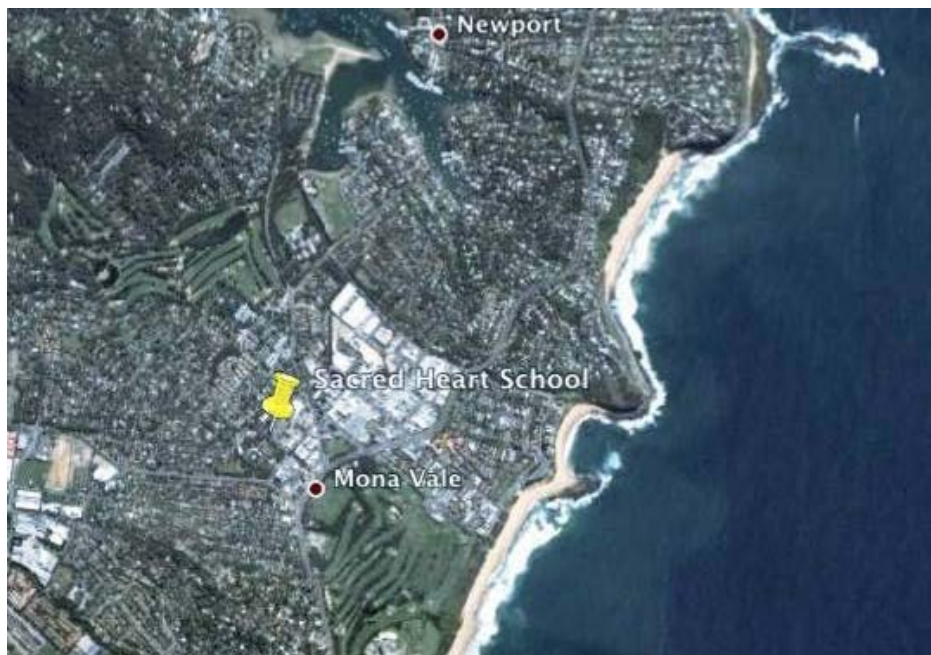




Sacred Heart Catholic Primary School Mona Vale

2013 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 Catholic Primary School, Mona Vale, 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

2013 was a significant year of Review for the school. This time of self-reflection and outside appraisal was a vigorous look at the schools past and future focus and direction.

1.2 Message from the Parent Body

The Sacred Heart Parents and Friends supports the school with a focus on building community. In 2013 we have also supported the school in their School Improvement Plan. This year a renewed focus on the role of the class parents in a pastoral role was encouraged. Parents supported the school in fund raising in 2013. This assisted in purchasing and updating of technology in classrooms as well as a refurbishment of the library space. Parents were surveyed and played a role in the School Review process in order to help support and shape the future direction of the school. The leadership of the P and F changed at the end of the year. The new team looks forward to working in partnership with the school to meet the needs of the students in our school.

1.3 Message from the Student Body

At Sacred Heart we have a large leadership team of students. They comprise School Captains, Liturgy Leaders, Student Representative Council members, Sports Captains and Seniors. The leaders meet regularly with members of staff who are assigned to work with them and have regular commitments in the day to day running of the school. The School Captains meet regularly with the Principal to discuss issues they see that are of concern or have reason to celebrate at school. The School Captains assist in the running of daily, weekly and special assemblies. The Liturgy Captains assist in the preparation of Masses, prayer services for children and the fundraising initiatives throughout the year. They are also members of the Mini Vinnies team. The Sports Captains take leadership during the two whole school sporting events during the year: the swimming carnival and the athletics carnival. They are responsible during the week for distributing canteen lunches and support. All seniors have responsibility for a Kinder Buddy and all seniors are leaders in the Respectful Relationship (peer led) cross grade groups.



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
215	192	81	7	407

*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; and
- 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	26

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 2013 was 94%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.



2.5 Teacher Satisfaction

Teachers were surveyed when interviewed as part of the School Review and reflection process. They commented on the extensive Professional Development they have had in Spelling and Learning Support as well as in the collection of data and tracking of student progress.

They commented on the supportive executive who have a high personal regard for staff and the supportive inter staff relationships. They noted the priority on the wellbeing of staff, students and their families. They particularly liked the staff wellbeing day that was initiated in 2013. They noted that the school's high level of organisation meant that many of the day to day operations were lifted from teaching staff due to the well structured organisation and the administration of the school.

2.6 Student Attendance and Retention Rates

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

The average student attendance rate for 2013 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; and
- 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

Students were interviewed by the School Review panel. They reported that:

"A range of programs has been selected and supported, resulting in a harmonious, happy, vibrant school community where students feel valued and safe and where diversity is respected."

"Clear processes support student wellbeing and targeted professional learning respects the need for all teachers to develop capacity and expertise in issues related to student wellbeing."

"The students are strongly connected to the school."

"The school provides a very safe and supportive environment for the student, staff and parent community."

"There is evidence of effective processes and procedures for pastoral care and student wellbeing which are recognised and affirmed by students and parents."

"The commitment and strength of the School Parish relationship has resulted in a positive attitude of trust and engagement among the students who enjoy participating in church activities and feel welcomed and encouraged to deepen their faith through involvement."



3. Catholic Life and Mission

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 The Salvatorian community now lead our parish and are regularly welcomed into our school community.

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 Tasi Fatin, 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 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 reach 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.

Outreach activities are led by the Mini Vinnies team with the assistance of a parent, the senior Liturgy team and two teacher members.

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 Professional Learning opportunities to look creatively at the teaching of Religion in their classrooms. A number of staff participated in the Ministry for Teachers Course led by the Bishop.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management 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 the Respectful Relationships program was again peer led by Years 5 and 6 students who led mixed age groups in teaching and acting out the skills that enhance respectful relationships. This year the KidsMatter Framework components One and Two were implemented. KidsMatter is an evidence based framework and is acknowledged through credible research as an effective whole school approach to building children's resilience skills, sense of belonging and connectedness to school communities.

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 and Procedures](#) which is implemented by all schools in the Diocese.

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS 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 2013 the focus for Professional Learning was on Literacy and Numeracy. Both of these curriculum areas had a new syllabus to be introduced. The staff modified their programming layouts to suit the new curriculum and spent time ensuring that they were fully conversant with the content and focus of the new curriculum.

A focus on Writing led to the use of several high yield strategies that enhanced learning. Learning Walks were introduced where members of the executive team visited classrooms to support teachers in their practice. Collaborative analysis of student learning meetings were introduced where by examining one student's learning there could be a professional learning opportunity for teachers to improve their practice.

5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of 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 Communities. 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 2013 cohort, there were **(63)** students in Year 3 and **(57)** 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	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	3.2	9.5	23.8	30.2	33.3	100
Writing	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	0	7.9	12.7	54	25.4	100
Spelling	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	1.6	0	12.7	20.6	36.5	28.6	98
Gr. & Punct.	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	1.6	4.8	1.6	17.5	23.8	50.8	98
Numeracy	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	0	6.3	9.5	23.8	41.3	19	100

It is noted that 87.3% of students have scores that place them in the top three Bands of Reading with over 63.3% 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 92.1% of students scoring in the top three Bands and with close to 79.4% in the top two Bands. This has been an area of growth reflecting the Professional Learning undertaken by the teachers in this area.

Spelling results are good with 85.7% of the students scoring in the top three Bands. This growth reflects the Professional Learning in Spelling that has taken place over the last few years.

In Punctuation and Grammar over 92.1% of the students' scores are in the top three Bands. In Numeracy over 84.1% 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
Reading	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	3.6	10.7	39.3	21.4	25	100
Writing	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	0	0	28.6	46.4	16.1	8.9	100
Spelling	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	1.8	8.9	12.5	44.6	21.4	10.7	98
Gr. & Punct.	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	1.8	1.8	17.9	26.8	25	26.8	98
Numeracy	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	3.6	8.9	12.5	37.5	14.3	23.2	96



It is noted that in Reading that 85.7% of students scored in the top three Bands. This shows improvement on previous years' results.

In Writing only 71.4% scored in the top three Bands. This has been a focus for 2013 and has shown improvement but will continue to be a focus for 2014.

In Spelling 76.4% of students scored in the top three Bands. Spelling continues to be a focus.

In Punctuation and Grammar over 78.6% of children scored in the top three Bands. This is an area of improvement.

In Numeracy 75% of children scored in the top three Bands. This has been an area of improvement and will continue to be so with the introduction of the Mathematical Assessment Interview for all grades in 2014.

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. Students ran "Sacred Heart's Got Talent" this year which was a very popular event and a wonderful showcase of the talented dancers, actors and singers from our school.

Other lunch clubs included Drawing Club and our very popular Knitting Club who "yarn bombed" the Friendship Tree.

Our concert band and training band continue to be popular as well as drama for Infants and Primary. Meditation classes as well as drumming classes were held this year.

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.

Professional Learning centred around the implementation of the new English and Mathematics curriculum. All staff attended a Staff Development Day to introduce key aspects of both curricula and the changes that had been introduced.

Other professional learning was centred around the Extending Mathematical Understandings project undertaken in Year 1.



6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The School Improvement Plan Goals for 2013 were:

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.

- An advisor was engaged to support teachers in creatively adapting scripture to engage students.

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.

- An advisor was engaged who worked with staff to create success criteria for writing and introduce them to the K-6 Literacy continuum. The Assistant Principal worked as a teacher coach with staff on Literacy.
- Staff explored the components of the Literacy block and programming to ensure the needs of all students are being met.

Pastoral Care

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

- Components One and Two were adopted through a series of staff meetings, the formation of a KidsMatter action team and the preparation for a launch of KidsMatter in early 2014.
- The Pastoral Care work at school was mapped against the National Safeschools framework to guide the work of the school in Pastoral Care.

6.2 2014 Priorities and Challenges

Through the School Review Process in 2013 three future goals emerged. The School Improvement Plan Goals for 2014-16 are:

Catholic Life and Mission

- To strengthen our Catholic identity through embedding our mission and values in school life.

Learning and Teaching

- To support all students to realise their learning potential, particularly in English and Mathematics.

Pastoral Care

- To embed a culture of wellbeing underpinned by our mission and vision.



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 2013 the parents were asked to participate in the School Review process through responses and interviews. The panel reported:

"It is evident in that Catholic discipleship is reflected in the trusting relationships amongst the community, in particular, the respectful relationship between students and teachers which highlights the uniqueness and dignity of each individual. Students, parents and staff spoke highly of the positive, caring relationships in the school community."

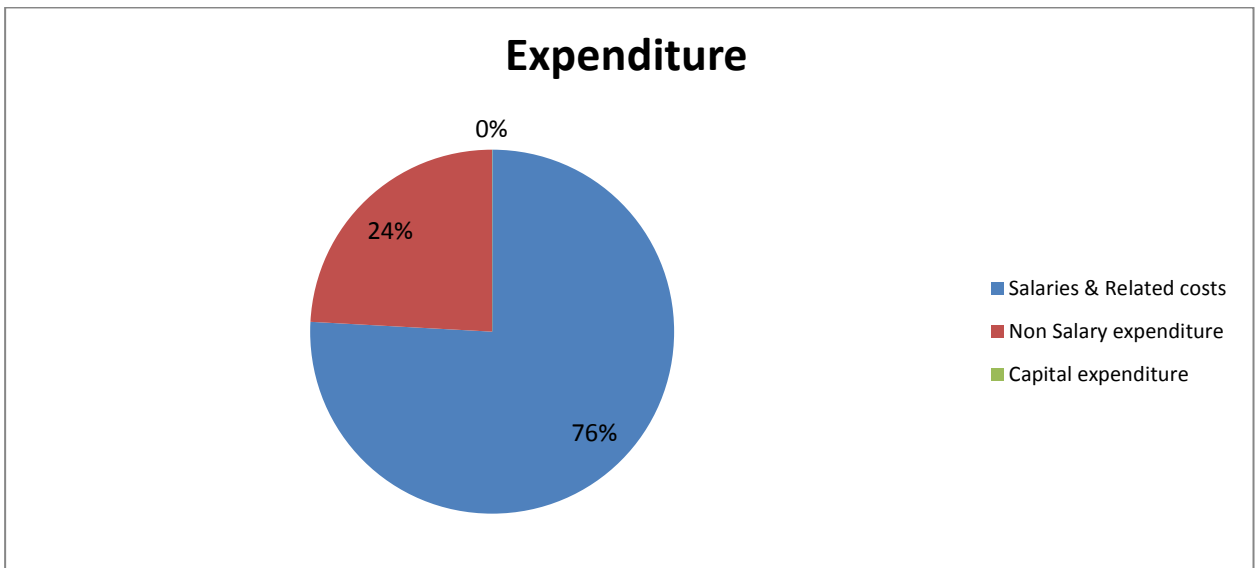
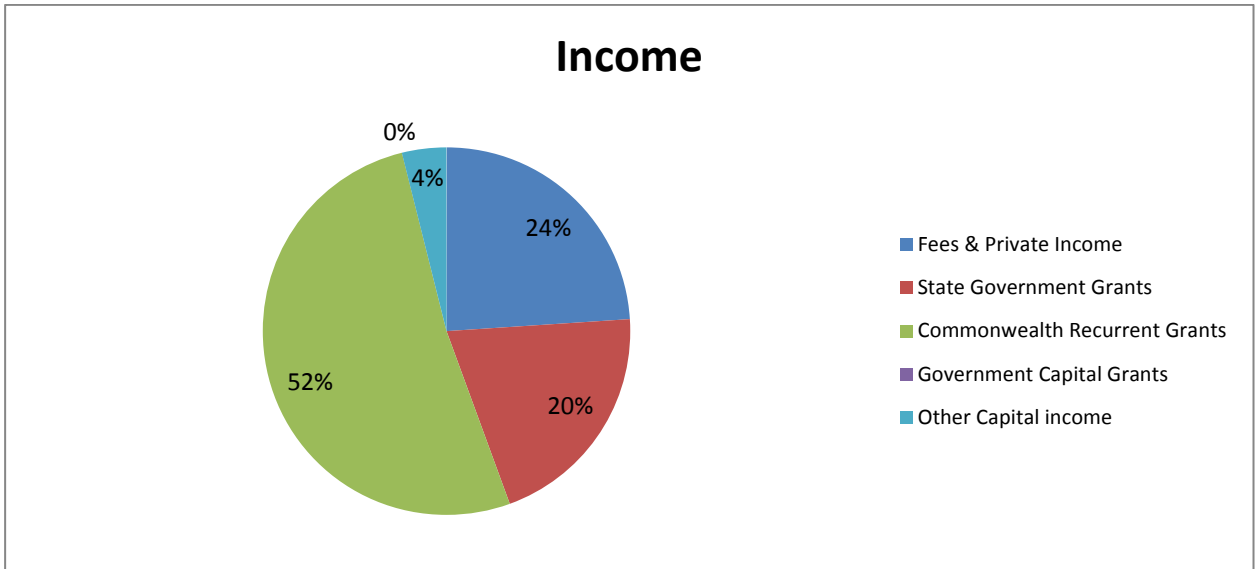
"There is evidence of various activities that are designed to involve parents in the spiritual and Liturgical life of the school, to welcome parents as part of the school community and to keep parents informed of school activities and events."

"The panel validated the sense of community and the sense of inclusion that exists in the school."



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.