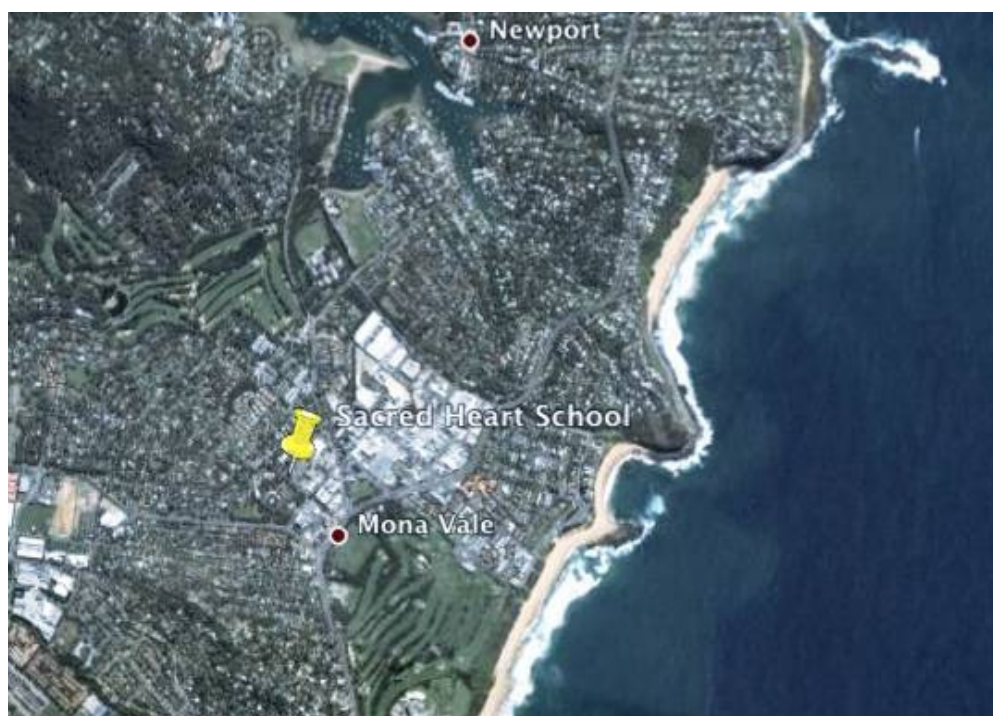


Sacred Heart Catholic Primary School Mona Vale

2010 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

This annual report is available to the Sacred Heart community and the wider community in order to highlight the school's priorities, successes and challenges for the past year while celebrating the achievements as a Catholic faith community committed to living as Disciples of Christ.

The school's philosophy and purpose stem from the Good Samaritan heritage of Sacred Heart. The school was founded by the Good Samaritan Sisters at the bequest of Father Keenan in the 1960's.

The school mission statement is:

Celebrating each person
Journeying with compassion
Acting with justice
Striving for excellence
Seeking balance

The special initiatives for 2010 were the Professional development project Leaders Transforming Learners and Learning and the Building the Education Revolution construction program.

1.2 Message from the Parent Body

The Parents and Friends Association (P&F) work very closely with the Principal and school to support the students at Sacred Heart. We have found the best way we can do that is to focus all our activities on building community. Together with the school we chose focus activities to enhance our community and to support the school with fund raising. In 2010 we restructured the way social events and fundraisers were organised within the school in order to balance the workload and the opportunities to connect with the school. Many successful events were held and funds were raised that enabled us to ensure that all classrooms have Interactive Whiteboards and laptop computers.

1.3 Message from the Student Body

2010 has been a year of initiatives for the students of Sacred Heart. Year Six displayed strong leadership skills and continued to support the growth of the Planet Green Team. The students applied for and won many grants to install a vegetable garden where students can learn about and see vegetables growing. They initiated an Earth Hour Liturgy held on the evening of Earth Hour and invited students and parishioners to attend. Andrew Chin held an evening concert where all students attended and performed with Andrew. The students enjoyed the addition of a cubby house and sand pit to the playground.



2. School Profile

Sacred Heart Catholic Primary School, Mona Vale is situated on the Northern Beaches of Sydney. The school is part of the Pittwater Parish. At Sacred Heart Catholic Primary School we have been given the ministry of educating children in their faith in the context of the NSW Board of Studies mandated courses.

Sacred Heart is a co-educational primary school with children from Kindergarten to Year 6. We currently have fifteen classes. Sacred Heart is well respected in the area as a nurturing community and as a school with a focus on academic achievement.

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
232	187	93	6	419

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

[†]Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
33	0	0	33

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 93%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 95%.



2.5 Teacher Satisfaction

All teachers at Sacred Heart participate enthusiastically in Professional Learning. The teachers report that they feel supported by time allocations for planning, professional development and the budget. Teachers at Sacred Heart all hold further responsibilities as well as their classroom duties. They run debating, Planet Green, Social Justice initiatives, drama workshops and a variety of other responsibilities. Teachers at Sacred Heart are offered many leadership opportunities and many are willing to take on the challenge of further leadership.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	96
2	95
3	95
4	95
5	95
6	95

The average student attendance rate for 2010 was 95%.

Management of 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 Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.



Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office (CSO) monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

Student satisfaction at Sacred Heart is measured through the Student Wellbeing Surveys and the Bullying Surveys. The children in all classes report that they feel safe, well liked by their teachers and that they have someone who will listen to them. The anti-bullying surveys are conducted regularly and they show that bullying behaviour has reduced on the playground and in class. The children feel that where bullying has taken place it has been addressed and dealt with in an appropriate fashion. The children felt that the building program was well managed so that the construction did not impact greatly on their playground space.



3. Catholic Life and Mission

There has been an increase in the number of Catholics attending the school. Currently 96.38% of the students in the school are Catholic. There have been many efforts to connect with Catholic families and to maximise their participation through the school especially at the 2011 orientation evenings. Co-curricular activities are aimed at further evangelising, catechising and nourishing the student's spiritual life eg Minnie Vinnies, meditation throughout the school and joint parish and school liturgies.

3.1 Catholic Heritage

Sacred Heart Catholic Parish, Mona Vale was inaugurated in 1960. In 1965 Sacred Heart Catholic School was officially blessed and opened and staffed by Sisters of the Good Samaritan Order. The school exists to educate and form students in Catholic discipleship. More about the school and its history can be found on our school website: www.shmvdbb.catholic.edu.au

3.2 Religious Life of the School

An active liturgical life is encouraged through regular classroom prayer, liturgies and celebrations of Feast Days. Classes also celebrated with the parish at weekly Masses, parish class Masses and the seniors instigated a combined parish and school Earth Hour liturgy this year. Sacramental preparation was undertaken in tandem with the parish sacramental program. The school has joined with the parish and contributes funds to the parish and school in Soibada, East Timor. The parish held its first parish fete this year in the Sacred Heart school grounds.

3.3 Catholic Worldview

In keeping with the gospel values and our Catholic Worldview, the school community was provided with opportunities to engage in outreach activities and social justice issues in the wider community:

- Overseas missionary activities were supported through Project Compassion and throughout Mission Month;
- The students reached out to those in our local community through contributions of goods to the Christmas Hampers;
- Guest speakers from missions in Peru promoted the mission work undertaken in overseas countries.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the Professional Requirements for the Accreditation of Teachers of Religious Education which is implemented by all systemic schools in the Diocese.

This year the staff focus was on well-being and spirituality. The staff were led on a staff day where they explored ways to meditate and be still in order to find God. They were provided with resources to use with their students in class.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office (CSO).

4.2 School Implementation of Diocesan Policy

The school has developed an Anti-Bullying policy and has extensive Pastoral Care policies and procedures that are aligned with the Diocesan policy. The school follows Positive Behaviour for Learning procedures (PBL). The school rules are explicitly taught, data is kept on all behaviour at the school in order to be able to respond to concerns by students, teachers or parents. This enables the PBL team to see if there are places or times where changes need to be made or students who need extra support.

4.3 Pastoral Care of Families

There is a support network through the P&F and class parents in order to give assistance to carers and parents. Access is available to the school counsellor when needed and parents are invited to parent forums held by the CSO on a variety of parenting topics throughout the year. The Principal and Assistant Principal are always available for one on one support with parenting, referrals and behaviour issues.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

The areas of focus for 2010 have been literacy and numeracy. In both areas a plan has been devised and implemented, NAPLAN data has been analysed and tracking of students' learning continued. The staff have a commitment to increasing the learning gains for all students through consistent practices across grades based on the research into current best practice. A whole school focus on literacy and mathematics has begun and will continue into 2011.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this 2010. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- 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.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 57 students in Year 3 and 45 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).



Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	0	4	9	16	21	51	100
Writing	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	0	0	16	33	51	100
Spelling	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	0	0	7	26	37	30	100
Gr. & Punct.	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	0	0	7	18	35	40	100
Numeracy	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	0	2	11	25	39	25	100

Consistent with past years, the performance of Year 3 students in Bands 5 and 6 was significantly higher than both the state and national results in all areas. We are pleased about the larger number of students in Band 6 in Reading, Grammar and Punctuation. It should be noted that in Spelling a larger than expected number of students achieved Band 4, subsequently reducing the number of students in Band 5. It is our aim to identify the cause of this and develop programs to remediate this situation for these students.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	2	11	24	11	29	22	100
Writing	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	0	0	13	53	22	11	100
Spelling	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	0	13	27	33	24	2	100
Gr. & Punct.	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	0	4	18	31	33	13	100
Numeracy	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	0	4	33	42	18	2	100

Consistent with past years the performance of Year 5 students in Bands 7 and 8 was higher than both the state and national scores. A distinct increase in the proportion of students attaining Bands 7 and 8 in Grammar and Punctuation is to be celebrated. It should be noted that in Numeracy a larger than expected number of students achieved Band 5 and 6 which reduced the number of students in Band 7 and 8. Numeracy has been the focus of professional development and we expect those scores to rise significantly over the next few years as our differentiated program takes effect.



5.3 Extra Curricula Activities

Extracurricular activities at Sacred Heart include band, drama, piano, chess and debating. Sacred Heart's debating team was very successful this year coming second in the Peninsula debating competition.

5.4 Professional Learning

The average expenditure on professional learning, per teacher, in 2010 was \$2000.

Staff professional learning for 2010 included:

- Mathematics interviews for all children were conducted and planning with teachers began in order to differentiate mathematics.
- An early literacy focus was begun to assist teachers to cater for the needs of all students.
- Professional development in Information Technology has been provided for staff in the use of interactive whiteboards. Some staff have begun to use blogs to connect with other learners and to share their learning with a wider community.



6. Strategic Initiatives

6.1 2010 Priorities and Achievements

- Interviews in mathematics have been introduced across the school as a diagnostic tool.
- Professional Learning for staff in indicators of learning in mathematics has been very successful. Class teachers have all introduced differentiated mathematics groups to their teaching.
- Participation in the Leaders Transforming Learners and Learning (LTLL) project in partnership with CSO Broken Bay and the Australian Catholic University (ACU). The formation of professional learning teams and the promotion of leaders of learning has resulted.
- The K-2 teachers strengthened their knowledge of assessment for learning in Literacy in the younger years.

6.2 2011 Priorities and Challenges

- Continue to monitor and evaluate the mathematics program and progress made by the students.
- Continue to work in learning teams and to set specific goals for each team to work towards.
- Finalise and report on the LTLL project to CSO Broken Bay and ACU



7. Parent Participation

7.1 Introduction

Parents are an integral part of the Sacred Heart community. They have an active involvement in the life of Sacred Heart Catholic School.

Activities in which parents are involved:

- Parents help with morning literacy blocks/reading; class parents
- Uniform shop
- Canteen
- Book Club
- Barbecues
- Library, shelving, covering at home, book fair
- Reading programme - special needs
- Sacramental program
- Parish family masses/class liturgies
- Band
- Parent social events (year dinners)
- Book fairs
- Parent helpers at sport events, e.g. judges, coaches
- Parents helping on excursions, e.g. chess competition, zoo
- Parents helping with design and make tasks in some stages.

7.2 Parent Satisfaction

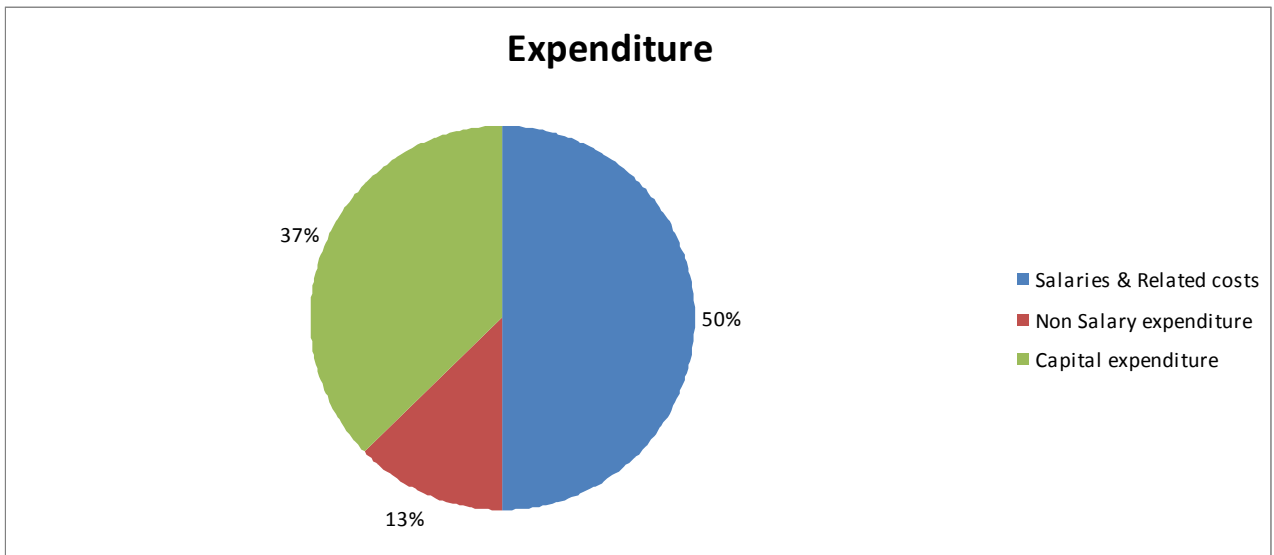
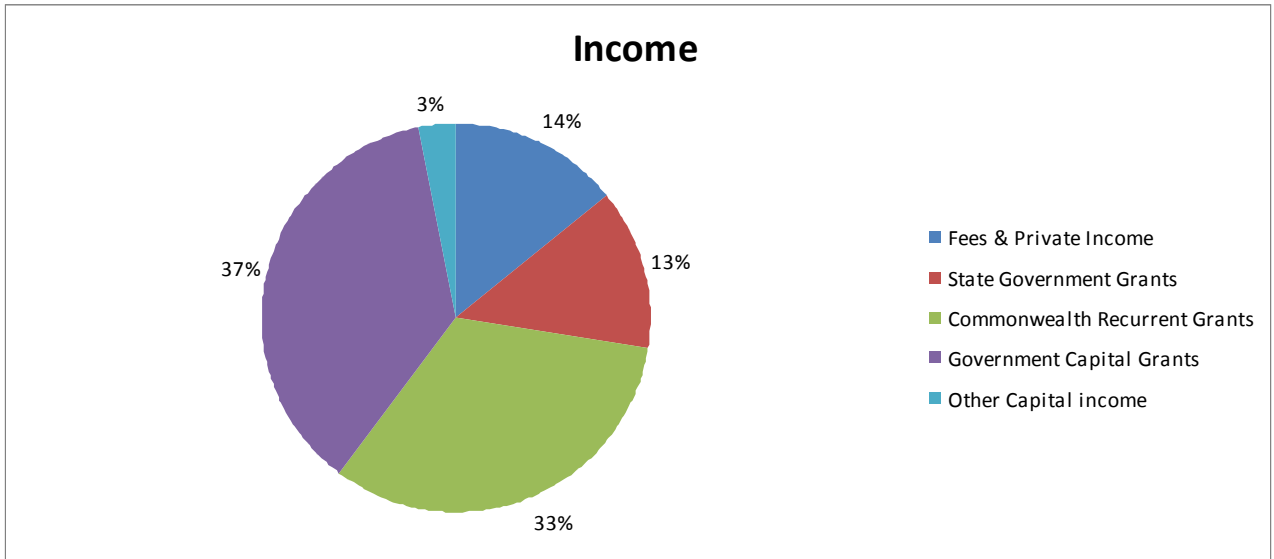
Parent satisfaction has been gauged by:

- active parent participation in all school activities
- many parents volunteering to assist in the classroom
- most parents attending school information meetings
- all parents attending parent teacher interviews
- many parents attending parish family masses
- many parents attending and assisting with athletics, swimming, cross country carnivals and gala days
- many parents attending school liturgies and assemblies.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Anne Duncan.