



St Philip Neri Catholic Primary School Northbridge

2010 Annual Report

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1. Message from Our School Community

1.1 Message from the Principal

2010 for the St Philip Neri Catholic Primary School Community has been highly productive and successful. We have continued to strengthen our practice of working collaboratively with the Parish and community to ensure that the foundation of our ministry is the Gospel values lived and taught by Jesus Christ which are reflected in our school motto of *Deeds not Word*. We aimed to provide a quality teaching and learning Catholic environment that meets the needs of each child whilst working in partnership with all stakeholders in the school community.

This year we expended the Federal Government's financial stimulus package, the Building the Education Revolution (BER) program. This program provided us with an opportunity to upgrade existing facilities and carry out maintenance projects. We completed the refurbishment of our toilet block, built a new library/Learning Centre facility, new Kindergarten room as well as a Multi-Purpose room. The newly built learning environments have helped the individuals of the St. Philip Neri Catholic School Community participate in activities that will support achievement, develop learning potential and bring the community together.

The commitment to the implementation of our Strategic Management Plan continued whereby we:

- catered for all students' learning needs
- provided professional learning support for all staff
- further developed distributive leadership in the St Philip Neri Catholic Primary School community

In our ministry we will continue to promote quality teaching and learning in a Catholic environment, which fosters the participation and collaboration of all members. A very valued part of this process is the working in partnership with parents in the education of their children.

This year at St Philip Neri Catholic Primary School has been enjoyable and rewarding, and one where the importance of community has been emphasised. I believe that as a community we will continue to move from strength to strength as we aim to provide the best possible education for all of our students. I anticipate the continued support of the school community as we journey together to meet future challenges and implement our current Strategic Management Plan further for its final year, enter a stage of school review and plan to carve out a new plan for the next four years. Our main aim is to ensure the sustainability and ongoing development of a quality teaching and learning facility in the 21st century.

1.2 Message from the Parent Body

Firstly, I would like to thank my fellow parents on the Parent and Friends Association (P&F) Executive for volunteering their time and energy in providing parent leadership for the school community. Our task has been made so much easier by the excellent network of class parents and the parents who have supported the various class initiatives. As a school community we should be very proud of the strength of the social fabric at St Philip Neri.

The Principal and her team of educators and administrators have been very supportive of the P&F initiatives through the year and for this we are very grateful. The achievements of our teaching staff and students are to be celebrated.

The social calendar has been most successful and Welcome Drinks and the Dinner Dance were two standout events. The success of these evenings has been the result of a combination of enthusiasm and hard work by the respective organizing committees.



Our parents and local community continue to be keen supporters of the school and we have been able to make a generous financial contribution to the school in the areas of technology, audio visual & PA equipment, classroom resources and additional sport programs.

In 2010 we published our first school cookbook *HOMEMADE* which was a true community event and very well received. The profits from the proceeds of the sale of *HOMEMADE* will be donated to the St Philip Neri Student Representative Council (SRC) Social Justice Committee who are supporting a Cultural Garden project of a school in Far Western NSW. This is another first for our school community.

The uniform shop has continued to provide an essential service to our school taking a shop relocation, building construction and amended hours in their stride. Thank you for all your efforts in providing this service.

2010 has been a year to celebrate and acknowledge the dynamic relationship between the parent body and the school for the collective benefit of our children.

P & F President

1.3 Message from the Student Body

Highlights of the **2010** School Year

Every year is a busy and fulfilling year at St. Philip Neri, but we are very grateful for all the wonderful experiences we have had in this year of 2010. This year we have had so many great experiences, but the main highlights of the year would have to be:-

- Having loving buddies who look up to us and aspire to be like us, which makes us more aware of our actions not just our words.
- Bathurst and Canberra excursions with Years 5 and 6
- Our fantastically exciting musical- 'Kids At Sea'
- The school disco which we helped to plan and organise
- Mary MacKillop Day where we had so much fun dressing up from the 19th century and recognising the significance of Australia's first canonised Saint
- Our school picnic where we get to share, enjoy and have fun with all school members
- Book week events – both creative and academic
- Grandparents, Mother's and Father's Day celebrations. We love our families coming and sharing in our education

There has been many more experiences including, swimming and athletics carnivals, Marty Sports and gymnastics, and the enjoyable gala days, Surf Ed and swimming.

We would like to give a special thankyou to the Principal for all the hard work and effort she has put into organising special enrichment programs such as Maths Olympiad and Debating. We would also like to thank the Assistant Principal for organising the Da Vinci Secrets. We also enjoyed the Spelling Bee and Public Speaking programs. We have had so many learning experiences and had fun learning in each and every one of them.

We have had many privileges such as Catholic Schools Week, our new Library and Learning Centre, our yummy cookbook and all the fundraising events, such as the 20 cent line, treat days, a Helping Hand for Haiti and all our social justice programs. We enjoyed organising and participating in our Remembrance and ANZAC day events.



Our school is such a busy and interesting place to learn in and we hope that everyone coming and everyone here will enjoy the many years to come that will be full of educational and exciting events. We would just like to say thank you to all the teachers and staff members for giving us the opportunities and experiences during this past year. We are also grateful for the ways in which teachers work in partnership with our parents to encourage, nurture and lead us to achieve our maximum potential.



2. School Profile

St Philip Neri Catholic Primary School is a single stream primary school for boys and girls located in Sydney's lower North Shore in the suburb of Northbridge. It is the most southern school in the Diocese of Broken Bay. The majority of students reside within the local parishes of Northbridge and Naremburn.

In recent years enrolment growth has stabilised. There is a great demand for places in our classes from Kindergarten to Year 4. Some children leave at the end of Year 4 to attend private Catholic schools. At the beginning of 2010 we were inundated with enrolments for Kindergarten 2011 and were able to develop a "bubble class" of two Kindergarten classes for 2011. Years 5 & 6 will comprise the 'Stage 3' Class.

The school has a fine reputation in the wider community. We offer students a rich, relevant and varied curriculum, a dedicated staff, a nurturing environment and an authentic Catholic community that is striving to live out its school motto: "Loving in Deeds, Not Just in Words". We aim to provide the best education for our students via the processes of **shared understanding, consistency, clarity and professional learning.**

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
94	89	15	0	183

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

[†]Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
13	0	0	13



Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 98%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 100%.

2.5 Teacher Satisfaction

In a recent survey teachers were asked to convey their satisfaction of teaching at St Philip Neri Catholic Primary School. The findings were as follows:

The teachers value the following aspects of the school community-

- transparent promotion of the Catholic ethos throughout the school
- friendly, positive and supportive work environment and the collegial support at all levels
- ways in which the school community makes the wellbeing, learning and growth of students a priority
- strong commitment to the pastoral care of all individuals in the school community
- strong sense of social justice and outreach
- visible and positive partnership with parents
- shared decision making process which occurs across the school
- implementation of quality pedagogical practices to increase student outcomes
- effective use of data to inform teaching and learning
- emphasis on high expectations
- professional learning opportunities that are provided to assist with school improvement
- shared understanding and effective implementation of quality teaching and learning framework.
- promotion and access to Information, Communications and Learning Technologies (ICLT) to support student learning
- distributive leadership practices
- resources and physical environment
- effective staff induction process

In conclusion one could say there is a high level of teacher satisfaction at St Philip Neri Catholic Primary School.



2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	93
2	94
3	97
4	97
5	92
6	94

The average student attendance rate for 2010 was 95%.

Management of 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 Education Act 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 in students, a sense of wellbeing and belonging
- 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, the Catholic Schools Office and the relevant Department of Education and Training 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.

The Catholic Schools Office (CSO) monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.



2.7 Student Satisfaction

We implemented a survey to ascertain the level of satisfaction of students K-6. Their satisfaction level was extremely encouraging and included the following:

- feeling safe
- having an opportunity to have a leadership role
- being treated with respect by the teachers
- having opportunities to learn independently
- using technology throughout their teaching and learning
- receiving effective feedback from their teachers so as to improve their learning
- the opportunity to work collaboratively and cooperatively with their peers
- being acknowledged for our achievements
- working with teachers that are passionate and interested
- our new school environment in particular our new library and learning centre
- encouragement to do well
- fair and just practices
- opportunities to work with peers in other schools
- the ways in which they can reach out to others in the world community who are less fortunate than themselves by organising fundraisers through their class, Student Representative Council and Social Justice Project
- the variety of opportunities they have such as being involved in musicals, drama performances, excursions, Book Week parades and sporting gala days
- the opportunities they have for becoming independent learners via Night of the Notables, Cross stage problem solving, Maths Olympiad programs
- buddy program which allows them to get to know their peers and model responsible behaviour styles.
- Technology is also a high priority in the students' minds. They love the ability to work with interactive whiteboards and laptops continuously throughout their teaching and learning although they did have a concern that they need to write more and develop their note taking skills!
- Parent involvement

The students clearly articulated their high level of satisfaction with St Philip Neri Catholic Primary School.



3. Catholic Life and Mission

3.1 Catholic Heritage

St Philip Neri Catholic Primary School was opened in 1925 by the Sisters of St Joseph and until 1983 was known as St Ciaran's. The name was then changed to St Philip Neri to be the same as the Parish Church. The school and Parish are named after St Philip Neri, an Italian saint, who lived from 1515-1595. He is generally remembered as a humanist who was fond of holding informal prayer meetings and instructional gatherings. St Philip Neri was the founder of the Congregation of the Oratory, a society of priests that greatly aided the reform of the Church, and still exists today. He was generally known and loved as the Apostle of Rome.

The School Mission Statement acknowledges our community as a community of disciples of Jesus, working in partnership with the parents and parish and being inspired by our School Motto. The school is committed to educating and forming children in the faith and offering them an experience of following Jesus by celebrating and living out what it means to be Catholic. This particular year when St. Mary of the Cross MacKillop was canonised our link to the Sisters of St. Joseph was highlighted through a whole school celebration.

3.2 Religious Life of the School

Celebration of prayer and liturgy is integral to daily life at the school. Classroom prayer is a daily ritual and teachers provide the children with a variety of prayer experiences. Parents are invited to attend prayer celebrations in the classroom. The school prayer is prayed at whole school gatherings. The school day concludes with a whole school prayer.

As a community we have the opportunity to celebrate through Mass and Liturgy. The Parish Priest works with staff in the preparation of masses.

The school year commenced with a Mass that was followed by the presentation of badges to the school leaders. The children were also involved in masses for Ash Wednesday, St Philip Neri Day, Grandparent's Day, St Vincent de Paul Appeal and Thanksgiving for the School Year. Each Monday a class attends the Parish Mass. Through Liturgy we celebrated Holy Week, Easter, Mary MacKillop, Mission Week, Advent and Graduation. We also held a farewell liturgy for our former Parish Priest.

This year we gave recognition to the canonisation of Mary MacKillop. In May, a blessing over a plaque commemorating the anniversary of Mary MacKillop's death was conducted by the Parish Priest with the whole school attending. On October 15, two days preceding Mary MacKillop's canonisation the school held a whole school celebration comprising of a liturgy, the children and staff dressed up as people at school in the 1900's at one of Mary MacKillop's schools, the school community had a picnic and participated in early day sporting activities. We also once again invited some sisters from the Naremburn Sisters of St Joseph Convent to be special guests and speakers at our Mary MacKillop Liturgy. The children were in awe to hear how these courageous women carried on the work of Mary MacKillop.

Resources have been increased to support the modules that are being taught in each grade. Religious Education work samples are included in student portfolios and are based on the outcomes in the modules. Children have an opportunity to attend a weekly parish mass once a term. Each class has the opportunity to prepare a focus mass once a year. This focus mass involves the school, parish and local communities. Families are also a feature in the mass as it occurs at the Sunday Liturgy.

The Parish Administrator visits classrooms and he works closely with the children when preparing their focus mass. Parents organise the children's liturgy on Sundays. Parent representatives participate on the Parish Council.



Staff organise staff prayer on a rotational basis. The Assistant Principal attended the Assistant Principals' Spirituality Conference and the Principal attended various Bishop/Clergy/Principal days.

The Principal and Religious Education Coordinator (REC) convey to parents various aspects of Catholic Life and Mission through the weekly newsletter. Parents are always welcomed at Masses, liturgies and classroom prayer celebrations. This year, mothers joined us for a liturgy to celebrate Mother's Day and the children welcomed their fathers at a Father's Day breakfast. Our Kindergarten parents are responsible for organising and conducting Children's liturgy at the Parish Sunday Mass.

The school works closely with the Parish Administrator and the Parish Associate. There is a strong relationship between the school and all Parish staff. The Parish and school often share resources. The school supports the sacramental programs and is involved in the preparation of the liturgy for each sacrament. This year thirty five children from the school were enrolled in the Confirmation Program, thirty five in the First Holy Communion Program and thirty two in the Reconciliation Program.

During the year each class was responsible for a Sunday liturgy and class teachers and parents were involved in the preparation. The Parish Priest spent time with the class prior to the mass and together they discussed the readings and prayers for the liturgy.

The school has been supportive of Parish programs. At Christmas and as an integral part of the school's Advent program we worked with the St Vincent de Paul members to provide gifts for the Waterloo community.

Diocesan celebrations are attended by the school community and this year our Student Representative Council (SRC) members attended the Mission Mass. All teachers attended the Diocesan Schools Staff Mass and one of our staff members was welcomed into the Diocese of Broken Bay. Our Year 6 students attended the Cluster Mass at the Cathedral at Our Lady of the Rosary Waitara.

Students from our school community were involved in a Christmas Ecumenical Christmas Carol celebration at Northbridge Oval.

3.3 Catholic Worldview

As a Catholic school we are committed to developing our children to contribute positively to the wider community. In all aspects of school life we seek to present to children the Catholic Worldview. Within the school, the local community and the wider world community, the students are made aware of the need for justice. This is an essential part of our faith development.

Through the Social Justice Program the children are given opportunities to respond to social justice issues throughout the community. In 2010 we have supported local and world communities. For the 2010 Social Justice Program and with the assistance of St Vincent De Paul, the school has made a commitment to support Goodooga Central School in Goodooga NSW. The population in Goodooga is largely indigenous and assistance is required to fund a garden project.

Support has been monetary at this stage with funds raised from all class treat days going towards establishing a cultural garden at the school. The garden will be a place to grow bush tucker, a meeting place for elders and an outside learning area.

The school's P&F have also formed a committee to assist the school in this project. So far they have published a school cookbook and a donation of money from the sales of copies to the school community will be forwarded to Goodooga Central School.

In the future, students from the St Philip Neri aim to develop a relationship via Skype with the students of Goodooga and investigate other ways of supporting them in our Social Justice Program.



3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

One of our teachers is continuing in the Graduate Certificate in Arts Theology.

In November, the Religious Education Coordinator and Year 3 teacher attended the REC Day where they attended various workshops. Liturgical Dance, Social Justice (Caritas) and Christian Meditation. Examples of the new Missal settings, to be implemented in November 2011, were introduced and discussed. Feedback was presented to the staff in a subsequent staff meeting.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

In fulfilling the school's mission to provide children with an experience of being part of a community of Catholic disciples of Jesus, the school has maintained and reviewed a number of programs within the school in 2008.

St Philip Neri Catholic Primary School has a Pastoral Care and Behaviour Management Policy that is derived from Diocesan policies. The full text of this policy can be found at:

<http://www.dbb.org.au/schools/stphilipneri/>

The staff continue to follow and implement the procedures from this policy to manage behaviour in the playground and classroom. Both policies seek to ensure that all members of our community, whilst at the school, experience a safe, happy and secure environment.

This year we identified and developed a collaborative statement by teachers, students and parent and community members of generic skills and attributes attained by students exiting from St. Philip Neri Catholic Primary School. This resulted in us formulating the following statement:

St Philip Neri Exit Outcomes

In the Catholic tradition, students at St Philip Neri School learn the message of scripture. When they leave the school they strive to be like Jesus through their

- Kindness and compassion displayed towards others
- Respect shown to their peers and the community
- Inclusiveness as they embrace difference

When students leave St Philip Neri School they are prepared to face life's challenges and are supported by their

- Leadership abilities and skills
- Environmental awareness and problem solving skills
- Sense of responsibility

When students leave St Philip Neri School the students are challenged to be

- Independent learners and effective, confident communicators
- Lifelong learners who value the collaborative education process
- Fair and just members of the community

This statement was communicated to the school community and developed into a certificate which will be presented upon graduation. As a staff we compared and contrasted the current practices, experiences and procedures in allowing students the opportunity to demonstrate achievement of both learning the identified generic statements. We also reviewed our curriculum opportunities for students to learn and demonstrate their learning of the identified generic attributes and ways in which to effectively map them.



4.3 Pastoral Care of Families

The deeply committed and authentic relationships that underpin our community are a defining feature of St Philip Neri Catholic Primary School. The school provides opportunities to nurture and grow relationships both formally and informally within the life of the school.

All classes have two class parents who provide a network of contact and support for all families. They also act as a point of liaison with the school in times of crisis or particular family need. The North Shore Cluster, School Counsellor has worked closely with a number of children and their families.

The School Counsellor has continued to be an invaluable resource person who is able to provide initial diagnosis, ongoing counselling support or referral to an appropriate agency, if necessary.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the CSO.

4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

In 2010 St. Philip Neri Catholic Primary School underwent an external OHS system audit. This provided us with an opportunity to review current OHS practices and procedures at the school and to ensure that we met all legal requirements.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

St Philip Neri Catholic Primary School is committed to "providing quality education that strives to meet the needs of every child." The curriculum is underpinned by Catholic values and the school's Mission Statement. The school endeavours to articulate a Catholic worldview by expressing values as a Catholic perspective statement within each of our curriculum policies.

The mandatory requirements of the Diocese and the Board of Studies were adhered to.

Classroom teachers followed the Board of Studies syllabus for each of the six Key Learning Areas: English; Mathematics; Science and Technology; Human Society and its Environment (HSIE); Personal Development, Health and Physical Education, and Creative Arts. The new Diocesan curriculum was followed for Religious Education.

The K-6 curriculum was well organised and timetabled efficiently to accommodate maximum learning time.

The Special Needs program, conducted by the Learning Support Teacher and Assistant, aimed to address the specific needs of students who present with learning challenges.

The school's Beliefs About Learning statement informs school pedagogy and forms the basis of the instructional decisions made by teachers. The statement nuances and deepens shared understandings of how children learn. As a school community we have identified our Principles of Learning. In achieving this we recognised that St Philip Neri Catholic Primary School's Principles of Learning as the *values that promote the Gospel Values, community which encourages transformative learning and learners, environment which is highly engaging and well resourced and quality authentic practice* that underpin our educational philosophy.

The school's assessment policy ensures that consistent, meaningful assessment structures are in place to allow each student to demonstrate his/her strengths and achievements in all areas of the school curriculum. This information on student achievement sets the direction for ongoing teaching and learning.

The reporting procedures include written reports (mid-year and end-of-year) portfolios and parent/teacher interviews.

The school community's main priority is to ensure that a quality teaching Catholic environment exists to meet the needs of each child. We also aim to provide the best education for our students via the processes of shared understanding, consistency, clarity and professional learning. We hope to create an educational community where children experience transformative learning based on shared values and ethical teaching and learning.

Information, Communications and Learning Technologies (ICLT) has once again been an ongoing key focus for St Philip Neri Catholic School during 2010. In the school's Strategic Plan 2008-2012, there has been a commitment to making technology integral to teaching and learning. The Catholic Schools Office's new architecture initiative was still actively supported with continuous attendance at ICLT facilitators meetings and input from the ICLT coordinator at staff meetings. Teachers have continued their attendance at various professional learning sessions to assist them to use their interactive whiteboards (IWB). As a result teachers are using these interactive whiteboards as an effective tool to promote optimum learning. We are constantly upgrading the school's ICLT hardware and software to ensure that there are adequate ICLT resources for all classes Kindergarten to Year 6. We are continuing with our vision of ICLT as an integral part of children's teaching and learning. Our newly built Learning Centre is pivotal in expanding this vision.



Our ongoing implementation of the Quality Teaching Framework allowed us to address students' specific needs by improving their learning outcomes through continuing to enhance their intellectual quality. The teachers have continued implementing the William's Cognitive Interaction Curriculum Model so as to elicit higher order thinking skills in a mixed ability classroom. An increased number of higher-order thinking skills have also been implemented. Through continued implementation of the Slosson Intelligence Test and various other external assessments we have identified children's individual talents across a variety of key learning areas including Mathematics, English, Science and HSIE and have provided special interest groups. These children have also worked with their class teachers on independent projects such as Problem Solving in Stage 1 and Independent Research Projects in Stage 2. Our identified Stage 3 students worked on a Da Vinci Program which coincided with the Da Vinci exhibition. This was a Gifted and Talented/Enrichment Group named the Da Vinci group! Students from Years 5 & 6 engaged in a hands-on learning experience of the amazing discoveries, inventions and the artwork of Leonardo Da Vinci. The students were identified by a range of tests and teacher identification.

The students researched the life of Leonardo and worked in the area of Science/Maths or Visual Arts to recreate some of his famous works. They were then asked to be creative as Leonardo was and make a model. They also had to explain their creation. As part of the research project, they visited the 'Da Vinci Secrets' exhibition at the Town Hall.

Since the role of the specialist learning enrichment teacher was to build capacity in class teachers, teachers have applied this learning in their own classrooms. Teachers have worked with stage partners and support teachers to assist them in providing their students with a differentiated curriculum across all Key Learning Areas throughout their teaching day. The feedback has been extremely positive as it is an integral component of quality pedagogical practices rather than a process in isolation.

We continued with implementation of the Primary Connections Science Program Kindergarten to Year 6. The teachers' and students' enthusiasm for science is highlighted by the many hands-on experiments. The teachers are still implementing an enquiry pedagogical practice.

The school is still benefiting from working within a conceptual framework that brings together values, beliefs, shared leadership and authentic learning across all Key Learning Areas. The implementation of this framework is still enabling us as a community of learners and learning to analyse our plans and to bring action to our reflection with the goal being to promote optimum learning for all students and improve student outcomes.

5.2 Student Achievement

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".



- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 32 students in Year 3 and 19 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the My School website (<http://www.myschool.edu.au/>)

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	0	0	3	6	22	69	100
Writing	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	0	3	0	44	53	100
Spelling	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	0	0	0	19	34	47	100
Gr. & Punct.	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	0	0	6	9	28	56	100
Numeracy	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	0	0	3	6	47	44	100

It was very pleasing to note that the percentage of students achieving at Band 6 (and at Bands 5 and 6 combined) was higher than national figures in every test area. It was also pleasing to see that the percentage of students in the lower bands was much lower than national figures. The NAPLAN results at Year 3 indicate that current teaching programs and intervention strategies are working effectively to support student skills and knowledge across all facets of literacy and numeracy. These approaches will be continued in 2011 with the expectation that students will continue to extend and develop their skills in these critical areas.



Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	0	5	11	11	21	53	100
Writing	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	0	5	5	26	42	21	100
Spelling	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	0	11	5	11	32	42	100
Gr. & Punct.	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	0	0	5	16	21	58	100
Numeracy	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	0	5	16	5	32	42	100

It was also pleasing that in all areas of testing, all students achieved at or above the national minimum indicating again that intervention and within-class support for students at risk is effective. Band distributions in reading continue to reflect relative strengths in this area, and provide support for continuing the current teaching programs. It is recognised that specific skills development has contributed to extending students in the higher bands and this needs to continue. Spelling was an area identified for intervention and will continue to be in 2011. In 2011 we will focus on all areas of literacy particularly writing where we give attention to explicit criteria in teaching spelling and grammatical features. Close attention to the standards typically expected at the higher levels will still be a priority in 2011, and explicit teaching of the necessary skills will be an emphasis. The numeracy results were particularly pleasing and shows that the explicit teaching and intervention that has taken place has been sustained.

This is embedded in our practice to ensure further growth and development. We will also continue to review and refine expected standards and ways of teaching mathematics in upper primary in order to enable more students to achieve at the higher levels and carry on the growth in transition to Stage 4. This review will be ongoing throughout 2011.

External Competitions

Thirty-seven primary students elected to participate in the Australasian Schools English Competition. They received two High Distinctions, eight Distinctions and eighteen Credits.

Thirty-three students from Years 3 to 6 participated in the Australasian Schools Writing Competition. The children demonstrated a high level of writing skills. They received thirteen Distinctions and ten Credits.

Thirty-three children participated in the Australasian Schools Spelling Assessment. They received one High Distinction, five Distinctions and ten Credits.

Forty-one primary students elected to participate in the Australasian Schools Mathematics Competition. They received 2 High Distinctions, seven Distinctions and sixteen Credits.

Thirty-nine primary students elected to participate in the Australasian Schools Computer Competition. They received two High Distinctions, twelve Distinctions and thirteen Credits.

Thirty-four primary students elected to participate in the Australasian Schools Science Competition. They received three High Distinctions, seven Distinctions and fifteen Credits.



The results of the National Assessment Program - Literacy and school-based assessments across all classes in the school indicate that the literacy program is highly effective in meeting each student's individual needs and encouraging them to reach their full potential.

The teachers and the Learning Support team continue to monitor the progress of individual students and respond appropriately by offering support and providing a wide range of appropriate resources and programs.

The excellent results reflect the outstanding teaching that the children receive, not only in the years they sit for the NAPLAN tests but throughout all the years of schooling at St Philip Neri Catholic Primary School.

This year our targeted interventions, which had an identified focus in the areas of Spelling and Writing, have increased student outcomes. We worked with literacy consultants on developing our skills in explicit spelling and writing pedagogical practices. We held a whole school Spelling Bee K-6 which proved highly beneficial in promoting the implementation of effective spelling strategies.

Maths Olympiad

Talented mathematicians in the primary classes are offered the opportunity to participate in extension activities with an emphasis on problem solving. Each year a team of upper primary students enter the Australian Primary Schools Mathematical Olympiads that is held throughout South-East Asia where over 30,000 students participate. This year we entered a team of thirty students from Years 4-6 in the Australasian Problem Solving Mathematical Olympiad Competition. This competition was comprised of five competitions throughout the year where the children were involved in rigorous problem solving activities. The St. Philip Neri team scored in the top 10% of team scores and was named on this year's Honour Roll.

One of our students scored a perfect score of 100% which placed her in the top .5%.

Another student received a special encouragement award. Ten of our students scored in the top 10% and 17 students scored in the top 25%. We are so proud of our St. Philip Neri students and their outstanding achievements.

5.3 Extra Curricula Activities

Music

A specialist music teacher is employed two days a week. All classes have one lesson per week. In addition there were opportunities for children to participate in a junior and senior choir, a recorder ensemble and the school orchestra. In these groups children enthusiastically demonstrated their talent at concerts for the rest of the school and for their families. This year the students in Years K to 6 entered the Warringah Eisteddfod in the choral section and were very successful.

In Term 1 our students in Kindergarten performed on the children's television program, Hi-5, in their Song of the Week feature. In Term 4 all students were involved in the School Musical "Kids At Sea", produced by our music teacher and classroom teachers. The performance was a great success and demonstrated our students' musical and dancing skills.

This year we have continued with BayMusic and it has continued to work extremely well. The children are developing their level of competency in various musical instruments such as the piano, drums, saxophone, clarinet, violin, guitar and flute. The children's confidence and competence has developed so much that they are sitting exams and performing in public.

Sport

The school's Physical Education program catered for a diverse range of interests and abilities. It provided opportunities for skill development and exposure to a variety of sports and competitions. The emphasis in class lessons has been on the development of fundamental motor and gross motor



skills, gymnastics, dance, athletics and swimming. In addition, the students attended clinics for soccer, rugby, cricket and Aussie rules.

The school held successful athletics and swimming carnivals. Children from Year 2 onward were able to participate in Diocesan gala days for netball, soccer, basketball, cross country, athletics and swimming. Several elite athletes were chosen to represent Polding at the state level.

For our dance component this year the children had special instruction for the choreography for their Musical.

Years 3, 4, 5 and 6 students participated in a Surf Awareness program.

During the building program that occurred at our school we managed the sporting component of our curriculum extremely well as we utilised limited playground space and Northbridge Oval.

Public Speaking

In 2010 the whole school public speaking program was continued. Children from each class prepared and presented a speech to an audience of parents and children. The school participated in the Lower North Shore Cluster Public Speaking Competition. Two students were selected to participate in this event.

Debating

In 2010 our Stage 3 students were involved in a Debating Circle with neighbouring schools in the North Shore Cluster. The students had the opportunity to develop their skills in articulating their point of view and rebutting their case.

Buddy Reading

The senior students organised "buddy reading" for the younger students so as to increase their reading skills. These sessions would be run before school. This was a fantastic opportunity for both the Senior and Junior students.

5.4 Professional Learning

The teachers and support staff are committed to personal and professional development. Most of this occurs out of school hours during staff meetings, inservice courses, university courses and professional conferences.

At a Diocesan level staff attended a variety of courses in 2010 including Cardiopulmonary Resuscitation (CPR) course, specific Occupational Health and Safety training, various technology-related professional learning opportunities.

School-based professional learning utilised outside expertise and CSO education officers

Staff development days focused on Literacy with a particular focus on spelling and writing, Mathematics, Effective Use of Interactive Whiteboards.

During 2010 the school's Learning Support Teacher attended specific courses related to children with learning difficulties including catering for the child with autism.

The school's executive team also participated in educational leadership sessions led by educators from Auckland University, New Zealand. The Principal and Assistant Principal attended the ACER National Conference on Mathematics Teaching. This provided an opportunity for the discernment of information regarding the latest worldwide research on the most effective teaching of Mathematics to increase student outcomes.



6. Strategic Initiatives

6.1 2010 Priorities and Achievements

The Annual Plan for 2010 was developed from the School Strategic Plan 2008- 2012. The Annual Plan was presented to the school community at a P&F meeting. Key school initiatives for 2010 are outlined in four strategic areas in the Annual Plan. Detailed below are the achievements so far:

- Analysed NAPLAN results, designed strategies and implemented them in order to improve student outcomes.
- Measured value added and organised programs to assist students whose growth is not marked.
- Implemented clinical interviews in mathematics for all students Kindergarten to Year 1 as well as students at risk in Years 2-6. We also conducted clinical interviews with new students.
- Continued to monitor and track student progress by implementing our whole school tracking device.
- Refined our model for our Large Class Support Teachers.
- Continued with Implementation of cross-stage tutoring groups in the areas of literacy and numeracy in Early Stage 1 and Stage 1.
- Implemented cross-stage problem solving groups
- Implemented effective numeracy blocks.
- Implemented new Primary Connections Science Units Kindergarten to Year 6.
- Embedded the effective use of interactive whiteboards in classroom practice.
- Continued with the implementation of the Restorative Justice Program throughout the school.
- Increased student outcomes in all Key Learning Areas and increased learning growth for all students.
- Completed building our new library/learning centre, Kindergarten and multi-purpose room.
- Established two Kindergarten classes for 2011.

6.2 2011 Priorities and Challenges

During 2011, the school will continue to focus on best practice in teaching of all Key Learning Areas. The conceptual framework used to lead our LTLL project during 2008-2009 will guide our professional development around pedagogical practices in 2011 with Literacy as the focus. Literacy-driven staff meetings and professional dialogue will be at the centre of curriculum development.

Our very successful buddy system that operates in the school will continue to be expanded. It will be arranged so as to cater for the inception of our "bubble class" in Kindergarten. We will continue to work closely with our SRC, our Restorative Justice leaders and the rest of the community to supplement the buddy system.

During the 2011 school year, ICLT will continue to be a priority area. The school will continue to upgrade and expand hardware and infrastructure. The ongoing support of the P&F in fundraising will facilitate this upgrade. The ongoing deployment of new technology challenges educators to examine pedagogy and beliefs about learning. They will be supported with the effective use of ICLT in their teaching and learning and with the continued effective use of interactive whiteboards.

The school will continue to develop its Gifted Policy. This is in response to an identified needs to document and ensure consistency of approach and intent in addressing the needs of the gifted.



In 2011 we are looking forward to settling in our two Kindergarten classes and managing their impact on the school community. In addition to this we will also monitor our Stage 3 class.

In 2011 the St. Philip Neri Catholic School Community will be undergoing their School Review



7. Parent Participation

7.1 Introduction

There is a strong sense of community at St Philip Neri and parents are actively involved in all aspects of school life. Parents value education and are interested in all that pertains to their child's learning. The P&F represents all families and friends of students at the school. The P&F is very active and involved in raising funds for the benefit of students, enhancing the profile of the school and strengthening ties within the school community. It is a very strong and active organisation and is an integral part of this school.

The P&F meets once each term with the Executive meeting an additional four times. There is an annual election of office bearers to the Executive Committee. Their role is to facilitate, coordinate and organise activities within the Association.

The school promotes and encourages the concept of parents supporting the class teacher in optimising the learning opportunities for the children. Teachers value and appreciate the extra support provided by parents.

Parents have assisted in the curriculum areas of literacy, numeracy, dance, sport, technology, art and science. In addition they have accompanied classes on excursions and assisted in the library.

During the year parents assisted us with packing up and moving the Kindergarten classroom and Library. They also assisted with the settling in. In addition to this they worked closely with the teacher-librarian shelving and covering library books and take-home reading books.

The Uniform Shop is run by parent volunteers.

Each class had a Focus Mass during the year at the regular 9am Sunday Mass. Class parents worked with the Religious Education Coordinator and class teacher to co-ordinate the Mass and organise the morning tea that followed.

Parents are always supportive of our sporting events.

In 2010 some family members suffered severe illness. The parents of the St Philip Neri community need to be commended for the way in which they reached out and assisted these families by preparing meals, minding children, and collecting and dropping off children to school.

2010 was another year that we greatly valued our amazing parents and their participation at St Philip Neri! It was another year to give thanks for being blessed with the continued valuable partnership that we have with our parents.

7.2 Parent Satisfaction

At the end of 2010, parents of St Philip Neri were once again invited to complete a survey about the school. The following areas were noted as valued by the parent community:

- the way in which the children's faith is fostered
- teachers being good Christian role models
- promotion of Catholic ethos throughout the school community
- embedding and promotion of Catholic perspective throughout the school
- articulation of the school's values and mission
- school's strong commitment to the pastoral care of the students
- school's sense of social justice and outreach
- student centred, safe and supportive school community



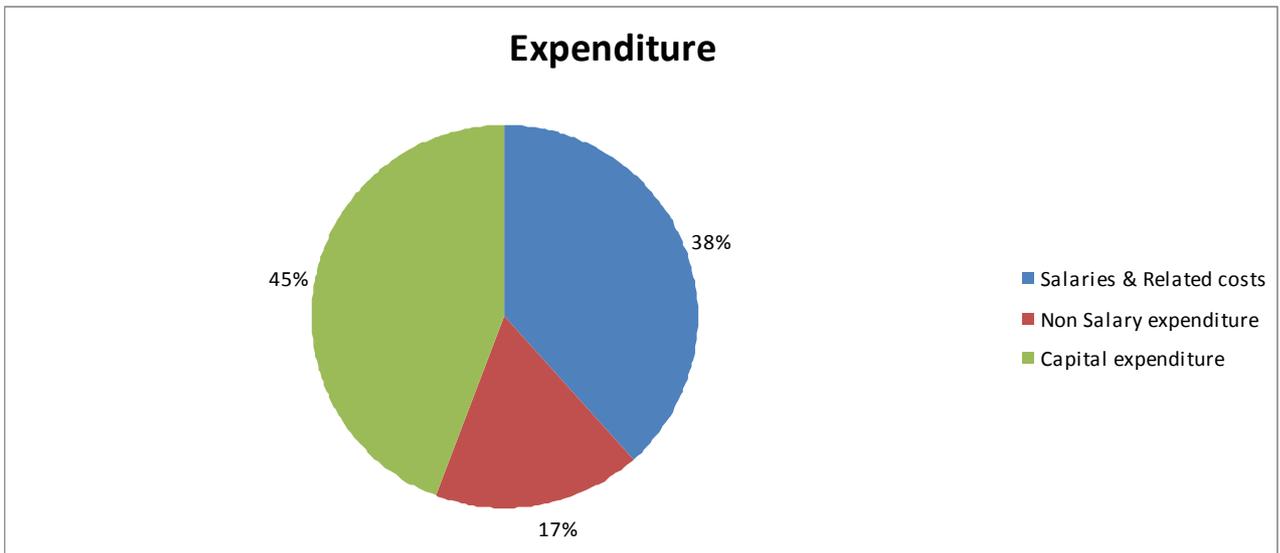
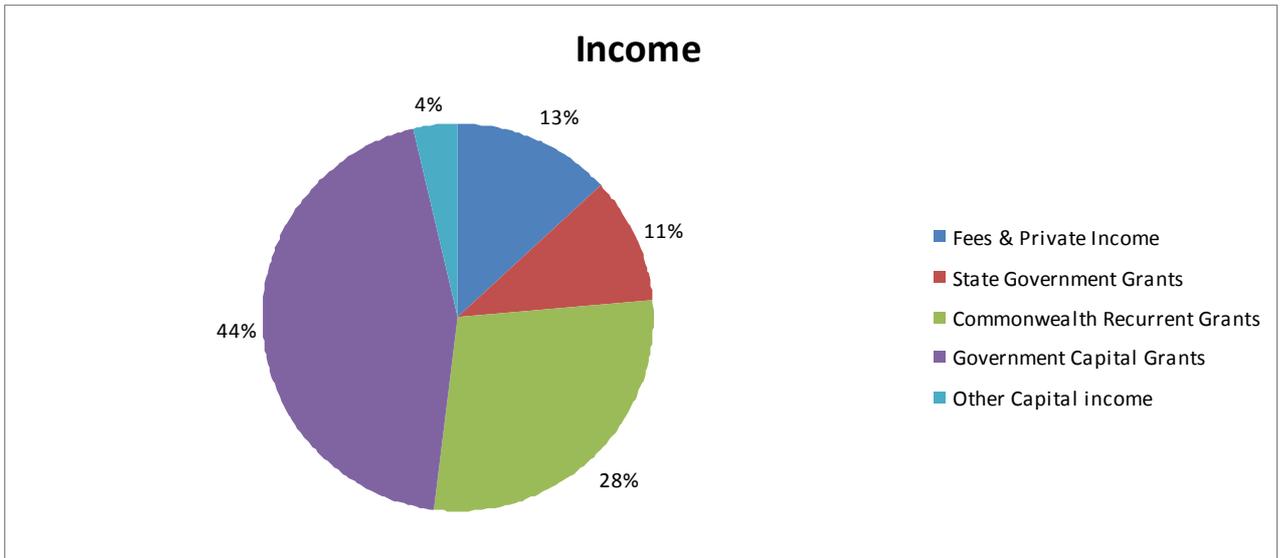
- high level of parent involvement in daily life and decision making
- teachers treat the students with respect
- effective and committed teaching staff
- positive engagement in new and emerging technologies in the learning environment
- rigor employed in literacy and numeracy teaching
- quality teaching and learning
- implementation of consistent teaching classroom practices
- emphasis on high expectations
- provision of quality feedback on children's progress
- satisfaction with the small community atmosphere, the way in which each individual is catered for,
- the energising learning environment, the open communication, the highly professional staff
- reputation for excellence in the local community
- the ideal environment that motivated and inspire their children to learn
- they were extremely satisfied with the Building Education Revolution financial stimulus package that had been granted to the school
- they were extremely grateful for the new library/learning centre, Kindergarten and multi-purpose room.

All in all the parents displayed a high level of satisfaction with the St. Philip Neri community. It was enlightening to hear them articulate explicit examples of their satisfaction.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Diann Hynes.