



CATHOLIC SCHOOLS
Broken Bay

2025

ANNUAL SCHOOL REPORT



Sacred Heart Catholic Primary School

1 Bobbin Head Road, PYMBLE 2073

Principal: Mrs Kerry Paxton

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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 Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

At Sacred Heart Catholic Primary School Pymble, we believe that our Catholic mission is the foundation upon which our school community thrives. It is through our commitment to faith, values, and the teachings of Jesus Christ that we create a flourishing, vibrant, and inclusive environment for all. This report reflects our passion for nurturing a collaborative culture that supports the learning and development of every child.

Our motto, "to be and not to seem," guides us in our pursuit of our shared vision: to provide an authentic, professional Catholic education, delivered with care and compassion and with a commitment to continuous improvement. Sacred Heart Pymble stands out for its strong educational focus, paired with a genuine care for the individual needs of each student. We take great pride in the achievements of our students, recognising that success goes beyond academic results. We celebrate growth in all areas of the curriculum, knowing that it is the development of virtues like compassion, respect, and empathy, instilled through Catholic education, that truly shapes the character of our young people.

We deeply value the active involvement of our parents, recognising that their engagement is essential to supporting our students on their educational journey. Lived out through school activities, parent-teacher conferences, volunteer opportunities and our Parents and Friends group, our partnership is integral to nurturing the spiritual, academic, and social growth of our students. The unwavering support of our parent community is a testament to our shared commitment to our Catholic mission.

The wellbeing of our school community is strengthened by the dedicated contributions of our students, staff, parents, and the wider community. Sacred Heart Pymble's reputation continues to grow, driven by a steadfast focus on fostering support for learning and creating opportunities for all. When we unite in our shared values and goals, the entire community benefits.

In 2025, the school community were excited to learn that Sacred Heart would soon combine with Our Lady of Perpetual Succour, West Pymble to become one multi-campus K-12 College, with the first Year 7 cohort to be welcomed in 2027. The new Siena Catholic College will cater to the needs of the North Shore through the provision of co-educational Catholic education with clear pathways from Kindergarten through to Year 12.

Thank you for your continued support and belief in our mission. Together, we will guide and inspire our students, helping them to build a bright and promising future.

Parent Body Message

The Sacred Heart community is a strong and vibrant community.

The opportunities offered to the children and families through both the school and P&F are significant and much appreciated by the community.

The 2025 year started off with the family welcome barbeque on the oval which was well attended and our usual community building activities including R U OK? Burger Day, Mother's Day, Father's Day, Movie Night and the school disco. The biennial Parents of Sacred Heart (PoSH) Ball was held at the Pymble Golf Club, providing a wonderful night of fun and relationship building as well as raising very welcome funds to reinvest in the children and families. The class artworks, as usual, were the highlight of the evening.

These fundraising activities allowed the P&F to have the much-loved whole school Motiv8 sports day as well as science incursions once again for each of the four stages. The Christmas Carols organised by the school was a highlight of the school year. In the second half of the year, we were told of the formation of Siena Catholic College which will provide a new K-12 pathway on the North Shore. We look forward to coming together with our friends from OLPS in 2027.

Student Body Message

Sacred Heart is an inclusive school filled with positive minds and friendly teachers. The teachers at Sacred Heart Pymble all care for the students. Every year, Sacred Heart provides opportunities for the students to learn about new things by planning for incursions, excursions and extra-curricular activities. Students are not the only ones who get to see the fun, but parents too!

2025 at Sacred Heart Pymble was amazing. Across all year levels, students have stepped up and shown their strengths - from chess champions demonstrating patience and strategy, to confident public speakers, talented athletes and those students whose kindness and positivity lift others every day.

The inter-school sport days were highlights on our school calendar. The cricket, soccer, netball and tennis days showcased our teamwork and good sportsmanship. They brought girls and boys together and gave students of all different skill levels a chance to shine. And touch tag? That was pure energy. Darting around the field, dodging tags, and celebrating every try with high fives made it one of the most exhilarating days of the year.

Public speaking and debating bring a whole different kind of excitement. Standing up in front of the class, we were filled with nerve-racking fear, but we learned how to conquer that fear with our courage and bravery. Our teams worked together to deliver speeches with confidence and defend our points with passion. Whether we were arguing 'for' or 'against'

topics such as, “Should homework be banned?” or “Should school have homework on Saturdays?”, the thrill of thinking fast and speaking boldly made every debate unforgettable.

There were many leadership initiatives that we were able to experience. These included the ANZAC Day Dawn Service, running assemblies, Mission Mass, visiting NSW Parliament House, running Athletics Day and the Swimming Carnival, helping take tour groups around on our Open Days, the Collaroy Camp and Mercy Leadership Day. These were invaluable experiences, that gave us a sense of responsibility and a taste of the limitless possibilities ahead of us.

2025 at Sacred Heart Pymble was more than just exciting - it was a celebration of courage, teamwork, camaraderie and accomplishment.

School Features

Sacred Heart Pymble is a Catholic systemic co-educational primary school. The School includes 10 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 we strive 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.

The buildings and grounds at Sacred Heart Pymble contribute 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 when classes attend the swimming program in Term 4.

In 2025, the Parents and Friends Association, which strongly supports the School, welcomed new families to the Sacred Heart Community with a 'Mix and Mingle' party for parents and a Welcome Event barbecue for families. The Parents and Friends Association also hosted the PoSH (Parents of Sacred Heart) Ball, which was a huge success, in addition to other key events such as school discos, Burger Day, Mother's Day and Father's Day stalls. The Parents and Friends delighted the students by again sponsoring a sports day, which was run by Motiv8Sports at the end of Term 3 and funding a Science Incursion for every class. Class parents continued to play an important role and actively encouraged family connections which promoted a strong sense of belonging.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
119	110	93	229

* 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 2025. 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 2025 was 93.69%. 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
94.64	95.71	93.51	93.21	92.99	92.94	92.18

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 Department of Education 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	25
Number of full time teaching staff	10
Number of part time teaching staff	7
Number of non-teaching staff	8

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	1
Provisional Teachers	2
Proficient Teachers	14

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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

Sacred Heart Pymble values a strong partnership with our parish and wider community. At the end of 2025, Stage 3 students again created Christmas blessing cards with personalised messages for members of the aged community, fostering connection and compassion. The School contributes articles to the Parish Bulletin and the School's Parent Engagement Co-ordinator works to strengthen the partnership between parish, parents and school through initiatives such as parent meet ups and opportunities for parents to engage in social justice initiatives.

The School also encourages participation in parish life through support for the parish Sacramental Program and Sunday Family Masses. These Masses are organised by the parish but are regularly attended by staff, students, and their families. This visible presence strengthens our communal bonds and deepens the shared spiritual life of both the parish and school.

Sacred Heart Pymble is committed to Catholic discipleship and service, living out Gospel values through daily action and outreach to the marginalised. Parents supported a local

initiative by preparing meals and toiletry packs for the homeless through The Dish, Hornsby. Students took part in charitable initiatives such as Caritas Australia's Project Compassion, Socktober, and the St Vincent de Paul Winter and Christmas Appeals.

In 2025, the school community continued its strong engagement with the parish through the regular attendance of weekly Friday Masses and Exposition of the Blessed Sacrament. Each class attended Mass throughout the term, providing students with opportunities to deepen their faith and experience the liturgical life of the Church in a meaningful way.

Throughout the year, special occasions were marked by a range of liturgical and prayerful celebrations, often led by the student Mission Leaders and class groups. These included the Opening School Mass, Grandparents' Mass, Mothers' and Fathers' Day liturgies, Lenten and Easter liturgies, ANZAC and Remembrance Day liturgies and the Year 6 Graduation Mass. The Diocesan initiative of praying the Angelus each day continues to be an integral component of the School's daily prayer life.

Students also had the opportunity to share their faith through the arts. In 2025, students were again invited to participate in the Broken Bay Religious Art Prize, a competition open to students from Kindergarten to Year 10 across Catholic systemic and congregational schools. Students were enthusiastic about the opportunity with entries being made in a range of categories. We were proud to share that one of our entries won first place in the Stage 2 Music category and another second place in the Stage 2 Dance category. These students were later invited to perform at the annual Showcase held at Hornsby RSL.

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.

In 2025, staff deepened their knowledge of the new syllabuses for English, Mathematics and Religious Education. In addition, teachers began their familiarisation and planning for the new Human Society and Its Environment, Personal Development, Health and Physical Education, Creative Arts, and Science and Technology syllabuses in preparation for implementation in 2027.

Sacred Heart Pymble continues to exceed in early literacy learning. The Sounds Write Science of Reading program, Heggerty's Synthetic Phonics and Talk for Writing are well established in all infants' classes and assessment data indicates that this is having an extremely positive impact on learning achievement. In 2025, teachers focused on strengthening phonic knowledge and oral reading fluency in all year groups, with excellent results. The School has identified potential opportunities to focus on various aspects of writing and numeracy as future focus areas.

The School uses systematic analysis of assessment data to analyse student achievement, with the goal of all students achieving at or beyond expected growth, including gifted and high potential students and those students with diverse learning needs. This work was developed and refined with the support of the Assistant Principal during dedicated Collaborative Coaching time and through each teaching team undertaking a series of 'From Image to Impact' projects.

The School's Wellbeing Week initiative continued in 2025 with ideas being shared with families every term, and regularly in the fortnightly newsletters, showcasing ideas for how they can be involved in wellbeing activities that strengthen the wellbeing individuals, families and the broader community.

Our curriculum was complemented by a broad range of extra-curricular opportunities. These included various competitive and non-competitive sporting pathways, coaching clinics, Motiv8 Sports Day, author visits, WriteOn, ICAS, Maths Olympiad, Science incursions, Chess, Dance, Mandarin lessons, Swimming Program, Book Club, Knitting Club and Minecraft Club.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Sacred Heart Catholic Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	86%	54%
	Reading	80%	66%
	Writing	80%	76%
	Spelling	92%	62%
	Numeracy	80%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	76%	63%
	Reading	100%	73%
	Writing	100%	65%
	Spelling	100%	69%
	Numeracy	100%	69%

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 and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2025.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2025 to reflect new system processes.

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 2025, the most significant source of parent feedback came via the Parents and Friends Association (P&F). The P&F collaborated with school leadership to enhance the relationship between families and the school and to provide additional learning opportunities for students.

Parents expressed appreciation for the dedicated teachers at the School, pastoral care provided to families, and the many excursions and extra-curricular activities offered.

A number of parents participated in the North Shore Review undertaken during 2024 and 2025. Whilst they were sad to lose Sacred Heart as it is, they understand the intention for Catholic Schools Broken Bay to better meet family needs on the North Shore and were grateful that the amalgamation of the West Pymble and Pymble primary schools will take place gradually.

Student satisfaction

Feedback from students was obtained throughout the year via the Student Representative Council. Two students from each class met each term with key staff to share the ideas of their peers and to discuss suggested school initiatives and improvements.

Students continue to appreciate the opportunity for each class to showcase their learning during assemblies, to contribute to the school through leadership roles and to rotate responsibility through the whole Year 6 cohort for running school assemblies.

Student interest remained high in these special interest clubs at lunchtime and before school which enabled students to develop their skills in such areas as coding, knitting, Lego building, young engineers and chess.

Teacher satisfaction

Feedback from staff is important as we look for ways to improve and develop future plans. In 2025, this feedback was obtained via the Catholic Schools Broken Bay Workplace Culture Survey. The Survey helped to identify what we do well at a system and local level, and how

we can enhance our strengths, guided by Christ and with a strong commitment to continuous improvement.

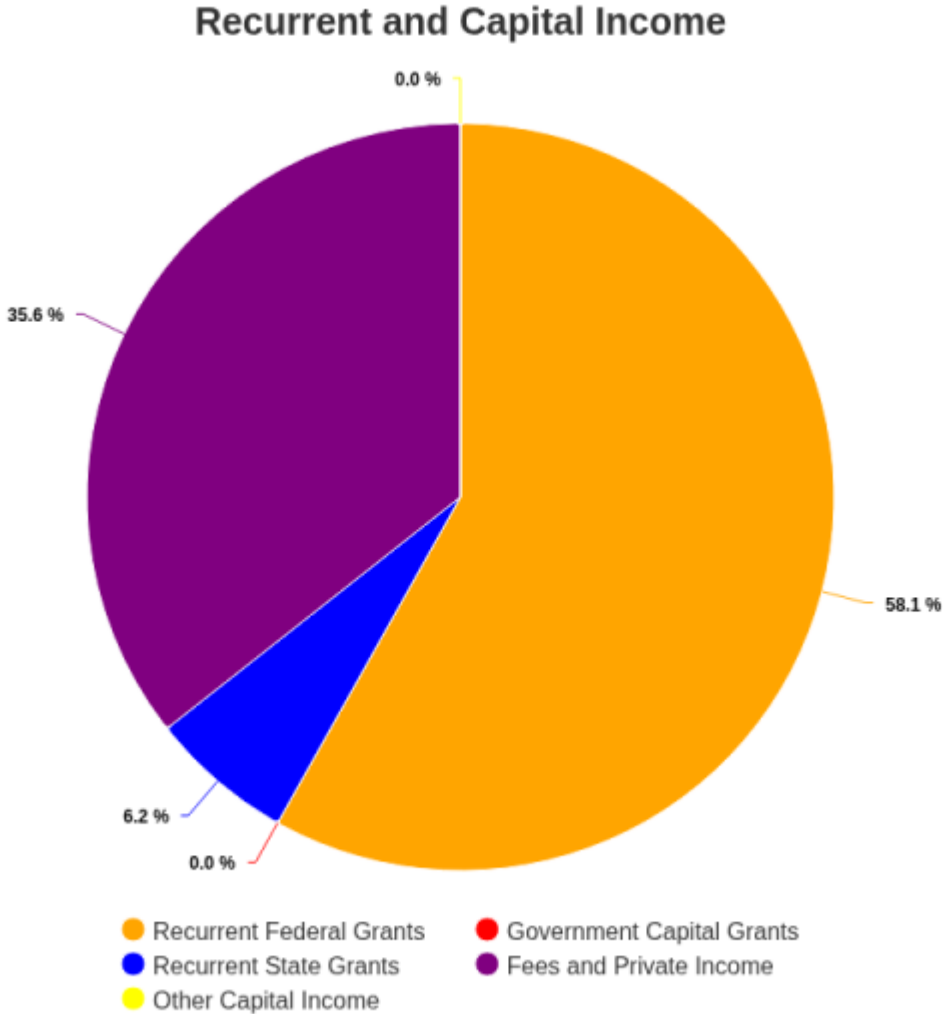
Teachers value the targeted support provided through coaching, mentoring and structured leadership opportunities, including collaboration with leaders to strengthen practice in literacy and mathematics. This strong professional learning culture has enhanced teacher confidence, improved consistency across classrooms, and increased overall effectiveness, leading to measurable improvements in teaching practice and positive outcomes for students.

In addition, staff appreciate the many opportunities provided throughout the year for prayer, liturgy, and ongoing faith development.

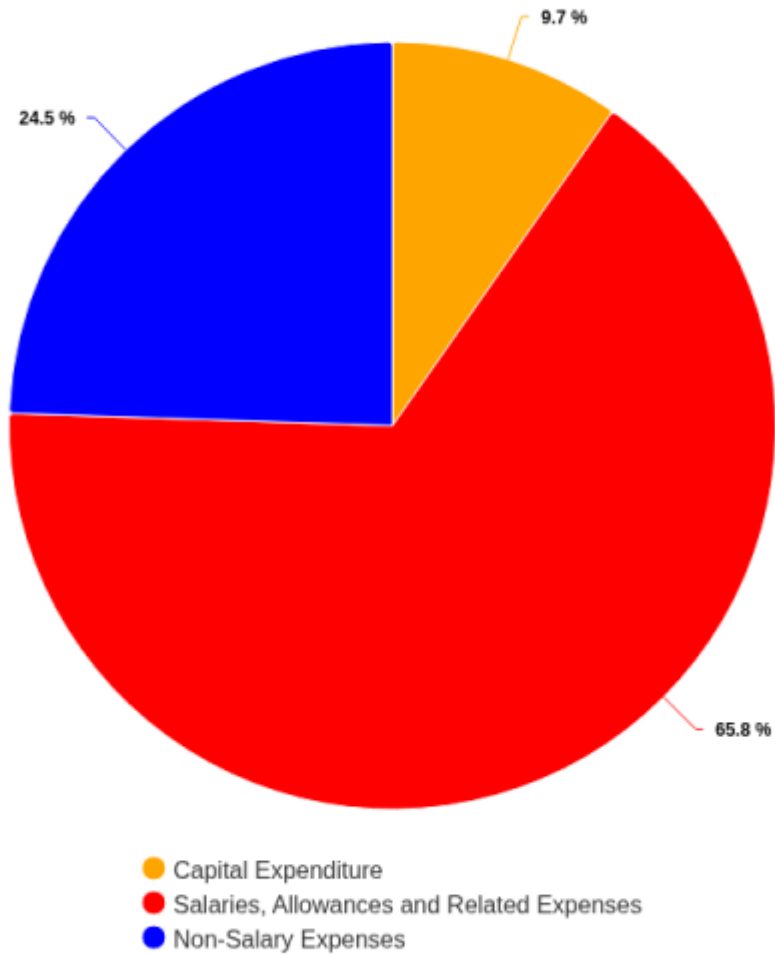
Key areas identified for growth include increasing opportunities to embed Catholic Schools Broken Bay and the school's values more deeply into everyday practice, as well as strengthening relational trust among staff and colleagues. There is also a clear desire to place a greater emphasis on staff wellbeing and to expand classroom support, resources, and professional learning.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT