



CATHOLIC SCHOOLS
Broken Bay

2022

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 at local school level and 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 welcoming and inclusive community. As a vibrant community of learners, I trust that this report will reflect that passion and enthusiasm for a stronger focus on a collaborative culture to support learning.

Our motto 'to be and not to seem' underpins our efforts to drive a shared vision and understanding of an authentic Catholic school seeking a culture of continuous improvement. Sacred Heart Pymble has a strong educational focus which is partnered with a genuine concern for each child.

The wellbeing of our school is valued and enhanced by the outstanding contributions of our students, the staff, our parents and the wider community. The reputation of Sacred Heart Pymble continues to improve and thrive with a relentless focus on inspiring support for learning and opportunities for all in our community.

Parent Body Message

In 2022 we were thrilled that we were able to return to a school community filled with happy faces and lots of opportunities to engage and enjoy Sacred Heart Pymble. There were many events that were held for our Parents and Friends to enjoy.

A huge thank you to our amazing staff and our wonderful parents for continuing to make the School a very special and inclusive place for our children to be nurtured.

Student Body Message

We are proud of Sacred Heart Pymble for giving us every chance to learn and grow. We have had opportunities to extend and challenge our thinking especially through our STEM activities. The teachers have offered lunch time clubs to follow our interests and learn more about creative activities such as art and drama clubs.

Our motto is 'to be and not to seem' which has taught us to be role models and an example to others as we respect everyone's unique talents. We embrace all that we have learnt as students of Sacred Heart Pymble.

School Features

Sacred Heart Pymble is a Catholic systemic co-educational primary school. The School includes 11 classes from Kindergarten to Year 6. With a tradition founded by 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.

As a learning community with dedicated teachers focussed on student achievement, learning and wellbeing are the focus to promote enthusiastic, independent learners committed to lifelong learning and reaching their potential. Students are actively engaged in an awareness of their own learning and a wide variety of extra-curricular activities are offered.

In 2022, the Parents and Friends Association, which strongly supports the School, returned to pre-pandemic celebrations with a Welcome Cocktail party to formally welcome new and former parents to the Sacred Heart Pymble community. The Parents and Friends Association also hosted a POSH (Parents of Sacred Heart) Ball which was a huge success and well attended by current parents and some former parents who had missed out on attending functions due to the Covid pandemic. Class parents continued to play an important role and actively encouraged family connections which promoted a strong sense of belonging.

The buildings and grounds at Sacred Heart School are conducive to a positive learning environment, with well-maintained classrooms, playgrounds and gardens. The students have access to large playing areas and an oval that also serves the School's soccer and netball clubs. The on-site swimming pool allows for easy access for swimming lessons throughout the year.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
125	111	42	236

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2022 was 91.10%. 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
91.50	91.20	91.20	91.80	91.00	89.70	90.30

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 Quality Assurance and Improvement 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	27
Number of full time teaching staff	11
Number of part time teaching staff	9
Number of non-teaching staff	7

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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

The ongoing professional learning of each staff member is highly valued. This can take many forms including staff development days, twilight meetings, conferences, self-directed learning, subject specific courses / online modules and a range of programs provided by Catholic Schools Broken Bay. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their own professional learning goals, in addition to evaluating NESA Accredited Professional Development (PD) and logging Elective PD via their NESA account.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. These include:

Day 1: Understanding and catering for student needs after the extended lockdown during Terms 3 and 4, 2021.

Day 2: Diocesan Staff Development Day - Towards 2025 vision, new staff wellbeing initiatives and 'Using data and evidence to support the growth of all learners' with Sally Egan.

Day 3: Introduction to the Catholic Schools Broken Bay Charter.

Day 4: Strategic planning - reflection and review of whole school Scope and Sequences for all Key Learning Areas.

Other professional learning that staff engaged with during 2022 included Leading Collaborative Coaching (Leadership Team), mentoring Early Career Teachers, Safeguarding, Sharing Best Practice conference (3 staff), Translating psychometric reports into useful strategies, familiarisation of and deeper dive into new K-2 syllabi, Talk for Writing, Sounds Write and Dibels 8 assessment tools.

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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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.

As a Catholic community, the School shares in the mission of the local Church to foster a Christ centred community. The Diocesan Mission Statement is our statement of a 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.'

The School seeks to work in partnership with parents and the local parish community to provide authentic Catholic Education to inspire hearts and minds to know Christ, to love learning and to use their talents to be the very best they can be.

The Schools Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. In 2022, the Kindergarten classes were introduced to the new RE program with a focus on student centred pedagogy. As a result of the hands-on and tactile

experiences of this approach, a specific Prayer room was established to showcase the RE focus.

Sacred Heart Pymble values a close partnership with our parish and wider community. At the end of 2022, Stage 3 students worked creatively to make Christmas Blessing cards and write personalised messages for members of the aged community.

The School is committed to Catholic discipleship and service through living out gospel values in our daily lives through participation in fundraising and supporting the marginalised. Parents supported a community service of providing meals to homeless people in our community through The Dish, Hornsby. On numerous occasions throughout the year, students participated in generous fundraising activities such as Caritas, the Vinnies Winter and Christmas Appeals. A highlight and fondly remembered activity was SOCKTOBER where students brought in odd socks, wrapped them into a ball shape and used their sock soccer ball to kick goals. Generous donations were forwarded to Caritas as a result of this event.

In 2022, the School community was keen to promote and engage in monthly Parish Masses. With renewed enthusiasm after the Covid pandemic, families attended Masses, students engaged in reading and other ministries and families gathered for social interactions after the Mass.

P.I.E. Productions presented the story of St Mary MacKillop to the students of Sacred Heart Pymble as an incursion for all students to appreciate. It was a positive experience for students to learn about our first Australian saint and appreciate the dramatic production.

The Bishop of Broken Bay, Bishop Anthony Randazzo invited school leaders to the Diocesan Mass and Evangelisation Pastoral Launch where he spoke about 'One in Christ: Pastoral Mission'. He focussed on the priorities that form the basis of the Pastoral Mission: the person of Jesus Christ, and his message of Good News, the Holy Spirit leads us in the way of discipleship, building together a culture of vocation for all the baptised, a united message reflecting the voice of the bishop at the service of his people, authentic Catholic education for the flourishing of human and faith development and justice and mercy place the poor at the heart of the Church.

In 2022, students from Sacred Heart Pymble entered the Broken Bay Bishop's Religious Art Prize. The competition is open to all school students from Kindergarten to Year 10 in our Catholic systemic and congregational schools. With great fanfare and an exciting launch at The Light of Christ Centre Waitara, a student from Sacred Heart Pymble was recognised and performed to showcase the theme, 'Be strong and courageous, for the Lord your God is wherever you go' (Joshua 1:9).

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.

Throughout 2022, staff worked together to develop a deep understanding of the new K-2 Syllabi for English and Mathematics, and began implementing components of these into our school Scope and Sequences, ready for full implementation in 2023. This work was well supported by the Catholic Schools Broken Bay Learning Improvement Team who provided extensive professional learning materials and point of need support. In addition to this, Early Stage 1 introduced our new Religious Education curriculum this year. This curriculum is grounded in experiential learning and a desire to inspire hearts and minds to know Christ and love learning. Later in the year, our Stage 1 teachers began their familiarisation with the curriculum in preparation for implementation in Years 1 and 2 in 2023.

We continue to go from strength to strength with our early literacy learning. The Sounds Write Science of Reading program and Heggerty's Synthetic Phonics were expanded to all Kindergarten to Year 2 classes and assessment data indicates that this is having a positive impact on learning achievement.

Correlation between school-based assessment information and standardised testing indicated that mathematical vocabulary and understanding word problems was an area for targeted improvement. This was achieved through weekly collaborative coaching sessions where teaching teams planned, implemented and evaluated specific strategies to enhance learning growth in this area. A major focus, particularly for our primary classes, was for all students to be able to determine the correct number sentence and operations required to successfully solve number problems.

The School continued to ensure that all lessons provide appropriate support and challenge for gifted and talented students with an emphasis on rich, open-ended activities and deep thinking.

Our Wellbeing Week initiative continued throughout the year. In Term One we explored the concept of resilience through a range of school-based and home activities. In sharing ideas for family involvement we aim to strengthen the wellbeing of our entire community - both children and adults. In Term Two our focus shifted to fostering positive relationships with a view to increasing positive emotions and a sense of belonging. Term 3 explored several

aspects of Martin Seligman's PERMA model; Positive Emotions (feeling good / fulfilled), Engagement (being completely engrossed in whatever you are doing), Meaning (living with a sense of purpose) and Accomplishment (having a sense of achievement). The final Wellbeing Week of 2022 promoted the cultivation of joy by learning how to intentionally bring joy into one's own life. We learned that taking the time to do this is a healthy practice that can boost mental health and help you build self-esteem.

Our curriculum was complemented by a range of additional and extra-curricular opportunities. These included author 'visits', WriteOn, the Whitlam Institute's 'What Matters' writing competition, Pymble Ladies College's Kindness Convention, ICAS, Maths Olympiad and maths problem solving challenges. SHP students continue to be extremely successful in these activities.

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	68%	52%	0%	12%
	Reading	75%	54%	0%	11%
	Writing	85%	50%	0%	7%
	Spelling	71%	48%	4%	15%
	Numeracy	41%	34%	7%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	55%	31%	3%	14%
	Reading	58%	39%	0%	11%
	Writing	26%	25%	13%	18%
	Spelling	58%	37%	5%	14%
	Numeracy	43%	25%	5%	16%

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 2022.

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 2022.

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 2022.

Initiatives promoting respect and responsibility

The PATCH (Positive Activities Teaching Children Healthy Habits) Program was introduced during 2022 at Sacred Heart Pymble. The program which is promoted by the Pastoral Care and Wellbeing team from Catholic Schools Broken Bay is designed to teach social skills to target a group of students and help build positive relationships, confidence and self esteem as well as positive decision making. This initiative helps to promote respect and responsibility with a range of students who may lack confidence, they may have trouble following rules or they may have been identified through the collection of Positive Behaviours for Learning (PBL) data. This lunch time program is a fun approach to explicit discussion of social skills through role play or games.

Lunch time clubs were conducted each term to encourage children to be engaged in the school community. Teachers lead a range of clubs such as drama, art, writing and maths activities. It was a celebration of the talents of many teachers as they shared their passions with the enthusiasm of students. The lunch time clubs were well received in the school community.

Wellbeing Week is celebrated in week 7 of each term at Sacred Heart Pymble. The school followed a theme or range of activities for each term. Parents, students and staff were encouraged to focus on an aspect of wellbeing. Parents were given tips and suggestions for how to showcase 'wellbeing' during this special week. Students were encouraged to take time out of their usual routine and read a book or play a board game with their family. Teachers are also inspired to emphasise the importance of 'wellbeing' for themselves, their students and the community.

Sacred Heart Pymble was invited to be part of the Kindness Convention in 2022 hosted at Pymble Ladies College. The event aimed at bringing together Year 5 students from a range of different schools across Sydney. Two delegates represented Sacred Heart Pymble at this event to see how they might share the message of kindness with the community.

A wide range of extra curricular activities are conducted throughout the year at Sacred Heart Pymble. The activities offer students opportunities to join a school band, play chess, participate in dance classes, learn how to play the piano, build models in young engineers, learn about coding and play tennis.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

The most significant initiative implemented during 2022 was that of Collaborative Coaching. With a substantial investment from Catholic Schools Broken Bay, the School was provided with additional staffing that enabled teaching teams to be released to work collaboratively with a coach to drive improvements to student learning. Teachers contributed towards a collaborative culture of continuous improvement by implementing a cycle of analysing student performance data, strategically planning for essential learning, refining classroom practices and critically evaluating their impact.

Drawing on a range of data from standardised testing, school-based assessments and anecdotal evidence, teachers targeted the areas of literacy (infants) and numeracy (primary) for improvement. This work was tailored to each grade group and resulted in significant growth in several specific areas of student achievement, including; sentence structure, use of conjunctions, punctuation, reading comprehension strategies, mathematical reasoning and interpreting number problems to determine the required number sentence.

The School continued to achieve outstanding results in early literacy through sequential, whole class instruction in phonics and reading fluency. This year whole school assessments were introduced to track reading fluency across all year groups, Kindergarten to Year 6 and allow for detailed evaluations of learning growth.

Priority Key Improvements for Next Year

After a substantial period of familiarisation with the new K-2 English and Mathematics syllabi, these will be fully implemented in 2023. The new Religious Education syllabus will be extended to include Years 1 and 2, taking full advantage of a beautiful prayer room set aside for experiential learning opportunities and faith-based discussions.

New English and Mathematics syllabi will be released next year for Years 3-6 and staff will engage in professional learning to become familiar with this prior to implementation in 2024.

Next year, the School will employ a specialist Visual Arts teacher, adding to the staff already employed to teach Music/Drama, Library/STEM and Physical Education.

Collaborative Coaching will continue in 2023 with a relentless focus on student learning and the use of teaching sprints and quick wins to drive long term academic gains.

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

In 2022, the parents of Sacred Heart Pymble were invited to complete the 'Partners in Learning' Parent Survey, a component of Tell Them From Me.

A strength emerged in the data around the School's ability to support positive behaviour, particularly in regards to clarity around school rules, scoring well above the mean for our region. This was further emphasised by high scores relating to children feeling safe at school. Parents provided feedback that school staff take an active role in making sure that all students are included in school activities and that teachers help students to develop positive friendships.

78% of respondents either agreed or strongly agreed that the School encourages and facilitates the participation of students and their families in the parish community, 96% agreed or strongly agreed that opportunities exist for students to experience a variety of prayer and liturgical experiences and all respondents indicated that the school is upfront and clear about its Catholic identity and mission.

32% of parents indicated that they are involved in School committees, such as the Parents and Friends Association. The prevalence of moderate and severe bullying was low in comparison to other diocesan schools, however, of the bullying reported the most common types were verbal and social bullying. This provides direction for the School in terms of specific interventions to prevent this behaviour.

Student satisfaction

Students in Years 4-6 completed the Tell Me About Your Child survey with every student keen to participate. Responses indicated that students with a positive sense of belonging increases from Year 4 through to Year 6. There is strength in the area of positive relationships, with students reporting that they have friends at school that they can trust and help them to make positive choices. The most positive indications were in the area of students exhibiting positive behaviour at school and students trying hard to succeed in their learning, with both of these above the norms for similar schools. Important considerations for anxiety and bullying indicated lower incidences than like schools. 86% of students reported that our school helps them to know and love God, with similarly high results in the area of

opportunities for prayer and social justice activities, and learning how to live as a disciple of Jesus. Some specific responses to the open ended questions include;

“My friends, classes and privileges are awesome and I look forward to school because of them.”

“I like how they look out for us to see who is behind and help them to keep up and help us to get better.”

“I love learning and I love my teacher! I love how my teacher lets us be independent and she trusts us to work well with others!”

“I really like that our school is often well organised and ensures the students can participate in fun class and whole school activities. I also like that we recently received a whole collection of new and speedy computers which I suggested as an upgrade in the previous Tell Them From Me survey.”

Teacher satisfaction

2022's Tell Them From Me survey provided valuable information about teacher satisfaction. Responses to the survey showed that Sacred Heart Pymble is performing above the region mean, with particular strengths in leadership and parent involvement. Teachers reported that school leaders have provided guidance for monitoring student progress, a fact that can be partly attributed to the successful implementation of Collaborative Coaching as evidenced by these teacher responses to the open ended questions:

“Collaborative coaching has allowed me to have additional, valuable time to have professional dialogue, planning as well as implementing new strategies to assist student learning. Through this sharing of ideas, it has been valuable to have the opportunity to learn from others and be able to be strategic and focus on the needs of the students.”

“I have become more reflective on my teaching practice and the impact it has on my students. It (Collaborative Coaching) has supported me to always take into consideration assessment and how this impacts future teaching/learning.”

The data indicates a significant increase in staff working collaboratively to discuss and promote learning opportunities, increase student engagement and provide for individual student needs. Other areas of strong growth include learning culture, using data to inform practice, using a range of teaching strategies and inclusive learning environments.

Areas that have been nominated by teachers as opportunities for future growth include opportunities for faith and spiritual formation and nominated retreats and Mission Formation programs as an area that could be enhanced. They also expressed a desire for staff to have more opportunities to pray together.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 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 2022	
Commonwealth Recurrent Grants ¹	\$1,818,208
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$483,153
Fees and Private Income ⁴	\$1,287,864
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,018
Total Income	\$3,590,244

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$30,525
Salaries and Related Expenses ⁷	\$2,655,675
Non-Salary Expenses ⁸	\$1,232,124
Total Expenditure	\$3,887,799

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 2022 REPORT