



CATHOLIC SCHOOLS
Broken Bay

2023

ANNUAL SCHOOL REPORT



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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

At Sacred Heart Pymble we believe that our Catholic mission is the foundation upon which our school community thrives. Our commitment to faith, values and the teachings of Jesus Christ permeates every aspect of our school life. Through our integrated curriculum, we aim to provide our students with not only a high-quality education but also a strong moral compass that will guide them throughout their lives.

We are incredibly proud of our students and their achievements. We have witnessed their academic growth and personal development, knowing that their success goes beyond grades alone. Our students consistently demonstrate virtues such as compassion, respect, and empathy, reflecting the values instilled in them through their Catholic education. It is through their accomplishments that we see the positive impact of our Catholic mission in action.

We firmly believe that parent engagement is vital in supporting our students' educational journey. We greatly appreciate the active involvement of our parents in school activities, parent-teacher conferences, and various volunteer opportunities. Through our partnership, we can effectively nurture the spiritual, academic, and social growth of our students. Your unwavering support and collaboration demonstrate our shared commitment to our Catholic mission.

As we move forward, we remain dedicated to promoting our Catholic mission, fostering student success, and encouraging continued parent engagement. Our school community thrives when we work together, united in our shared values and goals.

Thank you for your ongoing support and belief in our mission. Together, we will continue to inspire and guide our students toward a bright future.

Parent Body Message

Sacred Heart Pymble is a caring and welcoming environment. In 2023 we continued to welcome new families to the community and were able to gather on multiple occasions for events such as the Annual Trivia Night, Movie Nights, School Disco and this year we were excited to host the first R U OK Burger Day where families enjoyed a picnic with a burger and drink on the oval on R U OK Day.

We enjoy watching our children learn and grow and continue their spiritual journey guided by the wonderful teachers and staff at Sacred Heart Pymble. Everyone at the School goes above and beyond, from the teaching staff who take lunch time activities and provide

personalised support to our children, to the parents who volunteer their time to put on amazing events and raise money for fun educational experiences for the children.

Comments by members of Parent and Friends Association

Student Body Message

Sacred Heart Pymble nurtures a love of learning, provides the opportunity for academic and personal growth, and emphasises the importance of kindness and compassion. We are privileged to be part of this amazing school community that embraces each students' unique abilities, skills and talents.

Students have been busy this year participating in many programs, coordinated and funded by our school's Parents and Friends Association. We have taken part in STEM incursions, which has given us a practical insight into Science through experiments. We have also continued to focus on our physical and mental health by participating in a Walk and Talk for Mental Health Month, a sports fun day with Motiv8sports and tennis and swimming programs. Our school has been running initiatives to raise awareness for sustainability and caring for our environment. Throughout the year, we have been collecting bread bags, recycling and raising money through 'Return and Earn', and attending informative waste incursions.

Students have had many positive experiences and opportunities to challenge ourselves and extend our learning. Our teachers and staff at Sacred Heart Pymble have been so supportive of us and have played a significant role in our journey at the school.

Comments by students in Year 6

School Features

Sacred Heart Pymble is a Catholic systemic co-educational primary school. The School includes 10 classes from Kindergarten to Year 6. With a tradition founded in 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 seem" ensures that the School's Catholic heritage is reflected in everyday school life. The words of the School song, "Welcome all who come, parents, children, teachers, a family we become" epitomise the feeling of belonging to a community that lives by Jesus' teachings. The School's life 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 hope.

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. Students are actively engaged in their own learning and a wide variety of extra-curricular activities are offered.

The buildings and grounds at Sacred Heart School are conducive to a positive learning environment, with well-maintained classrooms, playgrounds and gardens. The students have access to large playing areas and an oval that also serves the School's soccer and netball clubs. The on-site swimming pool allows for easy access for swimming lessons when classes attend the swimming program.

In 2023, the Parents and Friends Association were proud to sponsor STEM incursions for all year levels. In late February, Year 5 & 6 students were the first to participate with the "Mad About Science" crew coming into the school to teach the children about Natural Disasters. Years 3 & 4 enjoyed their incursion in May about Chemistry Chaos. Year 1 and 2 participated in Sherbert, Slime and Bubbles in August. And finally, the Kindergarten children enjoyed The Science of Toys in November. The P&F also sponsored a sports day which was run by Motiv8sports at the end of Term 3.

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
117	107	45	224

* 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 92.56%. 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
93.50	92.80	92.70	93.10	91.60	93.10	91.10

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	17
Number of full time teaching staff	11
Number of part time teaching staff	6
Number of non-teaching staff	2

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

During the course of 2023 the staff participated in a number of hours of professional learning in Religious Education led by the Religious Education Coordinator as well as members of the Mission Team at Catholic Schools Broken Bay. Staff continued to explore sacred Scripture and Christian meditation, developing their own faith and spiritual formation. Professional learning also focused on deepening staff and students' understanding of the new Religious Education Syllabus. The Staff Spirituality Day allowed Staff to experience the K-2 RE Syllabus and to give them a full understanding of the direction of Religious Education paradigm. Staff also attended workshops with Catholic Schools Broken Bay to learn about the new syllabus in preparation for the introduction of new programs into Stage 3.

Staff Development Days provided opportunities for Staff to develop strategies for fostering a culture of learning, collaboratively construct high quality scope and sequence documents and further understanding and expertise in the new K-6 English and Mathematics syllabuses.

In 2023, the School formalised processes for Self-directed Professional Learning. This involved Staff working with School Leaders to identify personal learning goals and then planning to achieve these goals. This learning resulted in significant projects around content such as using Generative AI in education, interpreting data from Dibels literacy assessments, applying components of the Sounds Write program in Stage 2, supporting working memory in classrooms and using the principles of Universal Design for Learning to provide for a broad range of student needs.

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.

Sacred Heart Pymble has traditions and deep links with its Mercy origins. The other salient factor that is at the heart of everything we do as a Catholic school, is the Diocesan Mission Statement. Together with Sacred Heart Parish, we are 'called to be Christ-centred and people oriented, emphasising unity and collaboration between parishes, communities of faith and schools.' The students were very involved in the planning and celebration of liturgies and masses. School assemblies, grade assemblies and staff meetings all commenced with prayer. In addition to this, staff met each fortnight to pray together as a group.

Children's faith experiences included daily prayer; outreach opportunities to the needy and the infirm; mass and liturgical celebrations; meditation; Sacramental preparation and daily Religious Education instruction. In 2023 a senior student (Year 6) liturgy media group was formed to assist the school community and Religious Education Coordinator with school liturgies. Throughout the year special occasions were marked by a range of liturgical and prayerful celebrations encompassing a number of different student groupings. These

included our Opening School Mass, Grandparents' Mass, Mothers' and Fathers' Day liturgies, Lenten liturgy, Easter Mass, ANZAC and Remembrance Day liturgies and the Year 6 Graduation Mass. The Broken Bay Diocesan initiative of praying the Angelus each day at midday was commenced and is an integral component of our daily prayer life.

Earlier this year, Year 6 participated in a Diocesan wide leadership day, 'Faith in Leadership'. The Bishop spoke to the students about how to be a leader like Jesus and how to serve their communities. Students from Sacred Heart Pymble also entered the Broken Bay Creative Arts Competition. The competition is open to all students from Kindergarten to Year 10 from all Diocesan schools. Sacred Heart Pymble was recognised for their original song composed and connected to the theme of 'Compassion'.

Throughout the year Sacred Heart was heavily involved in the Caritas Project Compassion Lenten appeal; the St Vincent de Paul Winter appeal; the Catholic Mission appeal during Mission Week; and a St Vincent de Paul Christmas appeal. The Student Leadership Team assisted in organising a lunch time disco, crazy sock day and a raffle. Our staff continued to assist in a number of St Vincent de Paul Society outreach activities. Staff also continued to support local Catholic institutions through various appeals throughout the year. This took the form of both financial donations, food items and personal essentials. In 2023 the school community continued a social justice approach to do the work of the Church.

The Broken Bay Catholic Charter states that evangelisation must be an integral part of what we do here at Sacred heart. We have followed the directive to 'create opportunities for genuine encounter with the person of Jesus Christ, focusing on his message of the Good News.' With this in mind, we have made sure that Christ is at the centre of all our teaching and spirituality is embedded throughout the whole curriculum. This is most notable in the teaching of Religious Education as well as prayer and liturgies fostered on a daily basis. The Religious Education curriculum is based on the Catholic Schools Broken Bay K-12 Religious Education Curriculum. Our Religious Education curriculum covered a variety of themes from Kindergarten to Year 6. Each grade studied aspects of the church's liturgical seasons such as Lent, Advent and Christmas. Students examined aspects of Scripture, specifically focusing on the gospels, parables of Jesus, and the Old Testament stories. The new Religious Education Curriculum has now been fully integrated into Years K-2. In 2024, we will begin to integrate the new syllabus into Stage 3. The new program is student focused, using their own experiences as a starting point.

The Catholic Schools Broken Bay 'Towards 2025' Strategic Plan states that a major goal is to 'Strengthen a Catholic culture that promotes learning and human flourishing' and we have endeavoured to achieve this through school, home and parish partnerships. Each school celebration was well supported and attended by the parent community. Many family members attended breakfasts and morning teas for Mother's Day, Father's Day and Grandparent's Day. Close communication was maintained with the parish throughout the year and the parish priest or assistant priest led the school in those celebrations. Each liturgy or mass was led by a year group. Stage 3 students created Christmas Blessing cards and

wrote personalised messages for members of the local community. The school strengthened its partnership with parents through fortnightly communications and open classrooms, where students shared their learning. We also contribute articles to the Parish Bulletin informing them of the religious and spiritual progress of our students. This year the Parent Engagement Coordinator (PEC) worked to strengthen ties between parents and school through different initiatives such as playgroups, parent meet ups and opportunities for parents to engage in social justice initiatives. In 2023, the school promoted the monthly Parish mass by asking students and families from particular year group to take responsibility for the readings, music and service at mass. This promoted a pleasing response from parents.

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.

Throughout 2023, Staff collaborated to gain a comprehensive understanding of the new 3-6 English and Mathematics Syllabuses, which are scheduled for full implementation in 2024. The Catholic Schools Broken Bay Learning Improvement Team played a crucial role by offering extensive professional learning materials and on-demand support. Additionally, the K-2 classrooms effectively moved to full implementation of the new English and Mathematics K-2 Syllabuses. Teachers in K-2 were affirmed by the new curriculum's integration of real-world examples and applications, fostering a deeper understanding and appreciation for mathematical concepts among students, in addition to a strong foundation of early literacy skills. The K-2 Staff navigated various programs this year to align their teaching practices with the Syllabus, ensuring the most suitable approach for their students. In addition to this, the school has dedicated its efforts to compiling comprehensive summative numerical data through the implementation of the PAT Adaptive platform. This was to systematically monitor and analyse student growth and achievement, with the overarching goal of ensuring that each student attains a year's worth of progress. The school strives to foster an environment where all students can achieve not only academic success but also experience personal growth.

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	81%	54%
	Reading	97%	67%
	Writing	100%	76%
	Spelling	91%	61%
	Numeracy	89%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	93%	64%
	Reading	93%	74%
	Writing	78%	66%
	Spelling	93%	69%
	Numeracy	93%	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

Sacred Heart Pymble utilises Positive Behaviour for Learning (PBL) as the framework for promoting prosocial behaviours and responsibility. The expectations are grouped under the key guidelines of Care of Self, Care of Others and Care of Place. The expectations are taught regularly and re-taught when a need is identified.

The PATCH (Positive Activities Teaching Children Healthy Habits) Program continued in 2023. The program which is promoted by the Pastoral Care and Wellbeing team from Catholic Schools Broken Bay is designed to teach social skills to target a group of students and help build positive relationships, confidence and self-esteem as well as positive decision making. This initiative helps to promote respect and responsibility with a range of students who may lack confidence, they may have difficulty following rules or they may have been identified through the collection of PBL data. This lunch time program is a fun approach to explicit discussion of social skills through role play or games.

Lunch time clubs were conducted each term to encourage students to be engaged in the school community. Teachers lead a range of clubs such as choir, art, writing, mindful colouring and maths activities. It was a celebration of the talents of many teachers as they shared their passions and enthusiasm with students.

Wellbeing Week is celebrated in Week 7 of each term. In 2023, these weeks promoted strategies to support mental health, encourage outdoor learning / connection with nature, inclusion and belonging, and creating the best version of self. We proudly celebrated the diversity of our community during Harmony Week and built relationships across year groups with our Walk and Talk-a-thon.

Sacred Heart Pymble co-hosted the Kindness Convention with Pymble Ladies College and Ascham. The event, in its second year, brought together Year 5 students from a range of schools across Sydney. Six delegates represented Sacred Heart Pymble at this and one of the School Captains presented a keynote address on the domino effect of sharing kindness.

A wide range of extra-curricular activities are conducted throughout the year at Sacred Heart Pymble. The activities offer students opportunities to join a school band, play chess, participate in dance classes, learn how to play the piano, build models in young engineers, learn about coding and play tennis.

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

Sacred Heart Pymble has maintained structures and practices to continue strengthening a collaborative culture of continuous improvement. Teaching teams met every week to work with the Collaborative Coach; analysing student performance data, strategically planning for essential learning and critically evaluating their impact. The overarching goal of this work was to ensure that every student achieved beyond expected growth across the year. Teachers drew on the work of Dr Linda Bendikson to develop new practices for tracking student achievement and ensure that processes to support school improvement are embedded in the daily work of the School.

The School's ongoing commitment to sequential, whole class literacy instruction in phonics and reading fluency continues to see exceptional results across all areas of early literacy development, with strong growth also being evident in reading fluency for the students in Years 3-6. When focusing on the area of Numeracy during Collaborative Coaching, the Staff identified high levels of achievement, exceeding that of statistically similar schools and National and State averages, and therefore directed attention to maximising the growth of every student across all levels of achievement. This involved a strong emphasis on planning to meet the needs of every student, in every lesson, every day.

Priority Key Improvements for Next Year

In 2024, the School will move to full implementation of the new 3-6 English and Mathematics syllabuses. The new Religious Education syllabus will also be implemented in Stage 3. This will result in a significant review of whole school scope and sequence documents, classroom practices and assessment processes.

Collaborative Coaching will continue in 2024 with a relentless focus on student learning and the use of teaching sprints and quick wins to drive long term academic gains. The School will begin the year by continuing a focus on maximising the growth of every student in Numeracy, with a commitment to review and reassess this based on relevant data mid-year.

In addition to the rigorous Self-Directed Professional Learning program, the School will implement Catholic Schools Broken Bay's Continuous Improvement Conversations as a

framework for formalising the professional learning and wellbeing goals of the Staff and ensuring that school processes work to support a high performing and flourishing workforce.

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

In 2023, the Staff, students and parents of Sacred Heart Pymble were invited to complete Peak Performance's Culture Survey.

Responses to the question of how likely parents are to recommend the School to others resulted in an extremely positive Net Promoter Score, with significant growth from the previous survey in 2021.

Comments from the survey included:

I value the "sense of community. In my experience, the teachers are approachable and are willing to work together with parents to get the best out of children that need some more assistance."

I value "the safe and supportive environment, underpinned by the school's values. We are incredibly grateful for the compassion and support we have received which far exceeded what we would have expected."

I value "the commitment and dedication of the teachers and principal to the students. Students are treated with genuine care and understanding and are open to communication with parents. It feels like a community."

The School continues to work closely with the Parents and Friends Association to promote and engage the role of parents in the life of the school, with many of these parents volunteering their valuable time to support community building events and opportunities.

Student satisfaction

At the end of each year, Year 6 students reflect on their experiences at the School. Here are some of their comments.

"I loved being a student at SHP, I found it a welcoming, caring and supportive community. I am proud of the work I have done and how I have evolved as a person throughout my years."

"It's fun to learn and experience new things as you get older in the senior years of primary school. I am proud of representing the school in sporting events and other occasions."

"Being a student at this school has helped me achieve goals that I've always wanted, such as a special Sacred Heart Award."

"I was so lucky to be warmly welcomed to SHP. I have made so many new friends since coming here in the middle of primary years. I am so proud of becoming a leader in this community."

Teacher satisfaction

2023's Staff responses to the Culture Survey indicated a Culture Score well above industry average that is also trending positively from previous years. The survey's Cultural Entropy Score places the workplace in the healthy functioning range with strong alignment between the personal values of Staff and those of the School. Of particular note is the value placed upon coaching / mentoring, professional growth, continual improvement and inclusiveness.

When asked what they value most about the School, Staff responses included:

"I value the people I work with and how they can support and guide me. I love the support I receive in regard to supporting my professional growth and the students' growth."

"We have a strong sense of community and I feel we're in a very good position for growth."

"Shared leadership opportunities, cooperative and empathetic staff, exceptional leadership team, enthusiastic and willing teaching staff."

"The wonderful way everyone respects each other."

The data also presented opportunities to further explore the emerging values of fairness, ethics, interdependence, openness and recognition.

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	\$1,780,231
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$470,993
Fees and Private Income ⁴	\$1,349,503
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,427
Total Income	\$3,602,156

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$21,028
Salaries and Related Expenses ⁷	\$2,701,089
Non-Salary Expenses ⁸	\$1,402,324
Total Expenditure	\$4,103,414

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