

2017 Annual School Report

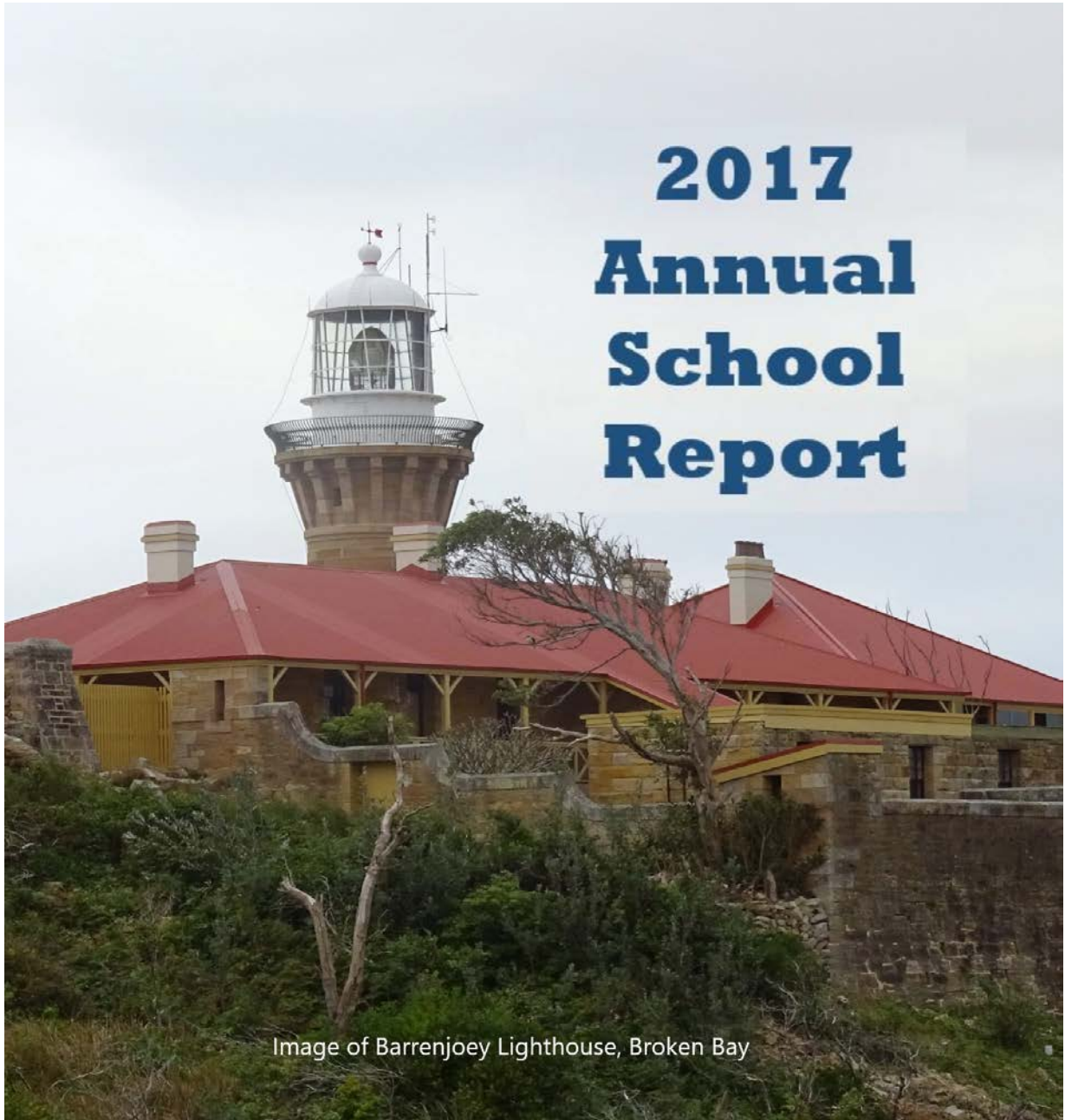


Image of Barrenjoey Lighthouse, Broken Bay



Sacred Heart Catholic Primary School, Pymble

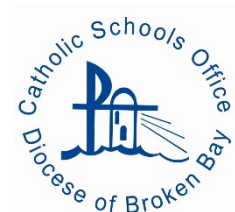
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ABOUT THIS REPORT

Sacred Heart Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) 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 K-6 coeducational school in the parish of Pymble where students are valued and difference is respected and celebrated. We are an inclusive Catholic community that inspires creativity, curiosity and reflective learners. The highly professional and dedicated staff focus on meeting the needs of students in their care. As a school community we continue to be blessed with resilient, wonderful, positive and accepting children who see themselves as learners; hope-filled with very supportive parents. This annual report reflects our achievements and future pathways.

Parent Body Message

In 2017 the Parents and Friends (P&F) committee had another successful year of fundraising and community building with the highlights being: *Kindy Tears and Tissues* morning, the Welcome Cocktail Party, the *Winter Wonderland Trivia Night* and the addition of an outdoor screening of the film, *Beauty and the Beast*, to the already successful *Annual School Campout* on the oval. None of these events would be possible without the huge effort of the P&F committee who have invested so much of their time in making sure each event was a huge success. Pleasingly, in 2017 we were also able to deliver on some exciting initiatives for the children of Sacred Heart - with the introduction of a Mathletics subscription, the renewal of the World Book Encyclopedia subscription, a new round of introductory readers for the younger children and the commitment to start building a sensory garden. The 2017 P&F committee looks forward to helping the 2018 committee build upon these great events and initiatives and wish them well.

Student Body Message

Comments from students:

- 'We love Sacred Heart because it is a welcoming and inclusive community where students and teachers care for each other.' (Year 6 student)
- 'The most memorable experiences this year have been the Yr 5 debating training camp and our excursion to Bobbin Head with the Aboriginal education officer.' (Year 5 student)
- 'Sacred Heart is special because we have teachers who look out for you as you experience challenges when you learn.' (Year 6 student)
- 'We always have lots of fun during wellbeing week.' (Year 5 student)
- 'I will always remember the fun times we had together while we were helping those in need.' (Year 6 student)

SECTION TWO: SCHOOL FEATURES

School Features

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

The School includes 13 classes from Kindergarten to Year 6. With a tradition founded in the Sisters of Mercy, the School embraces the Mercy ethos and values of hospitality, shared ministry and social outreach. The essence of the School motto, *Esse Non Videri*, "To be and not to seem" ensures that the School's Catholic Heritage is reflected in everyday school life. The words of the 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 things, with dedicated teachers continually learning and developing their skills in being able to teach 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. The School is strongly supported by its P&F association. 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 recent Trivia Night is one of the successful celebrations to provide a social night out for families as well as raising funds to support the School's various initiatives. The buildings and grounds 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 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
150	146	46	296

* Language Background Other than English

Boys and girls transition to a range of private and public schools on the North Shore. After their K-6 education at the School, boys from 2020 will have the option and security of choosing St Pius' Catholic College Chatswood as a feeder school.

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 2017 was 94.05 %. 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
94 %	94 %	93 %	94 %	95 %	94 %	94 %

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 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](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	22
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	22
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	28
Number of full time teaching staff	11
Number of part time teaching staff	11
Number of non-teaching staff	6

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 - Mathematics Assessment Interview (MAI) refresher, Assessment
Day 2	Writing - developing an effective writing plan (conducted by external consultants)
Day 3	Mission - Walking the Way

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 the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which 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 explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities 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.

The School strives to educate and develop students with a strong understanding of the Catholic faith, social justice and what it means to be a disciple of Jesus Christ. As a school founded by the Mercy sisters, continually seeking opportunities for students to live out the School values of love, mercy and justice is the order of the day.

Religious Education is a key component of life at the School. Students' experiences in Religious Education are woven through all aspects of daily school life, including explicit Religious Education lessons, daily prayer, school masses, liturgy and social justice initiatives.

Students' classroom learning allows a deep exploration of the messages of scripture through a range of teaching and learning opportunities including, scriptural storytelling, *Lectio Divina*, *Visio Divina* and *Archaeology of the Word*. In 2017 teachers engaged in professional learning opportunities to enhance their understanding of scripture and ways of opening the scriptures for meaning.

Students are consistently given the opportunity to apply the messages of scripture and act as disciples by organising and participating in supportive initiatives such as Project Compassion, St Vincent de Paul Winter Appeal, Mission Month activities and the St Vincent de Paul Christmas Hamper drive.

Prayer and liturgy are an integral part of daily school life. The students participate in daily prayer in the classroom, as well as attending Monday morning prayer assembly and weekly Parish Mass. At important liturgical times of the year the whole school joins together with the community to celebrate with a whole school Mass.

The School has a strong link to the community and parish. Close working relationships with parents, as the first educators, flourish as well as working relationships with the parish. This is achieved through the sacramental program, family masses and encouraging parents and students to become involved in parish celebrations and ministries. Many students are also involved in the parish as altar servers and musicians.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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.

To ensure contemporary and quality teaching and learning practices are supported the School focussed on digital technologies in 2017 by introducing 'coding'; this was enthusiastically welcomed by students. The use of technology as a tool to promote student engagement and enrich learning opportunities, was motivation to expand professional learning for teachers about the best use of resources.

There was ongoing commitment to the *Extending Mathematical Understanding* (EMU) specialist teacher and EMU leaders who worked to deepen understanding of effective practice in teaching mathematics. There was a whole school commitment to both conducting and analysing the Mathematics Assessment Interview (MAI) with teachers deepening their understanding of how to use the resultant data to inform teaching.

The focus on student wellbeing continues to promote a positive culture where students feel safe and valued with a strong sense of belonging in a community and developing healthy and respectful relationships. The School is promoting greater self esteem to improve learning outcomes across all KLAs.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	92.86 %	55.50 %	0.00 %	10.50 %
	Reading	87.80 %	51.60 %	0.00 %	10.00 %
	Writing	92.86 %	44.60 %	0.00 %	7.50 %
	Spelling	76.19 %	45.60 %	0.00 %	13.10 %
	Numeracy	87.80 %	39.80 %	0.00 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	50.00 %	34.40 %	14.29 %	17.50 %
	Reading	76.19 %	37.00 %	2.38 %	14.60 %
	Writing	28.57 %	15.80 %	7.14 %	19.40 %
	Spelling	33.33 %	34.30 %	4.76 %	14.10 %
	Numeracy	48.78 %	27.90 %	0.00 %	14.60 %

NAPLAN Comments

Rigorous and targeted professional learning around use of data, explicit teaching and co-teaching reflection is developing successful practices to enhance student performance. It is pleasing to see that students in Year 3 in the top two bands across all areas performed significantly higher than the national counterparts.

The professional learning focus on Mathematics has ensured that teachers have deepened their knowledge by examining data more closely to address students' conceptual understandings. Teachers' ability to implement effective teaching strategies through EMU has delivered strong results for the top two bands of Numeracy for both Year 3 and Year 5 students. Year 3 has no students in the bottom two bands in all areas and Year 5 has no students in the bottom two bands in the area of Numeracy. These results indicate that Spelling is an area for focus with specific teaching strategies to be revisited for all year groups.

The data for Year 3 and Year 5 provides valuable information about individual student achievement in both Literacy and Numeracy. Through analysis of the results, the School is able to plan for support for individual and whole school teaching and learning programs.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

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. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling 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. There were no changes made to this policy in 2017.

Initiatives Promoting Respect and Responsibility

The School has a reputation for its outreach opportunities such as 'The Dish' and Caritas to support those in need. The School's core values (love, mercy, justice) promote respect and responsibility. Positive Behaviour for Learning (PBL), rules of *care for self*, *care for others* and *care for the place we are in*, also drive a sense of individual responsibility for outreach. As part of the *care for self* in the PBL process, the introduction of *Zones of Regulation* was welcomed as it gives all stakeholders responsibility for understanding their emotions and feelings. The Social and Emotional Learning (SEL) continuum was also well received when introduced to parents as part of the official reporting process when referring to the wellbeing of children.

The *KidsMatter* framework is a cornerstone of the School's commitment to building and promoting respect and responsibility. This framework adds to the School's approach to celebrate faith by challenging students to show respect and responsibility within a welcoming and inclusive community.

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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

- **Mission:** This year staff has undertaken professional learning in Scriptural Storytelling; a scripture exploration technique based on Jerome Berryman's *Godly Play* and Sofia Cavalletti's *Catechesis of the Good Shepherd*. This opportunity has allowed for the introduction of Storytelling as a technique in the classroom and has successfully allowed for deeper understanding and responses to scripture from students.
- **Learning and Teaching:** This year the staff has undertaken professional learning in the area of assessment, particularly relating to teacher feedback with assessment. This and *student voice* will continue to be an area of focus.
- **Pastoral Care and Wellbeing:** This year the focus on use of SEL language has enhanced teacher understanding of student behaviour and promotion of wellbeing.

Priority Key Improvements for Next Year

- **Mission:** The focus for 2018 will continue to build on student understanding of and response to Catholic discipleship through building on opportunities to work with the parish in outreach programs.
- **Learning and Teaching:** In 2018 the focus will be in the area of improving learning outcomes informed by quality assessment. Establishing a classroom culture that values the student voice will help teachers tailor an instructional approach to engage students and meet their learning needs.
- **Pastoral Care and Wellbeing:** In 2018 the students will set and monitor individual goal setting by using the SEL continuum. Teachers and students will set and monitor learning intentions and success criteria.

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

Parents responded positively to the dedicated and professionalism of the staff and the supportive school environment. The parents were appreciative of parent education sessions held during the year and are keen to continue with more opportunities to work in partnership with the School. Many letters, emails and cards from parents were received at the end of the year highlighting parent and student appreciation of the the nurturing environment provided by the School.

Student Satisfaction

The graduating Year 6 students appreciated listening to the guest speaker at the graduation dinner; the guest speaker was a former student of the School. Students were attentive to advice given by the former student particularly when it came to expectations about high school. They were also attentive when reminded about the strong foundations they have from their education at Sacred Heart. Students have a strong sense of pride in their school and appreciate the opportunities provided to them.

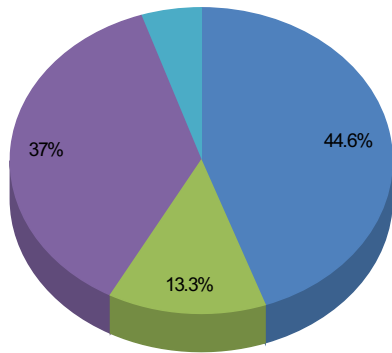
Teacher Satisfaction

Teachers continue to feel supported in the classroom through their professional learning experiences such as weekly professional learning meetings, briefings and staff development days. Teachers appreciate the structures to support allocation of time to plan and program collaboratively. Teachers also appreciate the strong collegial, supportive and professional relationships among the teaching staff.

SECTION ELEVEN: FINANCIAL STATEMENT

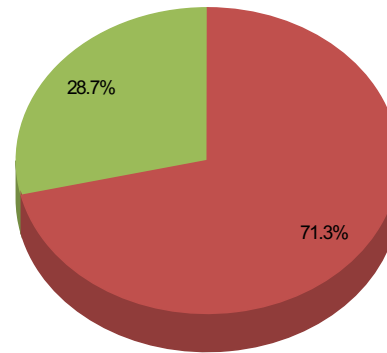
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (44.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (13.3%)
- Fees and Private Income (37%)
- Interest Subsidy Grants (0%)
- Other Capital Income (5.1%)

Expenditure



- Capital Expenditure (0%)
- Salaries and Related Expenses (71.3%)
- Non-Salary Expenses (28.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,620,986
Government Capital Grants	\$0
State Recurrent Grants	\$483,786
Fees and Private Income	\$1,345,460
Interest Subsidy Grants	\$0
Other Capital Income	\$186,000
Total Income	\$3,636,232

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$781
Salaries and Related Expenses	\$2,453,315
Non-Salary Expenses	\$985,618
Total Expenditure	\$3,439,714