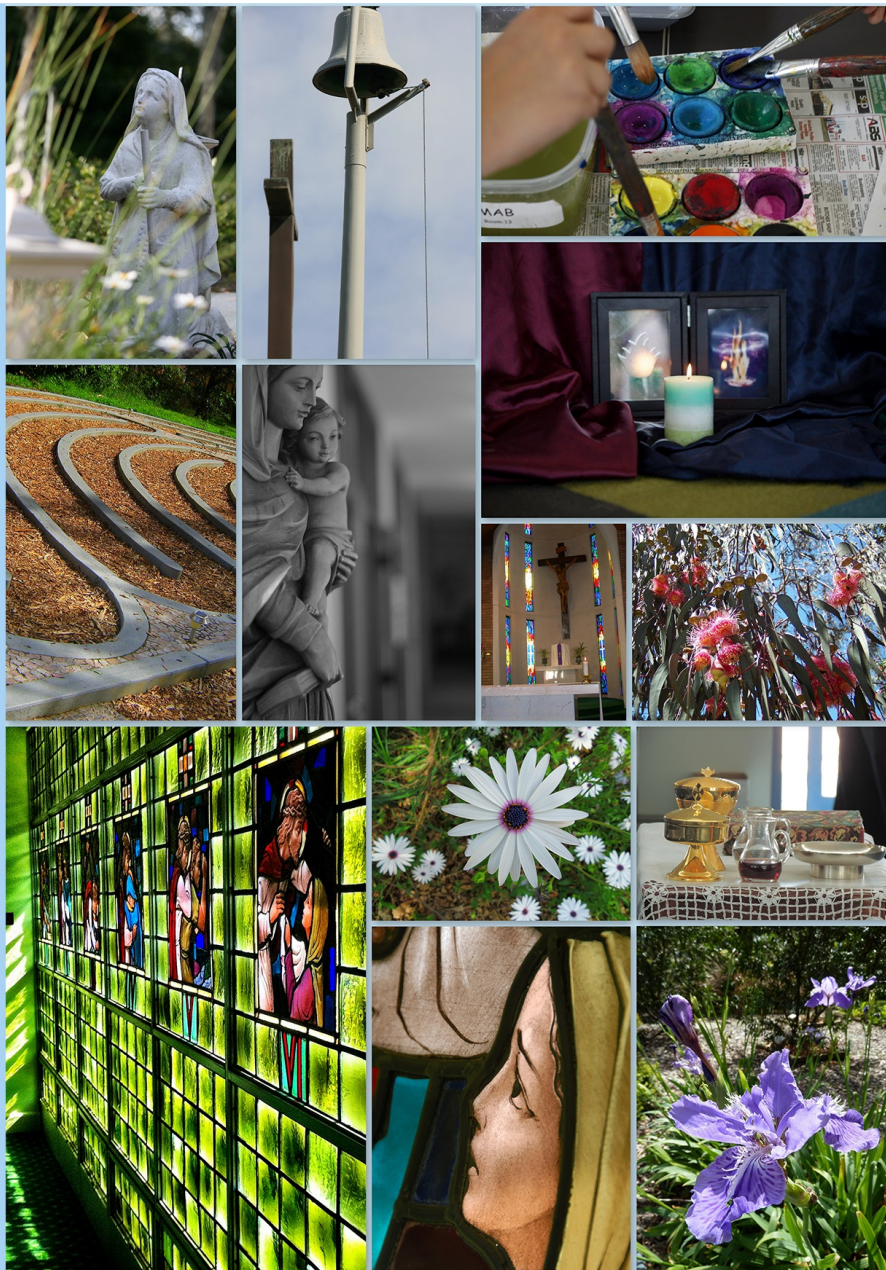


2015 annual school report



Sacred Heart Catholic Primary School, Mona Vale

Cnr Waratah & Keenan Streets, Mona Vale 2103

Principal: Mrs Suellen Garey

Phone: (02) 9999 3264 Fax: (02) 9979 8603

Email: shmv@dbb.catholic.edu.au

www.shmvdabb.catholic.edu.au



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 also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

Sacred Heart Catholic school is a community of faith. As such we are committed to celebrating each person, journeying with compassion, acting with justice, striving for excellence and seeking balance. Our core values are respect, compassion and justice as modelled by Jesus Christ.

2015 was the 50th anniversary of our school, a golden Jubilee year! There was much to be celebrated! Sacred Heart has every reason to look back over the past 50 years with pride and satisfaction. Sacred Heart's rich experiences from the past in education and faith will enable it to build on its strengths and rise to the challenges of the future.

In 2015 Sacred Heart also participated in a School Self Review, which is a part of the diocesan Strategic Review Process, to plan directions for the future.

The purpose of this Annual 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.

Parent Body Message

The Sacred Heart Catholic Primary School Parent and Friends Association undertook a name change in 2015 and is now known as "The Hub." The Hub is charged with endeavouring to build positive faith filled relationships between all members of the school and parish community. It provides a parental perspective to assist the Principal, raise funds to provide resources and opportunities, support parents with their child's learning, provide opportunities for parents to gain insights into Catholic education.

The Hub team broadly includes the Uniform Shop, Canteen, Social Justice, DPC, Treasurer, Secretary, Vice President and President.

In 2015 The Hub was focussed on exploring parent engagement as well as assisting in the organising of the the Jubilee celebrations at Sacred Heart. Highlights for the year included "A Touch of Gold" Jubilee Dinner celebration, "Sip n Sip" and the Jubilee Mass and Movie evening.

Funds raised in 2015 purchased ipads and laptop, maintain interactive boards and to stock the "Toy Shed".

Student Body Message

In 2016 students from Year 4-6 completed two surveys about school life and wellbeing. One significant question asked was about how happy and safe do students feel at school? The results showed that basically students at school are happy!

92.1% Year 6 responded OK, Great or Really Great,

90.9% Year 5 responded Great or Really Great.

98.2% Year 4 responded OK, Great, Really Great

Highlights for us at Sacred Heart this year included participating in Dr Doolittle the musical, the many sporting opportunities such as rugby, soccer, cricket and netball gala days and local competitions, excursions and camps. Our favourite excursions were to Canberra and the Zoo. We also enjoyed the many extra activities the school offers eg lunchtime clubs, school band and gardening club. Year 6 especially enjoyed leading the Peer support and buddy programs in the school.

SECTION TWO: SCHOOL FEATURES

School Features

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

The Parish of Pittwater includes two Catholic Primary schools, Maria Regina Avalon and Sacred Heart Mona Vale as well as a secondary school Mater Maria Warriewood. At Sacred Heart there are 15 classes of students, two grade groups for each year of primary education K-6, as well as a satellite class from Aspect Vern Barnett school Forestville.

The school was officially opened in February 1965 by the Sisters of The Good Samaritan Order, staffing the school of 36 students. There were two classes, Kindergarten and Year 1. After half a century the school remains committed to the values espoused by the Good Samaritan sisters, values of Compassion, Justice and Respect.

Enrolment at Sacred Heart is now 400 students with students travelling to the school from the suburbs of Mona Vale, Warriewood, Bayview, Church Point, Newport and Terrey Hills.

The Hub (P&F) recognises and values the role that parents and carers play in the education of their children and aims to strengthen the partnership between family, school, parish and the wider community for the benefit of their children's learning and overall development.

The Hub consists of an executive team as well as many smaller teams of parents who contribute generously to the school through assistance in the uniform shop, canteen, library, social events, social justice events, the classroom, at excursions and at sporting carnivals.

To support learning in the classroom students at Sacred Heart in 2015 were involved in excursions to Taronga Park Zoo, Canberra, Kimbriki Recycling Centre, Botanical Gardens, Hyde Park Barracks, Powerhouse Museum. Students also participated in incursions from Kindi farm and A Journey to Antarctica.

Students competed in the Peninsula Community of Catholic schools gala days for soccer, league, tennis, cricket, netball and AFL as well as debating and public speaking competitions.

Extra curricula activities offered at Sacred Heart included, gardening, drama, piano, guitar, band and Martial Methods. Lunchtime activities included knitting, meditation, sketching and drawing, Radio Club and choir.

To celebrate our Jubilee year a large outdoor Mass was concelebrated by the Bishop of Broken Bay, past and present Parish Priests and attended by past and present students, staff, Principals, consultants and parents. An historical display was presented in the hall, students received memento pins and teatowels, a colourful 100 page Jubilee Book was prepared. A highlight of the celebration was receiving the following surprise gift:

"The Holy Father Francis cordially imparts the requested Apostolic Blessing to the Principal, Staff, Students and School Community of Sacred Heart Mona Vale NSW on the occasion

of the 50th Anniversary of Foundation as a pledge of grace and heavenly favours 1965-2015."

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 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
222	180	108	402

* Language Background Other than English

Enrolments at Sacred Heart have been steady for a number of years and the expectation is that they will remain so. Students attend from surrounding pre schools including Jack and Jill, Sandcastles and Only About Children in Mona Vale and Mona Vale Kindergarten.

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 2015 was 92.84 %. 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
93 %	92 %	94 %	92 %	93 %	92 %	94 %

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 [*Guidelines 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 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
26	11	37

* This number includes 15 full-time teachers and 11 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.	26
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	Joy of the Gospel
Day 2	National School Improvement Tool and Preparation for School Review
Day 3	Introduction to Year of Mercy and Successes and Challenges in implementing a writing continuum

Throughout weekly P L meetings teachers explored strategies to improve student outcomes and to meet school improvement targets. Topics covered included Learning Intentions, Success Criteria, Writing Continuums, 7 Steps to Writing Success, Analyzing MAI Data, Point of Need

Intervention, Effective Spelling Strategies, Beliefs about Spelling and Naplan analysis..

Teachers worked to become familiar with the new History syllabus for implementation in 2016.

Staff Performance and Development Plans were introduced in relation to teacher standards and accreditation which will commence in 2017 as required by BOSTES.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

As part of our school's Mission statement students, staff and parents are committed to celebrating each person, journeying with compassion, acting with justice and uniting as a faith community.

The school's Mission statement underpins all that is done at Sacred Heart. Students, staff and parents at Sacred Heart school strive to express and give witness to their Catholic identity and Catholic Worldview in everyday living. Our school mission statement based on the Good Samaritan Values of Respect, Compassion and Justice underpinned for each class a special focus during their Religious Education lessons. The history of our school was highlighted as we learned about the Good Samaritan Sisters through the lens of the Story of the Good Samaritan.

Together we celebrated our Golden Jubilee year of Good Samaritan education at Mona Vale. The whole school focus on the parable of the Good Samaritan allowed the school community to connect with the papal document written by Pope Francis titled the "Joy of the Gospels" or *Evangelii Gaudium*. It calls for a thoughtful response: listening, discerning, taking to heart the Pope's words and examining our lives in this light. Teachers attended a workshop exploring ways to bring Pope Francis' joy to the classroom and our Principal presented a forum on the "Joy of the Gospel" to interested parents.

Discernment and reflection of the scriptures was evident in the prayer life of the school with regular opportunities for staff and students to pray using the "Awareness Examen." Our year 6 students visited each classroom once a week to lead the Awareness Examen.

Throughout the year relationships with the parish and local community were strengthened by concerted efforts to engage with a purpose of developing and sharing our Catholic identity. Class weekday and weekend Masses were attended and opportunities for families and students to take on the role of different ministries encouraged.

Students joined with parishioners for the "Walk of Joy" from our neighbouring church Maria Regina along the coast to Sacred Heart Mona Vale. Parents were invited to an ecumenical evening of music with neighbouring churches and our school band performed at the Ecumenical Carols evening in our local park.

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.

There is a whole school approach to teaching and learning at Sacred Heart Mona Vale. A teaching and learning cycle for improvement is pursued. Teachers are continually asking what do they need to know in order to improve student outcomes. Teachers are continually assessing student learning, reflecting on their teaching practice and adapting tasks to better meet the needs of students.

Researched high yield strategies have been used to improve outcomes. In 2015 Collaborative Analysis of Student Learning (CASL) Meetings, Learning Walks and Talks, Co-teaching, Data Conversations, Peer Observation and Collaborative Inquiry are some strategies helping to develop a rich thinking and learning culture.

There was a whole school focus on developing writing continuums to be used by students and teachers to help children direct their learning. Continuum's were modelled, planned collaboratively and team taught in K-6 classrooms.

There has been a shift in the last half of this year with the use of technology in the classroom as an interactive tool to enhance learning. In particular teachers are experimenting with Google Drive and setting goals for themselves in this area. The children are engaging with these new resources as a tool for research and sharing their learning.

The Extending Mathematical Understanding (EMU) program was extended to include the students who were vulnerable in the counting domain in the middle years of primary school. Seven vulnerable students in Year 3 were placed on the EMU Middle Years program this year. These children made remarkable improvements in each of the four domains. The professional learning from the course and the 20 week intervention program will continue to be shared with staff and parents in 2016 with the implementation of a whole school home program in each domain.

Both of these KLAs were the focus of professional learning in preparation for the Curriculum Focus Day in Term 2. We were able to revisit our scope and sequences and align our assessment tasks to outcomes in both areas. We used whole school proformas to maintain consistency throughout the school.

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 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	67.40 %	52.20 %	2.20 %	10.70 %
	Reading	58.70 %	48.20 %	6.50 %	11.00 %
	Writing	67.40 %	46.80 %	0.00 %	7.40 %
	Spelling	43.50 %	41.20 %	8.70 %	14.80 %
	Numeracy	41.30 %	33.50 %	6.50 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	68.30 %	35.90 %	1.70 %	16.60 %
	Reading	66.70 %	33.50 %	8.30 %	18.10 %
	Writing	50.00 %	19.10 %	1.70 %	17.60 %
	Spelling	56.70 %	32.60 %	3.30 %	15.30 %
	Numeracy	55.00 %	27.80 %	1.70 %	15.80 %

NAPLAN Comments

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

significantly higher than the national average. Similarly, the percentage of students placed in the lower two bands of all areas was significantly lower than the national average.

Year 5: Our whole school teaching and learning focus around writing with an emphasis on our highest scoring children has seen a significant increase in band distributions with the number of children in the top two bands compared to previous years. In 2013, we had 25% of children in the top two bands. In 2014 we had 16.7 % and in 2015 this figure has jumped to 50% reflecting the Professional Learning undertaken by the teachers in this area. High Yield Strategies and continued professional development will be ongoing.

There has also been a marked increase of the number of children in the top two bands in all other areas tested except spelling which has remained on par with the 2014 results. Numeracy has reflected a similar pattern. The number of children in the top two bands has grown from 37.5% in 2013 to 40.8% in 2014 and reached 50% in 2015. The school will continue to focus on our numeracy goals and EMU intervention in Year 1 and through the Middle Years. The school will be adopting a whole school Numeracy Homework program with a focus on each domain matching tasks to children's individual growth points.

Year 3: It is noted that the number of children in the top two bands in Writing has remained the same over the last two years. The number of children in the top bands for Grammar and Punctuation and Reading has had a slight decrease from the previous year. However there has been a significant drop in the Spelling and Numeracy results of this particular cohort in the top bands compared to previous years. In Numeracy the percentage of children in 2013 was 60.3% and 59.3% in 2014. In 2015 this fell to 41.3%. Two specialist teachers worked with the vulnerable children in this group through the EMU Middle Years Intervention program and will continue to work with this cohort and their teachers in 2016.

Our focus on extending the top children in each Year in Writing has seen a noticeable improvement in our Year 5 NAPLAN results. There were less children showing no growth or backward growth than in the previous two years.

We have two children in Year 3 below national minimum standards in reading. Both of these children are on Learning Support Programs.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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.

In 2015 all pastoral care initiatives at Sacred Heart were incorporated as part of the whole school focus on Wellbeing. The principles of the "Positive Behaviours for Learning" and "KidsMatter" programs were maintained however all references are now to a whole school Wellbeing approach.

Wellbeing surveys were completed by students in Years 3-6 twice throughout the year. Other initiatives such as Martial Methods, Zumba, Circle time and lunchtime play offsite were introduced as a result of data gathered from the surveys.

KidsMatter component 4 with a focus on "Early Intervention for Students Experiencing Mental Health Issues" was completed. Wellbeing Week each term was introduced for staff and students and activities included friendship lunches, a homework and meeting free week, a coffee date and bucket fillers.

A K-6 Peer Support program was co-ordinated. Students in vertical groupings met weekly to discuss their personal strengths, resilience and how to make and maintain friends.

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

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.

The "Think Paper" was introduced at Sacred Heart in 2015 to manage communication to parents of any discipline issues at school. Students complete the paper reflecting on their behaviour and on appropriate ways of managing issues.

Data of behaviours when students have been given a "long time-out" consequence is collated and issues discussed at the term wellbeing meetings, and resources employed if necessary.

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

The school rules at Sacred Heart Mona Vale were adjusted from 'Care for Self, Others and the Environment' to 'Respect for Self, Others and the Environment.' A matrix of behaviours that are expected of students was begun. Behaviours such as : speak politely to others, listen to other's opinions, to have safe and gentle hands and feet are shared each day at morning assembly.

The school rules were linked to scripture. The passages from Luke 15:11-32 The Prodigal Son, Luke 10:36-37 The Good Samaritan and Genesis 1:1-25 The Creation Story highlighted the core value of Respect for others.

The Year 5 students displayed a responsibility for our environment especially planting and maintaining a new garden at the front of the school as well as co-ordinating all classes in environmental clean ups.

Peer support groups were actually named "Respectful Relationships Groups" to focus on the theme of Respect. Students discussed the importance of recognising strengths in themselves and others and being respectful of these strengths. Strengths included virtues such as courage, kindness, humour and persistence.

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

School Improvement was noted in the following areas.

Teaching and Learning: Teachers began to workshop a shared vision for 21st century learning which will impact future teaching and learning at Sacred Heart Mona Vale. The vision included building a connected, critical thinking, creative, collaborative, Catholic community.

Improved NAPLAN results in writing affirmed that the high yield strategies employed were having some success and should be continued and further developed. Mathematics data gathered recorded the the number of vulnerable students in counting had decreased in Year 4, Year 2 and Year 1 supporting the success of the early years EMU initiative.

Pastoral Care: Fewer long time-outs were reported for behavioural issues on the playground. The PBL matrix was not completed as it was noticed that it was necessary to expand the school values and thus re-categorise expectations.

Catholic Life and Mission: The celebrations for the Year of Joy and the Jubilee Year for the school was a great opportunity for students to learn about, show case and grow in appreciation of our school's traditions and past.

Priority Key Improvements for Next Year

School Improvement Focus for 2016 include;

The implementation of the new History and Geography syllabuses with the strong emphasis on historical and geographical inquiry will be a focus for 2016. As part of this focus challenge base learning will a scaffold to support these new syllabuses. The implementation of the EMU program to extend mathematical understanding will continue in the infants and middle years with targeted students who are considered vulnerable in the counting domain. Differentiation for all students will be highlighted with particular emphasis on high achievers with the introduction of a variety of thinking skills. Identification of high achievers and provisions for their learning will be a focus.

The previous emphasis on a single core value that of Respect, will be expanded to include those

of Compassion and Justice. Prayer celebrations will be expanded with celebrations shared from each class for Feast Days relevant to our community. Finally each grade will focus on a Social Justice initiative.

Our three school values will be developed into school rules and behaviour expectations that can be clearly articulated by students will be collaboratively written.

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

Parents were invited to respond to a survey in September regarding the achievements of the school for 2015 and the areas for development, to be taken into account for planning and directions for 2016. Data gathered in 2015 reflected first and foremost that the school is a caring, nurturing community. Data also reflected that the transition to a new Principal was seen as well planned, smooth and most successful. The areas most commended involved communication via social media, Kiss and Ride, the musical 'Dr Doolittle' and the introduction of the National Anthem and flag raising at Monday morning assembly.

Student Satisfaction

Information regarding student satisfaction with school life was gathered from two surveys and one school feedback form. The items students were most satisfied with included the school musical, the variety and number of sporting opportunities and the redesigning of the playground space to better accommodate large numbers for active play.

Students expressed dissatisfaction with only a few features of the school. The prices and food selection in the canteen as well as the rubbish on the ground were the main two areas of dissatisfaction for students.

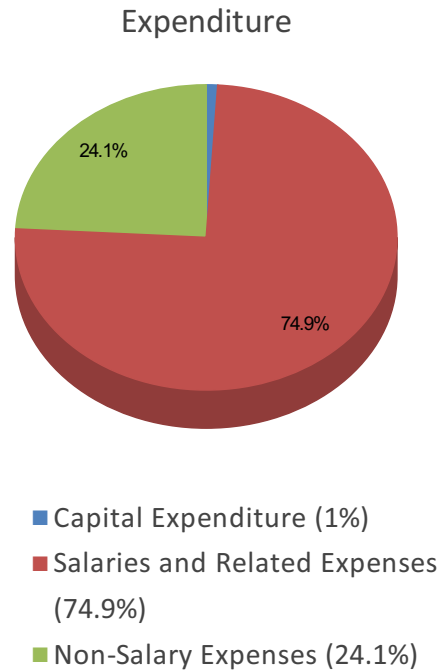
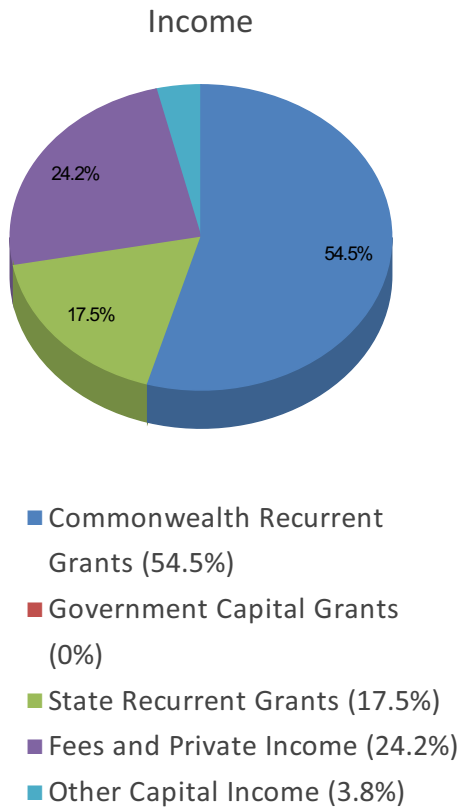
There was an increased feeling of safety expressed by the children from the surveys. Also the number of students identified as causing issues substantially decreased from the early survey, to the survey completed later in the year, suggesting issues had been addressed.

Teacher Satisfaction

Teacher satisfaction was high at Sacred Heart in 2015 as evidenced by teacher retention in 2016. Teachers especially were satisfied with Professional Learning opportunities provided at staff meetings, the work commenced on a vision for 21st century learning and the variety of school events such as the school musical, the Jubilee celebrations and Grandparent's Day. The introduction of the raising of the school flag and celebration of birthdays was much appreciated. There were no significant areas where teachers expressed dissatisfaction with school life.

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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,338,693
Government Capital Grants	\$0
State Recurrent Grants	\$751,751
Fees and Private Income	\$1,038,010
Other Capital Income	\$162,195
Total Income	\$4,290,649

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$37,519
Salaries and Related Expenses	\$2,915,306
Non-Salary Expenses	\$938,293
Total Expenditure	\$3,891,119