

2018 Annual School Report



Sacred Heart Catholic Primary School, Pymble

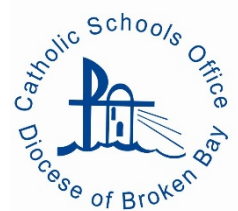
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ABOUT THIS REPORT

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. 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. 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. This annual report reflects our achievements and future pathways.

Parent Body Message

Parents were surveyed at a P&F meeting at the commencement of the 2018 school year. They commented:

- Communication with parents and the community is strong.
- The staff have a professional attitude and are focussed on the students' learning and wellbeing.
- There are many opportunities for leadership for the students.
- There is an inclusive attitude at the school.
- Students are friendly and well mannered.
- The oval is a wonderful asset.

Student Body Message

From a Year 6 student: 'At Sacred Heart, we have many learning opportunities such as debating, Maths Olympiad, writing competitions, Premiers Reading Challenge, cluster/Diocesan sport and gala days. We also have plenty of technology which I believe is used sensibly. For example, code club which is a fun event. I have enjoyed the music program. It teaches our school a lot about the joys of music. We also have band. In Year 6 everyone gets a role as a leader.'

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, 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. During 2018 the parents enjoyed celebrating the 'Parents of Sacred Heart' (POSH) Ball which was the major fundraising event for the year.

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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
152	138	47	290

* 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 2018 was 94.42 %. 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 %	95 %	94 %	95 %	94 %	95 %	93 %

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

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	27
Number of full time teaching staff	11
Number of part time teaching staff	10
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	Continuing Effective Writing Practices
Day 3	Catholic Discipleship and the Mercy Charism

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.

At Sacred Heart Catholic Primary School we seek to keep Jesus at the core of all we do. This year there has been a strong focus on our scriptural call to outreach. The Broken Bay Diocese's *Sweeter than Honey* PL initiative has highlighted the necessity to begin the study of RE with a scriptural passage in order to engage our students in a creative manner and to unlock the messages embedded throughout Scripture that remind us of our calling to serve others, just as Jesus demonstrated to us through His example.

2018 was the final year of our current three-year School Improvement Plan (SIP). In Mission, the goal was to improve student understanding of and response to Catholic Discipleship. Consequently, there have been many opportunities for students, staff and parents to live out our Catholic Faith through varied outreach initiatives. Following Catherine McAuley's example, and in the tradition of our Mercy Charism, we acknowledged the need to reach out to our brothers and sisters in need. Some of our ventures included:

- The School continued its tradition of supporting the Sisters of Mercy's Candela Mission in Lima, Peru, by promoting awareness and the sale of the beautiful handicrafts made by the ladies of the village which, in turn, supports the development of the community.
- The drought in NSW prompted the urgency to offer assistance to farmers in rural areas, so we embarked on a mission to raise funds for a "*Fiver for a Farmer*" where students and staff became farmers for a day, and alongside us, the wider community was asked to donate money towards providing some aid to relieve their burden. Students wrote letters of encouragement to peers in rural areas offering their moral support. These were well-received and our students have been delighted to have had a grateful response.
- "*The Dish*" is an ecumenical venture that serves a nourishing meal to those who come. Once a term, Sacred Heart parents and staff have joined together to provide a meal, and along with that meal is the offer of companionship.
- We have worked alongside the Society of St Vincent de Paul to prepare Christmas hampers. Each class was allocated a family to buy goodies for them to enjoy during the festive season.
- Year 6 students and their teachers spent time with the residents of the Southern Cross Aged Care Facility spreading Christmas cheer by singing carols and gifting them with hand-made Christmas cards and decorations.
- We have engaged in many prayerful experiences, such as our Youth Cross Liturgy in conjunction with Our Lady of Perpetual Succour school, West Pymble, and our liturgy for Myanmar. This was to raise awareness of the need to support Catholic Mission so as to help raise funds for the education of their children.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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.

The School focussed on digital technologies in 2018 by building on previous knowledge of ICLT as a tool for learning. The teachers continued to build their understanding of effective use of technology to promote student engagement and expand their knowledge of resources to support student learning. In line with our school improvement plan *“To improve student learning outcomes informed by quality assessment”* teacher knowledge around quality assessment has deepened. PL has focussed on descriptive feedback and analysis of learning, allowing for opportunities to analyse writing samples and track student learning using the NAPLAN marking criteria. Student voice has been promoted and assessment strategies used for students to give and receive critical feedback around their learning. Student agency continues to be developed through the use of personal learning goals across KLAs.

Working in partnership with parents, several parent education sessions were offered to provide insights into learning in numeracy and literacy. These sessions focussed on the practical elements of working mathematically and embracing literacy opportunities. Positive responses were recorded from the parent community and the commitment is to continue providing these parent learning opportunities.

There was a continued commitment to promote effective practice in teaching numeracy through the *Extending Mathematical Understanding (EMU)* program, with the training of an Early Years specialist teacher. The three EMU groups ran over twenty weeks, five days a week, targeting the students with vulnerability across the domains. 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. PL for teachers focussed on rigorous analysis of data to inform future directions for students. Opportunities for enrichment were provided through *Maths Olympiad, Tournament of the Minds, Code Club* and involvement in the *Premier’s Reading Challenge*.

The promotion of *Cultures of Thinking* routines encouraged teachers and students to think deeply and at the School we continue to build the capacity of teachers to use strategies to promote deep, prolonged and relevant learning in all contexts.

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. The reporting of social and emotional learning (SEL) skills has been embedded during 2018, allowing teachers to track individual students on the continuum and provide excellent feedback to parents during the reporting process.

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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	95.35 %	53.20 %	0.00 %	8.60 %
	Writing	76.19 %	41.90 %	0.00 %	10.00 %
	Spelling	72.09 %	46.60 %	2.33 %	12.50 %
	Grammar	76.74 %	53.10 %	0.00 %	11.00 %
	Numeracy	69.77 %	39.20 %	0.00 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	63.16 %	38.60 %	5.26 %	12.60 %
	Writing	28.95 %	13.70 %	2.63 %	23.40 %
	Spelling	63.16 %	34.50 %	5.26 %	13.60 %
	Grammar	44.74 %	35.50 %	10.53 %	14.30 %
	Numeracy	63.16 %	27.60 %	0.00 %	14.00 %

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 2018.

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 2018. 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 2018 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 2018.

Initiatives Promoting Respect and Responsibility

The School has continued to sustain 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. PBL rules of *care for self*, *care for others* and *care for the place we are in*, also drive a sense of individual responsibility. Linking with our *care for self* PBL rule, all classes continued the integrated approach of *Zones of Regulation* which drove a sense of responsibility for understanding student's own emotions and feelings. The SEL continuum was used by each teacher to track individual progress of SEL skill and was used as part of the official reporting process when referring to the wellbeing and learning behaviours of children.

The *KidsMatter* framework is a cornerstone of the School's commitment to building and promoting respect, responsibility and the wellbeing of each child. 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:** The focus for 2018 has been to continue to build on student understanding of and response to Catholic discipleship through building on opportunities to work with the parish in outreach programs. This has been achieved culminating with a visit to the elderly in the community.
- **Learning and Teaching:** In 2018 the focus has been to continue to improve learning outcomes informed by quality assessment. Establishing a classroom culture that values the student voice through joint construction of rubrics to assess progress has enabled students to be empowered and engage and meet their learning needs.
- **Pastoral Care and Wellbeing:** In 2018 students have set and monitored individual goal setting by using the SEL continuum. They have a greater understanding of the SEL language as they set and monitor learning intentions using success criteria.

Priority Key Improvements for Next Year

- **Mission:** The focus for 2019 will be to present work samples showing a deeper understanding of scripture through prayer.
- **Learning and Teaching:** The focus for 2019 will be on students work samples showing improvement in critical thinking.
- **Pastoral Care and Wellbeing:** The focus for 2019 will be on teacher identified students in each class showing growth in responsible decision making.

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 *Tell Them From Me* (TTFM) Survey asked parents to comment about the school. One parent said: 'I find the school to be a welcoming and nurturing environment. The teachers are excellent and encouraging. I believe my child feels safe and valued at school and is encouraged to learn and do his best. I am very grateful for the community and care the school offers and would highly recommend to anyone.'

Student Satisfaction

Students have a strong sense of pride in their school. Stage 3 students have responded well to leadership responsibilities given to them. School pride is often commented on by visitors to the school who are amazed by the ambassadorial promotion of the school through the growth mindset of the students. The students respond well to academic challenges. Data from the students completing the TTFM survey reported in the area of Skills Challenge for Maths and English that 34% of students were confident of their skills.

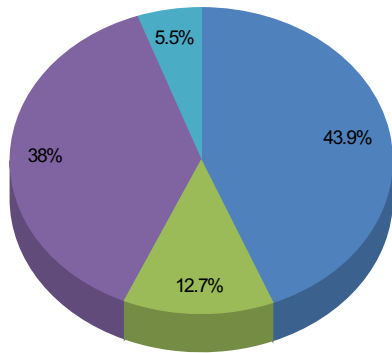
Teacher Satisfaction

Teachers participated in the TTFM survey and were asked to comment about the specific strategies that they felt contributed to a respectful learning environment. One teacher commented: 'Explicit teaching of Positive Behaviour for Learning rules; Professional Learning opportunities for staff; explicit teaching of Catholic values; Immersing students daily life into being a Christian; Collaboration and sharing of ideas amongst staff.'

SECTION ELEVEN: FINANCIAL STATEMENT

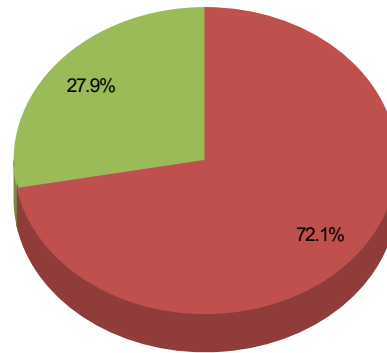
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (43.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (12.7%)
- Fees and Private Income (38%)
- Interest Subsidy Grants (0%)
- Other Capital Income (5.5%)

Expenditure



- Capital Expenditure (0%)
- Salaries and Related Expenses (72.1%)
- Non-Salary Expenses (27.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,630,376
Government Capital Grants	\$0
State Recurrent Grants	\$470,185
Fees and Private Income	\$1,409,646
Interest Subsidy Grants	\$0
Other Capital Income	\$202,748
Total Income	\$3,712,955

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$572
Salaries and Related Expenses	\$2,538,561
Non-Salary Expenses	\$983,532
Total Expenditure	\$3,522,665