



Sacred Heart Catholic Primary School Pymble

2011 Annual Report



Principal: Mrs Carmel Healey

Address: 4 Richard Porter Way
PYMBLE NSW 2073

Phone: (02) 9440 8056

Fax: (02) 9983 0590

Web: www.shpddb.catholic.edu.au



1. Message from Our School Community

1.1 Message from the Principal

Sacred Heart Catholic Primary School Pymble is committed to continuous reflection and review to bring about quality education for all children. During the course of this year we have been deepening our knowledge of Teaching as inquiry cycle. One of those principles from Helen Timperley's *Best Evidence Synthesis*, "Information about what students need to know and do is used to identify what teachers need to know and do" (2008, page 13) has underpinned our professional development and teaching/learning experiences. Throughout the year we have emphasized the importance of focusing on student outcomes and using both research evidence and assessment information to improve teaching and learning and ensuring that teaching is responsive to students' learning processes. This annual report reflects the achievements of Sacred Heart in 2011. The report is a summary of the direct results of the hard work and achievements of the student body, the commitment and professionalism of Sacred Heart's teaching and support staff and the support and involvement of an active, dedicated and generous parent community.

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. This year, we began on a mission to get as many parents as possible engaged in the various social events throughout the year with a focus on these events around building community. It was evident that we are a community that gets involved with over 80% of our families participating in the various events over the year. Class parents and their army of helpers were quick to respond to calls for help in order to put together so many of the activities for our school and parish. The Cocktail Party, Dinner Dance, Joint Parish Mass, Men's Night, Trivia Night, Moonlight Markets, Athletics and Swimming Carnivals were just a few of our successes. 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

Students recognise that Sacred Heart is a place where everyone gets to have a go with many sporting events on offer – School and Cluster Carnivals, Oz Tag lunch time competition and many Gala Days.

Sacred Heart is a great school that has excellent resources, helpful teachers, friendly kids that care for each other and lots of opportunities to learn.

Our school is well resourced with interactive whiteboards and wireless internet connection and laptops in every classroom. There are lots of resources to help us with our learning and our library is full of great books offering great diversity. We have ample space to play with a great oval, netball court and play equipment. Our school even has a heated swimming pool where we have swimming lessons throughout the year.

Our teachers know each of us by name and they are always there to help us with our learning or if we have other issues with our friends. They are great at providing extension work as well and supporting students with their learning.

The students at Sacred Heart have lots of choice if they'd like to participate in extra curricular activities like sport, music, Choir, band, Art Express, Science Club, Writing Club and Maths



Olympiad. We are encouraged to always have a go, even if you're not the best at something. Our school day has such a range in what we do.

The school rules are fair and easy to follow – Care for Self, Care for Others and Care for the Place we are in. The kids at our school know each other and look after each other.

There is a focus on equality at our school where people are treated equally and there is no favouritism. Each person is treated with respect even though we are all different.



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2011:

| Girls | Boys | LBOTE* | Indigenous | Total |
|-------|------|--------|------------|-------|
| 161 | 175 | 25 | 0 | 336 |

*Language background other than English

2.2 Enrolment Policy

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

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

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

2.3 Staff Profile

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

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

| a | b | c | Total |
|----|---|---|-------|
| 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 2011 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.

2.5 Teacher Satisfaction

The staff at Sacred Heart recognise the importance of ongoing professional development. They valued the time given to Professional Learning and the support they received from each other, the leadership and from outside advisers. This professional learning enabled the staff to engage in quality pedagogy that aims to benefit all students' learning. The staff were challenged in an environment where they felt comfortable enough to explore best practice, learning with and from



each other. The ultimate aim for the continued professional learning was to 'get to know our kids better so that we can learn to teach them better'.

The staff also values the support and sense of belonging that they share celebrating as a Catholic community. In this way the staff recognises the importance of being a part of a team which works together for a common goal.

2.6 Student Attendance and Retention Rates

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

The average student attendance rate for 2011 was 96%.

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

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.



The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

Students 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 learning in all Key Learning Areas and also in Religious Education lessons where they learn a lot about God and the church. Students expressed an understanding about social justice and how that can be lived in their daily lives. Students see their learning as exciting, valuable, and directed towards their needs. They have been able to identify that teachers are there to help them learn; providing experiences that both extend and support their learning.

The students at Sacred Heart appreciate the sense of welcome, the way we gather as a whole school and say good morning to parents and teachers. This sense of welcome continues when, on Monday morning the whole school gathers for prayer at the beginning of the week. This time together allows the students to hear about events that are going on as well as learn about our PBL rules from our Student Representative Council. The students are proud of their learning.

They expressed an appreciation for the many and varied ways in which they are engaged in learning – hands on, making things, investigations, using technology to research, group work, individual work and learning through first hand experiences. Special days dedicated to areas of learning were something that the students recalled with great detail – Science Day, Harmony Day, World Food Week, Billy Cart Day, Nude Food, Asian Cultures Day were some that they noted. Sacred Heart Day was named as a day where the children celebrate our school and parish and celebrate who we are. The opening and blessing of the new school BER project was a day where the students were excited to be a part of the celebrations of our lovely new school. Days set aside each term for the children and families to take the time to stop and tour around the classrooms for a 'learning tour' were named as a great way of sharing learning.



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 which 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 reflects 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 Pymble takes pride in their rich liturgical celebrations which invite all community members to be active participants. Beyond Holy Days of obligation the Sacred Heart community from K-6 join together to celebrate important events throughout the calendar year. Our opening and closing school Masses focus on thanking God for our wonderful community and rejoicing in the success of our students. Mothers' Day, Fathers' Day and Grandparents' & Special Friends' Mass invite all community members to join together in prayer as well as join their children in learning.

Every Monday morning Sacred Heart congregates in the hall to pray as a whole school. The prayer is presented by the teachers and is based either on a liturgical event, a current theme/ world situation of importance or on the previous Sunday's scripture. Every week the school attends Parish Mass within their year groups. To help further support the development of our students' faith, weekly lunch time students' prayer is offered to all students and is presented by the children who are members of the Liturgical Committee. To support the faith formation of our parent body, Carmel Healey along with Virginia Ryan offered the Year 1 parents the opportunity to participate in 'Coffee, Cake and Carmel' that was prayer and reflection based on 'Grateful Children'. Each classroom including the library and office has a sacred space which is used for daily prayer and reflection and all religious education is made authentic through prayer and action.

3.3 Catholic Worldview

The Catholic Worldview defines comprehensive perceptions of the universe, revealed to us in Jesus, providing us with insights into the meaning of life and how to live it and enables Catholics to see and experience true spirituality in everyday life. As such, in conjunction with liturgical celebrations, the Sacred Heart community are active participants, promoting in the hearts and minds of the students, an authentic Christian approach to the values of the Gospel and Catholic Worldview by supporting charity groups, through social justice initiatives, such as Caritas, St Vincent De Paul and Catholic Mission. In addition, the school raised money to help support fellow Australians during the flood crisis.



Unfortunately the world is a place where at times discrimination and assumptions are made based on notions on race, gender or creed. Jesus taught us to love one another.

Catholic Worldview endorses and encourages all Catholics to respect God's wondrous creations. Sacred Heart is fortunate to be surrounded by wondrous natural beauty and as such, wants to promote within the lives of our students how to care for creation. Initiatives have been taken through the formation of the 'Seedlink' group and in partnership with Catholic Earthcare Australia, to develop an annual plan that identifies areas of weakness throughout the school, in terms of sustainability, with the aim of creating an environmental consciousness and awareness within the school.

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.

2011 denoted the completion of a Masters of Religious Education by one staff member and a Masters of Education including the completion of six Religious Education units. One staff member completed a graduate certificate in Theology. Two Staff members participated in Ministry II, one completing the course as a Masters unit while another staff member participated in Ministry I. All staff members completing further studies were fully supported in the process.

A spirituality retreat was provided for the staff based around the Indigenous '8 ways of learning'. Staff members attended an evening and daytime event which was led by Education Officers from the Catholic Schools Office including our Aboriginal Educational Officer, Religious Education Officer and Outdoor Education Officer. Staff members are committed to applying such learning to their Religious Education programs.



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 and sustained a Pastoral Care policy. The school aims to support the students in developing the skills needed for positive self-esteem and self-worth through the Positive Behaviour for Learning (PBL) system. This whole school approach promotes self-discipline, responsibility and faith. The school rules are: care of self, care for others, and care for the place we are in. Students are taught these rules within the many contexts of the school and they are supported to be successful learners through these positive behaviours.

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

4.3 Pastoral Care of Families

There are formal and informal support structures available for families within the Sacred Heart community. The Principal and Assistant Principal work closely with parents during the year to provide whatever support is required in relation to issues concerning their children. The North Shore Cluster school counsellor is available to consult with students and parents in relation to any pastoral care issue. Where necessary, parents are referred to other agencies and external initiatives such as Centacare and 'Seasons for Growth' for professional support.

There is a close support network with the parish and the Parish Priest is also available to assist families in our school.

The school has a Pastoral Care Co-ordinator (PCC). This person is a volunteer and works closely with the Principal to support 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

"I want to know my students better so that I can teach them better" is the catch cry of the teaching staff at Sacred Heart. The teaching and learning is aimed at meeting each student's individual point of learning. In this way, the experiences provided for the children are meaningful, rich tasks that allow them to explore the life long learning skills.

Sacred Heart learning community values recognising the many and varied gifts of all learners. Therefore the students have many opportunities to participate in a wide variety of learning experiences within the curriculum and beyond.

The teaching staff at Sacred Heart learn from and with each other, continually aiming to develop the necessary skills to provide best practice pedagogy to all students. There is a clear focus on learning goals and the desire to build on whole school consistency of practice to strengthen the learning from year to year. This team work allows the students to benefit from the diversity and richness of quality teaching across the grades.

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 (SMART2), 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 preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2011 cohort, there were 58 students in Year 3 and 39 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the My School website

<http://www.myschool.edu.au/>



Band Distributions (%) – Year 3

| | | Band 1 | Band 2 | Band 3 | Band 4 | Band 5 | Band 6 (+) | % at or above national minimum |
|--------------|----------|--------|--------|--------|--------|--------|------------|--------------------------------|
| Reading | State | 3.7 | 10.5 | 18.2 | 21.2 | 17.5 | 29.0 | 95.4 |
| | National | 4.1 | 10.4 | 17.3 | 21.2 | 20.8 | 24.2 | 93.9 |
| | School | 0.0 | 3.6 | 3.6 | 12.7 | 10.9 | 69.1 | 98 |
| Writing | State | 2.0 | 4.0 | 12.4 | 20.7 | 43.0 | 17.8 | 96.4 |
| | National | 3.0 | 5.3 | 14.5 | 29.1 | 30.2 | 15.9 | 95.0 |
| | School | 0.0 | 0.0 | 5.5 | 9.1 | 43.6 | 41.8 | 98 |
| Spelling | State | 3.6 | 6.9 | 18.3 | 20.6 | 25.9 | 24.6 | 94.6 |
| | National | 5.2 | 9.7 | 17.7 | 24.7 | 22.6 | 18.1 | 92.8 |
| | School | 0.0 | 1.8 | 7.3 | 9.1 | 27.3 | 54.5 | 98 |
| Gr. & Punct. | State | 4.5 | 6.7 | 15.1 | 24.2 | 21.9 | 27.6 | 94.6 |
| | National | 5.0 | 8.8 | 15.0 | 21.0 | 21.6 | 26.7 | 93.0 |
| | School | 0.0 | 3.6 | 5.5 | 12.7 | 18.2 | 60.0 | 98 |
| Numeracy | State | 2.8 | 11.8 | 19.7 | 26.5 | 21.5 | 17.6 | 96.7 |
| | National | 2.4 | 11.4 | 23.8 | 27.3 | 19.9 | 13.3 | 95.7 |
| | School | 0.0 | 3.6 | 3.6 | 21.8 | 25.5 | 45.5 | 98 |

Student representation in the top Bands well exceeds the national and state rates in all areas of Literacy and Numeracy. 80% of Year 3 students achieved in the top 2 Bands for Reading compared with 45% at National level. Similarly pleasing results in Numeracy with 71% of our Year 3 students achieving in the top two Bands compared with the National 33%. Less than 4% of our students fell into Band 2 with none of our students in Band 1. Our focused and dedicated teaching and learning programs continue to meet the diverse learning needs of our students. Professional learning into 2012 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 |
|--------------|----------|------------|--------|--------|--------|--------|------------|--------------------------------|
| Reading | State | 7.2 | 11.0 | 26.0 | 21.0 | 19.2 | 15.6 | 93.1 |
| | National | 6.7 | 13.8 | 23.2 | 25.7 | 18.1 | 10.7 | 91.5 |
| | School | 0.0 | 5.1 | 23.1 | 20.5 | 23.1 | 28.2 | 97 |
| Writing | State | 4.5 | 7.2 | 30.9 | 30.7 | 17.4 | 9.3 | 94.8 |
| | National | 6.0 | 11.9 | 26.5 | 30.7 | 16.3 | 6.6 | 92.1 |
| | School | 0.0 | 7.7 | 20.5 | 20.5 | 41.0 | 10.3 | 97 |
| Spelling | State | 4.8 | 8.9 | 24.4 | 26.8 | 21.6 | 13.6 | 93.8 |
| | National | 6.8 | 12.7 | 24.7 | 28.0 | 17.9 | 8.1 | 91.3 |
| | School | 0.0 | 5.1 | 12.8 | 33.3 | 33.3 | 15.4 | 97 |
| Gr. & Punct. | State | 6.5 | 8.7 | 20.7 | 23.0 | 24.8 | 16.3 | 93.5 |
| | National | 6.3 | 11.0 | 20.5 | 25.3 | 20.1 | 15.0 | 91.9 |
| | School | 2.6 | 2.6 | 12.8 | 25.6 | 35.9 | 20.5 | 95 |
| Numeracy | State | 4.1 | 9.8 | 27.7 | 29.3 | 13.7 | 15.4 | 95.4 |
| | National | 3.8 | 13.5 | 27.8 | 28.2 | 16.1 | 8.8 | 94.4 |
| | School | 2.6 | 2.6 | 17.9 | 12.8 | 33.3 | 30.8 | 95 |

Band distributions across Year 5 indicated great strengths in Literacy and Numeracy with percentages in the top two bands exceeding the National and State figures. Less than 3% of our students fell in to Band 3 for Numeracy and Grammar and Spelling. Professional learning into 2012 will be focused on meeting individual needs of all learners with a particular focus given to explicit teaching to foster the continued growth of student learning from the early years into upper primary years.



5.3 Extra Curricula Activities

Sacred Heart Catholic School is committed to offering a variety of opportunities to cater for children's needs and interests. These extra curricular activities are wide and varied and allow many opportunities for children to explore different talents as well as excel in specialist areas.

Outside music tutors offer tuition in violin and piano. In addition to this, the school band consists of over 50 members from Years 3 to 6. Similarly, the school's string ensemble is made up of students who play the cello and violin. Children are also encouraged to join the school choir. These groups have opportunities throughout the year to perform or lead the school in musical events.

Extending from the school's Physical Education curriculum, the students at Sacred Heart have many opportunities to try out new sports or compete in local competitions. These include lunch time oz-tag and netball round robins, netball, rugby and soccer gala days. Our school also has Netball and Soccer clubs that compete in weekend competitions.

Other extra curricular activities include Writing Club, Science Club, Taekwondo, Art Express, languages (German and Italian), Debating, Maths Olympiad and Chess. Our senior students are all members of committees that play an active role in the life of the school – Social Justice Committee, Liturgy Committee, Environmental Committee and Student Representative Council.

5.4 Professional Learning

After undergoing external review in 2010, Sacred Heart community has identified 3 main school goals: Teaching and Learning, Pastoral Care and Catholic Mission. As such, the Professional Learning was geared towards these goals.

Teaching and Learning - to improve Literacy and Numeracy skills in all students. As a result of this, the staff came up with a mantra that guided our professional learning and practice; "I want to know my students better so that I can teach them better". The heart of this professional learning focused around being able to gather and analyse useful information about students' learning in order to make more informed decisions around future teaching aimed at the students' point of need. The staff has made use of the Teacher Learning Inquiry cycle (Timperley, Auckland University, New Zealand) to guide our professional learning. This cycle of inquiry makes use of relevant data pertaining to students' learning needs, planning appropriate teaching and learning experiences and evaluating as a result of students' progress. This framework has allowed the staff to work together and learn together as well as with and from each other to explore best practice. The staff were given the opportunity to participate in either the Literacy or Numeracy team where they took part in professional learning. Whilst the school had a unified focus, the two teams were able to explore the intricacies of Literacy and Numeracy pedagogy.

Catholic Mission - Develop in our students a conscious knowledge, commitment and engagement to the values embedded in the Beatitudes. The staff worked closely with the Sisters of Mercy to gain an understanding of our Mercy Tradition and make links with the Beatitudes. By exploring our history, we were able to make connections with the present and identify our hopes for the future.

Pastoral Care - To deepen our students' knowledge of self in order to contribute to the well being of all members of the Sacred Heart Community. Positive Behaviour for Learning (PBL) continues to guide our pastoral care for students. In this way, our staff engaged in Professional Learning that extended their understanding of the links between teaching caring for the whole child.



6. Strategic Initiatives

6.1 2011 Priorities and Achievements

As a result of external review at the end of 2011, the school community has identified 3 main strategic goals as a part of a 5 year plan.

Learning and Teaching - Improve student Literacy and Numeracy skills in all students. Significant progress was made throughout 2011 as a result of extensive professional learning for staff. Staff identified the professional learning in this area as having real impact on their practice. Each teacher was able to articulate with greater precision the learning needs of the students in their class. Whilst recognising that this is indeed the start of a 5 year plan, there was great progress made in developing a culture of professional learning and sharing amongst the staff; a willingness to learning from and with each other.

Catholic Mission - Develop in our students a conscious knowledge, commitment and engagement to the values embedded in the Beatitudes. Members of staff were able to deepen their understanding as to what it means to work in a Mercy School whilst also exploring the values attached to the Beatitudes.

Pastoral Care - To deepen our students' knowledge of self in order to contribute to the well being of all members of the Sacred Heart Community. Time was dedicated to continue to support the pastoral care of our students. Staff professional learning and connections with parents and parish ensured this goal remains a high priority.

6.2 2012 Priorities and Challenges

Learning and Teaching - 2012 goal – Priorities for teaching and learning were identified as developing students' mathematical understanding in number and continuing to improve students' Reading and Comprehension skills. The challenge will be to continue on the learning from 2011, maintaining energy and enthusiasm and tracking student achievement.

Catholic Mission – 2012 goal – to develop in our students an awareness of the link between Scripture and their lived experiences in order to engage them in the values embedded within the vision and mission of Sacred Heart as espoused in the Beatitudes. This will include participation in holistic religious education with a focus on ecological awareness. The challenge for 2012 will be to continue on our path of exploring the values attached to the Beatitudes whilst focusing on the students and their understanding of what these values mean to them. At the same time, exploring the way our school can become more ecologically sustainable and raising school community awareness of our roles as steward of God's earth.

Pastoral Care – 2012 goal – Students will gain a better understanding of self as members of Sacred Heart Community. A challenge for 2012 is to identify ways of engaging the students and allowing for a 'student' voice.



7. Parent Participation

7.1 Introduction

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 began on a mission this year to get as many parents as possible engaged in the various social events throughout the year with a focus on events that are about building community. It was evident that we are a community that gets involved with over 80% of our families participating in the various events over the year. It can also be said that we are a community that has something to say and doesn't mind saying it - on the whole we are engaged in the life of our school and parish.

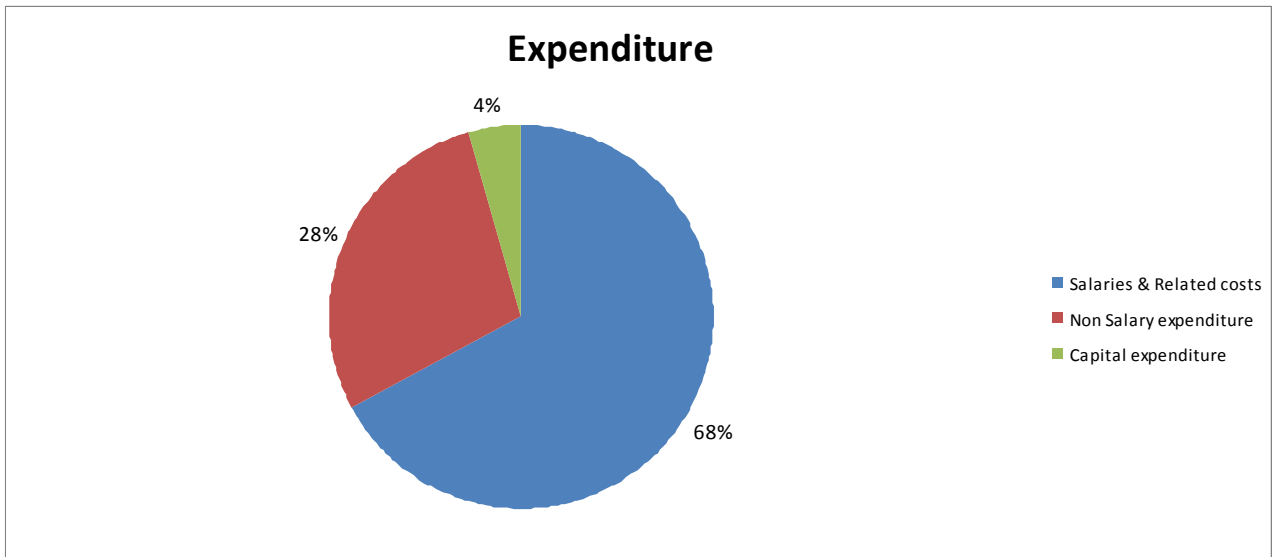
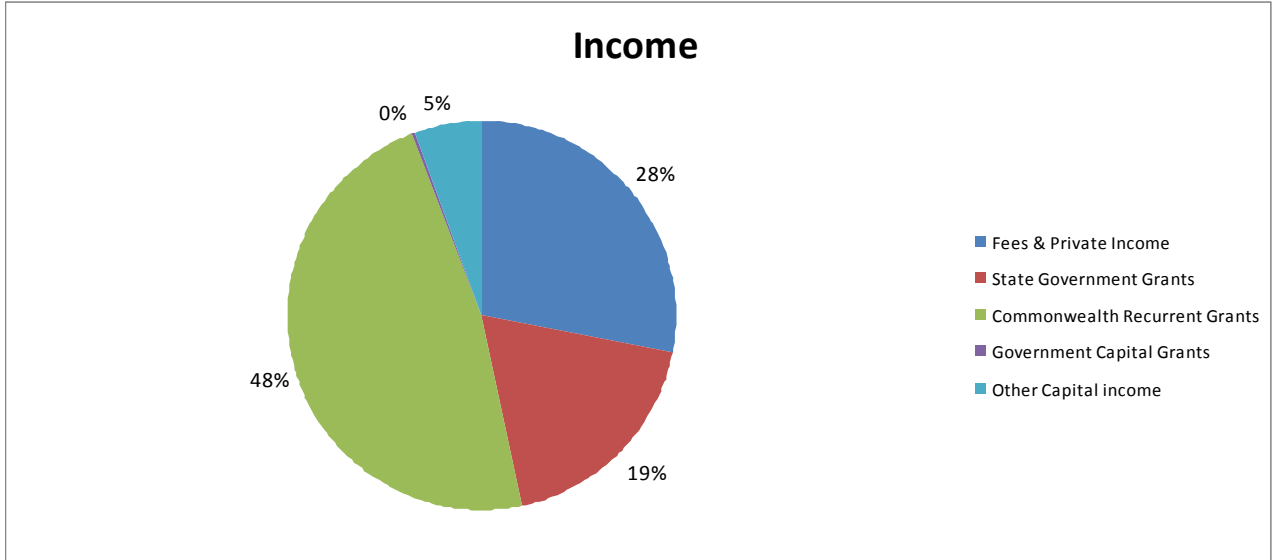
7.2 Parent Satisfaction

At Sacred Heart parents continue to feel valued, respected and welcomed through a supportive and friendly community spirit. The quality teaching that each child receives at Sacred Heart is appreciated and recognised by parents. Pastoral care particularly of the students and the emphasis of social justice and outreach is acknowledged. Parents see their child as safe from harassment, bullying and victimisation. The greatest satisfaction expressed by parents is that Sacred Heart is a place that 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 are 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.