



2022

ANNUAL SCHOOL REPORT

ANNI

Sacred Heart Catholic Primary School

1 Bobbin Head Road, PYMBLE 2073

Principal: Mrs Mary Hor

Web: www.shpdbb.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 (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 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 be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Sacred Heart Catholic Primary School Pymble is a welcoming and inclusive community. a vibrant community of learners, I trust that this

School Features

Sacred Heart Pymble is a Catholic systemic co-educational primary school. The School includes 11 classes from Kindergarten to Year 6. With a tradition founded by the Sisters of Mercy, the School embraces the Mercy ethos and values of hospitality, shared ministry and social outreach. The essence of the School motto, *Esse Non Videri*, to be and not to be seen, ensures that the School's Catholic heritage is reflected in everyday school life. The words of the School song, *Be a Family*, 'all who come, parents, children, teachers, a family we embrace', create the feeling of belonging to a community that lives by the Gospel. The School's vision and mission is embodied by the values that are integral to the Beatitudes (Matthew 5:3-10), including helpfulness, justice, strength, endeavour, humility, honesty, forgiveness and respect.

As a learning community with dedicated teachers focussed on student achievement, learning and wellbeing are the focus to promote enthusiastic, independent learners committed to lifelong learning and reaching their potential. All students are actively engaged in an awareness of their own learning and a wide variety of extra-curricular activities.

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 |
|-------|------|--------|----------------|
| 125 | 111 | 42 | 236 |

* 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 2023. 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 2022 was

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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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

| | |
|------------------------------------|----|
| Total number of staff | 27 |
| Number of full time teaching staff | 11 |
| Number of part time teaching staff | 9 |
| 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 sTm(of)TJETBT/F2 14.67 Tf0.75 0 0 0.75 28TBT/F2 110.75 135.85 1

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

The ongoing professional learning of each staff member is highly valued. This can take many forms including staff development days, twilight meetings, conferences, self-directed learning, subject specific courses / online modules and a range of programs provided by Catholic Schools Broken Bay. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their own professional learning goals, in addition to evaluating NESA staff Accredited Professional Development (PD) and logging Elective PD via their NESA

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

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,

experiences of this approach, a specific Prayer room was established to showcase the RE focus.

Sacred Heart Pymble values a close partnership with our parish and wider community. At the end of 2022, Stage 3 students worked creatively to make Christmas Blessing cards and write personalised messages for members of the aged

The School is committed to Catholic discipleship and service through living out gospel values in our daily lives through participation in fundraising and supporting the marginalised. Parents supported a community service of providing meals to homeless people in our community through The Dish, Hornsby. On numerous occasions throughout the year, students participated in generous fundraising activities such as Caritas, the Vinnies Winter and Christmas Appeals. A highlight and fondly remembered activity was SOCKTOBER where students brought in odd socks, wrapped them into a ball shape and used their sock soccer ball to kick goals. Generous donations were forwarded to Caritas as a result of this event.

In 2022,

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

aspects of Martin Seligman's PERMA model; Positive Emotions (feeling good / fulfilled), Engagement (being completely engrossed in whatever you are doing), Meaning (living with a sense of purpose) and Accomplishment (having a sense of achievement). The final Wellbeing Week of 2022 promoted the cultivation of joy by learning how to intentionally bring joy into own life. We learned that taking the time to do this is a healthy practice that can boost mental health and help you build self-esteem.

Our curriculum was complemented by a range of additional and extra-curricular opportunities. These included author WriteOn, the Whitlam writing competition, Pymble Ladies Kindness Convention, ICAS, Maths Olympiad and maths problem solving challenges. SHP students continue to be extremely successful in these activities.

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 aETBT/F2 14.67 Tf0.75 0 0 0.75 282.22 63122

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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 Catholic Schools](#). This policy is underpinned by the guiding principles from the National Schools Framework (NSF) 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

this and other related policies may be obtained from the [CSBB website](#)

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

The most significant initiative implemented during 2022 was that of Collaborative Coaching. With a substantial investment from

opportunities for prayer and social justice activities, and learning how to live as a disciple of Jesus. Some specific responses to the open ended questions include;

friends, classes and privileges are awesome and I look forward to school because of

like how they look out for us to see who is behind and help them to keep up and help us to get

love learning and I love my teacher! I love how my teacher lets us be independent and she trusts us to work well with

really like that our school is often well organised and ensures the students can participate in fun class and whole school activities. I also like that we recently received a whole collection of new and speedy computers which I suggested as an upgrade in the previous Tell Them From Me

Teacher satisfaction

Tell Them From Me survey provided valuable information about teacher satisfaction. Responses to the survey showed that Sacred Heart Pymble is performing above the region mean, with particular strengths in leadership and parent involvement. Teachers reported that school leaders have provided guidance for monitoring student progress, a fact that can be partly attributed to the successful implementation of Collaborative Coaching as evidenced by these teacher responses to the open ended questions:

coaching has allowed me to have additional, valuable time to have professional dialogue, planning as well as implementing new strategies to assist student learning. Through this sharing of ideas, it has been valuable to have the opportunity to learn from others and be able to be strategic and focus on the needs of the

have become more reflective on my teaching practice and the impact it has on my students. It (Collaborative Coaching) has supported me to always take into consideration assessment and how this impacts future teaching/

The data indicates a significant increase in staff working collaboratively to discuss and promote learning opportunities, increase student engagement and provide for individual student needs. Other areas of strong growth include learning culture, using data to inform practice, using a range of teaching strategies and inclusive learning environments.

Areas that have been nominated by teachers as opportunities for future growth include opportunities for faith and spiritual formation and nominated retreats and Mission Formation programs as an area that could be enhanced. They also expressed a desire for staff to have more opportunities to pray together.

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 | \$1,818,208 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$483,153 |
| Fees and Private Income ⁴ | \$1,287,864 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$1,018 |
| Total Income | \$3,590,244 |

| Recurrent and Capital Expenditure 2022 | |
|--|--------------------|
| Capital Expenditure ⁶ | \$30,525 |
| Salaries and Related Expenses ⁷ | \$2,655,675 |
| Non-Salary Expenses ⁸ | \$1,232,124 |
| Total Expenditure | \$3,887,799 |

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.
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