



CATHOLIC SCHOOLS
Broken Bay

2025

ANNUAL SCHOOL REPORT



Sacred Heart Catholic Primary School

Cnr Waratah and Keenan Streets, MONA VALE 2103

Principal: Ms Louise O'Brien

Web: www.shmvdbb.catholic.edu.au

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 Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 at local school level and 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](#).

Message from key groups in our community

Principal's Message

At Sacred Heart Catholic Primary School, we are proud of our vibrant faith community where dedicated and highly professional staff work in close partnership with supportive parents to nurture each child's growth in faith, learning and wellbeing. This important mission is further strengthened by our close relationship with Pittwater Parish and the valued support of the Salvatorian priests and our Parish Priest, Fr Richard Sadowski SDS.

A significant highlight of the year was the celebration of Sacred Heart Primary School's 60th Anniversary. This milestone provided a wonderful opportunity to reflect on our rich history and reaffirm our enduring commitment to Catholic education and community.

Another memorable achievement was our school musical production, Frozen Kids Junior. This outstanding event was a true testament to the power of collaboration, showcasing what can be achieved when students, staff, parents, and families unite with a shared purpose. It was a joyful celebration of talent, teamwork, and school spirit.

Our Faith and Learning Walks, student retreats, liturgies and Masses continue to provide meaningful opportunities for students and the wider community to deepen their faith and spiritual understanding. These experiences remain central to the life of our school, fostering reflection, connection, and a strong sense of belonging. Our Mothers', Fathers', and Grandparents' Day liturgies were, as always, cherished occasions that honoured the vital role these loved ones play in the lives of our children.

Sporting achievements continued to be a source of great pride, with students participating successfully in a wide range of Gala Days. Several students also achieved representative honours, competing at Zone, Diocesan, Polding, and National levels.

At Sacred Heart Primary School we strive to nurture confident, compassionate learners who are well equipped to make a meaningful and positive impact in the world.

Parent Body Message

The Hub proudly reflects on a year defined by collaboration, achievement, and community spirit within our parent and school network. We hosted events that united and celebrated our community, including the annual Welcome BBQ, Sacred Heart Feast Day, Mother's and Father's Day breakfasts, Grandparents' morning tea and Volunteer Thankyou afternoon tea. These moments epitomise the vibrant culture of our school.

Our achievements would not have been possible without the dedication of our volunteers, who tirelessly support initiatives such as managing the second-hand uniform shop, Kiss and Drop, gala days, excursions, retreats and assisting our canteen operations.

Highlights of the year included celebrating our 60 years anniversary with a week of fun activities for the school including a talent show and craft activities for the students and concluding with a Friday picnic feast lunch for the whole school community. Another highlight of the year was the much-anticipated fifth annual Colour Run, a standout event on the student calendar which included an obstacle course this year to the students' delight.

We also championed meaningful initiatives, from supporting the inter-school handball competition, the Zing Active program and the Friendology program to investing in curriculum resources, multi-lit, ochre novels, prime maths books, maths equipment, the spelling mastery program and gardening resources. Teacher Appreciation Day allowed us to celebrate the exceptional contributions of our educators.

As Presidents, we conclude our first year with pride and gratitude. It has been a privilege to represent parents and collaborate with Louise, Jamie, Monique, and the dedicated staff at Sacred Heart. We eagerly anticipate the continued growth and success of this remarkable community as we continue as Presidents for 2026.

Student Body Message

In 2025, Sacred Heart participated in a wide range of activities and enriching opportunities, including the handball competition and numerous gala sports days. In the area of sport, several students also achieved representative honours, competing at Zone, Diocesan, Polding and National levels.

Frozen Kids musical was a spectacular show performed by Sacred Heart students. Throughout the year each class has been on a religious retreat to explore their faith. The retreats took place on either sacred sites or places of natural beauty in Sydney.

In Term 4 the colour run was once again a big highlight and was such a fun day, especially with the sporting activities that followed. The Year 6 Graduation Mass and final Thanksgiving Mass provided meaningful opportunities to celebrate our many achievements throughout the year.

We are grateful to the teachers and community of Sacred Heart who are so dedicated to making sure that the students here have lots of opportunities, to learn, have fun and grow in their faith.

School Features

Sacred Heart Catholic Primary School, Mona Vale, is a systemic co-educational Catholic school that was officially opened in February 1965 by the Sisters of the Good Samaritan. One of two primary schools in the Parish of Pittwater, Sacred Heart currently operates with fourteen classes, comprising two streams from Kindergarten to Year 6. The school also warmly welcomes a small class of students from Aspect Vern Barnett School in Forestville, reflecting our inclusive approach to education.

Our students come from a wide catchment area including Warriewood, Bayview, Church Point, Newport, Elanora Heights, Terrey Hills, and Mona Vale. With an enrolment of 417 students, Sacred Heart continues to experience steady growth, reflecting the school's strong reputation and the ongoing demand for a high-quality Catholic education within the local community.

Over the past sixty years, the school has remained deeply committed to the values instilled by the Good Samaritan Sisters—compassion, respect, justice, and service. These core values underpin our school culture and continue to guide expectations for student behaviour, relationships, and engagement in learning.

Great importance is placed on authentic, real-world learning experiences that enhance and enrich classroom programs. Throughout the year, students participated in a range of excursions, including visits to Kimbriki Resource Recovery Centre, Long Reef Headland, the Australian Museum, Sydney Zoo and Stony Ridge Garden. These experiences provided meaningful, hands-on learning opportunities that deepened student understanding and engagement.

Students also participated enthusiastically in the Northern Beaches Catholic Schools' Gala Days, competing in sports such as soccer, rugby league, tennis, basketball, cricket, netball, and AFL. In addition, many students took part in interschool debating and public speaking competitions, further developing their communication skills and confidence. A diverse range of lunchtime clubs and activities, including gardening, STEM, dance and choir, provided additional opportunities for students to pursue their interests and develop new skills.

Our school band and choir continued to be highly popular and well-supported co-curricular programs. Basketball, introduced in Term 4, was enthusiastically received by students and quickly became a valued addition to the school's sporting and co-curricular offerings.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
221	196	100	417

* 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 2025. 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 2025 was 91.12%. 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
92.52	90.69	91.59	91.03	90.07	91.41	90.49

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 Department of Education 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	37
Number of full time teaching staff	15
Number of part time teaching staff	10
Number of non-teaching staff	12

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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	1
Provisional Teachers	3
Proficient Teachers	19
HALT Teachers	2

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 [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It 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.

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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

The community gathered to celebrate significant liturgical and community events, including Mother's Day, Father's Day, Grandparents' Day, Holy Week, Easter, Pentecost, feast of Sacred Heart, and Holy Days of Obligation. These celebrations strengthened our shared sense of belonging and Catholic identity.

At Sacred Heart, faith is lived as well as taught. Strong connections with the parish were evident through well-attended Family Masses led by students and supported by parents and staff. High levels of student participation were achieved in Confirmation, Reconciliation and First Eucharist programs.

Faith formation remained a strategic focus in 2025. Each year group participated in a day of reflection at a sacred site or place of natural beauty, deepening their personal relationship with God. Parents were actively involved, with the program coordinated by the Parent Engagement Coordinator.

Faith and Learning Walks in Terms 2 and 3, provided parents with opportunities to share prayerful experiences and gain insight into classroom learning. Year 6 students demonstrated leadership by leading weekly prayer at assemblies.

Students engaged in a range of social justice initiatives, raising funds and awareness for organisations such as Project Compassion, Mission Australia, Indigenous awareness programs and St Vincent de Paul Hamper Appeals. Students also successfully participated in the Bishop's Art Prize, expressing their faith through creative works.

Staff continued professional learning, strengthening their understanding of the Religious Education Curriculum to enrich teaching and learning across the school.

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 provides an educational program delivered in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The curriculum encompasses all Key Learning Areas, including English, Mathematics, Science and Technology, Human Society and Its Environment (HSIE), Creative Arts, and Personal Development, Health and Physical Education (PDHPE). In addition, the school implements the Diocesan Religious Education syllabus as a core component of its Catholic identity.

Staff are committed to the continuous improvement of teaching and learning across all areas of the curriculum. Classroom and specialist teachers work collaboratively to deliver high-quality, inclusive education that supports the learning, wellbeing and potential of every student.

The new CSBB Strategic Plan, *Shaping Tomorrow, Together in Faith*, was launched in July. The plan places a strong emphasis on student academic growth and achievement, with a clear focus on the delivery of high-quality curriculum, assessment and pedagogy by highly skilled and effective practitioners.

NSW Curriculum Reform remained a focus in 2025. Sacred Heart strengthened collaboration with neighbouring schools—Maria Regina, Avalon, St Joseph's Narrabeen and St Rose Collaroy—to support shared planning and implementation.

The school continued to support staff in strengthening their knowledge and application of explicit and direct instruction grounded in the *Science of Learning*. This work placed a strong emphasis on English, with a particular focus on improving literacy outcomes across all year levels. With the strong support of the parent community, the school implemented MiniLit, with a clear emphasis on vocabulary development and reading fluency. Writing was also identified as a targeted area for improvement.

In 2025, the school continued to embed a whole-school Behaviour Curriculum informed by the research of Tom Bennett and Ollie Lovell, and insights from visits to other schools. Initial implementation focused on improving student transitions, particularly line-ups and movement between classrooms, and received highly positive staff feedback. This foundational work has

contributed to a calmer, more orderly learning environment and will continue to be embedded throughout 2026.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student’s performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Sacred Heart Catholic Primary School for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	93%	54%
	Reading	81%	66%
	Writing	81%	76%
	Spelling	77%	62%
	Numeracy	83%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	84%	63%
	Reading	70%	73%
	Writing	78%	65%
	Spelling	72%	69%
	Numeracy	77%	69%

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 and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2025.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2025 to reflect new system processes.

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

Parent satisfaction at Sacred Heart is reflected in strong levels of parent involvement, high attendance at school events and consistently positive feedback shared through regular engagement with staff. Parents frequently express appreciation for the care, support and encouragement provided by both teaching and leadership teams. They value the high-quality learning programs that support individual student growth, as well as the school's commitment to a holistic approach that nurtures each child's academic, social, emotional and spiritual development.

Parents value the strong sense of community within the school and appreciate the close connections and support shared with the Pittwater Parish.

Student satisfaction

Student morale at Sacred Heart Catholic Primary School remains strong, reflected in high levels of school pride and enthusiastic participation in a broad range of extracurricular activities. Throughout the year, students actively engaged in charitable fundraisers, sporting carnivals and gala days, choir and band performances, academic competitions, parish celebrations and school community events.

Year 6 student leaders, representing the wider student body, consistently express positive views of their school experience. Sacred Heart students demonstrate genuine enthusiasm for learning and take pride in the school's achievements across academic, cultural and sporting domains.

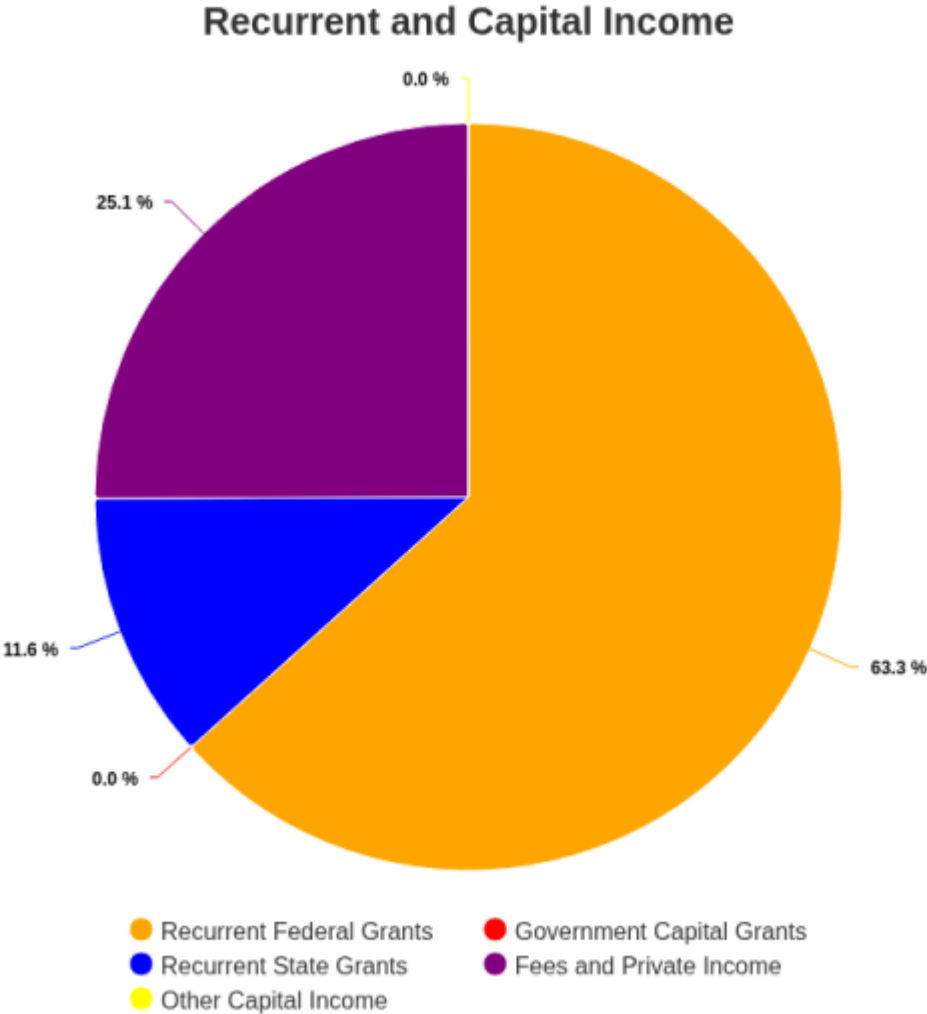
Teacher satisfaction

Throughout 2025, staff at Sacred Heart Catholic Primary School participated in a range of formal and informal forums to reflect on and provide feedback about their experiences. High staff morale was evident through strong participation in special projects and voluntary involvement in extracurricular activities.

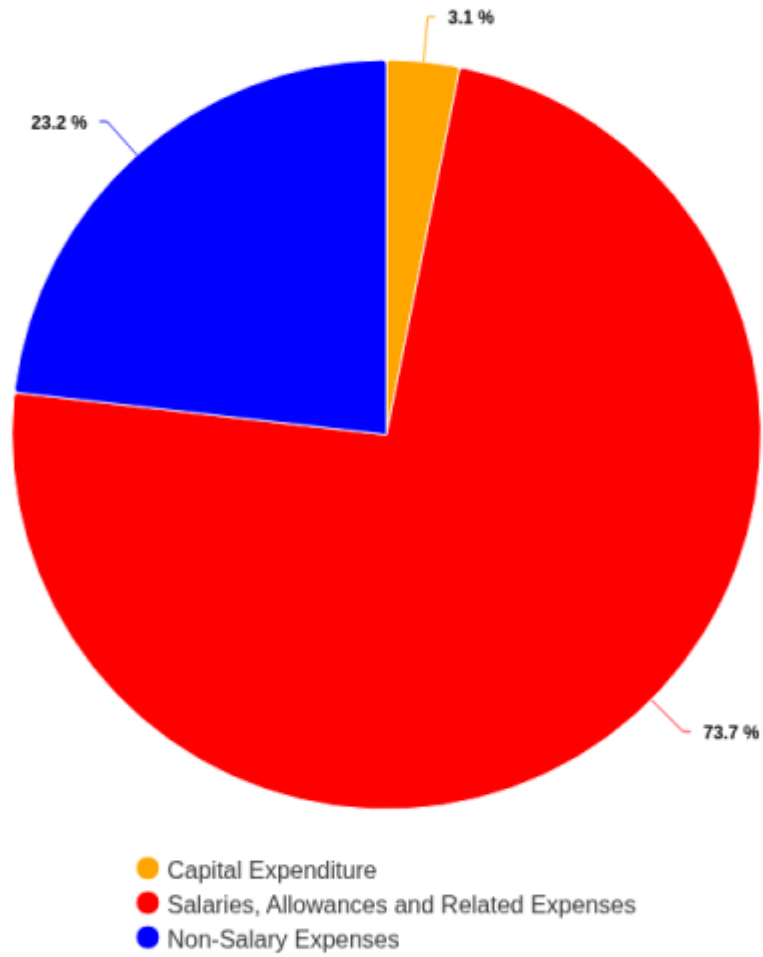
Staff expressed appreciation for the professional learning opportunities provided, particularly targeted development in the Science of Learning, the Religious Education Curriculum, the teaching of Mathematics and the ongoing NSW Curriculum Reform agenda. There was also a strong sense of gratitude for the consistent and meaningful support shown by parents across the school community, contributing positively to staff wellbeing and professional satisfaction.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT