



2020

ANNUAL SCHOOL REPORT



Sacred Heart Catholic Primary School

1 Bobbin Head Road, PYMBLE 2073

Principal: Mrs Mary Hor

Web: www.shpdbb.catholic.edu.au

About this report

Sacred Heart Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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](#).

Message from key groups in our community

Principal's Message

Sacred Heart Catholic Primary School Pymble is a community of learners working together to help prepare our children to be engaged learners and deep thinkers. This report provides parents and the wider community with information about educational and financial performance measures as well as information about the school journey in striving to aspire to valuable learning experiences.

We have a highly dedicated and professional staff, committed parents, enthusiastic students and an inclusive parish community. The education of children at Sacred Heart Catholic Primary School is enriched and inspired by this motivated staff who share a strong focus on partnership with parents.

I hope this report will provide an insight into aspects of our focus on developing agile thinkers at Sacred Heart Catholic Primary School.

Parent Body Message

The Tell Them From Me Survey was based on 86 respondents from the school suggesting that parents felt welcome at the school and that they could easily speak with the teachers about needs of their children. Response around School support of positive behaviour was very strong with parents stating that their children have a good understanding of positive behaviour. Parents stated that their children feel safe and supported at school.

Student Body Message

Students in Year 4, Year 5 and Year 6 participated in the Tell Them From Me Survey. Positive results were delivered about use of effective learning time, relevance of instruction and teacher-student relations. Expectations of success with school staff emphasising academic skills and holding high expectations for all students to succeed was rated positively. Students also recorded that they enjoyed learning and were encouraged by the teachers.

School Features

Sacred Heart Catholic Primary School Pymble is a Catholic systemic co-educational school. The School includes 11 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 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 the everyday school life. The words of the School son 'Welcome all who come, parents, children, teachers, a family we become' epitomise the feeling of belong 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 own P&F association and a newly established School Advisory Group. The parent body maintains a balance of being actively involved in school events, coordinating fundraising and providing many opportunities for the families to gather throughout the year. The building 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 sandpits. The on-site swimming pool allows for easy access for swimming lessons throughout the year. Before and after school care is provided onsite through Catholic Care.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
153	128	32	281

* 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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 95.18%. 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
95.33	95.66	93.98	95.07	95.08	95.29	95.84

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB 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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	29
Number of full time teaching staff	11
Number of part time teaching staff	9
Number of non-teaching staff	9

Total number of teaching staff by NESA category

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 NESA. 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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

Day 1: Strategic Planning: Policies and School Improvement Plan reviewed with the staff to determine priorities for the year.

Day 2: Diocesan Staff Development Day Towards 2025 vision to provide authentic Catholic education and to inspire hearts and minds to know Christ and be the very best we can be.

Day 3: Religious Education Spirituality: Scripture and Prayer

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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 mission of a Catholic school is to help others live lives in which they know, love and serve God" (King, 2014).

Our SIP is to broaden students' prayerful experiences and deepen the use of scripture in the prayer life of the school. In 2020, we incorporated prayer through the study of the Scriptures. We sought to dig deeper to explore the messages in the Gospels for us in the context of 21st Century. We developed critical thinking skills, as we explored creative ways to pray.

Prayer is an essential component of our Catholic tradition. We believe that immersion in prayer promotes faith to be "caught" as it cannot be "taught". Prayer in our daily lives is vital. This year, the plan to enhance communal prayerful experiences was hindered by the pandemic and adjustments were made accordingly. Unfortunately, the intention to inspire music and encourage singing during our whole school liturgies through the engagement of a pianist had to be postponed (except for the Opening School Mass), along with the inspiration of Michael Mangan. Nevertheless, we celebrated significant celebrations in classrooms and through shortened open-air liturgies when restrictions were lifted.

Through prayer in our classrooms, we listened to and were enthused to a response to the scriptural call to outreach. The planned fundraising initiatives were frozen so as not to place additional financial stress on families. Yet, our call to service extended to the wider

community through The Dish. Students were unable to visit nursing homes, however they wrote letters of hope and companionship, which were gratefully received. We joined the Parish in the Vinnie's Christmas Hamper Appeal to help families in need. This was an opportunity to teach our children the true meaning of Christmas and the joy that giving brings.

We have been supportive of the Parish Sacramental Programs for First Reconciliation & Eucharist and classes have made contributions to the Parish Bulletin, where their learning pertaining to Religious Education has been shared with the wider community. The students attended Parish Masses during Semester 2 in their class groupings. The students also showed their appreciation for our clergy by offering tokens of love. During the Lenten season, we welcomed Jo Spek who led a spirituality session for parents and faith formation for staff focussed on developing their own spirituality as they listen for the spirit in their lives.

At Sacred Heart, we continue to be living examples of Jesus in the world through our interactions with those we encounter each day. As we journey in our Christian faith, we are committed to our mission of building the kingdom of God, in our minds, hearts and hands within our community.

Curriculum, Learning and Teaching

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.

Our goal in teaching and learning is to develop the critical thinking skills of our students and using the New Pedagogies for Deep Learning (NPDL) framework to guide planning for innovative learning opportunities for all our students. Professional Learning meetings, including two twilight sessions allowed teachers the opportunity to explore the 6 Cs – critical thinking, collaboration, creativity, citizenship, character and communication and use these professional learning meetings to plan for such events as Science day in Science week to explore deep thinking around the theme of the ocean – “Deep Blue”. The outcome of such planning was considerable growth in the students critical thinking skills as they learnt about sustainability of the ocean, as measured through a range of rubrics used for assessment. A component of NPDL is the leveraging digital aspect. This was certainly a major factor in the support of Home Based Learning for our students. Teachers were supported to incorporate a variety of digital tools to support the learning, allowing for inclusivity and accessibility to learning. Student and teacher voice was collected through surveys and an increase in collaborative skills, critical thinking and the use of digital tools for learning were components that students and teachers recognised as allowing for greater growth and student achievement. The teachers continue to build their capabilities in this area and seek out opportunities to incorporate digital strategies to allow for greater student engagement.

As part of our wellbeing week activities, each day there was a focus on one of the 6 Cs to encourage students to reflect on their wellbeing through the lens of collaboration, critical thinking, communication, character, citizenship and creativity.

The teachers and students have embraced the NPDL framework as a guide for planning across the Key Learning Areas, for example, in Religious Education, the students are encouraged to think deeply around the scriptures and prayer. Providing time and resources to use for planning is critical in the success of embedding quality pedagogical practices.

Although 2020 will be remembered as a year of many challenges, the teaching and learning domain at Sacred Heart has continued to flourish. We have shared and celebrated learning achievements with the broader community through digital means and we have continued to strive to be at least as good as the very best.

Student Performance in Tests and Examinations

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

At Sacred Heart, students have identified the following initiatives in 2020 that have promoted a culture of respect and responsibility:

“Here at Sacred Heart Pymble the teachers try the best to create a fun, safe and educational environment for all students. They make it their responsibility to support and express the school’s mission, this includes Catholic values such as using love, mercy and justice in our everyday life, following in Jesus’ footsteps and being the face and words of God. Another section of the Sacred Heart’s mission is supporting children academically and pushing children to achieve personal bests. The teachers spend time educating students on certain aspects of a subject, especially if the child is struggling and needs some extra support. The school engages students in learning and makes them excited about different learning tasks. One of my favourite things about coming to Sacred Heart is the different ways they teach us like collaborative, contract and creative work. This makes learning interesting and exciting.

When students enter senior years, they are given many opportunities to contribute in leadership roles. In Year Six children can be school captain or colour house captain. However, the school has included other leadership roles like library leader, buddy leader, music leader, social justice committee and or technology leader. The senior students also help with fundraisers, open days and numerous tasks around the school. To prepare us for leadership and senior years, the school takes us to numerous camps including the Collaroy Camp, where we learnt teamwork and collaboration skills, and Surf Education where we focus on water safety skills. Being a leader gives you so many opportunities and also learning opportunities which are useful in our lives.

At Sacred Heart Pymble, the teachers have created numerous committees and groups to help with student welfare. If in Year Six you are given the leadership role of wellbeing leader, it is your responsibility to create a wellbeing week each term to encourage students to understand their emotions and wellbeing. The teachers have recently created Helping Hats which Years Four, Five, and Six wear around the playground so that a student in need can go to them for help. The teachers also have created a safe environment so anyone can talk to them if they need support or help. We are an anti-bullying school that does not support unkind or bullying behaviour.

I feel so lucky to have been a student at Sacred Heart. I have made so many forever friends and many of the lessons that they have taught me, I will carry out throughout my life.” By Josie Yr 6

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 - we have continued to broaden students' prayerful experiences and deepened the use of scripture in the prayer life of the school.

Learning and teaching - we have continued to improve critical thinking skills of students through a focus on new pedagogies for deep learning. Thinking routines are being used across all key learning areas and the teaching of STEM skills continues to build.

Pastoral care - we have continued to enhance wellbeing and resilience of students through a focus on self management.

Priority Key Improvements for Next Year

Our key improvements for 2021 include learning about and engaging with the Salvatorian order in the Parish and continuing a focus on prayer with the school community and students.

We also continue to prioritise improving the critical thinking skills of students as they develop student voice and enrich learning opportunities.

Student wellbeing will continue to be a focus as students use wellbeing journals, mindfulness breaks and self reflection. At all times we are trying to build on the resilience of students as they engage in their learning.

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

Tell Them From Me Survey - Partners in Learning Parent Survey Report: Responses from parents revealed a high level of satisfaction around inclusivity and feel welcome in the school environment. Parents suggested that they are aware of opportunities for parent education and Catholic formation at the school. Parents indicated that the school contributes to the development of students values, ethical beliefs and formation of their conscience. Parents valued the school's support of positive behaviour which reflected in high scores in the survey.

Anecdotal evidence from Home Based Learning revealed numerous emails of appreciation and satisfaction with regular communication between parents and teachers to support learning challenges. Parents were satisfied with regular phone calls or emails from teachers to assist and support students in their learning.

The School Advisory Group discussed and reviewed the year in the final meeting and a major highlight for them was the level of accessibility for working parents created by zoom meetings and the COVID 19 restrictions. The parents indicated that this was a positive outcome that they would like to see continued in 2021.

Student satisfaction

Year 5 students were asked to provide a description of their satisfaction with learning at the school in 2020.

'As students at Sacred Heart in 2020, we have been showing discipleship through Positive Behaviours for Learning rules and critical thinking in all our collaborative learning using the six C's, character, citizenship, creativity, communication, collaboration and creativity In Science, we have utilised powers of collaboration, communication and creativity through working in groups and to solve problems in STEM/STEAM learning opportunities. In PE, we learn to work collaboratively in team sports, and we support each other and show great sportsmanship. Whilst using digital tools, we use deep thinking around solving problems.' By Yr 5 students

The students were surveyed as part of a New Pedagogies for Deep Learning project which used the learning framework and learning design to plan a Science project K-6. Student voice showed evidence of critical thinking, collaboration and confident use of technology to enhance learning. The students commented about critical thinking: 'I can make new connections and understand why they are important in my life'. They commented about collaboration: 'I can work well as a team member.' They commented about leveraging digital: 'In new contexts, I can use technology as a tool to think and work effectively.'

Teacher satisfaction

The Tell Them From Me Survey - Focus on Learning Teacher Survey Report: In the survey of the eight drivers of student learning, the area of leadership revealed appreciation of efforts to create a safe and orderly school environment. Teachers felt that they had many opportunities to work with other teacher through collaborative common learning opportunities. The learning culture or monitoring the progress of individual students was highly regarded by teachers as was data informing practice. The teaching strategy of giving feedback, student access and use of technology, high expectations of students and the parent partnership were all highly valued by teachers.

Teachers also recognised that they have opportunities for staff to pray regularly using a variety of prayer and liturgical forms. They expressed that they are supported to develop an understanding and appreciation of the Catholic faith. Teachers indicated that they use assessments to help them understand where students are having difficulty in the dimensions of classroom and school practices and they feel confident to support students with special learning needs.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,884,917
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$522,877
Fees and Private Income ⁴	\$1,187,047
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$174,489
Total Income	\$3,769,330

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$161,659
Salaries and Related Expenses ⁷	\$2,599,750
Non-Salary Expenses ⁸	\$1,099,297
Total Expenditure	\$3,860,706

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT