



CATHOLIC SCHOOLS
Broken Bay

2023

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

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

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 Principal at Sacred Heart Catholic Primary School, it continues to be a privilege and a joy to work in a community where dedicated, professional teachers and staff work with supportive, committed parents to enable students to grow in their faith and their learning. This is underpinned by a close working relationship with Pittwater Parish and our wonderful Parish Priest, Fr Richard Sadowski SDS.

The community events continue to be a highlight at our school and were very well attended. The Christmas Concert, Seussical Musical Performance and School Band all featuring on one day created a memorable evening for the hundreds of families who came to enjoy the depth and breadth of talent from our students at Sacred Heart. Our biggest Masses were Mothers' and Fathers' Day and of course our very popular Grandparents' Day which was combined with a book fair, resulting in the largest ever number of books sold in one day at Sacred Heart.

Teachers at Sacred Heart spent a great deal of time developing a deeper understanding of Curriculum Reform, particularly in Literacy. Time was also spent on learning about Cognitive Load Theory and The Science of Learning that underpin effective curriculum instruction.

Sporting Achievements continue to be a highlight at Sacred Heart; our performed exceptionally well at a number of Gala Days in a wide range of sports. A number of students also achieved Representative sporting success at Zone, Diocesan and Polding levels.

It would be remiss to not mention the writing of our brand-new School Song 'Sacred Heart' by Simon Hyland. This has been a highlight of the year, even featuring on the 'Hamish and Andy Podcast' as one of the best school songs in Australia (available on Spotify)!

As Principal, it is an honour to serve the community of Sacred Heart as we seek to grow learners who will change the world.

Parent Body Message

In 2023, The Hub renewed its commitment to enhancing school community engagement with a range of activities. Beginning with the Tea & Tissues morning for new Kindy Parents, Welcome BBQ featuring The Ducks band and stalls managed by Year 6 students. Sacred

Heart Feast Day Mass, followed with a BBQ Lunch and disco, all orchestrated by The Hub and dedicated volunteers.

The summer brought the enchanting Christmas concert on the oval, showcasing performances by every class and the school band, alongside delicious food truck offerings. Fundraising excelled, notably with a trivia night at Bayview Golf Course, attended by 170 parents and staff.

Term 4 sparkled with the beloved annual colour run, where students circled the oval in vibrant hues, followed by festivities at Winnererremy Bay and refreshments courtesy of The Hub.

Throughout the year, initiatives supported various endeavours including activities with Zing Dance Academy, sponsorship of an inter-school handball competition, the Friendology program, Wellbeing Teacher Appreciation morning and mediation sessions, and celebrations like Morning Tea for World Teacher's Day and Grandparents Morning. The Hub's collaboration with Sacred Heart thrived under Jamie, Monique, and their dedicated staff.

Student Body Message

In 2023 Sacred Heart had multiple new activities and highlights for students, such as a new dance program run by Zing Active. We've continued to learn more about our Friendology Program and how to become excellent Friendship Ninja's. We've even included a Friendship Day each term for students' friendships to grow. We have also introduced new excursions for Year 5 (Collaroy) and Year 6 (The Great Aussie Bush Camp, Kincumber) and every grade has been able to go on a retreat day for their faith formation.

Last year the whole school participated in the making of our new school song. Some students even got to go to a recording studio. Sacred Heart's school song was first played at our amazing Christmas Concert that also featured cracking songs from the band. Our Seussical the Musical was also performed last year with many families enjoying the show.

2023 was an amazing and fulfilling year for all students and teachers at our heartwarming school Sacred Heart, Mona Vale.

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 389 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 Kimbriki Recycling Centre, Narrabeen rock platform, Australian Museum, Sydney 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 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 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
200	194	110	394

* 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 2024. 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 2023 was 90.39%. 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
91.60	91.00	90.10	92.00	90.20	89.90	87.90

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 2023:

Total number of staff	24
Number of full time teaching staff	13
Number of part time teaching staff	11
Number of non-teaching staff	4

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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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

Our System Staff Day (all staff in Catholic Schools Broken Bay) had three Keynote speakers; Mark Wales, Bishop Anthony and Linda Bendiksen.

School Staff Development Days and professional learning focused on the Curriculum Reform Agenda. Sacred Heart also hosted 13 schools who all came to listen to Associate Professor Linda Hammond AM present the importance of High Impact Literacy Strategies, The Science of Learning and Cognitive Load Theory.

The Staff Spirituality Day focused on 'Jesus Christ, Right here, Right now'; staff listened to a talk by Fr Richard Leonard SJ, reflected on some readings and engaged in dialogue to deepen and nourish their faith.

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 explore 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 1 as well as Years 7-10 classrooms in 2022/2023 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 at living out their mission as disciples of Jesus.

At Sacred Heart we actively live out our faith through our strong school and parish connection. Each year our parish provides the Catholic Schools in the parish a theme; in 2023 the theme was the 'Year of Gratitude'.

Weekend family masses were well attended (each Mass was led by a Stage of students from school) and included a BBQ after each event. Parents and staff supported the parish Sacramental programs with children taking part in Confirmation, Reconciliation and First Eucharist. The number of students participating in the Sacramental Program was high. Students, staff and families celebrated Mothers' Day, Fathers' Day, Grandparents' Day, Holy Week, Easter, Pentecost and Holy Days of Obligation as a school community.

Faith formation continued to be a strategic goal for Sacred Heart. The Director of Schools, Mr Danny Casey and Bishop Anthony Randazzo approved the school undertaking a pilot program of student retreats. All students, by Year group, attended either a Sacred Site or a

place of natural beauty for the day to spend time reflecting on their relationship with God. Places included: The Wildflower Gardens St Ives, Mark MacKillop Place, Narrabeen Beach, Peter Canisius House, The Royal Botanical Gardens, St Joseph's Spirituality Centre Baulkham Hills and the Caroline Chisholm Centre in Pennant Hills. Parents also attended to support and participate in the program. Our Parent Engagement Coordinator led the organisation of the retreat program across the school.

The popular Faith and Learning Walks, started in 2022, were continued in Terms 2 and 3, providing an opportunity for parents to engage with their children in a prayerful experience as well as to witness learning in action. Year 6 students led the school in the Daily Examen during Term 4 as well as leading the school community in prayer at weekly assemblies.

Social Justice initiatives during 2023 were varied and outreached to many members of the community in need. The school raised money and awareness for Project Compassion, Soibada (East Timor), Mission Australia, Indigenous Awareness and St Vinnies - Christmas Hamper Appeal.

During 2023 all students participated in the Bishop's Art Prize and a number of students were selected and were place getters in the Diocesan Finals. The school staff continued to focus on deepening their understanding of the new Religious Education (RE) Curriculum for K-2.

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.

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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, Inquiry Learning and Diverse Learning staff are driven to provide quality education for all our students.

The school leadership team continued to work with Linda Bendickson as part of the Catholic Schools Broken Bay Towards 2025 Strategy. Decisions continued to be based on data and a cycle of learning was further enhanced, based on the notion of 'Quick Wins'. This work complemented the CSBB continuous improvement cycle, and it continues to be embedded in Sacred Heart's day-to-day practice.

The work of Associate Professor Lorraine Hammond provided the Leadership Team and staff with a much clearer direction of how to implement High Impact Literacy Strategies. Early Stage 1 and Stage 1 staff undertook significant professional learning with 'Let's Decode' a synthetic phonics program based on the use of Explicit Instruction. Teachers across the school also engaged in professional learning focused on the Science of Learning, Cognitive Load Theory and Explicit Instruction. As a result of this new learning, all teachers focused on developing their practice with Daily Reviews, Paired Fluency and, towards the end of the year, Vocabulary. Results were almost immediately evident in terms of student learning.

The NSW Curriculum Reform continued to be a focus in 2023. Sacred Heart further developed their relationship and collaboration with neighbouring schools, Maria Regina, Avalon, and St Joseph's Narrabeen, to support each other in this work. Our Kindergarten to

Year 2 parents were invited to attend an information session to build their understanding of the curriculum reform.

Dr Simon Breakspear was also influential on the strategic direction of Sacred Heart and his tools to implement curriculum change were used to ensure that staff were not overwhelmed and that there was a strategic focus on developing knowledge and understanding of the curriculum across the school.

A model of Inquiry Learning was developed, with two specialist teachers employed to focus on History and Geography from Kindergarten to Year 6. This ensured that there was a consistency of practice in terms of developing inquiry learning skills with students and it removed the responsibility of classroom teachers to plan, assess and report on these subject areas.

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.

From 2023, 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 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	73%	54%
	Reading	94%	67%
	Writing	94%	76%
	Spelling	75%	61%
	Numeracy	93%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	81%	64%
	Reading	85%	74%
	Writing	77%	66%
	Spelling	75%	69%
	Numeracy	90%	68%

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 significant changes made to this policy in 2023.

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 2023.

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 2023 to reflect new system processes.

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 a Behaviour Management Plan and is a URStrong school.

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

The Behaviour Management Plan:

The school developed and formalised a Behaviour Management Plan to ensure that we provide a level of consistency in terms of student behaviour across the school. The procedures in this plan reflect fair and reasonable consequences aligned with the different types of behaviours that occur within a school. The guidelines associated with the procedures are there to support the students to learn from choices that have been made and the range of consequences are specific to these choices. The Behaviour Management Plan is put in place to assist resolving any inappropriate behaviours when they occur. Behaviours are categorised within levels and consequences align with these different behaviours. This intervention saw the school working together with students, parents and staff to support students who needed behaviour support.

Social and Emotional Learning Program:

The school continued as a URSTRONG school. URSTRONG is a whole school strategy that empowers children with friendship skills through the Friendology Friendship Skills Curriculum

that is implemented across Kindergarten to Year 6. The Friendology 101 Curriculum helps children to establish and maintain healthy friendships, manage conflict with kindness and increase their overall resilience.

The Buddy Program:

The Buddy program is designed to support and establish connection with our students across the school. Our Year 6 students are Buddies with a Kindergarten children, and they support the transition to Primary School.

Parent Engagement:

Parents were actively involved in creating a positive and respectful environment with many parents playing an active role in the Wellbeing Team, Eco Parent Team and as Classroom Parent Representatives.

Student Agency:

In 2023 student voices were heard with the work of the School Representative Council (SRC) and the Environmental Leaders (Eco Team). Students in the SRC and Eco Leaders promoted Waste Free Wednesday's, Fruit and Vegetable Month, Wellbeing, 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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

A number of Key Improvements were achieved in 2023. There was a strong focus on the English Curriculum, specifically developing teacher confidence and competence in areas that included Spelling, Paired Fluency, Synthetic Phonics, Cognitive Load Theory and the Science of Reading.

The 'Let's Decode' program a synthetic phonics program based on the use of Explicit Instruction, helped teachers to become more effective at helping students to understand the foundational aspects of reading. The focus the Science of Learning and Cognitive Load Theory helped teachers to use Explicit Instruction, to help students understand language at a much deeper level.

Collaborative Coaching had the most significant impact on teaching staff as it enabled weekly professional learning to be undertaken with a small group of teachers supported by the Assistant Principal and an Instructional Coach.

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

Priority Key Improvements for Next Year

Identified Key Improvements in 2024 will continue to focus on the work started in 2023, particularly in developing a low variance curriculum and pedagogy across the entire school. Direct and Explicit Instruction will be embedded in the school to ensure that all students have the opportunity to learn effectively.

The school will invest in 'Spelling Mastery to support a Kindergarten to Year 6 approach with learning the rules of spelling; this in turn will improve students' reading and writing. As a direct instruction tool, it will also enable teachers to focus on pace and response for every student in the classroom.

Sacred Heart will also invest in 'Essential Assessment' to support teachers in recording and analysing data and setting assessment tasks that are based on curriculum outcomes. The Inquiry Teaching Model will continue to be refined to ensure that students can build their knowledge and understanding of process skills and content knowledge.

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 within the school is evidenced in the degree of involvement of parents, attendance at school functions, as well as the feedback received through conversations with parents as they interact with staff. Many parents have taken opportunities to communicate their appreciation for the care, encouragement and support they have received from the staff and leadership team of the school. They appreciate the quality learning programs designed to enable each student to achieve at their own level and the focus on holistic learning across the school.

Student satisfaction

Students' morale is high at Sacred Heart Catholic Primary School. Their level of school pride and their extensive involvement in extracurricular activities indicates this. Students participated in and contributed towards significant school events such as charitable fundraisers, various school sporting carnivals and gala days, choir and band events, across school academic competitions, parish events and school barbeques. The SRC, representative of the student body, also hold a positive view of the school. Students at Sacred Heart Catholic Primary School show enthusiasm for their lessons and express pride in the achievements gained by the school across a range of competitions.

Teacher satisfaction

The staff of Sacred Heart Catholic Primary School have engaged in a variety of forums, both formal and informal, to provide feedback on their experience of 2023. A high level of staff morale is indicated by staff involvement in special projects and voluntary extra-curricular activities this year. Many staff members expressed appreciation for the numerous opportunities provided by the school to enhance their own professional development through specific training in 2023. A particular focus for staff members was developing a clear understanding of both the K-2 Religious Education Curriculum and the Curriculum Reform Agenda. Staff are very appreciative of the level of parental support that exists across the entire school community.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$3,637,927
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$965,242
Fees and Private Income ⁴	\$1,658,542
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$2,511
Total Income	\$6,264,223

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$17,607
Salaries and Related Expenses ⁷	\$4,061,437
Non-Salary Expenses ⁸	\$1,669,946
Total Expenditure	\$5,731,384

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 2023 REPORT