.

Language lessons:

Children participate in French lessons before school twice a week. Parents are actively involved in organising this area of interest.



Song Club

In 2008 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 led by a professional teacher with a passion for singing. The song club performed for the school and parents at the end of each term as well as during the Christmas concert.

Inter-school competitions:

The Year 5 and 6 students participated in the Da Vinci competition and came third. The Year 6 students participated in the Diocesan Speech competition. Our entrant won and received first overall in the diocese.

Students represented Sacred Heart in the Diocesan cross country, swimming and athletics carnivals. One student reached the state finals in athletics.



5.4 Professional Learning

The average expenditure on professional learning, per teacher, in 2008 was \$1,242.

All teachers participated in a range of professional learning activities throughout 2008.

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 Certificate of Religious Education course, with one staff member studying at Masters level.

On a Diocesan level, staff were engaged in experiences such as strategies for teaching and planning religious education; occupational health and safety training; child protection training; first aid training; PART training, and various technology related professional opportunities including attendance at SINA/ICLT meetings for the Assistant Principal and ICLT professional development days for the ICLT facilitator. The staff were trained in the new PBL approach. Staff members participated in the Literacy Leaders courses.

The new scheme teachers had opportunities to attend professional development sessions in Literacy and numeracy as well as the mentoring days allocated to them.

A group of three teachers were invited to present the school's literacy initiatives at the AGQTP conference in Sydney.



6. Strategic Initiatives

6.1 2008 Priorities and Achievements

During 2008 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 2008 was the continued maintenance and refurbishment of the swimming pool and the implementation of the swimming program for all students Kindergarten to Year 6.

A professional swimming team provided instruction to all students during their PE time allocation.

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.

Religious Education Curriculum: A key aspect of 2008 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.

Positive Behaviour for Learning (PBL): This behaviour management approach was introduced and implemented into the school throughout this year. The staff participated in professional development sessions throughout the year. A PBL committee made up of various members within our school community, was formed. They led this initiative in the school. The parents were given opportunities to become familiar with PBL during information sessions organised by the school.

AGQTP: The staff as a whole worked in stage groups 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 their learning to the whole staff. The school received professional support from the Senior Education Officer-Secondary Curriculum at the Catholic Schools Office.

ICLT: The implementation of the CEnet technology within the structures of the school enabled every student to have an email account. Some classes began to develop class pages that reflect the work they are achieving during school as well as the homework assigned to them by their classroom teachers. Interactive whiteboards were installed and used in the Stage 3 classrooms.

6.2 2009 Priorities and Challenges

Priorities for 2009 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



- roll out of more interactive white boards
- provision of professional development to enable all staff to competently utilise interactive whiteboards in their classrooms.





7. Parent Participation

7.1 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 2008 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.

7.2 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.

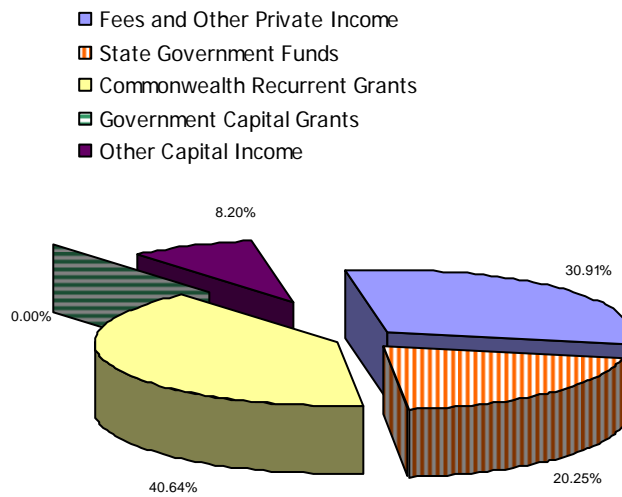


8. Financial Report

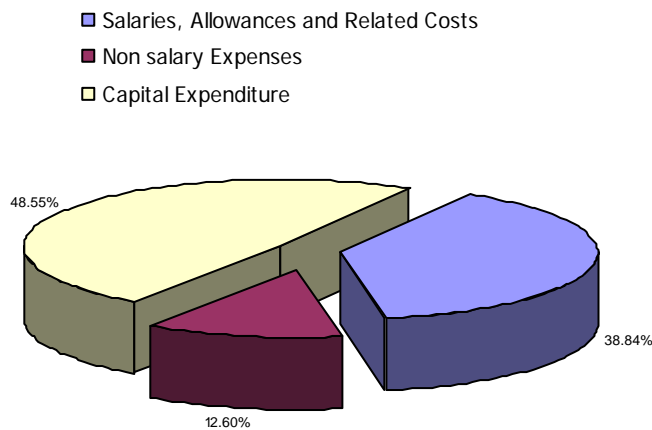
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

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

Income



Expenditure



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