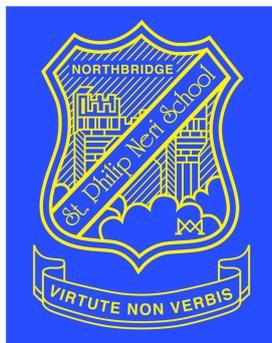


St Philip Neri Catholic Primary School, Northbridge

Annual School Report to the Community

2014



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**Principal**

Ms Suzanne Bevan

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## ABOUT THIS REPORT

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St Philip Neri Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. 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 in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### Principal's Message

2014 has been a successful year for the School Community. We have worked collaboratively with the Parish of the Lower North Shore to ensure that the foundation of our ministry is the Gospel values. The final stage of our Strategic Management Plan was implemented. This plan has assisted us over the last four years with maintaining the tradition of providing a quality teaching and learning environment that meets the needs of each child. The School's constant focus is on school improvement whereby all school and community members are encouraged to actively participate in leading learning in the following domains:

- Mission
- Learning and Teaching
- Pastoral Care.

The overarching direction was to ensure our vision is constantly evolving in response to our context so we can prepare our students for contemporary living and learning. A valued component has been working in partnership with parents. We have moved from strength to strength as we have aimed to provide the best possible education for all students. The continued support of the School community will enable us to meet future challenges during the development and implementation of a new School Improvement Plan.

### Parent Body Message

No man is an island entire of itself; every man is a piece of the continent, or for the School, part of a great community. Our 2014 successes are to be celebrated by all community members. Executive Committee members are also to be acknowledged and thanked for their support and contribution. This year we have completed our *Parents and Friends (P&F) Charter, Class Parents Handbook* and *Function Notes*. These documents are available online through the P&F section of the School's website. We launched our *Community Support* program which provides outreach to those going through a difficult time in our community. This is a confidential service which has had terrific community support. We also continued our support for technology improvements in the School. We are grateful to the principal and teaching staff for their continued dedication to providing a high standard of education and an inspiring and caring environment. They should also be commended for the successful and seamless integration of new curriculum requirements into the School. The *KidsMatter* program continues to play an important role and provides a positive impact throughout the school. Every success to our community for 2015!

### Student Body Message

2014 has been another successful year. We have been offered many exciting opportunities including *Socktober, KidsMatter* and *Surf Ed*. An important part of our learning and growing this

year was joining forces with the parish to help support less fortunate people in Letefoho and Jamaica. We learned that at times we can take basics, such as food, education and water for granted and as children we have the power to help others and know that loving one another is important. Kindergarten raised pet chickens while Year 1 went to the zoo and Year 2 explored the beach. We came together in a dance performance to the song *Happy*. We also presented advent liturgies. Mass and liturgy play a significant role in our spiritual development. Throughout the year we celebrated Grandparents', Parents' and ANZAC days, graduation and liturgical seasons. Our Religious Education and *Outreach* programs enabled us to be disciples of Jesus. Learning is interesting, challenging and exciting. Teachers support and nurture our talents. Everyone is respected, accepted and encouraged. The *Bucket Filler* program supports our social learning. The School instils in us to be confident leaders and life long learners.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

St Philip Neri Catholic Primary School Northbridge, is a Catholic systemic co-educational school.

The 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 humanist who was fond of holding informal prayer meetings and instructional gatherings. He was known and loved as the Apostle of Rome. We are also steeped in the charism of Mary MacKillop which permeates our School motto "Deeds not Words".

The School has a very supportive P&F association which fundraises to provide resources. It also offers a highly valued *Parent Support* program. This consists of 50 volunteers helping out those in our school community when it is needed, especially in times of illness, bereavement, separation or accidents. All support is offered on a confidential basis with complete privacy and anonymity. The underlying philosophy of this program is that "There is no shame in asking for help, only in someone not offering it."

A specialist music teacher works with all classes. There are opportunities for children to participate in the school's choir and band. In Term 4 all students were involved in an end of year performance at the Concourse Chatswood. This was a great success and demonstrated our students' musical and dancing skills.

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 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 the School at NSW state level. Years 3 to 6 students participated in a *Surf Awareness* program at Manly Beach. Kindergarten to Year 2 students attended an intensive swimming program.

The children thoroughly enjoy the facilities at Northbridge oval for their sporting program. The whole-school public speaking program was continued. We also participated in the Lower North Shore Cluster Public Speaking competition. Stage 3 students were involved in a Debating Circle with neighbouring schools in the North Shore cluster.

Children from Kindergarten to Year 6 had the opportunity to participate in the school chess coaching classes operated by the Sydney Academy of Chess. Twenty-five students participated in

the annual Chess Tournament. They also had the opportunity to study French or Chinese with native speaking teachers. 30% of students participated in UNSW competitions and attained numerous distinctions and credits awards. The school participated in this year's Maths Olympiad and scored in the top 10% of teams.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
103	114	25	217

\* Language Background Other than English

Enrolment has stabilised. The School has 8 classes from K-6. Some children leave at the end of Year 4 to attend independent Catholic schools. Our “bubble class” of 62 children now comprises two Year 3 classes. This cohort of students will continue through as two Year 4 classes in 2015.

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2014 was 95.83 %. Attendance rates disaggregated by Year group are shown in the following table.

<b>Attendance rates by Year group</b>	
Kindergarten	95.90 %
Year 1	96.80 %
Year 2	96.30 %
Year 3	95.90 %
Year 4	94.90 %
Year 5	95.80 %
Year 6	95.20 %

The attendance rates show that children attend school on a regular basis. This is reflected in continually strong learning outcomes and the majority of children achieving across a range of learning areas.

### **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 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 CSO 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. The CSO monitors each school's compliance

with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [\*Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System\*](#) (password required).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	3	18

\* This number includes 9 full-time teachers and 6 part-time teachers.

### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	15
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	NSW Syllabus for the Australian Curriculum - English and Maths
Day 2	KidsMatter Component 2/Comprehension strategies
Day 3	NSW Syllabus for the Australian Curriculum - Science/Courageous Conversations

The staff are committed to personal and professional development. This occurs both within

and out of school hours during staff meetings, inservices, university courses and professional conferences. At a diocesan level, staff attended CPR courses, Work Health and Safety (WHS) training and various technology related professional learning opportunities.

Staff development days focused on *Extending Mathematical Understanding*, *Leading Learning*, *KidsMatter*, comprehension strategies and managing challenging conversations focused on contemporary educational pedagogy.

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## SECTION FIVE: MISSION

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Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

The School's Mission Statement acknowledges our community as a community of disciples of Jesus, working in partnership with 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.

Celebration of prayer and liturgy continued to be integral to daily life at the school. Classroom prayer is a daily ritual and teachers provided children with a variety of prayer experiences. The school prayer is prayed at whole-school gatherings. As a community we had the opportunity to celebrate through Mass and liturgy. Classes attended a Monday parish Mass once a term. The school year commenced with a commencement Mass and the year ended with a concluding thanksgiving Mass. St Mary of the Cross MacKillop was remembered this year on the anniversary of her death, August 8, with a liturgy.

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, students are made aware of the need for justice. This is an essential part of our faith development.

Through the *Social Justice Program*, children are given opportunities to respond to social justice issues throughout the community. In 2014 we supported local and world communities. Our commitment to Caritas, St. Vincent de Paul and Catholic Mission continued throughout 2014. Proceeds from the classes' treat days formed a major part of the donation that was offered. The children have also worked collaboratively with the parish of the lower north shore to raise funds to support the Letefoho Parish in East Timor.

The School donated computers to Letefoho. These have been used to establish the only school-based computer program in the whole of Timor-Leste. The first students to complete this

program have since successfully graduated. This has encouraged our children to make more of a difference in our world and be true disciples of Jesus. This year, emphasis has been placed on the children earning their donations. Children have been encouraged to earn money by doing good deeds so they can reach out to others in our local and global communities. This was highlighted in the children's mission work for the annual *Winter Appeal* and *Socktober*.

### Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. 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.

The 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 Special Needs Program addresses specific needs of students who present with learning challenges. Our Beliefs About Learning Statement informs School pedagogy and forms the basis of instructional decisions. It nuances and deepens shared understandings of how children learn. We encourage transformative learning and learners, a highly engaging environment and quality authentic practice. The School's Assessment Policy ensures that consistent, meaningful assessment structures are in place to allow each student to demonstrate their strengths and achievements across the curriculum. Student achievement informs ongoing teaching and learning.

This year we continued with our participation in *Extending Mathematical Understanding* (EMU). We continued identifying children who are vulnerable at Mathematics by implementing the Mathematics Assessment Interview (MAI). Teachers continued with their 'third phase' of professional development on developing effective mathematical pedagogical practices. Another numeracy specialist teacher was trained whose role is to work with the School's EMU team in continuing implementing the intervention program. Our continued involvement has allowed teachers' pedagogical practices to evolve due to the action research and practitioner inquiry model that was implemented. As a result of continually targeting all vulnerable children K-6 and implementing interventions once again this has resulted in increased student learning outcomes. This is obvious in reassessed vulnerable children exhibiting improvement of an average of 2 growth points. This program is sustainable and embedded in our Mathematics Policy. A numeracy specialist will be trained in the middle years component of this program in 2015. Throughout our Mathematics programs we are decreasing vulnerabilities for children learning Mathematics and this is explicitly articulated in our NAPLAN and assessment data.

Another focus has been on teaching explicit comprehension strategies which has resulted in

increased comprehension skills and reading ability. We have continued with our strategic commitment to making technology integral to teaching and learning. Staff members have kept abreast with new technologies and CSO initiatives. We have continued with effective implementation of iPads across the School. Teachers have worked with stage partners and support teachers to assist them in providing their students with a differentiated curriculum across all KLAs. The School benefited from working within a conceptual framework.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	88.90 %	49.90 %	0.00 %	11.90 %
	Reading	85.20 %	46.20 %	0.00 %	13.10 %
	Writing	92.60 %	39.10 %	0.00 %	11.20 %
	Spelling	87.10 %	43.70 %	0.00 %	14.80 %
	Numeracy	83.30 %	36.20 %	0.00 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	73.90 %	36.60 %	0.00 %	16.10 %
	Reading	69.60 %	34.50 %	4.30 %	16.30 %
	Writing	39.10 %	15.50 %	4.30 %	21.40 %
	Spelling	56.50 %	33.60 %	4.30 %	16.40 %
	Numeracy	65.20 %	25.90 %	0.00 %	18.10 %

### NAPLAN Comments

### Year 3

It was very pleasing to note that the percentage of students achieving at Band 6 (and at Bands 5 and 6 combined) were at national figures or higher 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 2015 with the expectation that students will continue to extend and develop their skills in these critical areas. Prior to NAPLAN there was an identified weakness in literacy across this cohort. Explicit intervention strategies were implemented and as a result the evidence is articulated in the children's results. The continued implementation of the EMU program has also contributed with the students' progress.

### Year 5

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. Our focus on all areas of literacy, particularly writing where we gave attention to explicit criteria in teaching spelling and grammatical features in various texts, displayed increased student learning outcomes. Close attention to the standards typically expected at the higher levels will still be a priority in 2015 and explicit teaching of the necessary skills will be an emphasis. In 2014 our major focus was increasing student outcomes in comprehension and we are pleased that this work is evident in the children's results. The numeracy results were particularly encouraging and reflected the explicit teaching and intervention, that has taken place, has been sustained. Intervention from the EMU program has also contributed to the growth. 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 2015.

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## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies 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 (2011) (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 pre-requisite 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. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The deeply committed and authentic relationships that underpin our community are a defining feature of the School and provide 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 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.

This year the School continued working within the *KidsMatter* framework to assist our school community in achieving our pastoral care SIP goal which is to improve students wellbeing by developing their competencies in applying self awareness, self management, social awareness, relationship skills and responsible decision making skills. Mental health problems in students have decreased.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

We are committed to building and nurturing positive relationships at the school. The parents and wider community place a high degree of importance upon “good behaviour” and “good manners”. The community is supportive and responsive to any concerns. We do not have significant behaviour management issues in classrooms or on the playground. There has not been a history of bullying or intimidation. We do enjoy a number of high achieving and very confident children in our school. This has raised issues for us concerning the well being and self-esteem of any child less confident. As a result, measures have been taken through our personal development curriculum and the introduction and implementation of the Restorative Justice Program (RJ), to address these concerns. This program incorporates strategies for collaborative problem solving and assists children in enhancing their resilience and assertiveness. The principles of RJ are: Inclusivity, Flexibility, Problem Solving, Empowerment, Forward Looking and Optimism. Corporal punishment in any form is prohibited at the School. We nurture positive relationships and build self esteem.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy is 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 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 [CSO website](#) or by contacting the CSO.

We believe that the Catholic ethos requires that all students, their families and employees within Catholic education have the right to a learning and work environment free from intimidation, humiliation and hurt. It is the responsibility of each school community to create a culture of caring which will not tolerate bullying.

Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy we, as a school, are called to establish relationships which are grounded in love, compassion, reconciliation and justice. In witnessing Christian values the School rejects ideas, beliefs and behaviours which marginalise or victimise people.

This policy builds on the School's Pastoral Care Policy to provide clear and agreed procedures and strategies for combating bullying. We view bullying as a desire to hurt; the perpetration of hurtful behaviour in a situation in which there is an imbalance of power; the action being regarded as unjustified, typically repeated and experienced by the target of the aggression as oppressive, and by the perpetrator as enjoyable and causes distress.

## **Complaints and Grievances Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. 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 [CSO website](#) or by contacting the CSO.

The School operates on an open door policy where communication is open and individuals have the opportunity to voice their opinions. Parent engagement is highly valued. The school is a collaborative and cooperative community. Individuals are asked to bring complaints or grievances to the principal or classroom teachers as soon as they occur either verbally or in writing. Once notified the principal or classroom teacher responds to the concerned party and a meeting is arranged to discuss the issue further. The meeting is always documented, once strategies/interventions are in place to move forward, a follow up meeting is established to discuss and monitor progress. Depending on the nature or severity of the identified problem it can be referred to the School's Consultant or CSO personnel who may also become involved. The school's stance is always to resolve the issue efficiently and effectively whilst maintaining the dignity of all individuals involved.

## **Initiatives Promoting Respect and Responsibility**

We endeavour to ensure respect for others is consistently taught and demonstrated across all facets of school life. The Christian values, which represent the antithesis of bullying, are continually affirmed in words and actions in all stage levels throughout the school. Strategies to promote respect and responsibility fall within the following broad categories:

- 'moral education' in the context of religious education, liturgies and assemblies where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged
- across the curriculum values teaching, for example, looking at the problem of prejudice within the context of a novel or a history lesson
- clear statements from staff about the nature of instilling respect and responsibility
- teaching explicitly about rights and responsibility throughout the PDHPE curriculum
- clear statements from the leadership team and staff promoting rights and responsibility
- implementation of the Restorative Justice (RJ) Program has provided the opportunity to teach more positive ways of resolving conflict, such as working co-operatively within the classroom and playground whilst maintaining the dignity of the individual
- staff and students as role models, particularly those in leadership roles such as peer support, school captains, colour captains, SRC, RJ Leaders

- measures for vigilant classroom and playground supervision, especially of high risk areas
- provision of safe and structured playground spaces and structured activities at break times
- provision of activities which develop a culture of caring for one another and acknowledging the worth and contribution of others and which help to develop compassion
- appropriate provision of counselling or other support services
- provision of support for parents through information seminars, support networks
- *KidsMatter* also promotes respect and responsibility through nurturing the social and mental well-being of students
- the school operates on an open door policy where communication is open and individuals have the opportunity to voice their opinions; this also validates their rights and responsibility as an active member of the School community
- inter-generational program with the neighbouring Pathways Nursing Home where the senior students interact with the residents.

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## SECTION NINE: SCHOOL IMPROVEMENT

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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 are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

### Key Improvements Achieved

The Annual Plan for 2014 was developed from the SIP 2012-2014. The Annual Plan was presented to the School community at a P&F meeting. Key school initiatives for 2014 are outlined in four strategic domains in the Annual Plan. Detailed below are the achievements so far:

- improved student understanding of what it means to be a disciple of Jesus with a deeper meaning in their daily lives
- staff articulate key elements of discipleship through living justly & reaching out, prayer, engaging in scripture and liturgy
- RE units focus on discipleship challenges
- fundraising has a new social justice imperative
- students identify the connection between discipleship and care for self and others
- successful implementation of the NSW Syllabus for the Australian Curriculum in Mathematics and English
- improved student understanding in space and measurement
- increased student comprehension skills (by 6 months)
- improved student wellbeing by developing their competencies in self-awareness, self-management, social awareness, relationship skills and responsible decision making
- increased children's social and emotional intelligence.

### Priority Key Improvements for Next Year

During 2015, the School will continue with a focus on leading learning in the teaching of all KLAs. Our new SIP will be developed and communicated to the community. The *Inquiry Model* framework is embedded in our practice and will continue to guide PL around leading learning and pedagogical practice. A major focus will be the continued introduction of the NSW Australian Curriculum which will involve PL for all in the area of Science and Technology. The School will continue to participate in the EMU program run by the Australian Catholic University (ACU) to continue deepening teacher knowledge in effective Mathematics teaching and increasing learning gains to promote the highest level of attainment for children in the middle years.

The School improvement agenda will involve goal setting, professional dialogue and student data analysis. Information, Communication and Learning Technologies (ICLT) will be a priority area whereby we will introduce a variety of multi-media technologies that will be integral to the implementation of the new curriculum.

We will provide students with experiences of Pope Francis' 'The Joy of the Gospel' in all curriculum areas.

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## SECTION TEN: COMMUNITY SATISFACTION

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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

At the end of 2014, parents were invited to complete a survey about the School. The following areas were noted as valued by the parent community:

- *The great support from teachers and other parents in developing the values that are pertinent to Catholic Life.*
- *The way in which the school community practises what it preaches and encourages the children to implement what they learn throughout their everyday life and in their relationships with each other and their teachers.*
- *The excellent preparation that is provided via the sacramental program which enables children to have a deeper understanding of the sacrament.*
- *The quality and content of the teaching syllabus.*
- *The well-resourced, supportive and engaging learning environment.*
- *Children's learning is supported and encouraged which leads to increased levels of confidence and competence for all children.*
- *Highly qualified, committed, caring, dedicated and experienced teachers*
- *Nurturing environment.*
- *Diverse educational and extra-curricular opportunities are provided.*
- *High parent involvement in classrooms.*
- *An inclusive community and a sense of belonging permeates.*
- *An authentic family atmosphere exists.*

### Student Satisfaction

Students from K-6 partook in a survey to assess their level of satisfaction with Catholic Mission, Learning and Teaching, Pastoral Care opportunities as well as resources. The responses from the children were extremely encouraging. The children value that the School is a Catholic Community. They believe that by attending the School, they are privileged to learn about God and their faith and are supported on their faith journey by many different people and groups.

We found that the students enjoyed all aspects of their learning in all KLAs, as teachers provide a range of strategies to enhance learning with many different and interesting learning experiences. In particular, the students enjoyed the fact that they were challenged, engaged and were faced with diverse, exciting, well prepared and presented lessons daily. They commented on the ways they were asked to approach learning tasks as individuals and cooperatively. They also

appreciate how everybody is enthusiastic, diligent and valued.

### **Teacher Satisfaction**

Teachers highlighted that they were satisfied with the way in which we, as a Catholic school community, have:

- embedded the Catholic Worldview throughout our curriculum
- continued to implement the School charism of St. Philip Neri and Mary MacKillop
- developed the successful implementation of the Catholic Mission Units continuum K-6
- strengthened ties with the Lower North Shore Parish.

Satisfaction was articulated as the way teachers:

- were supported in the effective implementation of the NSW Syllabus for the Australian Curriculum in English and Mathematics
- continued a high level of PL, for example, EMU program, SIP, comprehension
- established student self-assessment and goal setting.

Teachers are satisfied with the pastoral care provided through:

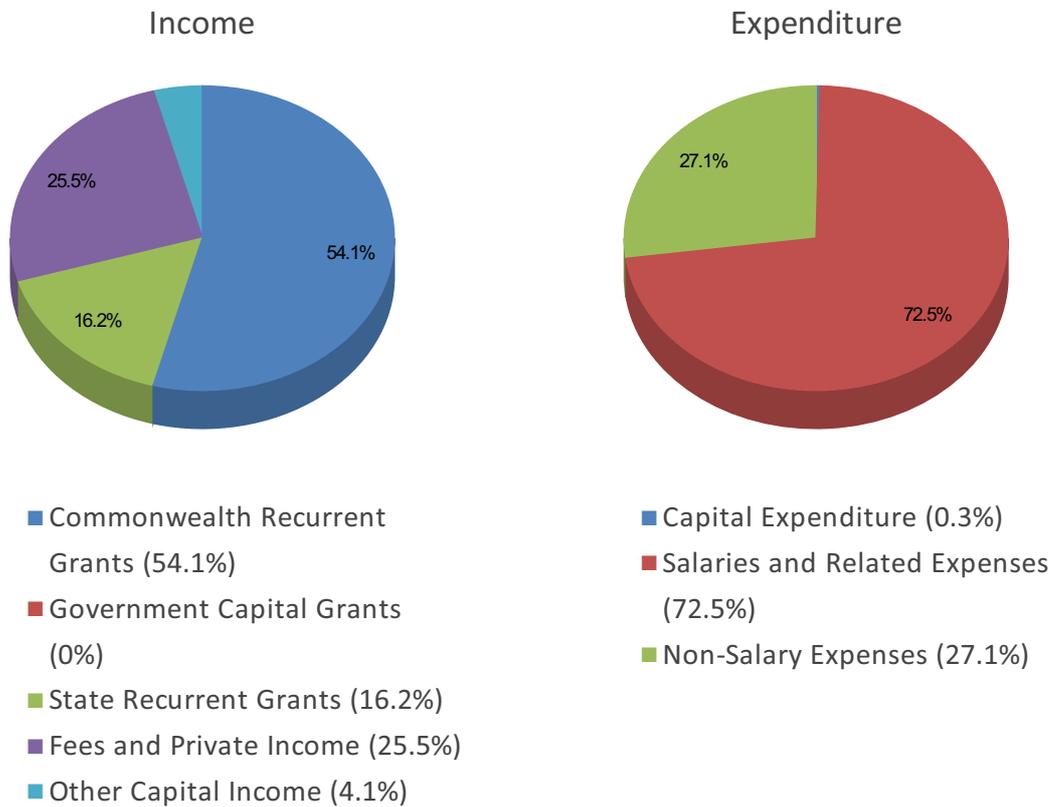
- successful continued implementation of *KidsMatter*
- successful and effective student leadership, that is, SRC, Senior Leadership Team, RJ Leaders
- meeting critical needs of children
- professional dialogue on conducting challenging conversations.

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## SECTION ELEVEN: FINANCIAL STATEMENT

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Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,416,729
Government Capital Grants	\$0
State Recurrent Grants	\$424,829
Fees and Private Income	\$668,181
Other Capital Income	\$107,859
<b>Total Income</b>	<b>\$2,617,598</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$7,873
Salaries and Related Expenses	\$1,679,396
Non-Salary Expenses	\$628,078
<b>Total Expenditure</b>	<b>\$2,315,346</b>