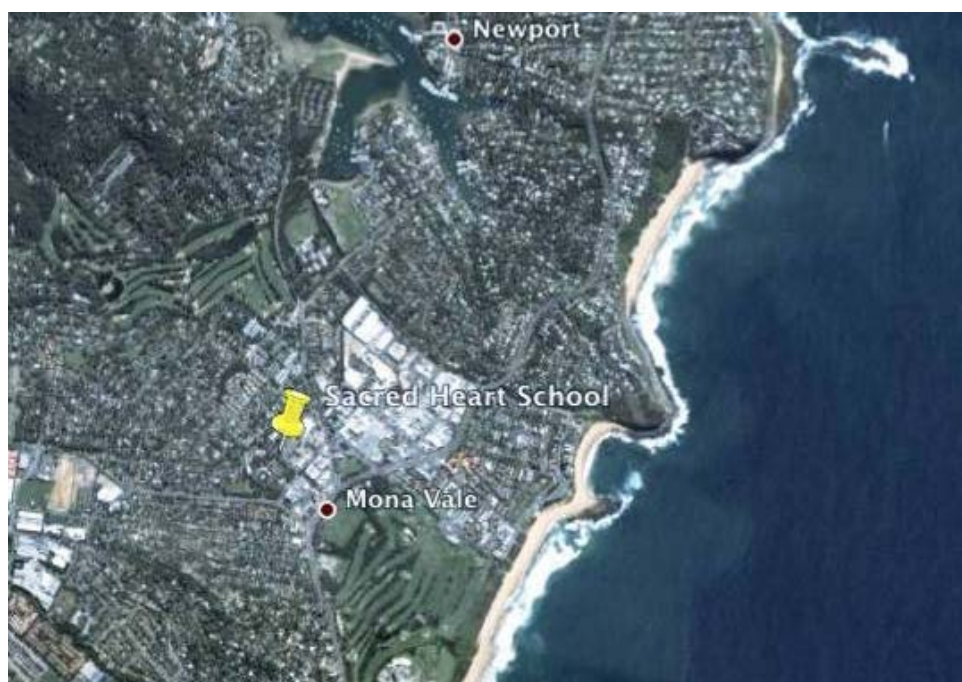




# Sacred Heart Catholic Primary School Mona Vale

## 2012 Annual Report



Principal: Mrs Julie Caldwell

Address: Cnr Waratah & Keenan Streets  
MONA VALE NSW 2103

Phone: (02) 9999 3264

Fax: (02) 9979 8603

Web: [www.shmvdbb.catholic.edu.au](http://www.shmvdbb.catholic.edu.au)



## 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 school. The school was founded by the Good Samaritan Sisters at the bequest of Father Keenan, the Parish priest, in the 1960s.

The school mission statement is:

United as a faith community  
Celebrating each person  
Journeying with compassion  
Acting with justice  
Striving for excellence  
Seeking balance

### 1.2 Message from the Parent Body

The Sacred Heart Parent body supports the school by helping to build community. In 2012 we have also supported the school in their School Improvement Plan. The Diocesan Council Representatives surveyed the parents as to their needs for parent information and education. The survey questions were aligned with the Sacred Heart School Improvement Plan goals. Then, in partnership with the school, parent education groups were run that met the needs of the parents. A larger response to these meetings was noted. Parents supported the school in fund raising in 2012. This assisted in purchasing and updating of technology in classrooms as well as large scale playground renovations.

### 1.3 Message from the Student Body

Extracts from the Year 5 and 6 survey have been included here. The students were asked what they most valued about Sacred Heart!

*"That the school is safe and fun. I have great friends and it's a great learning environment"*

*"I love my friends and I have had good relationships with all of my teachers. All children at Sacred Heart support each other and encourage each other. We also congratulate everyone. Everyone shares and is nice. Our school is very active and sporty. Everyone is happy and nice. It is easy to make friends."*

*"I love how the teachers and other students are always nice to me, they want to talk to me, include me and laugh with me."*

*"I liked having the support of teachers and my peers at school. I wish it wasn't my last year because everyone is so nice and helpful. I like our involvement with the Parish and our Parish Priest. I like how we have great sporting options. The peer support groups have been great because we are talking to people who we don't normally communicate as much with others from different years."*

*"Having friends that care for you and are always there when you need them and they never let you down."*

*"I have lots of friends and everyone supports my decisions"*



## 2. School Profile

### 2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
227	193	95	10	420

\*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:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) 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
- c) 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
28	0	0	28

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 2012 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 97%.

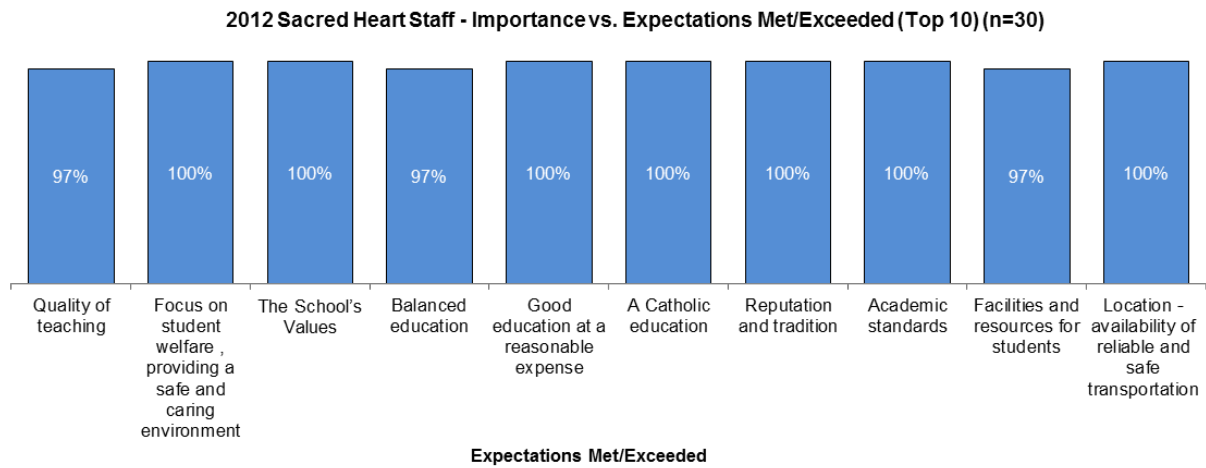
### 2.5 Teacher Satisfaction

In 2012 members of the school staff were asked to provide open responses to the most valued aspects of Sacred Heart. The most frequently nominated and valued aspects by teachers were: the Principal, the sense of community, interaction between the parish and the School Community and the Pastoral Care program.



Other information the survey found was about the staff expectations being met in key aspects of the school.

- 97% of staff expectations were met or exceeded with the quality of teaching
- 100% of staff expectations were met or exceeded with the focus on student welfare
- 100% of staff expectations were met or exceeded in relation to the School's values
- 97% of staff expectations were met or exceeded in relation to the balanced education
- 100% of staff expectations were met or exceeded in relation to the good education at a reasonable expense



MMG Q3 2012

## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	96%
1	96%
2	97%
3	98%
4	95%
5	96%
6	95%

The average student attendance rate for 2012 was 96%.



**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

In 2012 the Years 5 and 6 students were asked to provide open responses to the most valued aspects of Sacred Heart. The most frequently nominated and valued aspects were: friends, the teachers, the sport and activities, learning new things, gala days and carnivals.

The Years 5 and 6 students reported very high satisfaction with the teaching and learning and the pastoral care at Sacred Heart. A large number of students reported that they are always congratulated for their achievements.



### 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. Many activities are aimed at further evangelising, catechising and nourishing the students' spiritual life eg Mini Vinnies, Social Justice team, the Examen Prayer taught 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.shmvdcb.catholic.edu.au](http://www.shmvdcb.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, Grade Masses combined parish and school family Masses which 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.

Examples of our yearly traditions and religious activities are:

- Beginning of Year Mass whole school Mass where Student Leaders are commissioned;
- Mothers' Day Mass and breakfast;
- Sacred Heart Feast Day whole school Mass;
- Fathers' Day breakfast and blessing;
- Friday morning prayer celebrated by staff each week;
- Whole school Masses were held for Ash Wednesday;
- Easter liturgy celebrated by whole school;
- End of Year Thanksgiving Mass;
- Year 6 Graduation Mass;
- All Grades attend and plan a weekday parish Mass each term;
- Liturgies to celebrate other times of the Church calendar were celebrated; and
- Reconciliation was celebrated once per semester for all primary Grades.

#### 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 an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

Staff participated in Professional Learning (PL) in Catholic Life and Mission. They were led in ways of looking creatively at the Religious Curriculum using artworks. Staff also had PL throughout the year on understanding prayer and teaching it in the classroom.



## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, 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. This year an additional Respectful Relationships program was instigated where Years 5 and 6 students led mixed age groups in teaching and acting out the skills that enhance respectful relationships.

### 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, Assistant Principal and Learning Support Teacher 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

In 2012 Sacred Heart continued our commitment to the Leaders Transforming Learning and Learners (LTLL) project with Australian Catholic University. Our focus on authentic learning switched to Assessment and standards.

The school began the Extending Mathematical Understanding (EMU) project where two leaders were trained. Kindergarten to Year 2 classes began the use of the MAI interviews which helped to plot the students growth against mathematical growth points.

The school introduced a Spelling program that addressed the needs of the students. The program has a strong phonological base and is based on synthetic phonics.

### 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 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 (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 Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). 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 2012 cohort, there were 59 students in Year 3 and 51 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 *MySchool* 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
<b>Reading</b>	State	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	0.0	1.8	10.7	25.0	28.6	33.9	100
<b>Writing</b>	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0.0	0.0	10.9	14.5	52.7	21.8	100
<b>Spelling</b>	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	0.0	3.6	14.3	26.8	26.8	28.6	100
<b>Gr. &amp;Punct.</b>	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	0.0	1.8	7.1	25.0	19.6	46.4	100
<b>Numeracy</b>	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	0.0	1.8	12.5	30.4	33.9	21.4	100

It is noted that 87% of students have scores that place them in the top three Bands of Reading with over 62% in the top two Bands. There is still room for growth in this area through planning to support students' Reading to move from Band 4 to Band 5.

In Writing, the scores in Year 3 are very good with 89% of students scoring in the top three Bands and with close to 75% in the top two Bands.

Spelling results are good with 82% of the students scoring in the top three Bands

In Punctuation and Grammar over 90% of the students' scores are in the top three Bands. In Numeracy over 85% of the students have scores that place them in the top three Bands.

### Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	0.0	4.0	14.0	38.0	26.0	18.0	100
<b>Writing</b>	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	0.0	2.0	36.7	34.7	20.4	6.1	100
<b>Spelling</b>	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	0.0	2.0	20.0	32.0	32.0	14.0	100
<b>Gr. &amp;Punct.</b>	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	2.0	6.0	24.0	30.0	12.0	26.0	98
<b>Numeracy</b>	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	2.0	2.0	24.0	38.0	18.0	16.0	98

It is noted that in Reading that 82% of students scored in the top three Bands.

In Writing only 61% scored in the top three Bands. This will be a major focus for 2013.

In Spelling 78% of students scored in the top three Bands with almost half in the top two Bands. As Spelling has been a focus we expect these scores to continue to rise.

In Punctuation and Grammar over 68% of children scored in the top three Bands. In Numeracy 72% of children scored in the top three Bands.



### **5.3 Extra Curricula Activities**

One of the new extra curricula activities introduced this year was Choir Club. This club is optional but proving very popular with all ages. We believe we have many talented students at the school. In the the last two years Pittwater's Got Talent has been run at Sacred Heart and has been judged by professional singers from the parish. This is a wonderful showcase of the talented dancers, actors and singers from our school.

### **5.4 Professional Learning**

Professional Learning for Teachers is always a priority at Sacred Heart. Continuous, ongoing professional development aimed at the identified needs of the students and their teachers will continue to be addressed in our Professional Learning meetings and Staff Development Days.

The Professional Learning for teachers in 2012 was based on current research and best practice. Creating an assessment plan and standards were our major teaching and learning goals for 2012. In consultation with teachers standardised tests and other forms of assessment were planned for each Grade.

Electronic storage of assessment data was also a focus for teacher learning in 2012. All teachers were taught the basics of Excel data entry to enable them to store and begin the analysis of data in order to improve student learning.



## 6. Strategic Initiatives

### 6.1 2012 Priorities and Achievements

#### **Promote the school vision and mission through integrating faith and life**

This was done through many avenues of communication. The school's Mission and Purpose Statement has been commercially printed and is more accessible throughout the whole school.

#### **Develop shared understanding of assessment and align assessment, monitoring and tracking practices to realise established standards**

The school's Professional Learning continues to be framed by the LTLL Learning framework. The priorities for 2012 were assessment and standards. The school assessment policy has been rewritten and all children's assessments have become computer based and stored. Reporter Pro (online web based reporting) has replaced the current system of reporting.

#### **Articulate and promote respectful relationship across the school community.**

This was done through many avenues of communication as well as a peer run eight week program that explicitly taught the skills we identified that would enhance respectful relationships.

### 6.2 2013 Priorities and Change

School Improvement Plan Goals for 2013:

#### ***Catholic Life and Mission***

By the end of 2013, there will be evidence that students are more engaged with their Religious Education program and that teachers will be feeling more confident to plan school Masses.

#### ***Learning and Teaching***

By the end of 2013 all classes will have consistent practice in Writing including understanding Writing continuums that indicate success criteria for Writing in order to improve student achievement in written language.

#### ***Pastoral Care***

In 2013 and 2014 we aim to improve student wellbeing by through the implementation of the KidsMatter framework.



## 7. Parent Participation

### 7.1 Introduction

Parents are an integral part of the Sacred Heart community. They have a very active involvement in the life of Sacred Heart Catholic School. Many parents and members of the community volunteer every week at the school to support the students in their learning, their physical development and their spiritual development. Some of the ways that parents participate in school life are: in the classroom, on canteen, in the library, book covering at home, fund raising, assisting at excursions, organising and helping create artworks, refereeing and managing sport teams at gala days, helping with sport carnivals, representing our school on committees, writing to political parties on our behalf, being members of the P&F leadership, Sacramental Leaders, managing the BookClub, helping at functions, organising Year 6 graduation, organising Year 6 jerseys, taking on the role of class parents, helping out at Family Masses, running the uniform shop, assisting with the band, helping fill the shed and assisting with their expertise in areas of interest for the students.

### 7.2 Parent Satisfaction

In 2012 the parents were asked to provide open responses to the most valued aspects of Sacred Heart. The most frequently nominated and valued aspects were: caring, supportive community, professional dedicated teachers, safe caring environment, friendships with other families, the Principal. Extracts from the parent survey have been included here. The parents were asked what they most valued about Sacred Heart.

*"Positive caring environment where my children are happy to go to school and love their teachers. Appreciate the values being developed within children in regards to social justice."*

*"I enjoy the fact that the school is small and I believe the school is well respected in the community. The teachers of my children have a great relationship with their students, and that is shown in their results improvements in 2012. I also believe the Principal is a fantastic one who's fair and reasonable when required, but also a figure of authority when needed."*

*"Sense of community, friendliness and togetherness. The values you nurture with the children within the school that are carried beyond the school grounds, i.e., treatment and respect for all people and care for the environment."*

*"Watching my child developing as a caring, loving, motivated and excited learner, which has been a wonderful contribution to her upbringing so far, as well as her understanding of being a Catholic student through the well-thought religious education she receives at the school. Easy communication with teachers, principal and parents as well."*

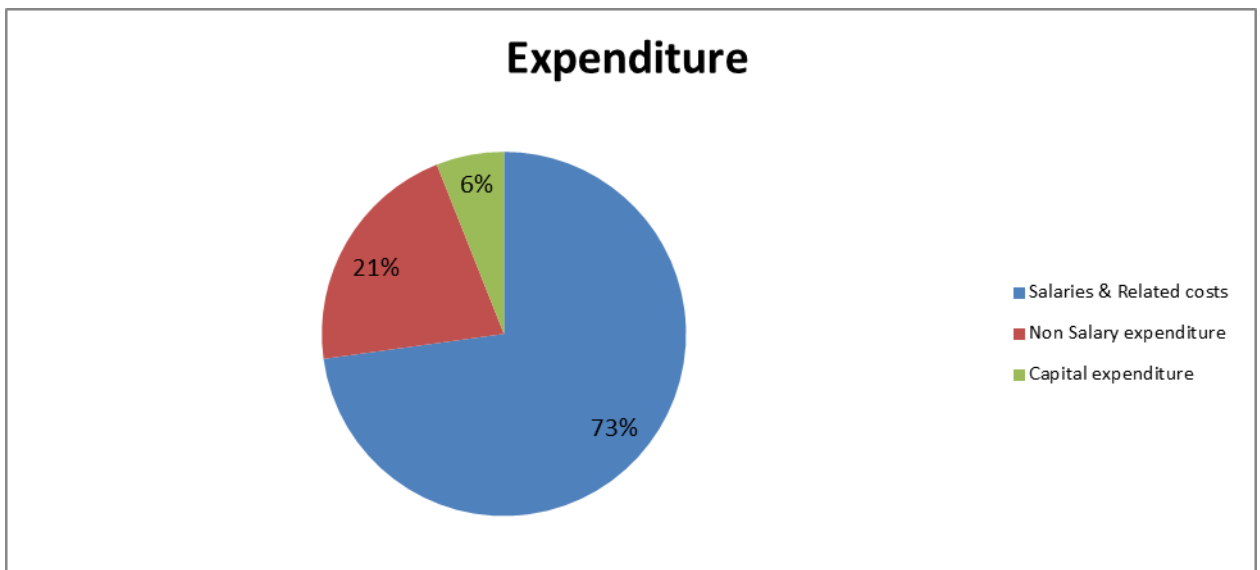
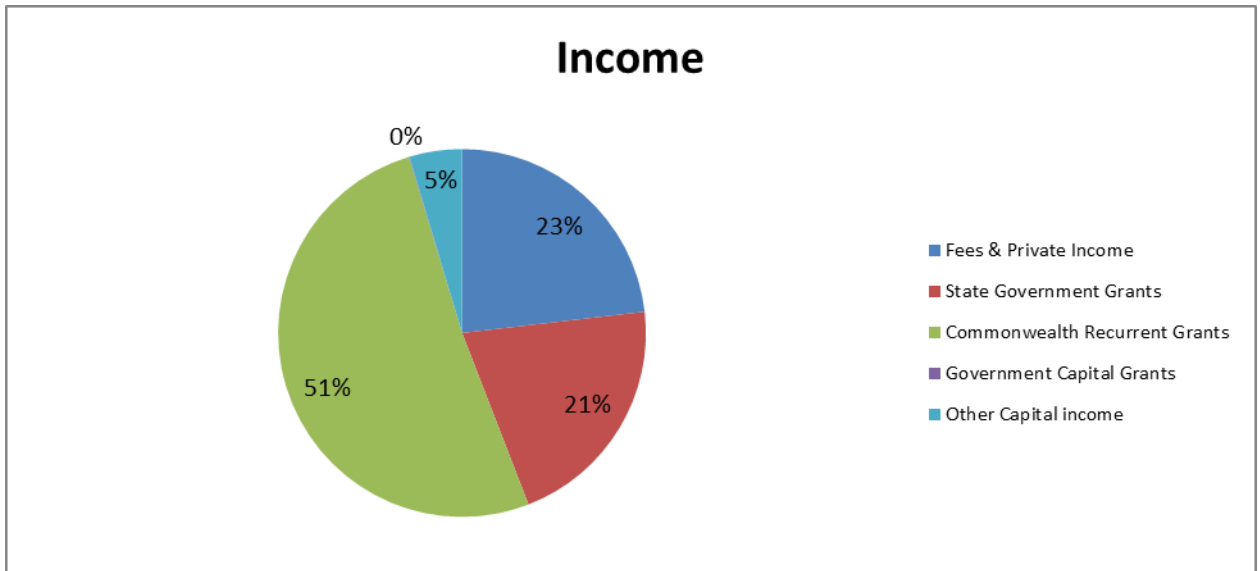
*"That it has been a nurturing, caring, environment that has allowed my child to grow and achieve to the best of his ability and has celebrated his input in all areas of his school life no matter how big or little these achievements were, throughout his 6 years here at Sacred Heart."*

*"Overall I love sending my children to Sacred Heart as it feels such a safe, inclusive happy place to be. They are both so interested and eager to learn and coming on brilliantly."*



## 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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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