

Sacred Heart Catholic Primary School, Pymble

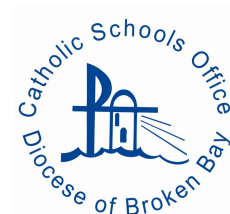
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ABOUT THIS REPORT

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

Sacred Heart is a welcoming, inclusive school where an explicit, positive and rich expression of Catholic life and mission is strongly evident. This is underpinned by our living out the school motto, 'To Be and Not To Seem' and is evidenced in our commitment to quality education. The report acknowledges the contribution of the strong community and learning partnership which is shared by the teachers, students and parents. Sacred Heart Primary School is proud of its Catholic tradition and works constantly to promote excellent teaching and learning within a challenging and supportive school environment. As a school community we continue to be blessed with resilient, wonderful, positive and accepting children who see themselves as learners; hope-filled, student-centred staff and very supportive parents.

Parent Body Message

Parents and Friends Community building and fundraising events for 2016 were a great success! The P&F President would like to recognise the incredible support provided by the P&F executive committee in organising each event this year. The year was truly a team effort. Each event was a great success and we are very grateful. We are also incredibly grateful for the support of all the parents at our school. Participation in each event has been amazing and the encouragement and positive feedback from so many parents has made the effort feel very worthwhile. We also greatly appreciate the support of the school staff, teachers and their contribution to organising, publicising and facilitating the events.

We would like to say a huge thank-you to Carmel Healey, on behalf of the P&F committee and all parents and friends at the school, for her amazing effort, determination and dedication to making Sacred Heart the wonderful school and school community that it is today. We wish you every happiness for the future.

Student Body Message

Sacred Heart is a very special place. Over the years we have learned heaps. We have learned not only about Maths and English, History, Religion, science etc we have learned so much more. At Sacred Heart we have learned how to get along with others, interact in many environments and build lifelong friends. No matter what our interests and skills are – music, sport, art, public speaking or even maths, Sacred Heart accepts you for who you are and encourages you to develop skills in all aspects of learning. From the day we started at this school, we have all felt welcomed by this diverse community. We have become a part of a family – the Sacred Heart family. Sacred Heart has great teachers to support us as students in our learning. Our teachers create an environment where learning can be fun. They know each of us and our interests. They tie this into our learning to engage us and help us understand. Our teachers challenge us and push us to achieve a higher standard. When we don't understand what we are meant to be learning, our teachers help us to learn. They set aside time and explain to us in different ways,

gradually making it harder so we can learn with understanding.

SECTION TWO: SCHOOL FEATURES

School Features

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

The school includes 12 classes from Kindergarten to Year 6. With a tradition founded in the Sisters of Mercy, Sacred Heart embraces the Mercy ethos and values of hospitality, shared ministry and social outreach. The essence of our school motto, *Esse Non Videri*, "To be and not to seem" ensures that the Catholic Heritage of Sacred Heart 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. Student learning and wellbeing are at the fore of all that we do here at Sacred Heart. Our dedicated teachers are continually learning and developing their skills in being able to teach our students and help them reach their potential. Students are actively engaged in their own learning and a wide variety of extra-curricular activities are offered. Sacred Heart School is strongly supported by its Parents and Friends Association (P & F). The parent body maintains a balance of being actively involved in school events, coordinating fundraising and providing many opportunities for the students and their families to gather at the various social events throughout the year. Families have enjoyed the 'Welcome Cocktail' party each year and many families join in the fun of the camp out on the school oval. The school Dinner Dance and Trivia Nights are successful in providing a social night out for Sacred Heart families as well as raising funds to support the school's various initiatives. The buildings and grounds of Sacred Heart are conducive to a positive learning environment, with well-maintained classrooms, grounds and gardens. The children have access to large playing areas; an oval that also serves the school's soccer club, netball / basketball courts, shaded play areas and sandpit. The on-site swimming pool allows for easy access for swimming lessons throughout the year.

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 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
151	136	42	287

* 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 2016 was 94.70 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
95 %	95 %	95 %	94 %	94 %	95 %	95 %

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 [*Procedures 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
22	6	28

* This number includes 10 full-time teachers and 12 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.	22
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 and Learning and Pastoral Care and Wellbeing- MAI refresher and PBL Update
Day 2	Catholic Life and Mission - Discipleship and Mercy Charism - Linking to the SIP Goal
Day 3	Learning and Teaching - Student data analysis and transition

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

Sacred Heart School is founded on the tradition of the Sisters of Mercy. The school’s three core values of Love, Mercy and Justice are drawn from the scripture of The Beatitudes (Matthew 5:3-10) and are evidenced in all areas of school life. The essence of our school motto *Esse Non Videri*, (To Be and not to Seem) ensures that the Catholic heritage of Sacred Heart is reflected in all facets of 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.

The Catholic Worldview guides all aspects of school life at Sacred Heart and is evident in our decision making, policies and procedures, programming and assessment, pastoral approach to behaviour management, social justice and our responsibility to local and global community initiatives.

The Religious dimension 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 support of outreach initiatives such as ‘The Dish’ and Catholic organisations including Caritas, Catholic Mission and St Vincent de Paul. It is through education, prayer and almsgiving that we live out the values of the Beatitudes through Mercy service and action. During this Extraordinary Jubilee of Mercy we have prayed together and reflected on the many ways we can be the face of Christ to all those we meet.

The Senior leadership dimension of the school provides opportunities for Senior leaders to be actively engaged in social justice initiatives, prayer and liturgy opportunities and active involvement in class, school and community prayer. Our liturgical life includes whole school

masses, Parish Sacramental celebrations and Liturgies of the Word to celebrate significant feasts and occasions.

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 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.

This year we have implemented the NEW Human Society and Its Environment (HSIE) syllabus which includes HISTORY and GEOGRAPHY. The teachers participated in professional learning around these two areas of learning, exploring the key features of the disciplines. The content, skills and tools required for learning in History and Geography are being planned, taught and assessed with great enthusiasm from teachers and students alike!

The EMU (Extending Mathematical Understanding) program continues to flourish in the school.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	76.60 %	52.50 %	2.13 %	9.60 %
	Reading	76.60 %	49.40 %	2.13 %	11.50 %
	Writing	44.68 %	48.80 %	2.13 %	6.20 %
	Spelling	68.09 %	46.40 %	4.26 %	12.40 %
	Numeracy	70.21 %	35.60 %	0.00 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	58.33 %	36.30 %	4.17 %	15.00 %
	Reading	66.67 %	35.30 %	4.17 %	15.50 %
	Writing	25.00 %	17.20 %	0.00 %	18.10 %
	Spelling	37.50 %	29.80 %	4.17 %	17.20 %
	Numeracy	66.67 %	28.30 %	0.00 %	16.50 %

NAPLAN Comments

Students in Year 3 and 5 completed the National Assessment program - Literacy and Numeracy

(NAPLAN) in May, 2016. These results provide valuable information about individual student achievement in both Literacy and Numeracy. Through analysing these results, the school is able to plan and support teaching and learning.

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

Year 3 students demonstrated excellence through the areas of reading, spelling, grammar and punctuation and numeracy. In each of these domains, the majority of Year 3 students were in the top 2 bands (bands 5 and 6), placing this cohort significantly higher than the state and national average. There was substantial growth from 2015 to 2016 in the area of numeracy for Year 3.

Year 5 students placed notably higher than the state and national average in the areas of reading, writing and numeracy. In the areas of reading and numeracy, the majority of Year 5 students placed in the top band (band 8). There was substantial growth from 2015 to 2016 in the area of numeracy for Year 5. No student, in Year 5, was placed in the lowest band (band 3) across any of the areas.

The increase in student growth and continued achievement across the areas of learning assessed in NAPLAN is a reflection of the implementation of a focused professional learning and a team of dedicated teachers who support students learning outcomes.

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.

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.

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

The School's three core values; love, mercy and justice and *Positive Behaviour for Learning* (PBL) rules; Care for self, Care for others and Care for the place we are in, allow for the promotion of respect and responsibility for all members of the Sacred Heart community. Through PBL lessons and common use of language across the school, students are explicitly taught the way in which their actions have an effect on others, accordingly promoting respect for each other and a sense of individual responsibility.

Through outreach opportunities such as 'The Dish', 'Sock it to Poverty' and Candela stalls, students, parents and staff have had the opportunity to respectfully consider those in need and recognise our responsibility to support others through the sharing of our time and resources.

The implementation of the KidsMatter framework at Sacred Heart has also allowed for a new promotion of respect and responsibility. Through component one '*Building Positive School Community*' the school community recognised the individual stories brought by each member of the Sacred Heart community. This journey allowed for the community to gain a new respect for each other and understand the responsibility we have to be open to differences and welcome all people.

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

Our School Improvement Plan 2016-2018 is TO IMPROVE STUDENT LEARNING OUTCOMES INFORMED BY QUALITY ASSESSMENT. Significant progress can be seen in the students' growth points in Numeracy and NAPLAN. Analysis of the questioning and thinking skills required for MAI assessment and NAPLAN has assisted teachers to explore the use of higher order thinking, multi-step problem solving and effective questioning.

Our students' results in reading continue to be strong with a positive trend in NAPLAN and PAT scores over the years.

Priority Key Improvements for Next Year

Analysis of Writing samples and the trend data over the past years has raised some questions around sustainability in growth around children's writing. Whilst staff are continuing to build their ability to teach explicitly the necessary skills in writing, we continue to look for ways to enhance students' writing. Further analysis of writing, spelling and grammar will be a key focus for the future.

We aim to build on our strengths in numeracy and reading so that students achieve their estimated growth in NAPLAN and demonstrate 'one year of learning for every year.'

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

"I would like to take this opportunity to thank you, your teaching, support and office staff, for giving my sons a truly magnificent year. They have been so very happy and will leave Sacred Heart with an abundance of wonderful memories, even in such a short time. Thank you especially to their outstanding teachers, who have gone out of their way to make them feel settled, welcomed and accepted. I have absolutely no doubt that they have acquired a remarkable amount of knowledge this year, but most importantly they have continued to love learning and have adored having both teachers. They have continuously gone above and beyond and will be very missed."

"Thank you [teacher], for your ongoing care for my daughter this year. It is so easy to send her to school knowing she is with you. Some of the lovely things she has relayed that you have said to her during the year that have praised her behaviour in such an encouraging way, or shown your attention to her state of mind have just blown us away. Thank you."

Parents have asked that the school look into more efficient ways of communicating and further involvement in the classroom. These are targeted for 2017.

Student Satisfaction

"During my years at Sacred Heart I have grown as a person and a friend. I have become more confident because I have been given opportunities to overcome my barriers and strive for more. Here at Sacred Heart the loving community has given me warmth and encouragement so that I can believe in myself. One of Sacred Heart's values is encouraging others. I have grown up in a very safe learning environment with amazing respectful and supporting teachers. They are the people that have impacted most and influenced me and who I am as a person."

"All of the teachers at Sacred Heart try and push you to your limits so you strive to do your best. They respect, care and support you. What I love about Sacred Heart is the safe learning environment that we have. There are the safe play equipment, library, hall, classrooms and playground. Sacred Heart is truly an astonishing school to go to. They never put you down or leave you behind in anything. Absolutely everybody is cared for, loved and encouraged and that is why I love Sacred Heart."

"When I first came to Sacred Heart in Year 3 I was instantly welcomed and since then nothing has changed. We are all part of a family."

Yr 6 students

Teacher Satisfaction

Teachers value the professional learning and developing their skills.

"The approach to professional learning which I have been involved in during Mathematics teaching time this year has allowed me to:

- Deepen my understanding of the Maths curriculum and how to effectively link the teaching of different outcomes.
- Build confidence in understanding how to assess students understanding and application of mathematics outcomes and what the "next steps" for them are in their Maths' learning.
- Further develop skills in teaching Mathematics conceptually"

They value being a part of a team and a school community.

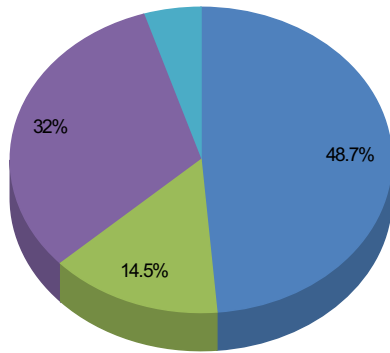
"Our ability as a community to share and utilise each other's gifts and talents, enable all; a greater sense of belonging and understanding of each other. "

Staff have expressed that greater collaboration around decision making could be considered; where values and experiences of all are heard and valued.

SECTION ELEVEN: FINANCIAL STATEMENT

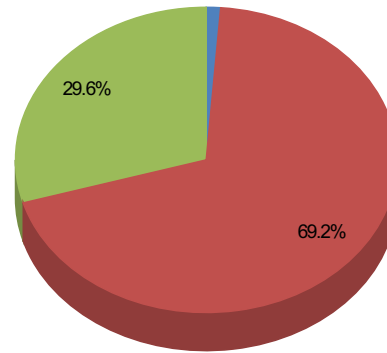
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (48.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (14.5%)
- Fees and Private Income (32%)
- Other Capital Income (4.9%)

Expenditure



- Capital Expenditure (1.2%)
- Salaries and Related Expenses (69.2%)
- Non-Salary Expenses (29.6%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,751,142
Government Capital Grants	\$0
State Recurrent Grants	\$520,738
Fees and Private Income	\$1,150,732
Other Capital Income	\$174,921
Total Income	\$3,597,533

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$42,484
Salaries and Related Expenses	\$2,424,330
Non-Salary Expenses	\$1,034,730
Total Expenditure	\$3,501,544