



2021

ANNUAL SCHOOL REPORT



Sacred Heart Catholic Primary School

Cnr Waratah and Keenan Streets, MONA VALE 2103

Principal: Mrs Suellen Garey

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About this report

Sacred Heart Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

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

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

Message from key groups in our community

Principal's Message

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community.

As the outgoing Principal of Sacred Heart Mona Vale Catholic Primary School, I am very proud and honoured to have had the opportunity to work for 7 years with a highly dedicated professional staff, committed parents, enthusiastic students and an inclusive parish, all of whom enhance, inspire and support our school.

This year has again had its challenges as we have together faced the demands of firstly a Northern Beaches lockdown and then NSW lockdowns due to the Covid-19 pandemic. Students were required to engage in Home Based Learning for the entire Term 3 and returned a few weeks into Term 4.

The community were united in their positivity to maintain connection with the school and to ensure that their child's learning progressed. Teachers again pivoted to providing daily classes on-line and on a return to school the learning focus was on English, Mathematics and Social Emotional Learning to ensure skills and knowledge continued to be developed and the student's wellbeing needs were addressed.

As Principal I have been blessed to be part of the Sacred Heart school and parish community. I sincerely thank the beautiful children and their families as well as the most incredibly hardworking school and parish staff for their dedication and support of our school throughout my principalship.

Parent Body Message

This year saw the Hub parent body take on a team approach, with the Year groups being allocated an event for the year.

Unfortunately Hub events for Term 1 were cancelled due to lockdowns and restrictions for the Northern Beaches.

By Term 2 parents returned and we had a beautiful 'Mother's Day Breakfast', classroom visits and Mass. Our first 'Fit Fun Colour Run' coordinated by the Year 5 class parents was great fun and raised many funds for sporting equipment. Our School Counsellor presented at our Term 2 Hub meeting on anxiety in children which was well received.

Home-based learning kicked in for Term 3 and the start of Term 4. The communication from the school to parents via the daily updates was very much appreciated. There were also Zoom sessions organised for parents with the school leadership team and our Term 3 and Term 4 Hub meetings were on Zoom.

We had a beautiful Zoom liturgy for both Grandparent's Day and Father's Day, in lieu of being able to do the breakfast and morning tea, classrooms visits and Masses.

In Term 4 we saw the staggered return to school, with a fun and engaging day for the first day back. The implementation of the Learning Plus and Wellbeing Plus programs helped students settle back into the school environment and ensured that social and emotional learning, as well as academic progress were at the forefront.

We were very lucky to be able to still have our Gala Event in Term 4 as restrictions eased. This was a lovely cocktail dinner at Long Reef Golf Club with live music.

We would like to thank our principal for her wonderful support over the years and wish her all the best in her retirement and new endeavours. We look forward to 2022 with great anticipation to again be involved with our children's learning and our beautiful school community.

Student Body Message

Students at Sacred Heart have many chances to have they say at school. We answer surveys about what we like to do and how we feel about our school. We are able to be Year 6 captains and speak with the Principal , we can be SRC representatives of our class and when we meet share the ideas from our class. Some of us have written letters to our Principal about changes we would like to see at our school. One example was a letter about the school uniform.

Our Year 6 students love being a buddy to the kindergarten children helping them adjust to their new school. Every day at assembly our student leaders remind all the children about the core values of respect, service, justice and compassion.

Even though it was hard working from home for so long, we appreciated that our teachers daily zoomed with us to see how we were and help us with the Home Based Learning Program. We would prefer to be at school!

Thankyou to all our teachers and especially our Principal who is leaving at the end of the year for an amazing and memorable 2021.

School Features

Sacred Heart Catholic Primary School Mona Vale, is a Catholic systemic co-educational school on the northern beaches of Sydney.

The school was officially opened in February 1965 by the Sisters of the Good Samaritan Order and is one of two primary schools in the Parish of Pittwater. There are fourteen classes, two grade groups for each year of primary education from Kindergarten to Year 6. The School also hosts a small class of students enrolled from the Aspect Vern Barnett School at Forestville.

Students enrolled at Sacred Heart School are drawn from the neighbouring suburbs of Warriewood, Bayview, Church Point, Newport, Elanora Heights, Terrey Hills and Mona Vale. Enrolment numbers of 357 continue to demonstrate a consistent trend of families seeking enrolment for their child at Sacred Heart Catholic School and strong enrolment numbers reflect the positive reputation of the school in the community.

After half a century the School remains committed to the values espoused by the Good Samaritan Sisters; values of compassion, respect, justice and service. These values form the foundation of the School rules and resonate with our school motto to 'Live Love and Learn together, created in the image of God".

There is a strong culture of parent volunteers which is evidenced by 23% of families volunteering to be a member of a team at the school in 2021. Parents engage in the governance of the school through the Hub team and the Advisory Team offering advice and support to the Principal.

The Parent Playground team signed off on the replacement of the play equipment this year and this work will commence in December 2021 and be completed for the start of school in January 2022. Funds were raised for this project by the parent community over the past years and is greatly appreciated by the school.

Students participated in national competitions for Science, Mathematics, English and Computer skills. Over past years students also have had the opportunity to represent the school at Diocesan, Polding, State and National level in many sports. These events unfortunately were cancelled for 2021 due to the pandemic. Other co-curricula programs including the school musical, interschool debating, public speaking and chess, all regular events in the life of our school will resume in 2022.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
188	171	124	359

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2021 was 96.34%. 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
96.63	97.03	96.50	96.21	95.67	96.19	96.14

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	33
Number of full time teaching staff	14
Number of part time teaching staff	11
Number of non-teaching staff	8

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

All staff including non teaching staff participated in a Diocesan Staff Development Day where the Bishop and Director launched the next stage of the Towards 2025 Strategy.

Staff have adopted the Diocesan Collaborative Culture of School Improvement Cycle for professional learning opportunities and to assess student growth.

All teachers began a review the new English and Mathematics K-2 NSW Syllabus.

Two staff members who are early career teachers have gained proficiency in their teacher accreditation through NESAs.

Teachers were given the opportunity to again prepare remote learning programs for students with a strong focus on digital technologies.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. This includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. In 2021, due to Covid restrictions, some of these opportunities were limited.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

At Sacred Heart we actively live out our faith with a strong school and parish connection encompassed by the school motto of "Living, loving and learning together created in the image of God'. Each year we journey with the parish and their theme which for 2021 was the 'Year of the Family'. Our staff celebrated an annual beginning of school Mass with the other parish schools of the Pittwater Parish, Mater Maria Warriewood and Maria Regina Avalon. The classrooms were blessed at the beginning of year by our priests. The Parish Priests and school leadership met regularly and actively worked together to support students and their families to nurture and foster the faith of all the community.

During 2021 the school community took part in celebrations for the Beatification of Blessed Francis Jordan, the Salvatorian Founding Father of our priests. Students, Staff, and families came together with Bishop Randazzo and the Salvatorians to give thanks. The students in Year 3 took part in the Sacrament of Confirmation and the school supported the parish with this sacrament. Due to the Covid Pandemic the school had a reduced number of Masses though we were able to celebrate several liturgies in the classrooms such Mother's Day, Easter and other liturgies over zoom with Father's Day, Grandparent's Day and

Remembrance Day. The parent community had the opportunity to pray together with an Afternoon Blessing during Home Based Learning and Staff Prayer recommenced when staff returned to the school site. The Year 6 students led the "Daily Awareness Examen" for students in K-5 when all students returned to school from Home Based Learning.

The school undertook many Social Justice initiatives during 2021. The children in Year 5 outreached to a local aged care facility, writing letters and connecting with older members of the broader community. The school community took part in Super Hero Five for Vinnies raising money for Gift Cards for the Vinnies Christmas Appeal. Students in Year 6 outreached to the poor in spirit during Home Based Learning making cards of Hope, carrying out acts of kindness reaching out to their neighbors. Kindergarten students had a mufti day with a touch of orange and yellow raising funds for for Caritas.

The school explicitly taught the Gospel core values of Respect, Compassion, Service and Justice. Sacred Heart lived out the vision for our school by creating opportunities to demonstrate the core values and students from each class are acknowledged each term with a Core Value Award.

During 2021 all students participated in the Bishop's Art Prize with a student in Stage One being awarded 1st Place by the Bishop. The school staff undertook Professional Learning creating new modules of learning as part of the Towards 2025 goal of developing and implementing a new Religious Education curriculum.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The school set up a comprehensive program for Diverse learners through the Home Based Learning period. All Diverse learners were allocated a support teacher who contacted the diverse learner every week for either individual support or small group support. This was extra support provided in excess of the usual classroom teacher support.

A teacher was engaged for a "Learning Plus" program on returning to school in term 4. The purpose was for each classroom teacher to sit with each child at school to review, analyze, plan and act in regards to the next step in their literacy learning.

Classroom teachers adjusted the usual daily timetable to focus on the teaching of English, Mathematics and Religion up until 1 pm and the afternoon lessons were focussed on student wellbeing.

The Wellbeing Plus program on return to school focussed on student social emotional learning. Students every afternoon studied and practised skills about re connecting, belonging, making and keeping friends and their emotions. A Wellbeing week grid and challenges included an Olympic bake off and paper plane challenge.

Increased use of technology throughout the school as a result of the move to home learning programs included up-skilling of teachers and students using such programs as See Saw, Google Classrooms and Zoom for every class from kindergarten to Year 6.

The school engaged a specialist Visual Arts teacher and a specialist Science teacher for part of 2021 to provide lessons each week for Kindergarten to Year 6. During Science week in August classes signed up for two learning experiences with the well known Dr Karl and another titled Science Food.

The PDHPE program was again comprehensive and had great variety for all students including The Mascot Challenge with Cricket NSW, skills with Goodwins Tennis Academy, Woodbridge Cup and Tennis Gala Day at Collaroy Long Reef Tennis club and Basketball skills with Many Warringah Basketball Association.

There were some exciting real life learning programs in 2021. Year 3 participated in a Native Bee project, Year 4 were confirmed participants in Project Codium (seaweed) led by the Botanical Gardens where they were critical thinkers communicating their learning to protect vulnerable coastal species!

Year 6 joined The Australian Virtual Astronaut (AVA) Challenge. Students used the iSTEM engineering design thinking process to complete the challenge and were part of a team of astronauts creating a family home outpost on the Moon.

Year 4 have led a school focus on Aboriginal Reconciliation Week. They have been learning about our Indigenous people in history and as part of their "Outreach" Program have made and sold friendship bands. The money raised by selling the friendship bands will be donated to The Aboriginal Catholic Ministry.

There was great fun and excitement at the K-6 Handball Competition held for Battern International Awareness day to support one of our students. The Fit Fun colour run including thermometers showing progression of funds raised, an obstacle course and fresh fruit for energy raised funds for sports equipment.

Year 6 attended an overnight excursion, to Canberra, a trip which complimented their learning about Federal government and was completed just before the NSW lockdown .

Our school Concert Band had its very first public performance playing in the Northern Beaches Instrumental Music Festival under a new director. Next year we hope to have members for a training band to grow and join the Concert Band.

A number of Lunch Clubs were offered this year including a Pom Pom Club, Jump Jam, Meditation, Chess and Gardening club. The Sacred Garden produced some delicious herbs and vegetables which were sold to our parents including lettuce, tomatoes, cabbage and snow peas.

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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	71%	54%	0%	11%
	Reading	67%	55%	0%	10%
	Writing	78%	53%	0%	6%
	Spelling	59%	49%	0%	13%
	Numeracy	57%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	51%	35%	11%	14%
	Reading	56%	40%	0%	11%
	Writing	49%	20%	2%	18%
	Spelling	52%	38%	5%	14%
	Numeracy	46%	29%	3%	15%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Complaints Handling 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Initiatives promoting respect and responsibility

Pastoral care and wellbeing initiatives are undertaken to promote respect and responsibility within the community and are vital in creating a community of learners. The school implements inclusive practices that support the diversity of all learners. We have a culture of pastoral care that promotes student wellbeing. The School follows the Positive Behaviours for Learning (PBL) model of Behaviour Management and is registered as a BeYou school.

A safe and supportive environment for learning is achieved through the explicit teaching and modelling of the four Gospel Core Values of Respect, Justice, Compassion and Service. One value is focussed on each term as well as an expectation of behaviour every day. Classes undertake explicit instruction around the Core Values and the school newsletter reinforcing this for families. The community is familiar with the Core Values and each term there is an award for a student who has been an exemplary model of the Core Value for that term.

Strategies which the school has embraced to develop a respectful and responsible school include:

Social and Emotional Learning: Teachers regularly track student progression using a continuum which analyses student skills in the areas of: Responsible Decision Making, Self-Awareness and Self-Management. In term four, in response to support student transition back to face-to-face learning, each class implemented a daily Social and Emotional Learning program and student needs were analysed for a program specific to their classes.

During 2021, the school developed and formalised Tier 2 PBL interventions which came from the research and work of the Missouri Schoolwide Positive Behaviour Support (MO SW-PBS) program.

Tier 2 interventions are for a small group of children (10-15%) who need to be supported, re-educated and taught specific behaviours that are causing them to demonstrate At-Risk behaviour.

Wellbeing Week: an allocated time each term where the school community is provided with initiatives to consider their own mental health and wellbeing. The themes for this year's Wellbeing Weeks have been: Be More to Others, Be Kind, Be Thankful and Reconnect.

Respectful Relationship Group/ Buddy Groups: K-6 peer groups led by Year 6 students are designed to support and establish connection between all students. Our Year 6 students buddy up with a Kindergarten child to support their transition to primary school. Our Respectful Relationship Leaders planned and organised learning activities during our onsite Wellbeing Weeks in Term 1 and 2.

Parent Engagement: Parents were actively involved on the Wellbeing Team and Eco Parent Team. meeting in person in terms 1 and 2 and over Zoom in term 3 and 4.

Student Agency: In 2021 student voices were heard through the School Representative Council (SRC) and the Environmental Leaders (Eco Team). Students in the SRC and Eco Team promoted Waste Free Wednesday's, Fruit and Vegetable Month, Wellbeing Week activities, positive self-care and hygiene practises and whole school behaviour expectations.

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. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

Strategies to achieve the School improvement plans for the year involved review of the CSBB . 'Shaping Paper' Oct 2020, 'Moving from Discovery to Delivery' Oct 2020, 'Future Workbook' March 2021 and 'Towards 2025 Strategy Workbook' June 2021.

The Leadership Team implemented an instructional coaching model "The Impact Cycle" by J Knight.

Although many assessments were completed including K-6 PAT English and Mathematics, Observation Survey, Year 1 Phonics assessment, K-6 MAI and Kindergarten Best Start, the strategy to explore a standardised assessment for years 3-6 in English was not achieved.

There was a strong focus on engaging parents with students learning throughout the entire remote learning period. Daily Principal Updates, Zoom meetings for parents at stage level and direct communication of parent to staff through email resulted in effective communication.

Another goal for 2021 was to deepen student's knowledge and understanding of what it means to be a catholic person in a contemporary world. Teachers reviewed the CSBB "Shaping Paper Evangelisation and Catechesis' Nov 2020, "Discussion Paper RE Curriculum' Mar 2021 and the "Discussion Paper Formation for Mission" Mar 2021.

Priority Key Improvements for Next Year

Key Improvements for 2022 will be drawn from school data collected in 2021 as well as the goals of Towards 2025 Strategy June 2021. Key improvements for 2022 places our students at the heart of everything we do and supports consistent student achievement, their journey

in faith and a bringing together of our school and parish to work as one. These goals will include

- developing a collaborative culture of continuous improvement through implementing a continuous improvement cycle
- accompanying students, families and staff to know Christ and to grow in faith through promoting a Catholic worldview
- maximising the learning growth of each student through implementing consistent and high quality teaching and learning.

Our school will work collaboratively to implement our goals and to better use technology to help make teaching more innovative and improve learning outcomes for students in our care. Our culture survey confirmed that our school is ready for change and innovation and we here at Sacred Heart are ready for the challenge.

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

Quotes from our parent community:

- Thank you for your zoom sessions! Your positivity, banter, and instruction have been invaluable to our child's HBL success.
- The comments and marking of his submitted work, it has kept him positive, motivated and engaged, and striving to do better.
- You have filled his little heart with happiness today. He has been on a high all day.
- Another excellent week. Our teachers have guided us very well through the learning this week and the time and detail that they have put into their Zoom sessions is very much appreciated. In particular the kindy students - the cutest Zoom sessions I have ever seen!
- I would like to thank all involved with the Grandparent's Liturgy zoom meeting today (28th July) in particular our class teacher who did such a good job. I found it most enjoyable and it makes you realize what a wonderful community you have at the school.
- From a full time work from home parent the work schedule and classes have been brilliant. We really appreciate everything you have been doing behind the scenes in these challenging times.

Student satisfaction

Quotes from our student body:

- My favourite school excursion was definitely the trip to Canberra.
- Knowing that every time I walk into the school gates, I am going to have an Awesome Day seeing all my friends and teachers.
- I know that every single person in this school has a kind heart and talks kind words.
- They all care for one another and they are so thoughtful!
- Getting to meet new people and having experiences that other schools don't have such as school BBQ, Sport, Drama, Broken Bay Trials, musicals and many more.
- I love Sacred Heart because there is always help you can find. The teachers make us feel safe and cared for and they always listen to what I have to say. They're firm and they will not tolerate any disrespect

- Is how amazing the quality of learning is at the Sacred Heart. You could even say it was top class.
- The most special thing about being at Sacred Heart is feeling like we are a part of one big family.

Teacher satisfaction

Quotes from our teaching staff:

- Wonderful staff of talented and supportive teachers, who never hesitate to help each other.
- Dedicated teachers who strive to make a difference for each student in the school.
- I can honestly say I immediately felt at home and wanted to stay
- Opportunities for regular professional development ensure teachers teach using best practice
- A school led with passion, innovation and love!
- I am continually inspired and energized by the commitment to quality teaching and learning from my colleagues and the Leadership Team of the school
- I am encouraged and supported in my professional and faith development and as we work collaboratively to ensure we maximize the learning growth of each student.
- Opportunities are plentiful for teachers to progress in their chosen career
- Supportive professional leadership team focused on our staff, students and their families
- I have felt honoured to work as part of such a dedicated and cohesive staff. The home based learning period was such a change and I was overwhelmed by how each staff member tackled the challenges, providing outstanding support and learning programs for our students and also extending their own professional learning, especially in the area of technology, in the process.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 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 2021	
Commonwealth Recurrent Grants ¹	\$2,586,073
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$701,388
Fees and Private Income ⁴	\$1,192,441
Interest Subsidy Grants	\$1,805
Other Capital Income ⁵	\$0
Total Income	\$4,481,707

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$35,244
Salaries and Related Expenses ⁷	\$3,315,594
Non-Salary Expenses ⁸	\$1,023,066
Total Expenditure	\$4,373,904

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT