



2022

ANNUAL SCHOOL REPORT



Sacred Heart Catholic Primary School

Cnr Waratah and Keenan Streets, MONA VALE 2103

Principal: Mr Jamie Wahab

Web: www.shmvdbb.catholic.edu.au



School Features

Sacred Heart Catholic Primary School Mona Vale, is a Catholic systemic co-educational school and was officially opened in February 1965 by the Sisters of the Good Samaritan Order. It 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 from Aspect Vern Barnett School at Forestville.

Students enrolled at the School are drawn from the neighbouring suburbs of Warriewood, Bayview, Church Point, Newport, Elanora Heights, Terrey Hills and Mona Vale. Enrolment numbers of 391 continue to demonstrate a consistent positive trend of families seeking enrolment for their child at Sacred Heart Catholic School.

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.

Real life learning experiences and excursions into our community are valued to broaden learning opportunities for the students. To support their learning excursions were arranged to Bathurst, Kimbriki Recycling Centre, Narrabeen rock platform, Australian Museum, Taronga Zoo and Kuring gai Wildflower Gardens.

Students competed in the Northern Beaches Catholic Schools' gala days for soccer, league, tennis, basketball, cricket, netball and AFL as well interschool debating and public speaking competitions. Lunchtime activities included chess, gardening, STEM, dancing and homework club. Our school training band, senior band and choir again were popular activities for our students.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
181	191	113	372

* Lang591.06 Tm(Boys)TJETBT71 14.67 T294.57 197.35 vhf253.92 19736[B O22.

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	34
Number of full time teaching staff	12
Number of part time teaching staff	15
Number of non-teaching staff	7

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: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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-service meetings and conferences and a range of programs provided by CSBB.

scteachers

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, led by Sally Egan, focused on the Towards 2025 Strategy.

Staff Development Days and Staff Meetings focused on the Familiarisation stage of the new K-2 English and Mathematics NSW Syllabus.

The Staff Spirituality Day focused on elements of the new Catholic Schools Broken Bay Charter with a specific emphasis on the faith formation of all staff.

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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 missionary activities aimed

the engagement of the School Marketing Co-ordinator and Parent Engagement Officer providing morning tea and a time to create networks and support through the parent community. The Year 6 children led the school in the Daily Examen during Term 4 as well as leading the school community in prayer at weekly

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 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, Human Society and its Environment (HSIE), Creative Arts 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. Our classroom teachers along with our specialist Creative Arts, Physical Education, Library and Diverse Learning staff are driven to provide quality education for all our students.

The school leadership team began working with Linda Bendickson as part of the Catholic Schools Broken Bay Towards 2025 Strategy. Our work with Linda enabled us to explore what was currently happening at the school based on data and prioritise and go deep with identified areas of need, rather than trying to achieve too

This year saw an enhanced focus on the teaching of STEM (Science, Technology, Engineering and Maths). From Term 2 a STEM specialist teacher worked with each class for a 40-minute session each week. In term 2 these lessons focussed on the use of robotics equipment including BlueBots and Spheros. Term 3 STEM lessons were based on developing information technology and research skills. In term 4 the focus was on coding.

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 aETBTf2 14.67 Tf0.75 0 0 0.75 282.22 63122

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and

and whole-school strategy helps children to establish and maintain healthy friendships, manage conflict with kindness and increase their overall resilience.

584 Buddy Program: The Buddy program is designed to support and establish connection with our students

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

A number of Key Improvements were achieved in 2022. The strong focus on the wellbeing of students and staff resulted in the implementation of a Student Management Procedure that made a choice and consequence tiered system of support clear to every member in our community. Furthermore, the focus on helping all students to create, maintain and recognise healthy friendships was supported with the implementation of Friendology across all classes.

Developing students' capability in Science, Technology, Engineering and Mathematics resulted in a specialist teacher being appointed to teach every class once per week together with a significant amount of resources being purchased (through fundraising by our parents).

Teachers were supported extensively in their professional learning as a strong focus was placed on exploring the Curriculum Reform Agenda. This included Sacred Heart hosting professional learning with other local Catholic primary schools.

Improving communication was also a focus with a weekly newsletter being produced which included a weekly video broadcast from our students.

Priority Key Improvements for Next Year

Identified Key Improvements for 2023 will include a strong focus on the English Curriculum, specifically developing teacher confidence and competence in areas that include Spelling, Fluency, Phonics, Cognitive Load and the Science of Reading.

The school will also be funded to implement Collaborative Coaching for our teachers, providing significant resourcing to enable teachers to improve their programming and pedagogy.

Sacred Heart will also seek to provide Inquiry Learning lessons through History and Geography with the resourcing of two specialist teachers.

There will be a review of how we can continue to provide holistic learning opportunities for our students through dance, drama and music.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 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 2022	
Commonwealth Recurrent Grants ¹	\$3,249,940
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$864,962
Fees and Private Income ⁴	\$1,393,795
Interest Subsidy Grants	\$699
Other Capital Income ⁵	\$1,604
Total Income	\$5,511,003

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$133,239
Salaries and Related Expenses ⁷	\$3,355,594
Non-Salary Expenses ⁸	\$1,409,990
Total Expenditure	\$4,765,584

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.

