

# Sacred Heart Catholic Primary School Pymble 2010 Annual Report



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## **1. Message from Our School Community**

### **1.1 Message from the Principal**

Sacred Heart Catholic Primary School Pymble is committed to continuous review and school improvement to ensure quality education is provided for all children in our care. During this year we undertook an external validation process in the form of a panel of people with a variety of skills and expertise that provided a critique of the school's self-evaluation and recommendations. Through conversations with the Parish Priest, parents, staff and students the panel was able to affirm that the school has a strong religious life and relationship with the Parish. We were commended for our sustained efforts in pastoral care and commitment to purposeful teaching focused on improved student learning outcomes. The staff is dedicated and the professional learning teams exhibited a strong emphasis on teacher leadership.

This annual report highlights the achievements of Sacred Heart in 2010. It seeks to provide a brief outline of progress made in a number of key areas and highlights challenges for 2011.

### **1.2 Message from the Parent Body**

The Parents & Friends Association (P&F) is an integral part of Sacred Heart Catholic Primary School. It provides a formal structure for parents and caregivers to participate in all activities and decision making processes and to work for the benefit of the school and, ultimately, our children. We are blessed at Sacred Heart to have a wonderful community of parents who are so supportive of the children's education and faith development. The parents are an integral part of our school community. We participate actively in the life of Sacred Heart assisting in the daily events in the school in classrooms, canteen, and library and throughout the year at various times on a needs basis such as book covering and on class excursions. We are kept informed of all aspects of our child's schooling.

Parents who attended our P&F meetings were: welcomed into a group of like minded people sharing a positive Christian ethos; involved in promoting the principles of Catholic education; building community by becoming actively involved in providing support for our children's learning; became more involved in our children's spiritual, academic and social growth by the sharing of information. General meetings were held once per term and the P&F executive committee also met once per term.

### **1.3 Message from the Student Body**

The students at Sacred Heart appreciate first and foremost the teachers. They work hard to meet the needs of all students and provide a great variety of subjects that engage the mind and assist us to concentrate at all times. We receive an excellent education and the teachers are always ready to help us. We appreciate how the school has tried to make the playground safe and fair and look forward to enjoying the upgrading of the new adventure play equipment and school pool. The sports and technology facilities are second to none!



## 2. School Profile

### 2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
171	166	21	0	337

\*Language background other than English

### 2.2 Enrolment Policy

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

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

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

### 2.3 Staff Profile

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

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
20	0	0	20

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

### 2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 100%.

### 2.5 Teacher Satisfaction

The school's clear commitment to pastoral care and ongoing professional learning of staff contribute positively to the collegiality and cohesiveness of the staff. Teachers expressed satisfaction around the implementation and ongoing support of our behaviour management for learning framework which they believe enhances Sacred Heart's nurturing and pastoral environment. Learning teams are strong and evident across the school. Teachers feel the effective use of learning support in the



classroom, the professional learning, with particular focus on Numeracy, and the professional dialogue around learned discussion, sharing of ideas and strategies that enhance student learning have contributed to a strong sense of satisfaction among staff. Teachers have appreciated the increased access to technology and have made valuable use of professional development to enhance their skills. Teachers expressed a strong commitment to strengthening their religious knowledge and professional expertise in teaching Religious Education and have accessed professional learning opportunities to assist them.

## 2.6 Student Attendance and Retention Rates

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

The average student attendance rate for 2010 was 95%.

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

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- 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 (CSO) monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

## **2.7 Student Satisfaction**

Students report that they feel safe and happy at school; that they know and understand the school rules and that any issues are handled proactively by the staff. Students feel strongly that they are respected by all teachers. They enjoy their Religious Education lessons and feel they learn a lot about God and the church. Students feel they have a lot of opportunities to meet with the priests of the parish and enjoy and appreciate their involvement. Students express an understanding about social justice and how that can be expressed in their daily lives. Students see their learning as exciting, valuable, and directed towards their needs. They have been able to identify that teachers work together to improve learning experiences and lessons for them and feel that the teachers are interested in their learning and how it can improve.



### **3. Catholic Life and Mission**

#### **3.1 Catholic Heritage**

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

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

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

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

#### **3.2 Religious Life of the School**

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, whole-school masses are celebrated. Our masses are themed, reflecting the appropriate celebration according to the liturgical calendar and community events. We start each week with a whole school assembly at which time we pray as a school community. The children attend parish mass each week in the Year groups. Each classroom has a sacred space focus area which is central to our class prayer. We begin the school year with an opening school mass, blessing our school leaders and presenting them to the community and end the year in celebration with a school Mass.

#### **3.3 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.

As with each year, during 2010 a significant focus was continuing our support of the work of Caritas Australia through developing a sense of social justice within the students through teaching and learning experiences and fundraising initiatives. Experiences such as Harmony Day raised cultural awareness and enabled students to raise funds needed to support those marginalised in society. This year our social justice fundraising also focused on issues closer to home, with money raised to support the Catholic Diocese of Cairns during the recent floods.

The Social Justice Committee developed liturgies which raised community awareness of the needs within a global village. Additionally, these students participated in the Broken Bay Cathedral mass with other diocesan schools, celebrating together and acknowledging each others work as disciples of Jesus.



### **3.4 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 2010, under the guidance of the Mission Services Team from the Catholic Schools Office, members of staff have been supported in developing a deeper understanding of Catholic discipleship and the role we have as educators of faith.

In 2010, 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 (CSO) policy, Sacred Heart has developed and sustained its Pastoral Care policy. This policy promotes self-discipline, responsibility and faith. The core rules are: care of self, care for others, and care for the place we are in. In line with the cognitive ability of the students in the care of the school, it is reverberated to students using a consistent and common language that 'everybody has a right to feel safe'. The school aims to support the students in developing the skills needed for positive self-esteem and self-worth through the Positive Behaviour for Learning (PBL) system.

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

### **4.3 Pastoral Care of Families**

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 Principal and Assistant 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 and external initiatives such as Centacare and 'Seasons for Growth' for professional support.

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

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

### **4.4 Resolving Issues**

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

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

### **4.5 Occupational Health and Safety**

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





environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

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



## 5. Excellence in Teaching and Learning

### 5.1 Quality Teaching and Learning

Sacred Heart's curriculum is underpinned by the Religious Education Curriculum which is central to the student's learning. Sacred Heart is fortunate to have many dedicated teachers who are passionate about and value learning. All teachers have been involved in many professional learning opportunities throughout the year. Each week, the focus of our professional learning meetings has been targeted to meet our identified learning needs to improve student learning outcomes.

The focus at Sacred Heart is an acknowledgement of individuals as unique learners. Particular focus is placed on the process of ensuring teaching and learning strategies cater for individual needs, thinking preferences and learning style.

Sacred Heart is developing the skills of cooperative learning and lifelong learning for all involved in the community. A key focus for 2010 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.

The school has continued to utilise 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.

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 Bloom's Taxonomy, de Bono's six thinking hats and whole-brain learning.

### 5.2 Student Achievement

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

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.



- In the 2010 cohort, there were 56 students in Year 3 and 38 students in Year 5.

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

### Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	2	2	4	13	23	57	98
<b>Writing</b>	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	2	11	16	29	43	100
<b>Spelling</b>	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	0	2	14	14	27	43	100
<b>Gr. &amp; Punct.</b>	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	0	2	4	4	32	59	100
<b>Numeracy</b>	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	0	4	5	29	30	32	100

Student representation in the top band well exceeds the national and state rates in all areas of Literacy and Numeracy. This pattern continues for the second top band with the exception of writing. 80% of Year 3 students achieved in the top 2 bands for reading compared with 44% at National level. Similarly pleasing results in Numeracy with 62% of our Year 3 students achieving in the top two bands compared with the National 32%. Less than 4% of our students fell in to Bands 1 and 2. Our focused and dedicated teaching and learning programs continue to meet the diverse learning needs of our students. Professional learning into 2011 will be focused on meeting individual needs of all learners.

### Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	3	0	16	24	34	24	95
<b>Writing</b>	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	5	0	16	61	8	11	92
<b>Spelling</b>	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	3	5	11	39	32	11	95
<b>Gr. &amp; Punct.</b>	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	0	0	21	24	39	16	100
<b>Numeracy</b>	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	3	3	24	26	32	13	95



Band distributions across Year 5 indicated great strengths in Reading, Spelling and Grammar and Punctuation with percentages in the top two bands exceeding the National and State figures. Writing results were not as anticipated and will become a focus for further professional development for 2011. Numeracy results also indicated a healthy number of students performing in the top two bands. Professional learning focus will be given to explicit teaching to foster the continued growth of student learning from the early years into the upper primary years.

### **5.3 Extra Curricula Activities**

Sacred Heart Catholic Primary 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 and the choir's participation in the Eisteddfod

#### **Private Music Lessons**

2010 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 Year 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 Year 2 to 6. The ensemble practise 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 2010. 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 the year before they attend Sacred Heart.

Sacred Heart also has a strong netball club catering for the girls from Year 2-6.



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.

#### **Language lessons:**

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

#### **Inter-school competitions:**

The Year 5 and 6 students participated in the Da Vinci competition, the Year 6 students participated in the Diocesan Speech competition. and 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 2010.

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 postgraduate study; Certificate of Religious Education, Master of Religious Education, Master of Education and Master in Early Childhood Studies as well as Ministry for Teachers 1 and 2.

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 Positive Behaviour for Learning (PBL) training, SINA/ICLT meetings for the Assistant Principal, Information, Communications and Learning Technologies (ICLT) professional development days for the ICLT facilitator, Interactive Whiteboards tutorials and 'Leading Change' leadership course with an external facilitator.

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



## 6. Strategic Initiatives

### 6.1 2010 Priorities and Achievements

2010 priorities and achievements identified in the 2009 Annual School Report which were achieved:

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

- Senior students attended workshops to develop leadership skills
- Senior students attended a development camp focussing on building on their leadership capacity and team building skills
- Senior students worked with teachers in teams (environment, social justice, senior councillors) to foster these areas within the school community

#### **Target 2: Continued professional development to enhance cooperative learning skills for students, literacy and higher order thinking skills**

- Science and Technology professional learning lead by the 'Leading Change' team assisted teachers in developing an understanding of Whole Brain Learning and planning learning experiences aimed at provoking higher order thinking skills
- Primary Connections professional learning meetings with Julie Selkirk? provided a cooperative learning framework which some teachers have employed within their classrooms, particularly with Science and Technology rich tasks

#### **Target 3: Implementation of our Numeracy plan throughout the school**

- Shared leadership by two staff members in leading professional learning based on Numeracy teaching strategies and assessment tools
- Training in administering Clinical Interview Tools was provided by the Numeracy leaders to gather whole school data around Numeracy achievement to assist with benchmarking students for 2011

#### **Target 4: Continued implementation of Quality Teaching Framework**

- Teachers continued their professional development of Quality Teaching practices by transferring learning from lesson studies into other Key Learning Areas, particularly Science and Technology. This was done by working within stages to plan, observe, assess and evaluate teaching by engaging in professional dialogue, in both formal and informal settings.

#### **Target 5: Further roll out of Interactive Whiteboards**

- Interactive Whiteboards (IWB) were installed in all remaining classrooms, including the newly refurbished 5/6 classrooms in the Mercy Block.

#### **Target 6: Revision of professional development to enable staff to competently utilise interactive whiteboards in their classrooms**

- All teachers participated in ActivInspire Software development days to develop their skills to integrate use of the IWB within the teaching and learning program.
- Teachers also maintained class pages to support and extend learning in the classrooms, as well as communicate homework assigned by the class teacher.

#### **Target 7: To support the scope of works under the BER project to ensure successful completion**

- Library planning committee was formed to ensure a functional layout of the newly built Library. The Library and teachers resources are now relocated to new building.



During 2010 the staff focussed on the underlying philosophy of **Catholic discipleship** and what this means at Sacred Heart Catholic Primary 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.

#### **Pool Refurbishment:**

A major achievement for 2010 was the refurbishment of the swimming pool under the new direction of an independent association. The students participated in Physical Education swimming lessons during Term 4 under the supervision of AUS Swim instructors.

#### **Religious Education Curriculum:**

A key aspect of 2010 was professional learning around planning and programming strategies for the development of learning experiences as aligned with the religious education curriculum. The focus was on classroom strategies that engaged students in relevant and challenging practices, which developed enduring and life long understandings and harnessed the development of students as disciples of Jesus.

#### **Positive Behaviour for Learning (PBL):**

This behaviour management approach continued to be implemented within the school. The staff participated in professional development sessions throughout the year. A PBL committee made up of various members within our school community meet regularly to discuss achievements and playground incident data to drive new directions. The parents were given opportunities to become familiar with PBL during information sessions organised by the school.

#### **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.

## **6.2 2011 Priorities and Challenges**

Priorities for 2011 will be:

- Continue to build shared leadership capacity
- Development of leadership roles based on School Review & Improvement Process: Teaching and Learning, Pastoral Care and Catholic Life and Mission
- Ongoing professional development to support shared leadership
- Maintain enthusiasm and authentic teaching experiences across all Key Learning Areas, as developed in 2010 with Science and Technology and Numeracy
- Showcase and raise profile of teaching and learning occurring at Sacred Heart by utilising PR opportunities, e.g. Science Day





## **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) annually extend 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. This year the parent community has enthusiastically supported the restoration of the school swimming pool and the erection of large shade cloth and fitness/adventure equipment through their fundraising efforts.

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.

Parents welcome new members to the community and hold many social and fundraising events throughout the year.

### **7.2 Parent Satisfaction**

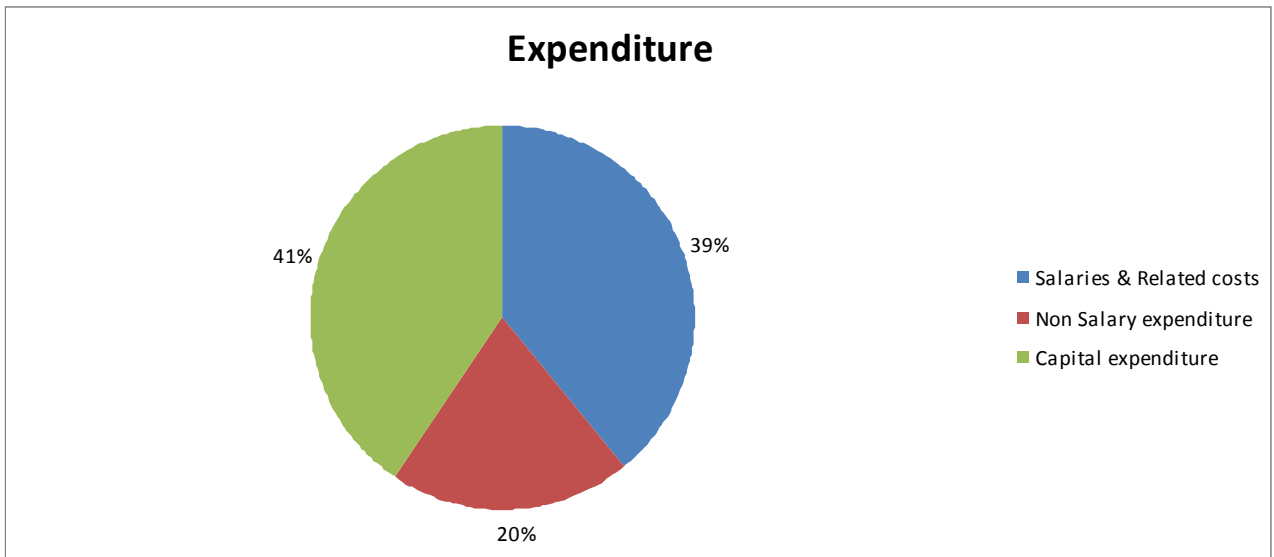
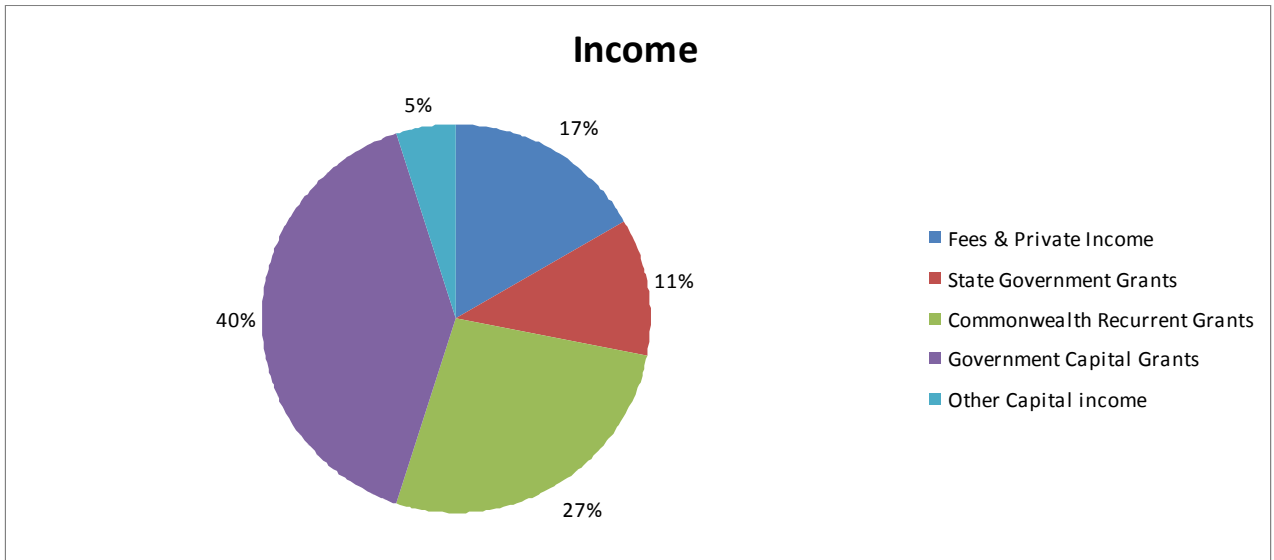
At Sacred Heart parents feel valued, respected and welcomed. The school has a community spirit which is supportive, friendly. Parents are appreciative of the dedication of the school staff and appreciate the quality feedback they receive around their child's learning needs, successes and gains. Parents are extremely satisfied with the quality of teaching their child receives at Sacred Heart. Parents have expressed sincere satisfaction around the pastoral care particularly of the students and the emphasis of social justice and outreach. Parents see their child as safe from harassment, bullying and victimisation.

The greatest satisfaction expressed by parents is that Sacred Heart is a place which allows the child's faith to grow; that members of staff provide good role models of adult Christian life and the values and mission of the school is well articulated. Parents value the positive links with the parish and wider community and appreciate that every member of the community is treated with respect and dignity.



## 8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



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