

Sacred Heart Catholic Primary School, Mona Vale

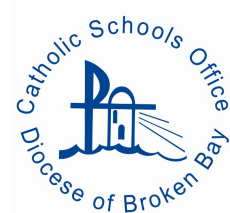
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ABOUT THIS REPORT

Sacred Heart Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

The purpose of this school report is to share with the wider community the profile of the school, curriculum initiatives, student performance, school improvement and community satisfaction with the school.

2016 has been a year of visioning for the future. 21st-century learning has been at the forefront of school plans and a focus for student learning. Students have been engaged in learning that develops critical thinking skills, collaboration and creative problem-solving in a Catholic school environment.

Student performance in NAPLAN has highlighted the effectiveness of school improvement plans in Mathematics and Writing. The efficacy of Pastoral Care initiatives regarding student wellbeing, intertwined with a focus on the core values of respect, compassion, justice and service, have also been a result of strategic school improvement plans.

Finally, it has been an excellent year for debating, public speaking and sporting results, students representing at school, cluster, diocesan and state levels.

Parent Body Message

It has been a dynamic year with lots of fun along the way that has included children, families and staff as well as the wider community. At Sacred Heart school we pride ourselves on encouraging and supporting a parent community that is engaged with their child's learning. In an age where so many families are working and/or involved in after-school activities with their children, it's not always possible to find the 'one more thing' that you can do to be engaged with your child's learning so we truly value what parents do. We have had events over the year that included a Parent's Golf Day, Children's Fun Day, Mother's Day Breakfast, Father's Day Breakfast, Grandparent's Morning Tea as well as a very successful Parent's 80's Dinner Dance.

This last event brought together parents, staff and Parish in what was a night of true Sacred Heart spirit. It was enjoyable to see everyone kick up their heels (or roller skates) in what was a night of laughter and joy!

For these events to occur a dedicated team of parent helpers was required so a heartfelt thank you is very much deserved, thank you also to the staff at Sacred Heart for their ongoing support!

Student Body Message

Sacred Heart school is welcoming and intriguing and also provides many opportunities to achieve the goals that the school sets. At the school, there are many clubs and facilities that help students to improve their wellbeing. The toy shed is one great idea which the students love. Children also have a wide selection of lunchtime clubs such as, debating club, choir, knitting club and chess which are popular lunchtime activity choices. All the students enjoy the variety of sporting carnivals and sporting opportunities available at Sacred Heart. Everyone enjoys these

days because they have some fun and compete against different students and schools, it's a great chance to learn that winning isn't everything. All the children love the teachers because they are caring and genuine. At Sacred Heart everyone lives, loves and learns along the core values of compassion, justice, respect and service of self, others and the environment. Sacred Heart is wonderful in providing to the students many incredible learning opportunities and everyone loves coming to school each day.

SECTION TWO: SCHOOL FEATURES

School Features

Sacred Heart Catholic Primary School Mona Vale, is a Catholic systemic co-educational school.

Sacred Heart Catholic Primary School Mona Vale is one of three Catholic schools in the Parish of Pittwater, on the Northern Beaches of Sydney, in the Diocese of Broken Bay.

The traditions at Sacred Heart are sourced from its Good Samaritan heritage. The school, established in 1965, has consistently been a place of welcome and worship with a strong partnership between school, parish and the parent body.

The school commenced with only 36 students in Kindergarten and year 1 and has grown over the years to an enrolment of over 400 students. As well as students who live in Mona Vale, students travel from the neighbouring suburbs of Warriewood, Bayview, Church Point, Newport and Terry Hills. There are 15 classes of students at Sacred Heart, two grade groups for each year of primary education from Kindergarten to Year six, as well as a satellite class from Aspect Vern Barnett School, Forestville.

2016 Highlights/Achievements

- Northern Beaches Catholic Schools Debating Champions
- Finalist Diocese of Broken Bay Public Speaking Competition
- NAPLAN- percentage of Year 3 and Year 5 students in the top 2 bands significantly higher than the national average.
- NSWCCPS Netball Championships Runners up
- Manly Warringah Basketball Boys Champions
- Manly Warringah Basketball Girls Champions
- PLCCS AFL Winner
- PLCCS Rugby League Champions
- Representatives in NSW in Touch Football
- Representatives in Polding Touch Football, Cross Country and Athletics
- Representatives in Broken Bay Basketball, Athletics and Swimming

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
220	181	108	401

* Language Background Other than English

Enrolments continue to be stable at Sacred Heart. The kindergarten class for 2016 had a large number of sibling enrolments which impacted the number of places available for new families. The majority of Year 6 students continue to accept enrolment to Mater Maria College, Warriewood for high school

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 92.20 %. 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
92 %	93 %	90 %	94 %	92 %	93 %	92 %

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 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 CSO 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. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
25	10	35

* This number includes 15 full-time teachers and 10 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	25
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Year of Mercy
Day 2	History and Geography Australian Curriculum
Day 3	Vision for Learning Google Docs

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences 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 and making the world a better place.

In 2016 students and staff expressed and gave witness to their Catholic identity in various ways. The school has continued to strive to form strong partnerships in the local Northern Beaches community and the broader community including Soibada in Timor-Leste.

Each year-group focussed on a social justice initiative where there was an element of either education about the needs of their particular community, providing goods for the community or fundraising for their specified community. Some of these communities were assisted through St Vincent de Paul, Caritas Australia and Catholic Mission.

Yr 6 - Rice Day and sleep out for St Vincent de Paul

Yr 5 - visiting George Mockler House for the elderly

Yr 4 - Crazy Sock Day for Catholic Mission

Yr 3 - Bishop Art Prize-awareness raising for Year of Mercy

Yr 2 - Water Carrying for Caritas

Yr 1 and Kinder - Christmas Hamper Appeal

2016 was a year where the school began to integrate the part of the school's Mission and Vision statement where students are invited to 'journey with compassion' into the school rules and values. Specific behaviour expectations were written to be articulated each morning at the school assembly in Term 3 regarding how a person can behave as one who is compassionate to another.

The school's Mission and Vision statement also refers to our students as developing into young

people who act with justice. As with the value of compassion, expectations were written encouraging children to show justice to others.

Our foray into Challenge Based Learning in the disciplines of History, English and Geography has also supported our Vision and Mission of becoming active participants in our world, seeing what needs to be done and doing it. Students have been encouraged not to be just users in society but contributors to society. Just as our Catholic faith calls us to be people of action, our key learning areas are also leading us to action.

In 2016, a Core Values system was initiated at Sacred Heart, Mona Vale. The Good Samaritan values of Respect, Compassion, Justice and Service were introduced, with one value per term being a focus. The School Rules are Respect and Compassion for Self, Others and the Environment, Show Justice for Self, Others and the Environment and Be of Service to Others and in the Environment. A matrix of behaviours that are expected of students was jointly constructed by staff and explicit lesson plans to teach those expectations have been created. The current term's Core Value and School Rule as well as the weekly behavioural expectation, such as "Listen when others are Speaking", "Let others Learn" and "Give to the Poor" are shared each day at morning assembly and explored in class.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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.

The steady increase of students placed in the top literacy bands in NAPLAN, reflects the ongoing Professional Learning undertaken by the teachers coupled with the ongoing use of "High Yield" strategies such as Learning Walks, Coaching Data Walls and Collaborative Analysis of Student Learning (CASL) meetings. Conferences, stage meetings, twilight and whole day workshops supplement weekly professional learning meetings.

Within the context of school improvement considerations have been given to the improvement, sustainability and school capacity of special education in the current climate of inclusive education. Teaching and learning adjustments were made to programs for students with learning needs and individual profiles compiled for students, validated with learning difficulties, to ensure equal access of opportunity to the curriculum for all students.

The school continued a whole school mathematics homework program focusing on the Counting and Place Value domains. Yearly Mathematical Assessment Interviews (MAIs) allowed the tracking of all students mathematical progress through their individual growth points in each mathematical domain.

In 2016 the "Little Einstein's" was formed as a group of high achieving like-minded students to be a part of a variety of inspiring and challenging experiences. Throughout this year the students entered into local competitions, courses and interest groups that presented themselves within our unique community. Chess, checkers, coding workshops and guest speakers were highlights for the Little Einstein's this year.

"Wonder World" was opened at Sacred Heart this year providing a space adjacent to the main playground for quieter activities. The initiative allowed students to use creative play materials to explore their imaginations, a fairy garden, animal and dinosaur worlds, puzzles and construction blocks, maps for cars, gardening pots and acrylic railings for drawing and writing using whiteboard markers are some of the attractions at Wonder World.

Challenge Based Learning (CBL) is an efficient and effective framework for learning at Sacred Heart while solving real-world Challenges. The framework is collaborative and hands-on, asking our students to identify big ideas, ask good questions, identify and solve challenges, gain deep subject area knowledge, develop 21st-century skills and share their experience with the world.

The CBL framework is divided into three interconnected phases: Engage, Investigate and Act. Supporting the entire process is an ongoing process of documentation, reflection and sharing. Some of the challenges our students have been involved in include raising awareness of homelessness in our local community.

SECTION SEVEN: 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	56.14 %	52.50 %	1.75 %	9.60 %
	Reading	73.68 %	49.40 %	3.51 %	11.50 %
	Writing	61.40 %	48.80 %	3.51 %	6.20 %
	Spelling	57.89 %	46.40 %	7.02 %	12.40 %
	Numeracy	66.67 %	35.60 %	1.75 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	59.65 %	36.30 %	0.00 %	15.00 %
	Reading	52.63 %	35.30 %	1.75 %	15.50 %
	Writing	31.58 %	17.20 %	5.26 %	18.10 %
	Spelling	43.86 %	29.80 %	1.75 %	17.20 %
	Numeracy	50.00 %	28.30 %	3.57 %	16.50 %

NAPLAN Comments

In both Year 3 and Year 5, the percentage of students placed in the top 2 bands in all NAPLAN

areas was significantly higher than the national average.

Year 5:

Our whole school literacy focus on writing continued with an emphasis to extend the students in the top 2 bands; although the percentage decreased from 50% in 2015 to 32%, the percentage of students in the top 2 bands has grown compared with 2013: 25% and 2014: 16.7%. Year 5 students exceeded both the State and Diocesan results in the top 3 bands for writing. Students in the lower 2 bands increased this year at 5% compared to 2015 2%, however, there was a lower percentage of students compared to the average State and Diocesan figures.

Numeracy - *All students* in Year 5 had positive growth in 2016. Our ongoing focus on extending the more able students resulted in a large percentage of students in the top 2 bands exceeding their expected growth (2014: 41%, 2016: 50%).

Year 3:

Literacy – 61.4% of the Year 3 students were placed in the top 2 bands for writing compared to 67.4% in 2015. It is noted that our Year 3 results remained slightly below the Diocesan level in the Reading and more significantly in the Spelling and Grammar / Punctuation domains for 2016. The School Improvement Plan for 2017 will see a focus in these areas of Literacy.

Numeracy – There were two Middle Years EMU groups working with vulnerable Year 3 students in 2016. 0% of students were in Band 1 and only 1 Year 3 student was in Band 2. The EMU intervention program will continue to work for this cohort implementing strategies throughout the teachers' class programs. The percentage of Year 3 students in the top 2 bands for numeracy increased from 41.3% (2015) to 66.7% in 2016. There will be a focus on professional learning in stages based on the Early and Middle Years EMU program.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies 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 (2011) (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 pre-requisite 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. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Anti-Bullying Policy

The School's Anti-Bullying Policy is 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 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 [CSO website](#) or by contacting the CSO.

Complaints and Grievances 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 [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

Pastoral care initiatives at Sacred Heart were incorporated as part of the whole school focus on Wellbeing. In 2016, the principles of the 'Positive Behaviours for Learning' and 'KidsMatter' programs were maintained within a whole school wellbeing approach.

Wellbeing surveys were completed by students in Years 3-6 twice throughout the year, with surveys also introduced for K-2 in 2016. Data gathered from the surveys was very positive and showed a marked decrease in friendship issues and bullying incidents compared to previous years. Wellbeing initiatives were instituted as a response to the survey data. Initiatives that focus on positive relationships and self-management such as Martial Methods, Lunch Clubs, Respectful Relationships Groups, Friendship Lunches, Circle time, the Toy Shed and Wonderland have contributed to positive personal and playground interactions in 2016.

All four components of the KidsMatter Mental Health and Wellbeing framework have been consolidated this year with a focus on Social and Emotional Learning during staff professional learning. Wellbeing Week each term has continued for staff and students and activities included wellbeing activities in class such as meditation and theme-based story telling, friendship lunches, a homework and meeting free week, staff social activities, prayer sessions and meditation and use of the Bucket Fillers philosophy to encourage kindness.

A focus on student health was a highlight this year with students participating in NSW Health initiatives, the Big Crunch and Fruit and Veg month during September. Happy Hat Points was instituted as a means to encourage students to wear hats during play periods.

Respectful Relationships, a K-6 peer support program, was successfully implemented in Term 4. Students in vertical groupings met weekly to explore using their personal strengths to build a growth mindset, as well as being grateful.

The Kindergarten and Year 6 Buddy program assisted in settling the younger students into school routines and throughout the year, and provided playground support and friendship.

Additionally, Little Hearts Story Time has been introduced to welcome 2017 Kindergarten students to school. A parent buddy program – Big Hearts Buddy Program - has also been introduced for parents of 2017 Kindergarten students to provide support and encourage introductions between families new to the school.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

In 2016 we continued to articulate and strive towards developing students who were creative problem solvers, confident, critical thinkers and collaborative learners in our Catholic community. All classes explored learning through iPads, iPods, tablets, laptops, digital cameras and interactive whiteboards. Classrooms showcased a variety of questioning skills, creative and critical thinking skills, higher order thinking skills and rich tasks. Assessment data informed a mathematics focus for school improvement. Parents were engaged with student work through the introduction of a mathematics homework tasks, specifically for the area of counting. The EMU program, not only assisted infants specialist groups, but also primary groups of students. The individual learning needs of students were met as school improvement focussed on higher achievers being identified and catered for with activities such as The Little Einstein's Club, Library Research Groups, Writing Group and Coding Club.

Priority Key Improvements for Next Year

Throughout 2017 we will continue our journey into 21st Century Learning initiatives. Our focus will be on learning needs identified from assessments such as NAPLAN, PAT, and AGAT namely, spelling, reading comprehension and place value. The need for technology to support our C21st learning initiatives will result in a BYODD program for years 4, 5, and 6.

Student and staff liturgies will be expanded as we work with the parish on a "Year of Compassion". The theme of compassion will also be explored as we review expectations of behaviour and our school rule linked to the core value of compassion.

There were improvements in student behaviour in 2016, with less long time-outs given as evidenced in data reported at the Term Wellbeing meetings but student behaviour will continue to be a priority. Social emotional learning strategies will be implemented and circle time explored.

There are a number of renovations scheduled for 2017. These include a modern learning space for year 6 with interconnected doors and new furniture, a more welcoming front foyer which is safe and secure for students and a renovated hygienic and clean toilet block

SECTION TEN: 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

Parent satisfaction, evidenced by enrolment numbers, attendance at school events and parent forums was satisfactory. Sacred Heart Catholic School continues to have a positive profile in the community with a constant number of new families enrolling and the usual percentage of families moving out of the area.

"Sip n Sip" sessions each term engaged parents in their students learning and were re-requested and well attended especially when parents visited classrooms. Session 1 explained the EMU program, mathematics homework activities and how teachers differentiate in the classroom. Session 2 discussed the Positive Behaviours for Learning Student Management program, Session 3 explored the schools C21st Vision for Learning.

Attendance at Masses for Beginning of Year, Grandparent's Day, Thanksgiving and weekend Class Masses were well attended. The Welcome BBQ, Annual Dinner and Mother's and Father's Day events were again well supported.

Student Satisfaction

Student satisfaction, evidenced by results from the 'School Life' survey and small group forums, was satisfactory. Students appreciated their education and helpful teachers. They were enthused about the sporting opportunities, especially the various gala days on offer, and were motivated to learn with the increased use of technology.

Areas of dissatisfaction for students included the faulty bubblers. They commented they would like more excursions, lower prices at the canteen, improved bathrooms. The recent introduction of "Wonder World" was applauded by younger classes with many requests for a quiet space for older students.

The percentage of students who said that they feel safe at school increased across all classes. There were fewer incidents reported on the playground, especially the oval area, than in 2016, though there were more incidents reported on the playground as compared to the classroom. The majority of incidents were low-level physical issues.

Teacher Satisfaction

Teacher satisfaction as evidenced by voluntary attendance at school events and parent forums, number of days absent for non-professional learning reasons and an "End of Year Satisfaction Review" survey was highly satisfactory.

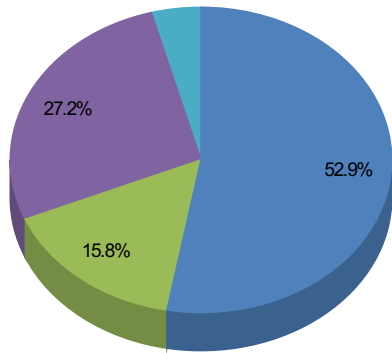
Teachers acknowledged the student pastoral care initiatives, administration assistance and school leadership as the most outstanding areas at the school. Teachers noted student behaviour, programming expectations and prayer experiences three areas for development.

Voluntary attendance by teachers at events such as weekend masses, after school professional learning and offering to coordinate extra activities such as lunch clubs and parent forums exemplifies the strong commitment of teachers to the school.

SECTION ELEVEN: FINANCIAL STATEMENT

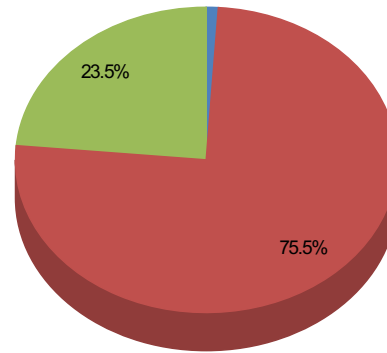
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (52.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.8%)
- Fees and Private Income (27.2%)
- Other Capital Income (4.2%)

Expenditure



- Capital Expenditure (1%)
- Salaries and Related Expenses (75.5%)
- Non-Salary Expenses (23.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,284,331
Government Capital Grants	\$0
State Recurrent Grants	\$682,311
Fees and Private Income	\$1,174,091
Other Capital Income	\$181,313
Total Income	\$4,345,269

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$42,768
Salaries and Related Expenses	\$3,167,256
Non-Salary Expenses	\$986,950
Total Expenditure	\$4,196,974