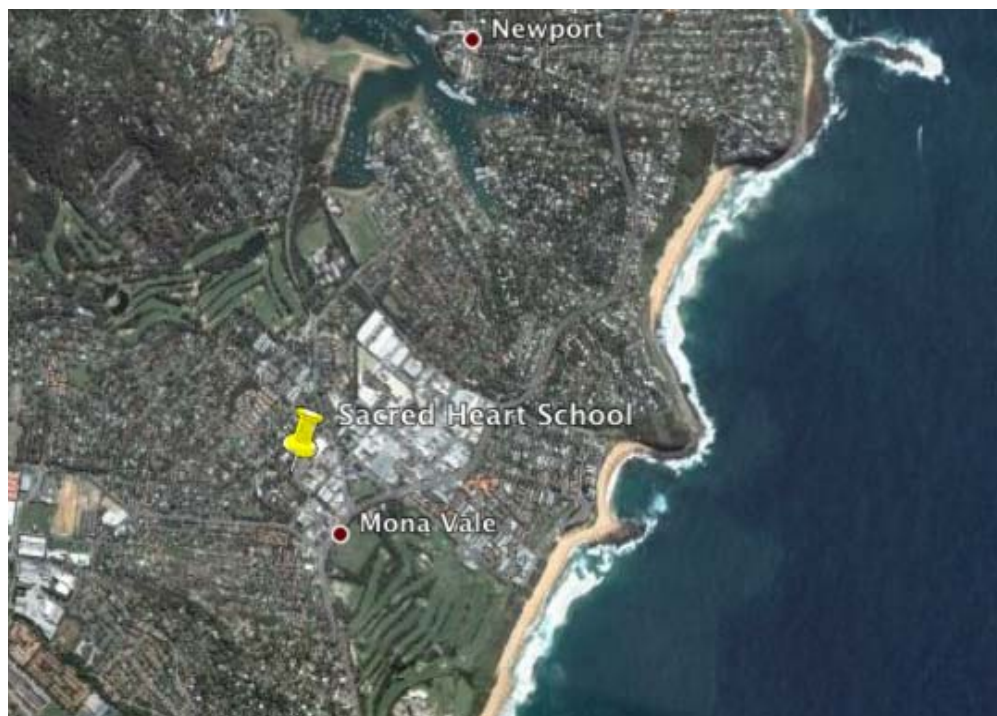




Sacred Heart Catholic Primary School Mona Vale

2009 Annual Report



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1. Message from Key Groups in 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 Sacred Heart'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 2009 the school community developed, in consultation with students, teachers and parents, a new Mission Statement that is grounded in the Catholic and Good Samaritan values:

United as a faith community

Celebrating each person

Journeying with compassion

Acting with justice

Striving for excellence

Seeking Balance

Our most significant celebration and body of work this year was the production of The Wizard of Oz. Over a thousand people appreciated the play performed by all students at the school.

1.2 Message from the Parent Body

The Parents' and Friends' Association (P&F) works 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 fundraising. Our social events were well attended. At the end of the year we restructured the way social events and fundraisers were organised within the school in order to offer as many opportunities for parents and friends to support the school and the students of Sacred Heart. This year we have worked with the Principal and the Catholic Schools Office in making decisions regarding the Commonwealth Government's Building the Education Revolution building program expenditure.

1.3 Message from the Student Body

This year has been so much fun! All students were involved in the biggest musical the school has ever produced. The Wizard of Oz was amazing. An inspirational songwriter also performed at a concert for the whole school. This year Sacred Heart won the Peninsula Swimming Carnival and the Peninsula debating and we performed well at the Peninsula Athletics Carnival as well.

We had a great time learning with our inspiring teachers, particularly how to use our new interactive whiteboards.



2. School Profile

2.1 Introduction

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 we have been given the ministry of educating children in their faith in the context of the NSW Board of Studies mandated curriculum.

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.

2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
223	172	87	2	395

*Language background other than English

2.3 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.

2.4 Staff Profile

The NSW government requires that this report details 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
30	0	0	30

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.



2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 91.3%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 83.3%.

2.6 Teacher Satisfaction

This year teachers took part in a reflective and goal setting process with the Principal. All teachers report that they are satisfied with the level of support, professional development and resourcing at Sacred Heart. Many teachers undertook professional development in their own time, at weekends and after school.

2.7 Student Attendance

YEAR	Average student attendance rate (%)
K	90
1	93
2	96
3	95
4	95
5	96
6	96

The average student attendance rate for the whole school for 2009 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 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.

2.8 Student Satisfaction

Students report that they feel happy and safe at school and that any issues they have are handled proactively by teachers. Student surveys show that the students are aware of what bullying is and are happy with the way any issues are dealt with in the school. They feel that they are acknowledged in a positive way for what they do in class and at school.



3. Catholic Life and Mission

3.1 Catholic Heritage

Sacred Heart Catholic Parish, Mona Vale was inaugurated in 1960. In 1965 Sacred Heart Catholic Primary 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.

3.2 Religious Life of the School

An active liturgical life was encouraged through regular classroom prayer, liturgies and celebrations of Feast Days. Classes also celebrated with the parish at weekly masses. Sacramental preparation was undertaken in tandem with the parish sacramental program.

3.3 The School in the Life of the Parish and the Diocese

Each grade was involved with participating in and organising a Saturday parish family mass each month. Staff attended the Diocesan Schools Staff Mass at Waitara. Year 6 students attended the cluster Leadership Mass at Forestville. School representatives (the Liturgy/Social Justice team and Mini Vinnies team) and parents attended the annual Mission Mass. The Mini Vinnies group continued to promote social justice and link with parish initiatives. The school organised and hosted the Christmas Eve celebrations.

3.4 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 by raising funds for the bushfire victims and through contributions of goods to the Christmas Hampers.
- Guest speakers promoted the mission work undertaken in overseas countries.

3.5 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.

Staff participated in a Staff Development Day on the Eucharist led by our Parish Priest and some staff became Ministers of the Eucharist after training with our Parish Priest.



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.

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 (PBL) procedures. The school rules are explicitly taught and 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 Catholic Schools Office on a variety of parenting topics throughout the year. The Principal is 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 Catholic Schools Office 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 Catholic Schools Office 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 2009 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 spelling and mathematics has begun and will continue to 2010.

5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy. Several points should be noted when reading the following table:

- **In Year 3** students in Band 1 are working below the national minimum standard. Students in Band 2 are working at the national minimum standard. Students in Bands 3 – 6 are working above the national minimum standard.
- **In Year 5** students in Band 3 are working below the national minimum standard. Students in Band 4 are working at the national minimum standard. Students in Bands 5 – 8 are working above the national minimum standard.
- In the 2009 cohort, there were 76 students in Year 3 and 55 students in Year 5.
- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.

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 outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.



Band Distributions (%) – Year 3

			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	2009	School	0	1	5	22	26	46	100
		State	3	9	17	22	21	26	96
		National	4	11	18	23	20	22	94
	2008	School	0	6	17	13	35	29	100
		State	4	10	17	24	23	21	95
		National	6	12	18	23	22	18	93
Writing	2009	School	0	0	3	20	38	39	100
		State	2	5	13	29	32	19	97
		National	3	6	15	30	29	16	96
	2008	School	0	0	6	23	46	25	100
		State	2	5	13	28	31	22	98
		National	3	6	16	29	27	17	95
Spelling	2009	School	0	1	7	24	39	28	100
		State	4	7	16	24	23	25	95
		National	6	9	19	25	20	19	92
	2008	School	0	4	10	48	15	23	100
		State	3	7	16	26	25	22	96
		National	6	10	19	26	22	16	93
Grammar & Punctuation	2009	School	0	1	1	18	42	38	100
		State	4	8	13	21	24	30	95
		National	6	9	14	21	23	26	93
	2008	School	0	2	19	29	12	38	100
		State	4	9	16	24	24	23	95
		National	7	11	17	23	21	19	91
Numeracy	2009	School	0	7	19	18	36	20	100
		State	3	10	20	27	22	16	96
		National	4	12	23	27	20	12	94
	2008	School	0	4	14	31	35	16	100
		State	2	9	20	28	23	17	97
		National	3	11	23	28	21	12	95

The 2009 Year 3 data shows the gains made through our professional development in literacy (writing and reading program). The data also indicates why we have chosen a focus on spelling and numeracy for the following year.



Band Distributions (%) – Year 5

			Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	2009	School	0	7	11	17	37	28	100
		State	5	12	19	25	22	15	94
		National	7	13	21	25	21	13	92
	2008	School	3	5	28	33	23	10	97
		State	6	12	23	26	20	12	94
		National	8	14	24	26	18	9	91
Writing	2009	School	0	0	19	39	26	17	100
		State	4	10	26	33	19	8	95
		National	6	12	27	31	17	7	93
	2008	School	3	0	18	48	18	15	97
		State	4	10	24	31	20	9	95
		National	6	12	25	29	18	8	92
Spelling	2009	School	2	2	15	41	22	19	98
		State	4	10	22	26	21	15	95
		National	6	13	26	26	18	10	92
	2008	School	3	0	20	43	35	0	97
		State	5	10	22	29	22	12	95
		National	7	13	25	28	18	8	92
Grammar & Punctuation	2009	School	4	0	6	31	39	20	96
		State	5	10	18	25	22	19	94
		National	6	11	20	26	21	15	92
	2008	School	3	0	20	43	15	20	97
		State	5	10	20	26	21	16	94
		National	7	11	21	26	20	13	91
Numeracy	2009	School	0	6	24	30	30	11	100
		State	3	11	24	28	19	14	96
		National	4	14	27	28	17	8	94
	2008	School	3	5	35	40	10	8	97
		State	5	15	26	26	17	10	94
		National	6	17	29	26	14	7	93

The 2009 Year 5 data shows the gains made through our professional development in literacy (writing and reading program). The data also indicates why we have chosen a focus on numeracy for the following year.

5.3 Extracurricular Activities

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

5.4 Professional Learning

Staff professional learning for 2009 included:

- Literacy support for teachers focused on developing a scope and sequence for spelling and mentoring for the Assistant Principal to enable her to sustain an ongoing support role for teachers, especially in the area of spelling.
- Numeracy meetings were held with staff from Sacred Heart and the three local Catholic schools.
- Focused planning meetings were held each term with all grade teachers participating.



6. Strategic Initiatives

6.1 2009 Priorities and Achievements

NAPLAN data was examined and used to inform the direction of professional learning in literacy and numeracy.

In 2009 the leadership team created a professional learning model for staff using mentors and teacher leaders. This helped all staff and the leadership team to see themselves as leaders of learning. Through the leadership of the team, the school has:

- introduced the Positive Behaviour for Learning program across the whole school
- critically reflected on spelling practices within the school and created a scope and sequence linked with spelling strategies that cater more fully for the different range of learning styles
- critically reflected on practices in mathematics within the school through combined staff meetings with other schools
- reflected and reduced assessment practices within the school to a more manageable level and has begun to focus on using assessment practices for learning
- inducted the new special needs teacher who has become a valuable part of the school team
- reviewed the school vision and mission in consultation with the community.

6.2 2010 Priorities and Challenges

- Induction of the new Assistant Principal
- Introduction of the clinical interview in mathematics across the school as a diagnostic tool.
- Professional learning for staff in growth points in mathematics
- Continued growth in literacy
- Participation in the Leaders Transforming Learners and Learning (LTLL) project in partnership with the Catholic Schools Office and the Australian Catholic University.



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 Primary School.

Activities in which parents are involved:

- Help with morning literacy blocks/reading; class parents
- Uniform shop
- Canteen
- Book Club
- Walk-a-thon
- Barbecues
- Library, shelving, book covering at home, book fair
- Reading program - special needs
- Sacramental program
- Parish family masses/class liturgies
- Band
- Parent social events (year dinners)
- Book fairs
- Help at sport events (judges, coaches)
- Help at excursions (chess competition, zoo)
- Help 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
- open forums
- parent groups meeting with the Principal.



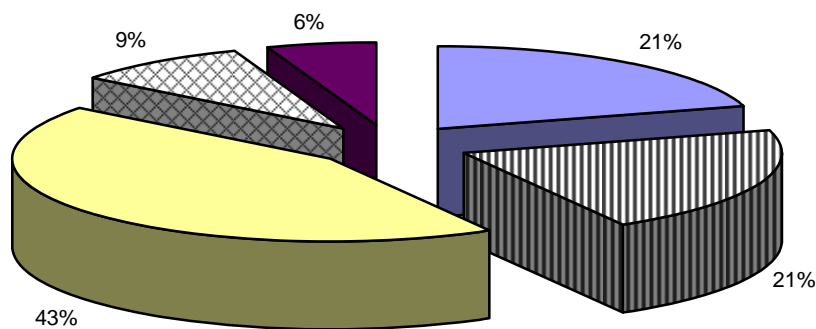
8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

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>

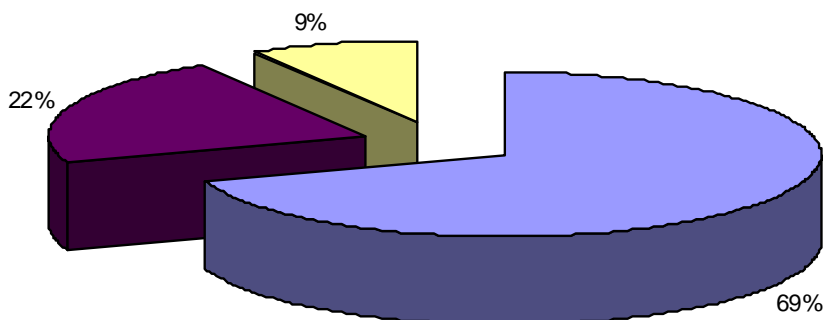
Income

- Fees and Other Private Income
- State Government Funds
- Commonwealth Recurrent Grants
- Government capital Grants
- Other Capital Income



Expenditure

- Salaries, Allowances and Related Costs
- Non salary Expenses
- Capital Expenditure



The contents of this annual report have been validated by the Schools Consultant, Michelle Smith.