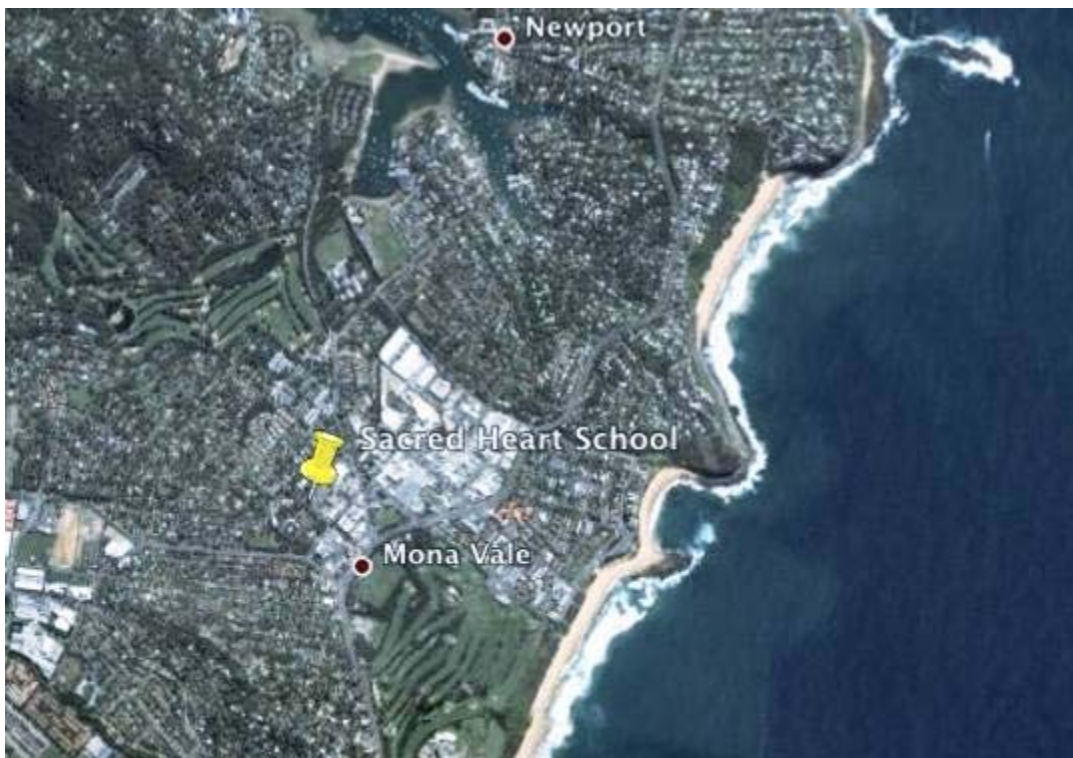




Sacred Heart Catholic Primary School Mona Vale

2011 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 the Sacred Heart. The school was founded by the Good Samaritan Sisters at the bequest of Father Keenan in the 1960s.

The school mission statement is:

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

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 to 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 2011 each Grade looked after one community or fund raising event; from Year 6 who hosted the Welcome BBQ to Kinder who held the community sausage sizzle. All events were well attended and contained a balance of opportunities where students could join in and events that were for parents only.

1.3 Message from the Student Body

2011 has been a year of great success for students at Sacred Heart. A strong group of runners from Sacred Heart won the Peninsula Cross Country event. One student won the Peninsula Public Speaking event and our bands were very successful at the Yamaha Festival. Our creative efforts were on show during our September performances of 'Alice in Wonderland', our whole school musical.

The Planet Green team were awarded grants from Coles and Kimbriki Recycling Centre to build a vegetable garden. There were many surprises as we saw which vegetables flourished and what they looked like before they come to the supermarket.

Our best day was when we held Sacred Heart Fun day. It was a day to celebrate the Feast of Sacred Heart and we dressed up, had a disco at school and had lots of fun.



2. School Profile

Sacred Heart Mona Vale is a two stream school of over 400 students. It is co educational and the majority of the students are Catholics living in the Mona Vale area. Many of the students and their families have lived in Mona Vale for many years. The school and the parish are closely linked and work hand in hand to educate the children in their faith.

2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
221	203	98	8	424

*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
29	0	0	29

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 2011 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.



2.5 Teacher Satisfaction

All teachers at Sacred Heart were offered the opportunity to participate in Professional Learning particularly catering to the needs of their students and their professional learning needs. The teachers felt that they were supported well with resources and time for assessment and reporting. Teachers at Sacred Heart are satisfied that they are offered many leadership opportunities.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	94%
1	95%
2	95%
3	90%
4	94%
5	96%
6	95%

The average student attendance rate for 2011 was 94%.

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.

2.7 Student Satisfaction

Student satisfaction was gauged through the Student Representative Council meetings held throughout the year. Students are elected from each class for one Term. They meet several times a Term and bring the positives and concerns of the students to the Pastoral Care Co-ordinator's attention. They were very happy with plans to renovate the school playground and happy that the Pastoral Care Co-ordinator's role in the school gave the students a voice.



3. Catholic Life and Mission

There has been an increase in the number of Catholics attending the school. 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 Mini 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 combined parish and school family Masses are well attended every month. 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.

3.3 Catholic Worldview

In keeping with the Gospel values and our Catholic World View, 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. Students participated in a leadership training day with a focus on Catholic Leadership.

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.

Staff participated in Professional Learning in Catholic Life and Mission. The staff was led by the parish Youth and Music Minister in Music in the Liturgy and they also had Professional Development in the New Roman Missal. Several members of staff have completed their studies in Religion this year. One staff member was supported by the school and parish to attend World Youth Day in Spain.



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 extensive Pastoral Care and Wellbeing practices in place. In the teaching and learning program the students are taught the fundamentals of keeping themselves safe from bullying and cyber bullying. The school rules are explicitly taught. The anti bullying procedures and policy are aligned with the Diocesan policy. The school follows the Positive Behaviour for Learning Behaviour Management system to support children in their learning. Data is kept on all behaviour at the school in order to be able to respond to concerns by students, teachers or parents. A school counsellor is available to students in need as well as programs aimed at reducing anxiety.

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 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

In 2011 the focus for teaching and learning was Authentic Learning. Over the last two years the staff worked with the Australian Catholic University on the Leading Teachers Leading Learning Project. Staff members were offered Professional Development by the University and then in turn led teaching and learning in the school for the two year period. They followed the LTLL framework which looked at the morals and ethics that are central to teaching and the factors that made for authentic learning experiences for students.

5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. 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 program.

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 (SMART2), 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 preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2011 cohort, there were 58 students in Year 3 and 76 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	3.7	10.5	18.2	21.2	17.5	29.0	95.4
	National	4.1	10.4	17.3	21.2	20.8	24.2	93.9
	School	0.0	5.3	19.3	21.1	14.0	40.4	100
Writing	State	2.0	4.0	12.4	20.7	43.0	17.8	96.4
	National	3.0	5.3	14.5	29.1	30.2	15.9	95.0
	School	0.0	0.0	3.5	14.0	56.1	26.3	100
Spelling	State	3.6	6.9	18.3	20.6	25.9	24.6	94.6
	National	5.2	9.7	17.7	24.7	22.6	18.1	92.8
	School	1.8	3.5	21.1	15.8	24.6	33.3	98
Gr. & Punct.	State	4.5	6.7	15.1	24.2	21.9	27.6	94.6
	National	5.0	8.8	15.0	21.0	21.6	26.7	93.0
	School	0.0	5.3	15.8	26.3	26.3	26.3	100
Numeracy	State	2.8	11.8	19.7	26.5	21.5	17.6	96.7
	National	2.4	11.4	23.8	27.3	19.9	13.3	95.7
	School	0.0	0.0	21.1	31.6	21.1	26.3	100

The Year 3 cohort in 2011 showed a slight decrease in the number of children in Bands 5 and 6 for some subject areas. The school has analysed the areas where there was a slight decrease and put in place professional learning especially in the area of Spelling. Close analysis of our results has led to a stronger emphasis on phonemic awareness across the school and will lead to the creation of standards and targets that set expected attainment levels for students in each of these areas. The assessment program across the school is being reviewed to assist comparison of students growth longitudinally.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.2	11.0	26.0	21.0	19.2	15.6	93.1
	National	6.7	13.8	23.2	25.7	18.1	10.7	91.5
	School	1.3	0.0	22.7	24.0	33.3	18.7	99
Writing	State	4.5	7.2	30.9	30.7	17.4	9.3	94.8
	National	6.0	11.9	26.5	30.7	16.3	6.6	92.1
	School	0.0	0.0	28.0	36.0	26.7	9.3	100
Spelling	State	4.8	8.9	24.4	26.8	21.6	13.6	93.8
	National	6.8	12.7	24.7	28.0	17.9	8.1	91.3
	School	0.0	5.3	24.0	33.3	25.3	12.0	100
Gr. & Punct.	State	6.5	8.7	20.7	23.0	24.8	16.3	93.5
	National	6.3	11.0	20.5	25.3	20.1	15.0	91.9
	School	1.3	0.0	14.7	20.0	36.0	28.0	99
Numeracy	State	4.1	9.8	27.7	29.3	13.7	15.4	95.4
	National	3.8	13.5	27.8	28.2	16.1	8.8	94.4
	School	0.0	8.0	34.7	28.0	21.3	8.0	100

The Year 5 cohort in 2011 scored similar scores in the top two Bands as in previous years. A detailed analysis showed that Spelling was a concern in both cohorts and so professional development in Spelling has begun in 2012. The school has also targeted the upper grades to increase their understanding and awareness of the underlying basis and rules for spelling. The Year 5 results showed that multistep problems in mathematics needed reinforcement as well as inferential questions in reading. Staff professional development has been targeted at these areas as well as the purchase of resources.



5.3 Extra Curricula Activities

Extra curricular activities at Sacred Heart include Concert Band, drama, piano, music tutorials, meditation, chess and lunch clubs. Extra curricula activities are also offered through the Peninsula Catholic Community of schools. These activities include public speaking competitions, debating competitions, extension mathematics, extension science, photography competitions and competitive sports.

5.4 Professional Learning

The average expenditure on professional learning, per teacher, in 2011 was \$1500.

Staff professional learning for 2011 included:

- Mathematics interviews for all children were conducted and teachers planned differentiated lessons for mathematics;
- an early Literacy focus was begun to assist teachers to cater for the needs of all student;
- Professional development in Information Technology has been provided for staff in the use of interactive whiteboards. All staff have begun to use blogs to connect with other learners and to share their learning with a wider community; and
- after trialling and consultation a new phonemic Spelling programme has been adopted and will be used K-6 in 2012.



6. Strategic Initiatives

6.1 2011 Priorities and Achievements

In 2011 the focus for school priorities the goals and sub goals were:

Create a spirit- filled Catholic Community

- Develop an understanding of and commitment to the school Mission.
- Strengthen community partnerships between school and parish

Exercise responsible stewardship.

- Promote appropriate social and environmental action that makes a difference
- Nurture the wellbeing of all members of our community

Develop a community of leaders

- Provide opportunities and support to build leadership capacity

Create a community of life long learners

- Develop a shared understanding of the principles that transform learners and learning
- Align classroom practices with agreed principles.

The 2011 goals were successfully achieved and the Learning Framework introduced and implemented. All goals will continue onto 2012 to ensure their sustainability.

6.2 Priorities and Challenges

The School Improvement Goals for 2012 are to:

- promote the school vision and mission through integrating faith and life.
- develop shared understanding of assessment and align assessment, monitoring and tracking practices to realise established standards; and
- articulate and promote respectful relationship across the school community.

The schools Professional Learning will continue being framed by the LTLL Learning framework. The priorities for 2012 are assessment and standards. The school assessment policy will be rewritten and all children's assessments will become computer based and stored. Reporter Pro (online web based reporting) will replace the current system of reporting. Standards for English and Mathematics will be introduced in order to track student's growth.



7. Parent Participation

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

7.1 7.1 Introduction

Parents can participate in the life of the school through being members of the Parents and Friends Association, representatives of the Diocesan Parent Council or volunteering in many capacities in the school.

Activities in which parents are involved in the life of the school:

- 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 competitions, zoo trips
- Fund raising events
- Parents helping with design and make tasks in some Stages.

Additional information about the life of the school and parent participation can be found on the school website.

7.2 Parent Satisfaction

At the end of 2011 a survey was sent to parents regarding what they saw as the school's positives and challenges. They were:

Catholic values;

- special programs and events: Buddy program, Public Speaking;
- anti-bullying programs and PBL (Positive Behaviour for Learning);
- supportive community;
- supportive teachers;
- support for children's emotional wellbeing;
- relationship with the parish;



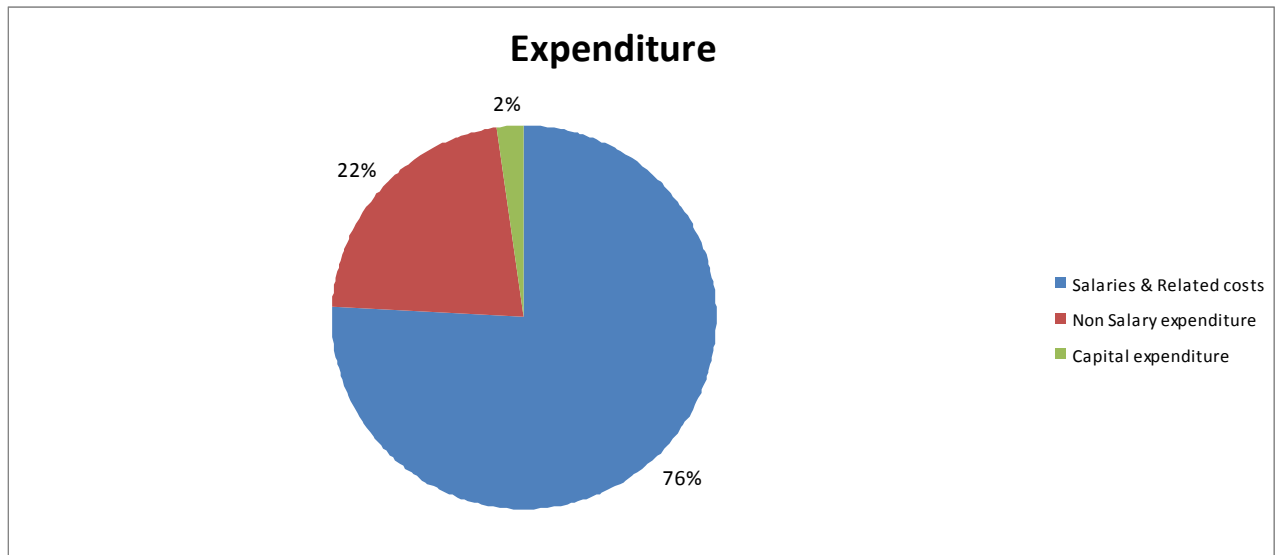
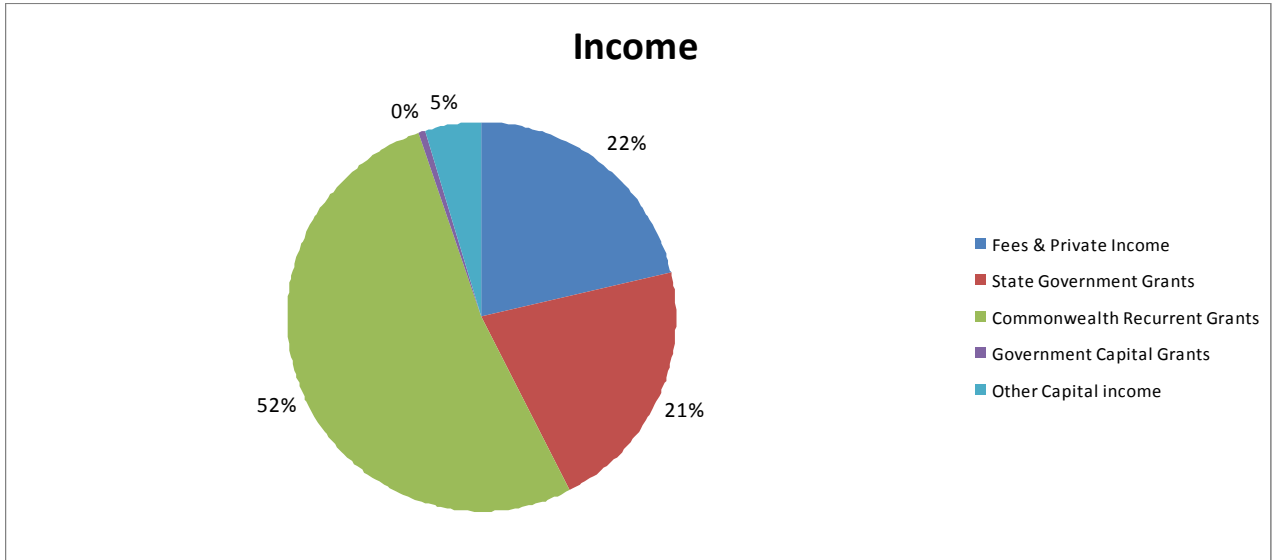
- the school office;
- teachers quick to respond;
- a safe and nurturing environment; and
- strong visible leadership.

Some of the challenges that parents identified were around issues that we are able to address after our playground renovations as well as through our professional learning in use of interactive whiteboards. Addressing bullying concerns appropriately is always something in which schools are constantly engaged and the school will continue to do so.



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.