

Sacred Heart Catholic Primary School, Pymble

Annual School Report to the Community

2014



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Principal

Mrs Carmel Healey

ABOUT THIS REPORT

Sacred Heart Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

This 2014 Annual Report provides the opportunity for the school community to reflect on the initiatives and achievements which occurred during the year, as well as providing insights into directions for 2015. Professional learning that enhances the teaching and learning journey has been a major priority, particularly in the area of literacy. The team of dedicated staff, challenges the children to deepen their knowledge, skills and talents through a stimulating contemporary curriculum. The children have been encouraged to strive to achieve their personal best following the School rules of *Care for self, Care for Other & Care for the Place we are in*. I would like to thank all involved in our school community, staff, parents and children, for their contribution to the school's continued success.

Parent Body Message

During 2014, the Parents and Friends (P&F) Team continued to work closely with the school leadership in particular, in support of the School Improvement Plan (SIP). The fundraising efforts for the year assisted in purchasing and upgrading technology in classrooms. This parent body again has assisted with hospitality, social opportunities, educational and fundraising opportunities and continued to build and strengthen school community. Throughout the year parents are kept well informed of all aspects of their child's schooling.

Student Body Message

Students have lots of opportunities to get involved in school life and learn new skills along the way, for example, through the K-2 Science Club, Art Express, Band, Cross Country, Chess, Choir, Soccer, Netball, Maths Olympiad, lunchtime sport as well as many leadership opportunities. At the school, we have *Positive Behaviour for Learning* (PBL). It helps us to follow the school rules and reminds us to make good choices and to stay safe. We don't really have many problems at school because we know that the PBL rules are there to help us.

Many friendships are formed at school and there is a culture of welcome and inclusiveness. It is a place where everyone is equal; no one judges. Everybody is friendly and the teachers are very honest, making sure you are on the right track and provide help and support wherever it's needed. Members of the community treat others in a heart-warming way as a welcome to our school community.

SECTION TWO: SCHOOL FEATURES

School Features

Sacred Heart Catholic Primary School Pymble, is a Catholic systemic co-educational school.

The School caters for students from Kindergarten to Year 6 and is located in the Broken Bay Diocese on Sydney's upper North Shore. Originally the School was named Mount St Bernard, conducted by the Sisters of Mercy. In 2002 Mount St Bernard was renamed Sacred Heart Catholic School reflecting the name of the parish to which it belongs.

There are two primary schools within the Sacred Heart Parish: Sacred Heart Primary at Pymble and Our Lady of Perpetual Succour Primary at West Pymble. Both schools are ministered by the Salvatorian community. The School community and the parish community have a strong relationship where Jesus Christ is central to our mission.

The school is committed to innovative and challenging education fostering dignity and integrity in the pursuit of individual excellence. The school caters for the spiritual, academic, physical, emotional, social and creative needs of the children. Our children are encouraged to strive for personal excellence in curriculum areas and to extend and develop their full potential in all endeavours. Our school motto is "To Be Not to Seem". The formation of students in Catholic discipleship continues to be pursued within the Sisters of Mercy charism which highlights the importance of hospitality, shared ministry and a concern for the poor and marginalised. This community works together to create a sense of mission. The school enjoys strong partnerships with parish and parents and provides opportunities for the children and their families to join with staff and parish to celebrate family and whole school masses, social justice initiatives, sacramental programs, debating, public speaking, 'Special People' days, and literacy and numeracy workshops. Supported by an active Parents and Friends Association, the School is held in high regard by the local community.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
159	152	40	311

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 96.04 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96.00 %
Year 1	95.30 %
Year 2	96.20 %
Year 3	95.60 %
Year 4	96.30 %
Year 5	96.10 %
Year 6	96.80 %

Managing Student 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 NSW Education Act (1990)

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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
21	5	26

* This number includes 12 full-time teachers and 9 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	21
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Teaching & Learning: through the lens of the National Curriculum make connections to current SIP goals and targets.
Day 2	School Improvement Plan: Teaching & Learning: Data analysis + Goal setting
Day 3	School Improvement Plan/Mission: God's Mission : Joy of the Gospel

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

The School is founded in the tradition of the Sisters of Mercy. The Mercy ethos along with the diocesan focus on Catholic discipleship ensures that the values of hospitality, shared ministry and social outreach are embodied in all areas of school life. The essence of the school motto, *Esse Non Videri*, "To be and not to seem" ensures that the Catholic heritage of the school is reflected in everyday school life. The words of our school song "Welcome all who come, parents, children, teachers, a family we become" epitomise the feeling of belonging to a community that lives by Jesus' teachings. The school's life and mission is embodied by the values that are integral to *The Beatitudes* (Matthew 5:3-10), including helpfulness, justice, strength, endeavour, humility, honesty, forgiveness and hope.

The religious dimension of the school is a key component of everyday life, being experienced through prayer, liturgy and social justice. An example of the religious commitment of the school is the way in which the community has embraced the opportunity to support the homeless through *The Dish* program. The school has strongly supported Catholic organisations including Caritas, Catholic Mission and St Vincent de Paul through education, prayer and almsgiving.

Prayer and liturgy are central to school life. Our liturgical life in 2014 included whole-school masses, parish sacramental celebrations and *Liturgies of the Word* to celebrate significant feasts and occasions. Prayer has been experienced in various ways including scripture based prayer at assembly, classroom prayer and staff prayer. The staff have been engaged in professional learning around *God's Mission, Joy of the Gospel*.

We believe that operating from a Catholic Worldview is what separates us from other educational institutions. This Worldview guides all aspects of school life including: decision making; policies and procedures; programming for learning; pastoral approach to behaviour management; social justice and extra-curricular activities. The Catholic Worldview is exemplified by our understanding of the dignity of the human being guiding our *Positive Behaviour for*

Learning approach to behaviour management based on the principles of restorative practice.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The development of high quality teaching and learning at the school continues to be driven by the *Teacher Inquiry and Knowledge Building Cycle* (Timperley 2008) which directs teachers' use of data to inform programming and individual student learning goals. The School Improvement Plan (SIP) Learning and Teaching goal was to extend all students' understanding of and ability to write effectively. Intentional high quality teaching, learning, assessment and feedback along with tracking and monitoring targeted students were pivotal to our daily work.

Throughout 2014, we continued to deepen the school's learning goals through quality professional learning for teachers with particular focus on writing (narrowed down further to focus on: paragraphing, cohesion and sentence structure). This deepened understanding was then applied to student writing samples to inform our understanding of student point of need in writing. *High Yield Strategies*, such as data walls, learning walks and talks, Collaborative Analysis of Student Learning (CASL) meetings and so on, continued to support the SIP for both major and minor curriculum goals.

The school curriculum is differentiated to best meet the individual needs of all students. The learning support team and CSO 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.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	70.20 %	49.90 %	0.00 %	11.90 %
	Reading	72.30 %	46.20 %	4.30 %	13.10 %
	Writing	68.10 %	39.10 %	4.20 %	11.20 %
	Spelling	61.70 %	43.70 %	4.30 %	14.80 %
	Numeracy	68.10 %	36.20 %	0.00 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	63.40 %	36.60 %	7.30 %	16.10 %
	Reading	56.10 %	34.50 %	7.30 %	16.30 %
	Writing	36.60 %	15.50 %	4.90 %	21.40 %
	Spelling	48.80 %	33.60 %	0.00 %	16.40 %
	Numeracy	53.70 %	25.90 %	4.80 %	18.10 %

NAPLAN Comments

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.

In both Year 3 and Year 5 the percentage of students placed in the top two bands is significantly higher than the national average. Similarly, the percentage of students placed in the lower two bands is significantly lower than the national average.

The sustaining of these scores is a reflection of the implementation of focused professional learning to support student outcomes.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The very strong sense of community is genuinely appreciated by students, parents and teachers. The recent School Review reported that teachers are approachable and available and confidently rely on each other for advice, support and professional collegiality. Students feel safe and welcome at the school and it was noted that "Even the rules are fun: they keep me safe."

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The school aligns its Mercy values of compassion, hospitality, respect, service, option for the poor and justice with its teaching and implementation of the Anti-Bullying policy.

STARRS Production performed a *Cyber Bulling* presentation for Years 3 - 6 and *The Bully is Back* for K - 6.

All members of the community have the right to an environment that is free from intimidation, humiliation and hurt. The whole community shares a responsibility to prevent, promote and restore right relationships.

Complaints and Grievances Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

Through its Mercy values the school is continually promoting the respect and responsibility each member of the community should have for self and each other.

The school is involved with '*The Dish*', an initiative between local churches and schools to care for the homeless in the area. Students and parents prepare meals, at school, and then the parents distribute them to the homeless on their rostered evening. Through this, and other outreach programs, students and parents respect the dignity of the individual and our responsibility to share and support those in less fortunate circumstances.

Students are continually reminded of and acknowledged for their good manners, thoughtfulness and willingness to offer their services in helping others.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

Priorities for teaching and learning for 2014 were identified as developing students' understanding of and ability to write effectively. Teachers identified three key areas of focus to help improve student learning; cohesion, sentence construction and paragraphing. The teachers have been gathering data on 'where to' and 'where from' teaching points, strengths, patterns, areas of need, school trends and next steps for students. This learning and gathering of data has been constantly linked back to the syllabus and the literacy continuum as well as the NAPLAN marking criteria. Teachers bring data to conversations and an openness of staff in reflecting on analysis of what works and how can we make it work. Teachers differentiate their teaching program, use effective grouping and analyse data to plan the next learning phase. Teachers know their students.

Priority Key Improvements for Next Year

Priorities for the 2014/2015 SIP continues to be aligned with the goals of the diocese. SIP goals for 2014/15 are:

- To continue to develop in students a knowledge and understanding of the Beatitudes as a guide to how we live our lives in relationship with God, others and the environment.
- To extend all students' understanding of and ability to write effectively. The challenge being: gathering student data on their current understanding and ability, mapping that on a writing continuum and setting achievement targets based on teachers' increased knowledge of the students.
- To continue to build on student understanding of self as a member and learner of the Sacred Heart Community. The challenge continues to be sustaining student voice by developing ways for students to become more actively involved in knowing themselves as learners and as members of a Catholic learning community.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

The MMG survey data indicates a very high overall satisfaction by the parents with the school. The parents were especially satisfied with:

- the quality of teaching
- the focus on student welfare, providing a safe and caring environment
- the school's values and
- the balanced education

Student Satisfaction

The MMG survey data indicates a very high overall satisfaction by the students with the school. The students were especially satisfied with:

- My friends at school
- Very good, caring, helpful teachers
- A very good learning environment with lots of opportunities to learn
- A safe, welcoming & inclusive community
- Extra curricula activities

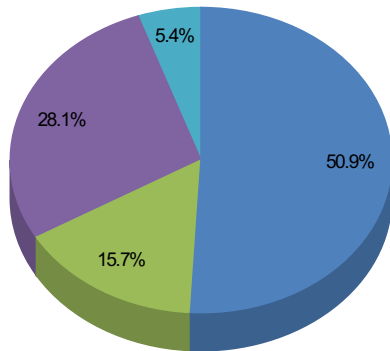
Teacher Satisfaction

The MMG survey data indicates a very high overall satisfaction by the staff with the school. The survey identified high overall satisfaction levels in areas pertaining to Catholic practices, Philosophy and Faith, Teaching and Learning, Pastoral Care and Community.

SECTION ELEVEN: FINANCIAL STATEMENT

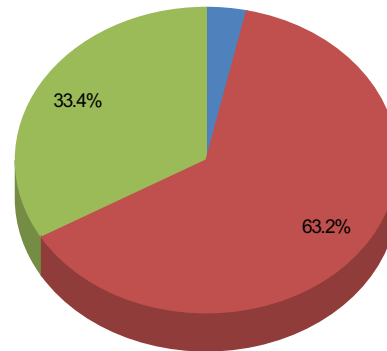
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (50.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.7%)
- Fees and Private Income (28.1%)
- Other Capital Income (5.4%)

Expenditure



- Capital Expenditure (3.4%)
- Salaries and Related Expenses (63.2%)
- Non-Salary Expenses (33.4%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,867,188
Government Capital Grants	\$0
State Recurrent Grants	\$575,809
Fees and Private Income	\$1,030,573
Other Capital Income	\$196,442
Total Income	\$3,670,012

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$120,793
Salaries and Related Expenses	\$2,247,317
Non-Salary Expenses	\$1,189,113
Total Expenditure	\$3,557,224