

# 2024

## ANNUAL SCHOOL REPORT



### **Sacred Heart Catholic Primary School**

Cnr Waratah and Keenan Streets, MONA VALE 2103

Principal: Mr Jamie Wahab

Web: [www.shmvdabb.catholic.edu.au](http://www.shmvdabb.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), 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

As Principal of Sacred Heart Catholic Primary School, it remains both an honour and a privilege to lead a community where committed and professional staff work in partnership with dedicated and supportive parents to foster the growth of our students in both faith and learning. This important work is enriched by our strong relationship with Pittwater Parish and the valued support of our Parish Priest, Fr Richard Sadowski SDS.

This year, one of the standout highlights was our school musical, *Mary Poppins Junior*. The production was a tremendous success and a shining example of what can be achieved when a whole community; students, teachers, parents, and families come together with a shared purpose. It was a true celebration of talent, teamwork, and school spirit.

Another particularly meaningful moment for our school community was working with Koori Kinnections to create our own personalised Acknowledgement of Country. This special experience allowed students to deepen their understanding and connection to Country, while also honouring and respecting the rich cultural heritage and history of Aboriginal and Torres Strait Islander peoples in Australia.

Our Faith and Learning Walks, student retreats, liturgies, and Masses continue to offer meaningful opportunities for students and our wider community to connect with and grow in their faith. These experiences are central to the spiritual life of our school, fostering reflection, unity, and a deeper sense of purpose. As always, our Mothers', Fathers', and Grandparents' Day liturgies were treasured occasions—heartfelt celebrations that honoured the significant role these loved ones play in the lives of our students.

Sporting achievements continue to be a source of pride at Sacred Heart, with our students performing exceptionally well across a variety of sports at numerous Gala Days. Several students also attained representative honours, competing successfully at Zone, Diocesan, and Polding levels.

It is a privilege to lead the Sacred Heart community as we strive to nurture learners who will go on to make a meaningful 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, and Grandparents' morning 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, and assisting our canteen operations.

Highlights of the year included the enchanting Winter Wonderland Gala at Cavallino's, attended by over 200 parents, and the much-anticipated fourth annual Colour Run, a standout event on the student calendar.

We also championed meaningful initiatives, from supporting the inter-school handball competition and the Friendology program to investing in curriculum resources and sports equipment. Teacher Appreciation Day allowed us to celebrate the exceptional contributions of our educators.

As Presidents, we conclude our roles with profound gratitude. It has been a privilege to represent parents and collaborate with Jamie, Monique, and the dedicated staff at Sacred Heart. We eagerly anticipate the continued growth and success of this remarkable community.

### **Student Body Message**

In 2024 Sacred Heart participated in multiple fulfilling opportunities, such as the handball competition, the musical Mary Poppins Jnr and many gala days. We have also had special guests who taught us our new Acknowledgement of Country and how to understand and take care of our land. Our Mary Poppins Jnr musical was a spectacular show performed by Sacred Heart students. Each year group has been on a religious retreat to explore their faith. These took place on either sacred sites or places of natural beauty in Sydney. The colour run was once again a big highlight and was such a fun day. 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.

Our students come from a wide catchment area including the suburbs of Warriewood, Bayview, Church Point, Newport, Elanora Heights, Terrey Hills, and Mona Vale. With an enrolment of 407 students, Sacred Heart continues to experience steady growth, reflecting the strong reputation and ongoing demand for a Catholic education within our local community.

Over five decades on, the school remains deeply committed to the values instilled by the Good Samaritan Sisters - compassion, respect, justice, and service. These core values continue to underpin our school culture and guide our expectations for student behaviour and engagement.

We place great importance on authentic, real-world learning opportunities. Excursions throughout the year included visits to Kimbriki Recycling Centre, the Narrabeen rock platform, the Australian Museum, Sydney Zoo, and Ku-ring-gai Wildflower Garden, enriching student learning through hands-on experiences beyond the classroom.

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 took part in interschool debating and public speaking competitions. A wide range of lunchtime clubs and activities—including gardening, STEM, dance, and Homework Club—offered students further opportunities to explore their interests. Our school training band, senior band, and choir continued to be highly popular and well-supported co-curricular programs.

# Student Profile

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
204	202	114	406

\* 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 2024 was 90.20%. 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
92.30	91.30	89.30	89.80	91.10	88.60	89.30

## 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 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 2024:

Total number of staff	26
Number of full time teaching staff	15
Number of part time teaching staff	11
Number of non-teaching staff	5

### 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 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teachers

Additionally, there are approximately 60 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.



## 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 [Catholic Schools Broken Bay 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 has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

At Sacred Heart, our faith is not only taught—it is lived. A strong connection between our school and parish community is central to our identity. This was evident through the well-attended weekend Family Masses, each led by a different student stage and followed by a community BBQ. Parents and staff played an active role in supporting the parish Sacramental Programs, with a high number of students participating in Confirmation, Reconciliation, and First Eucharist.

Our community came together in faith to celebrate a number of important liturgical and community events, including Mother's Day, Father's Day, Grandparents' Day, Holy Week, Easter, Pentecost, and the Holy Days of Obligation. These celebrations reflected our shared values and strengthened our sense of belonging.

Faith formation remained a key strategic focus in 2024. Each year group participated in a day of reflection at either a sacred site or a place of natural beauty, deepening their personal

relationship with God. These locations included The Wildflower Gardens in St Ives, Mary MacKillop Place, Narrabeen Beach, Long Reef, The Royal Botanic Gardens, St Joseph's Spirituality Centre in Baulkham Hills, and the Caroline Chisholm Centre in Pennant Hills. Parents were actively involved in these experiences, and the program was thoughtfully coordinated by our Parent Engagement Coordinator.

Our Faith and Learning Walks continued in Terms 2 and 3, offering parents the opportunity to share in a prayerful experience with their children while gaining insight into classroom learning. In Term 4, Year 6 students took on leadership roles in faith by guiding the school community through the Daily Examen and leading weekly prayer at school assemblies.

Throughout the year, students participated in a range of Social Justice initiatives, raising funds and awareness for organisations such as Project Compassion, Mission Australia, Indigenous Awareness programs, and the St Vincent de Paul Christmas Hamper Appeal. These efforts reflected our commitment to compassion and service.

Students also participated in the Bishop's Art Prize, using creative expression to explore their faith. Meanwhile, staff continued their professional learning journey, deepening their understanding of the new Religious Education Curriculum to further enrich classroom teaching and learning.

## 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.

Sacred Heart Catholic Primary School delivers a comprehensive educational program aligned with the NSW Education Standards Authority (NESA) syllabuses for primary education. The curriculum encompasses all Key Learning Areas (KLAs), including English, Mathematics, Science and Technology, Human Society and Its Environment (HSIE), Creative Arts, and Personal Development, Health and Physical Education (PDHPE). In addition to these, the school implements the Diocesan Religious Education syllabus as a core component of our Catholic identity and learning framework.

Our staff are deeply committed to the ongoing enhancement 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 growth and potential of every student.

The NSW Curriculum Reform continued to be a focus in 2024. Sacred Heart further developed their relationship and collaboration with neighbouring schools, Maria Regina, Avalon, St Joseph's Narrabeen and St Rose Collaroy, to support each other in this work.

Sacred Heart continued its professional learning partnership with Professor Lorraine Hammond, as staff deepened their knowledge and application of Explicit and Direct Instruction, grounded in the Science of Learning. This work had a particular emphasis on English, aiming to strengthen literacy outcomes across all year levels.

With the support of our parent community, the school invested in the Spelling Mastery program. Within just a few weeks of implementation, data clearly demonstrated the positive impact of this Direct Instruction approach to spelling in every classroom. In addition to spelling, the school maintained a strong focus on vocabulary development and reading fluency, while also introducing writing as a key area for targeted improvement.

To support family engagement and build a shared understanding of literacy instruction, parents were invited to participate in workshops focused on how reading, spelling, and writing are taught at Sacred Heart.

Sacred Heart commenced the development of a whole-school Behaviour Curriculum, drawing on the research and practices of Tom Bennett and Ollie Lovell, as well as insights gained through visits to other schools. The aim of this initiative is to establish consistent habits and routines that maximise learning time and support every student to flourish. The initial implementation focused on improving student transitions, particularly during line-up times and movement between classrooms received overwhelmingly positive feedback from teachers. This foundational work marks a significant step in creating a calm, orderly learning environment and will continue to be expanded and embedded throughout 2025.

## 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 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	75%	54%
	Reading	88%	66%
	Writing	93%	77%
	Spelling	75%	61%
	Numeracy	92%	63%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	82%	65%
	Reading	93%	71%
	Writing	93%	67%
	Spelling	89%	68%
	Numeracy	87%	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 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 2024.

### 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 changes made to this policy in 2024.

### **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 2024 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 clearly reflected in the high levels of parent involvement, strong attendance at school events, and the positive feedback shared through regular interactions with staff. Many parents have expressed their gratitude for the care, support, and encouragement provided by both the teaching and leadership teams. They value the high-quality learning programs tailored to support individual student growth, as well as the school's commitment to holistic education that nurtures the academic, social, emotional, and spiritual development of every child.

### Student satisfaction

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

The Student Representative Council (SRC), speaking on behalf of their peers, consistently express positive views about the school experience. Sacred Heart students demonstrate a genuine enthusiasm for their learning and take pride in the school's achievements across academic, cultural, and sporting arenas.

### Teacher satisfaction

Staff at Sacred Heart Catholic Primary School engaged in a range of formal and informal forums throughout 2024 to reflect on and provide feedback about their experiences. High staff morale was evident in the strong participation in special projects and voluntary involvement in extracurricular activities.

Many staff members expressed gratitude for the professional development opportunities offered during the year, particularly targeted training related to the Science of Learning, Religious Education Curriculum and the ongoing Curriculum Reform Agenda. There is also a

strong sense of appreciation among staff for the consistent and meaningful support provided by parents across the school community.

## Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,103,329
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,075,138
Fees and Private Income <sup>4</sup>	\$1,704,688
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$289
<b>Total Income</b>	<b>\$6,883,446</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$244,054
Salaries and Related Expenses <sup>7</sup>	\$4,582,263
Non-Salary Expenses <sup>8</sup>	\$1,375,036
<b>Total Expenditure</b>	<b>\$6,201,353</b>

### 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 2024 REPORT