

Sacred Heart Catholic Primary School Pymble

2009 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 2009. 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 of Sacred Heart is to support the Principal and, in collaboration with the leadership team, to further develop the partnership between family, school, parish and the wider community to benefit our children's overall development and learning. At the start of the year, we were asked by the Principal to concentrate on building and reinforcing this partnership. The feedback from parents was the desire for a greater range of social events catering for us as individuals, couples, parents and families.

As a parent body:

- We hosted a cocktail party for more than 120 people.
- 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; class dinners and lunches; movie and party plan evenings; a book club; an indoor netball team; and a soccer team.
- We had two big events for couples – the Casino Royale and the Trivia Night.
- We held a Mums' Movie Night and a Melbourne Cup Lunch.
- We held a Gentlemen's Night and raised enough funds to build a barbeque.
- We held a Moonlight Market for families and were inundated with entrants to the Halloween Parade.
- We held the inaugural Parish Cup – a soccer match played by the dads and one intrepid mum.
- We amalgamated the school and Parish working bees.
- We formed the Open Space Steering Committee drawing on parents from the school, members of the Parish Finance Committee, the Parish Priest, the principal and a consulting architect.
- The P&F has an ex-officio role on the Parish Council and a parent is the newest member of the Parish Finance Committee.
- We conducted a canteen survey and provided constructive feedback.
- Our two working parties, the survey working party and the open space working party, continued to produce great work:
 - The newsletter was revamped and now all notes are delivered home each Wednesday.
 - The Open Space Master Plan was unveiled at the AGM.



- We liaised with the Principal to organise the addition of morning French and Italian classes and the formation of a school band.
- We raised significant funds through social activities, cake stalls, school tea towels, family portraits, labels and entertainment books and last but not least the Bunning's BBQ.
- We obtained a grant to install water tanks.
- We provided many leaders in the home-based Sacramental program.
- We led the children's liturgy twice a month.
- We planned the Family Masses, and helped the children to lead the celebrations.
- We engaged the Parish Youth Councillor to help us with Family Masses.
- We led the Family Mass on Christmas Eve.
- We helped the teachers in the classroom in literacy, numeracy, computing, art and craft.
- We helped in the library.
- We ran the Scholastics Book Club to provide books to children and raise funds for the school.
- We ran barbeques for the Years 5/6 children on their leadership days at the start and end of the year.
- We ran the uniform shop.
- We helped to man the canteen and formed a new Canteen Committee.
- We ran two sports clubs – the Soccer Club and the Netball club and we were the coaches and managers and administrators.
- We published a beautiful yearbook to celebrate our Year 6 children's time at the school.
- We hosted a Mother's Day breakfast, a Father's Day breakfast and a Grandparent's Day morning tea.
- We hosted a Champagne and Tissues morning tea for 2009 Kindergarten parents.
- We hosted a morning tea for the 2010 Kindergarten parents.
- We supported the Principal with the refurbishment of the ground floor of the Mercy block.
- We installed a new oven in the canteen.
- We resurfaced the oval and installed new soccer posts.
- We installed the family pavers and made the Bobbin Head Road entrance more appealing.
- We arranged for the car park to be line marked and surrounding areas to be tidied up.
- We completed the installation of the water tanks.
- We worked with the leadership team to develop the school's traffic safety policy.
- We helped the children to plant over 350 trees in the gully on National Tree Planting Day.

1.3 Message from the Student Body

During this year, Sacred Heart Primary has held a number of events that the whole school was able to participate in.

The athletics carnival was held in July, at Bannockburn Oval. 100m, 200m, 800m, long jump, shot put, and a number of novelty events for the infants were all immensely enjoyed and had all the children engaged. Red colour house ended up with the glory but it was a close competition.

This year there were two swimming carnivals, due to the slight change in the school's schedule. The first of which was held at the beginning of the year and the other towards the end. They were both full days spent by the pool while each cheered their own team on. Blue was successful in winning, with red coming second, green then gold chasing them down.

Fundraisers were common this year, including Carry Teddy Day where teddy bears were dragged mercilessly around the playground. Crazy Sock Day made heads turn as people walked into school. This year we held two jellybean raffles. One raffle was for the social justice committee who then sent the proceeds to the needy, and the student who came up with the idea had the pleasure of winning.



The second raffle was held at the Sacred Heart Primary Art Express Night, and a student in Year 4 won, leaving everyone else to enjoy the night filled with paintings, moulds, dances, slideshows, food and embroidered works.



2. School Profile

2.1 Introduction

Sacred Heart Catholic Primary 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 Primary 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 program, social justice initiatives, and charity activities within the parish community.

This year the school continued to implement the new behaviour management initiative, Positive Behaviour for learning (PBL).

2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
178	167	17	0	345

*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.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.4 Staff Profile

The school leadership team consists of the Principal, Assistant Principal, Religious Education Coordinator, one Coordinator 1 and a Coordinator 2.

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	1	0	21

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

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 94.5%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 85.7%.

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 which developed through the collegial sharing and planning sessions during our Leaders Leading Learning through Science initiative introduced this year.

Teachers developed their professional skills through training and actively working within groups through the Gifted and Talented initiative. Teachers further developed their skills in assessing, monitoring and developing plans to support the gifted students in the school.

Teachers took an active role in further implementing the Positive Behaviour for Learning (PBL) program. Staff, students and parents worked together to teach and reinforce positive behaviour in the school. Staff and parent representatives attended professional development sessions to further develop their knowledge and understanding of the PBL approach.

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

2.7 Student Attendance

YEAR	Average student attendance rate (%)
K	92
1	94
2	94
3	95
4	96
5	95
6	89



The average student attendance rate for the whole school for 2009 was 94%.

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.

2.8 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, committees such as Social Justice and environment, 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 Catholic Primary 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. We begin the school year with an opening school mass presenting and blessing our school leaders to the community. We end the year in celebration with a school mass. Our masses are themed, reflecting the appropriate celebration according to the liturgical calendar and community events. The children attend parish mass each week in their Year groups.

We start each week with a whole school assembly at which time we pray as a school community. Each class has a sacred space focus area which is central to our class prayer.

3.3 The School in the Life of the Parish and the Diocese

At Sacred Heart Catholic Primary 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 programs and nursing homes in our Parish. The school is involved in community projects such as the St Vincent de Paul Winter appeal and Christmas hampers.

Highlights of 2009 were the Father's Day, Mother's Day and Grandparents' 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.

3.4 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 2009, under the guidance of the Mission Services Team from the Catholic Schools Office, staff were supported in developing a deeper understanding of Catholic discipleship and the role we have as educators of faith.

In 2009, 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. 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.

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 Catholic Schools Office 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 Catholic Schools Office 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

Sacred Heart's curriculum is underpinned by the Religious Education Curriculum which is central to the students' 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 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 2009 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 Primary 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 Primary 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, Costa's Habits of Mind and whole-brain learning.

5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy. Several points should be noted:

- **In Year 3** students in Band 1 are working below the national minimum standard. Students in Band 2 are working at the national minimum standard. Students in Bands 3 – 6 are working above the national minimum standard.
- **In Year 5** students in Band 3 are working below the national minimum standard. Students in Band 4 are working at the national minimum standard. Students in Bands 5 – 8 are working above the national minimum standard.
- In the 2009 cohort, there were 55 students in Year 3 and 39 students in Year 5.
- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.

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 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.



Band Distributions (%) – Year 3

			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	2009	School	0	2	8	13	19	58	96
		State	3	9	17	22	21	26	96
		National	4	11	18	23	20	22	94
	2008	School	0	4	6	22	36	32	100
		State	4	10	17	24	23	21	95
		National	6	12	18	23	22	18	93
Writing	2009	School	0	4	8	29	27	33	96
		State	2	5	13	29	32	19	97
		National	3	6	15	30	29	16	96
	2008	School	2	2	4	30	38	24	98
		State	2	5	13	28	31	22	98
		National	3	6	16	29	27	17	95
Spelling	2009	School	0	2	10	21	37	31	96
		State	4	7	16	24	23	25	95
		National	6	9	19	25	20	19	92
	2008	School	2	4	4	32	40	18	98
		State	3	7	16	26	25	22	96
		National	6	10	19	26	22	16	93
Grammar & Punctuation	2009	School	0	4	2	21	38	35	96
		State	4	8	13	21	24	30	95
		National	6	9	14	21	23	26	93
	2008	School	0	4	14	20	20	42	100
		State	4	9	16	24	24	23	95
		National	7	11	17	23	21	19	91
Numeracy	2009	School	2	2	12	25	35	25	94
		State	3	10	20	27	22	16	96
		National	4	12	23	27	20	12	94
	2008	School	0	2	8	26	38	26	100
		State	2	9	20	28	23	17	97
		National	3	11	23	28	21	12	95

Band distribution at Year 3 demonstrates that the school percentage of students in the top two band areas exceeds national and state rates in every test area. The vast majority of students have achieved in the top two bands with an average of 2 to 4% of students achieving in the bottom two bands. This indicates that the intervention programme within the school is supporting and extending students as needed. Literacy has been the main focus over the last few years in the school focusing on the areas of grammar, reading and writing. In 2010 the focus will be on numeracy which will address the need to move more students from Band 4 into Band 5 and challenging others to move into Band 6.



Band Distributions (%) – Year 5

			Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	2009	School	0	3	8	32	34	24	97
		State	5	12	19	25	22	15	94
		National	7	13	21	25	21	13	92
	2008	School	10	5	13	18	18	36	90
		State	6	12	23	26	20	12	94
		National	8	14	24	26	18	9	91
Writing	2009	School	3	3	16	26	34	18	95
		State	4	10	26	33	19	8	95
		National	6	12	27	31	17	7	93
	2008	School	3	8	15	21	18	36	97
		State	4	10	24	31	20	9	95
		National	6	12	25	29	18	8	92
Spelling	2009	School	0	11	11	39	26	13	97
		State	4	10	22	26	21	15	95
		National	6	13	26	26	18	10	92
	2008	School	3	8	15	18	38	18	97
		State	5	10	22	29	22	12	95
		National	7	13	25	28	18	8	92
Grammar & Punctuation	2009	School	0	3	5	32	29	32	97
		State	5	10	18	25	22	19	94
		National	6	11	20	26	21	15	92
	2008	School	5	8	5	28	23	31	95
		State	5	10	20	26	21	16	94
		National	7	11	21	26	20	13	91
Numeracy	2009	School	0	5	24	24	30	16	97
		State	3	11	24	28	19	14	96
		National	4	14	27	28	17	8	94
	2008	School	8	5	21	21	26	21	92
		State	5	15	26	26	17	10	94
		National	6	17	29	26	14	7	93

Band distributions at Year 5 demonstrate that for every test area, the percentage of students in the two top bands exceeds national and state rates. Further focus on explicit teaching in writing by the school should raise the levels in Band 6 to Band 7 and 8. 2010 will see a professional learning focus on reviewing the school numeracy plan. Teachers will continue to set targets for students who need to be challenged in the areas of literacy and numeracy.

5.3 Extracurricular Activities

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

School Music

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 an eisteddfod this year and received a highly commended award.



Private Music Lessons

2009 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.

School Band

Children from Years 3 to 6 are able to join the school band. The children can choose their own instrument and follow lessons given by a professionally qualified music teacher, one day per week. The children play as a whole group before school and also perform at school functions and concerts.

String Ensemble

The string ensemble is formed from a group of children from Years 3 to 6. The ensemble practice before school once per week and perform at school masses, functions such as Mother's Day and Grandparents' Day, as well as school concerts.

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 2009. 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 and Italian lessons before school twice a week. Parents are actively involved in organising this area of interest.



Inter-school competitions:

The Years 5 and 6 students participated in the Da Vinci competition and came third. The Year 6 students participated in the Diocesan Speech competition as well as the cluster debating sessions. Students represented Sacred Heart in the Diocesan cross country, swimming and athletics carnivals.

5.4 Professional Learning

All teachers participated in a range of professional learning activities throughout 2009.

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 Primary School supports this process. The staff participated in various learning opportunities throughout the year.

A group of teachers participated in the Certificate of Religious Education course, with two staff members studying at Masters level and one teacher studying for the Master of Leadership.

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; personal assault response training, and various technology-related professional opportunities including attendance at Positive Behaviour for Learning training, SINA/ICLT meetings for the Assistant Principal and ICLT professional development days for the ICLT facilitator. The staff was trained in the new PBL approach. Staff members participated in the Literacy Leaders courses.

A New Scheme teacher was supported and mentored in gaining accreditation by the NSW Institute of Teachers at the Professional Competence level. Three other New Scheme teachers were supported and mentored which included attending professional development sessions in literacy and numeracy.



6. Strategic Initiatives

6.1 2009 Priorities and Achievements

2009 priorities and achievements identified in the 2008 Annual School Report which were achieved:

Target 1: Implementation of a framework to cater for the leadership skills development in the senior school to include opportunities for leadership training.

- Senior students attended workshops to develop their leadership skills.
- Senior students worked with teachers in teams (environment, liturgy, social justice, senior councillors) to foster these areas within the school community.

Target 2: Continue professional development to enhance cooperative learning skills for students, literacy and higher order thinking skills.

- 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.
- Teachers further developed their professional knowledge of co-operative learning through workshops run during planned staff meetings.

Target 3: Development of a whole school approach to pastoral care and behaviour management.

- *Positive Behaviour for Learning (PBL)*: This behaviour management approach was introduced in the previous year and implemented in more depth throughout the year. The staff participated in professional development sessions throughout the year. A PBL committee, composed 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. Two parents were invited to become members of our PBL team and were trained in their new roles.

Target 4: Continued implementation of the Quality Teaching Framework

- Teachers continued their professional development through the lesson study approach in teaching literacy with a focus on writing. This approach allowed teachers to work in their stage groups to plan, observe, assess and dialogue professionally.

Target 5 and 6: Roll out more interactive whiteboards/professional development to enable staff to competently utilise interactive whiteboards in their classrooms.

- This year all classes developed their own class pages that reflect the learning that is taking place in their classrooms as well as the homework assigned to them by their classroom teachers. Class pages are also used to communicate to the parents the activities and events concerning their children.
- Interactive whiteboards were installed in the Kindergarten classrooms. We now have five interactive whiteboards in use throughout the school.
- A group of teachers attended training sessions to develop their skills, enabling them to use the interactive whiteboards competently.

6.2 2010 Priorities and Challenges

Priorities for 2010 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
- implementation of our Numeracy plan throughout the school
- continued implementation of the Quality Teaching Framework
- further roll out of interactive white boards
- revision of professional development to enable all staff to competently utilise interactive whiteboards in their classrooms
- to support the scope of works under the BER project to ensure successful completion.



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, while the Fathers' evening, Casino Royal evening and the annual Trivia Night were successes for the Social Committee.

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.

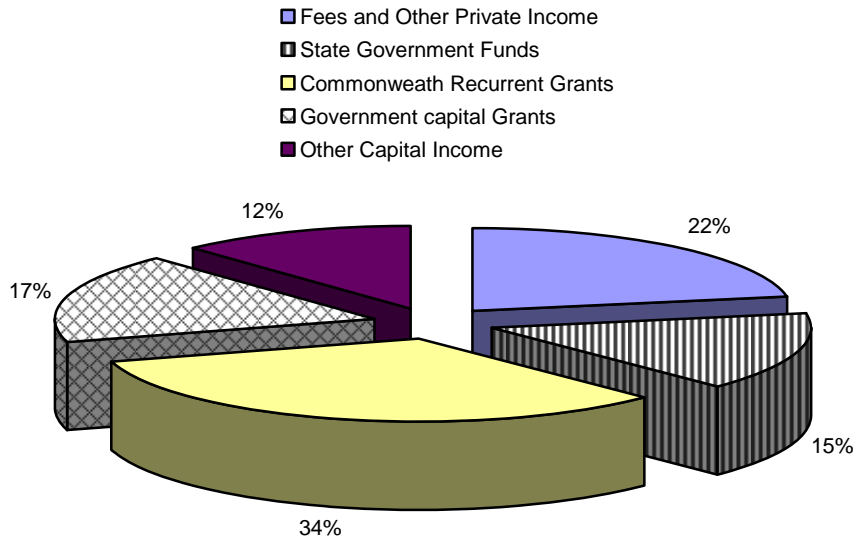


8. Financial Report

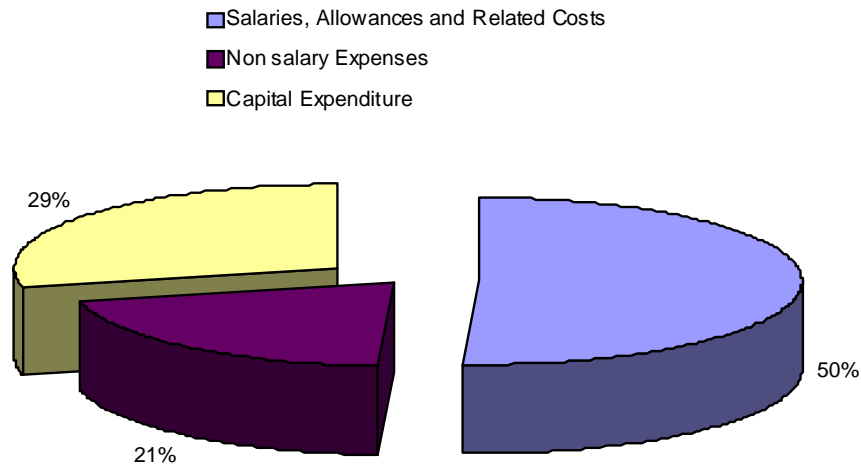
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>

Income



Expenditure



The contents of this annual report have been validated by the Schools Consultant, Diann Hynes.