

St Kieran's Catholic School Manly Vale

2007 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

The major focus of the year for the school community was the implementation of the School Strategic Plan 2007 – 2010. Another significant focus was school enhancement with improvements to the school grounds such as the paving of the school entrance, new school signage and outdoor furniture, completion of a new shared playground space, painting of Stage 2 classrooms, and installation of noticeboards for outside classroom use. Application for the Commonwealth Water Grant was acknowledged and planning for the upgrading of the toilet block was underway for a 2008 start.

The learning focus continued with staff professional learning meetings occurring less frequently but for longer periods of time scheduled on two different afternoons to allow for job share teachers to attend. parent education was addressed through the parent literacy, numeracy, ICLT evenings.

Enrolment for Kindergarten 2008 had a greater proportion of siblings than new enrolments, while in the middle school the intake of boys from Year 4 to the local all-boy private school increased.

The Principal completed her contract renewal in the latter part of the year with favourable comments and support from the staff and community.

1.2 Message from the Parent Body

This past year has been a year of consolidation for the school board at St Kieran's Catholic School, Manly Vale.

2007 saw us advance our vision of stewardship of Catholic identity for all connected to the school community. St Kieran's is fortunate to have a vibrant and enthusiastic learning community connected by Catholic life. The link between parish and school strengthened further this year as evidenced by the standing room only participation at the weekend year group masses by students and their families, a

dynamic youth group mass on Sunday evenings, together with parish support for fundraising activities such as the market day.

The Board was involved in the process of contract renewal for the Principal, thus cementing the solid leadership within the school for the coming years. The Board also directed a working party to explore the significant issue of retaining boys in our senior primary years, of which a certain number of recommendations were made and accepted.

The school is privileged to have a tireless Parent's & Friends Association (P&F), who, through their efforts, provided funds that enabled the purchase of new playground equipment for the school's new shared space 'play area, interactive whiteboards and laptops for our senior primary classes.

We look to the year ahead with goals of good governance and nurturing the spirituality for all connected to the school, in particular embracing the energy and evangelisation that will be World Youth Day 2008.

1.3 Message from the Student Body

In 2007, St Kieran's continued to be an exciting and interesting place to come to school, not only because of the interesting and relevant learning which takes place in our classrooms, but also because of the extracurricular activities which often take place outside the classroom. These activities could be excursions which support the learning that has taken place in the classroom, fundraising and awareness-raising for different activities or a variety of opportunities to play different sports within the school.

Some of the highlights this year included:

- St Kieran's Day Mini fete – on this day everyone in the school was invited to come along wearing clothes with an Australian country theme. We were raising money for St Mary's Catholic School in the NSW country town of Hay. The day consisted of a mini-fete followed by a fashion parade.



- Peer Support – this year in our Peer Support groups we worked co-operatively on a module on anti-bullying. Peer support was great because we got to work with our group each week for a term which meant that we were able to form close relationships with children from different grades across the school. We also celebrated with a shared lunch and games afternoon.
- Italian Day – To celebrate Italian culture we had a special day of celebration which involved wearing clothes in the colours of the Italian flag, performing in a whole school Italian concert and having the opportunity to buy real gelato.
- On another day we dressed in green and gold to support the Australian Rugby Union team, the Wallabies. Money raised was donated to the Augustinian missions.



2. School Profile

2.1 Introduction

St Kieran's Catholic School, Manly Vale, is a two stream Kindergarten to Year 6 school for both boys and girls and is located in the Broken Bay Diocese on Sydney's northern beaches.

Students are primarily drawn from the Manly Vale, Allambie, Allambie Heights, and Beacon Hill areas.

The school enjoys a very positive profile in the community due to its reputation for excellence in teaching and learning and for its strong focus on pastoral care and community involvement.

2.2 Student Profile

The following information describes the student profile for 2007:

Girls	Boys	LBOTE*	Indigenous	Total
203	188	42	0	391

*Language background other than English

2.3 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.

The Diocesan Enrolment Policy is implemented by our school's enrolment committee consisting of the Principal, Pastor and School Board members.

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

2.4 Staff Profile

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

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the

- b) 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
- c) 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
22	0	0	22

The school leadership team consists of the Principal, Assistant Principal, the Religious Education Coordinator (REC), and three Coordinator 1's (Numeracy, ICLT and Pastoral Care). The Assistant Principal is released from classroom teaching to assist, mentor and coach classroom teachers K-6.

The office has a full time administrator and an office assistant who works part-time. Three teacher assistants were employed to assist in the infant classes, all in a part-time temporary capacity. A learning support assistant complements the teaching allocation provided for Special Needs.

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2007 was 96.8%. This figure does not include teachers on planned leave.

The teacher retention rate from 2006 to 2007 was 95.2%.



2.6 Teacher Satisfaction

Throughout the year, teachers were given opportunities to express their opinions in regards to whole school events such as the sports carnivals and cultural events. These evaluations allowed for teachers to reflect and impact on future planning. Based on written and verbal evaluations throughout the year, teachers indicated that they were satisfied with the structure, processes and content of professional learning.

The process of the Principal Contract Renewal reflected teacher satisfaction with school leadership.

Staff social functions were well attended and pastoral care of staff was evident through emotional support of individuals' circumstances.

2.7 Student Attendance

The average student attendance rate for 2007 was 94%.

2.8 Student Satisfaction

Students from across the grades have a number of positive things to say about their school life here at St Kieran's:

"I like St Kieran's because I love my teacher." – Kindergarten boy

"I like to learn and to read." – Kindergarten girl

"I really enjoyed the mini-fete because there were treats and games and prizes" – Year 2 boy

"I really enjoyed peer support because we learnt how to deal with bullies." – Year 2 girl

"Our teacher never gets angry at us when we get the answers wrong" – Year 4 boy

"I liked hosting the science fair because I got to tell everyone about my experiment." – Year 4 girl

"Year 5 camp was a great experience because we did it all with our friends." – Year 5 girl

"I love St Kieran's Primary and am so happy that I can spend my last primary year at this school." – Year 5 girl

"I like looking after the playground games."
– Year 5 boy

"I am thrilled to have a buddy because I feel good about myself when I help them." –
Year 6 boy



3. Catholic Life and Mission

3.1 Catholic Heritage

St Kieran's Catholic School is part of the Parish of North Harbour. St Kieran's opened in January 1953 with 30 children under the leadership of the Sisters of the Good Samaritan Order.

The call to discipleship is promoted in the various ways in which the St Kieran's community lives out the Gospel message such as the involvement of students in leadership teams, outreach programs and social justice initiatives. These experiences permeated all grades as children develop an awareness and understanding of their responsibility as members of the Catholic community.

3.2 Liturgical Life

Throughout the year, St Kieran's has participated in a range of parish liturgies and activities. Teachers, with the assistance of the REC, work in collaborative teams to plan liturgies for various feast and significant days. In 2007, the school celebrated together the Start of the School Year, Ash Wednesday, Holy Week, Easter, Pentecost, Anniversary of the Dedication of St Kieran's Church, the Feast of the Assumption, the Feast of St Augustine, Year 6 Farewell, Advent and Christmas. As a school and parish we celebrated and remembered the history of our school through liturgy and a mini fete, with money raised being donated to a Catholic primary school in the town of Hay, NSW.

In addition to the masses and liturgies organized by teachers, students from Years 4 to 6 attended Liturgy of the Hours and Parish Mass. Year 3 joined them towards the end of Term 2, after they had received their First Eucharist. In Term 4, the parish mass, held at 8.30 am, was used as the mass time to celebrate the Feast of All Saints. This mass, which was planned in partnership with the school and parish, was an opportunity for working parents to join their children in celebrating the Eucharist. There was an overwhelming response, with students,

parents, teachers and parishioners joining together to celebrate this feast day.

Prayer is integral to the daily life of the school. The staff gathers every fortnight for prayer before school. This prayer time gives all staff an opportunity to reflect and is very well attended. As a school community we gather each Monday morning to pray. This prayer time, led by the Year 6 liturgy team, interprets the Sunday's Gospel, pinpointing how the Gospel can speak to us as members of the St Kieran's community and through all aspects of school life as well as in the wider community.

3.3 The School in the Life of the Parish and Diocese

The school is an integral part of the life of the parish of St Kieran's, Manly Vale. The parish prayer is said by the school community at each Monday morning assembly to show the strong link between school and parish. Regular meetings with the parish priest, Principal, REC and parish staff focus on pastoral issues and concerns within the wider parish community.

St Kieran's has continued its involvement in parish liturgies with grade masses which take part on the third Sunday of the month during term time. St Kieran's school and parish continue to share resources on a regular basis. The parish centre, the school administration area and library are used by both groups.

The Youth Co-ordinator for the Parish of North Harbour worked closely with Year 6 students, teachers and the REC looking at areas of spirituality and reflection. A successful choir consisting of students from St Kieran's led the parish in song at Sunday Mass. The altar server recruitment drive saw two children trained as servers.

Parents from St Kieran's have undertaken various roles in the Parish Sacramental Programs throughout the year. In 2007 there were 52 children from St Kieran's school who received the Sacraments of Reconciliation, 54 who received the Sacrament of First Eucharist with children receiving the Sacrament of Confirmation.



Class teachers, the REC and the Principal attend these significant liturgies in our community. The school's annual plan for teaching Religious Education has been organised so that units of work focusing on the Sacraments coincide with Parish Sacramental Programs.

Students in Year 3, along with their parents joined together in family prayer, led by the parish priest and the REC. This prayer session then led into an examination of conscience and 3rd rite Reconciliation.

Students at St Kieran's participated in diocesan masses in 2007. Year 6 attended the Diocesan Primary School Leaders' Mass where the Bishop addressed our school leaders in their role. The Mission Team, representatives from Year 6, attended the Mission Mass in October.

Students from St Kieran's, led by the Mission Captains and Mini Vinnies team, were involved in a variety of social outreach opportunities such as Caritas, The Winter Appeal and Christmas Hamper Appeal.

3.4 Religious Education Curriculum

The curriculum has three components: the Foundations section which explores the context of religious education and the call to Catholic discipleship, the Syllabus and the Modules which are resource packages assisting teachers in the development of units of work.

During 2006, teaching programs based on the new curriculum were further enhanced. Consistent with other subjects within the curriculum, the program is outcomes-based and seeks to ensure a breadth and depth of content over the thirteen years of schooling.

The sacramental display board outside the office area highlights and features the sacraments and those children who received them. Classroom and foyer displays reflected the units of work that were the focus in classrooms.

3.5 Catholic Worldview

St Kieran's has the particular task of presenting quality education as an

expression of the Catholic worldview. We therefore seek to offer opportunities to apply that worldview to all aspects of school life, and life outside of school. In 2007, professional learning opportunities were provided to staff to further develop their understanding of how the Catholic worldview can be conveyed through teaching programs.

3.6 Parent Participation

Parents are acknowledged as the primary educators of their children and the weekly newsletter is used as a vehicle by both the Principal and the Religious Education Coordinator to communicate with parents about various aspects of Catholic life and mission within the school. Aware of the open invitations to join the school community for liturgies, many parents are involved in the celebrations throughout the year.

One way to achieve our goal of strengthening school, parish and community links with parents is through the promotion and encouragement of greater participation at morning weekday masses. Parents were encouraged to join their children for these parish masses throughout the year.

3.7 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.

Throughout the year teachers were supported in their planning, implementation and resourcing of units by the REC and an Education Officer-Mission Services from the Catholic Schools Office.

In 2007 a Staff Development Day was dedicated to faith formation and understanding of the Holy Spirit. The staff is more able to articulate what it is that helps build relationships in a community, the importance of story, honesty, loving, thanksgiving, service and justice and the implications of this for our Catholic school.



In 2007 two staff members attended the Ministry for Teachers 2 course.

In 2007, one teacher began the Certificate of Religious Education course.



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

The school based Pastoral Care Policy in its current format was first drafted in 2005 and has been developed from diocesan pastoral care policies.

Significant additions and amendments were made to the St Kieran's Pastoral Care Policy this year. In response to some incidents occurring outside of school, the issue of cyber bullying was investigated by the Pastoral Care Coordinator and by members of the Year 6 Pastoral Care Group. Their communications to the school community on the issue of cyber bullying were significant and informative. Consequently, cyber bullying was identified as a real form of bullying and added to the bullying definition poster.

During Term 3, the Pastoral Care Policy was reviewed in detail as part of the school's professional learning staff meetings. A small group of staff was established to extend the Pastoral Care Policy and include statements from all of the areas of school life that would be considered to be a part of the broader Pastoral Care spectrum:

- Learning Assistance Program
- Seasons for Growth
- Peer Support
- Kids' Club
- Year6/Kindergarten Buddy system
- Year 5 playground equipment.

These statements included a brief description of each of these areas as well as aims of these initiatives and who might be involved with them. The policy was then presented at

the final professional learning meeting for Term 3. During Kindergarten orientation, new parents were introduced to and informed of the new Pastoral Care Policy.

4.3 Pastoral Care of Families

Class teachers, the Assistant Principal, Principal and Special Needs Teacher all work closely with parents during the year to provide whatever support is required in relation to issues concerning their child. Where necessary, families are referred to outside agencies such as Centacare.

Both formal and informal support structures exist for families within the St Kieran's school community. The counsellor for the Peninsula cluster of schools in the diocese is available to support children and their families.

Amongst the parent body there are a number of structures available to provide support:

- Welcoming Committee: This group welcomes new parents and families to the school, holding morning teas, champagne and tears gatherings for new kindergarten parents and other similar events to ensure that all new families to the school feel welcome and a part of the community.
- Class parents: These parents provide a valuable support structure to children and families in each class of the school. Class parents assist in supporting children and their families in times of need such as bereavement, sickness or the birth of a new baby.
- Canteen: On a child's birthday, families have the option of ordering cup cakes from the canteen manager so children are able to celebrate their birthdays at school with the rest of the class.

The Seasons For Growth program was once again conducted successfully by two staff members for those children in the school community who were experiencing loss or separation throughout the year.



4.4 2007 Initiatives

- Peer support continued this year with a focus on anti-bullying and promoting safe schools. A number of activities were also planned which had children participating in their peer support groups including:
 - A peer support celebration lunch.
 - Book Week reading session where children brought along their favourite book to read to the group or to have read to them in a relaxed setting.
 - Book Week games session where games which had been designed for a Book Week competition were played by all groups.
- The Year 6 Pastoral Care and Mission Teams worked together to host the school Mini Fete. The fete raised money for St Mary's Primary School in Hay, a region affected by the drought. Children were involved in numerous planning meetings during their lunch times and liaised with staff and students to plan the various activities for the fete.
- When cyber bullying was raised as a potential issue for children, the Year 6 Pastoral Care Team conducted some research and wrote a short column for the newsletter over four consecutive weeks outlining what cyber bullying is, how it happens, and who can be affected as a way of informing the wider community about this issue
- Playground equipment was purchased for all children. Posters were designed and placed in classrooms outlining the different types of equipment for use by each grade, and in which areas each grade could play, with the aim of encouraging the safety of students in the available playground space.
- The Year 6 Pastoral Care Team wrote short scripts dealing with typical playground incidents and how to act assertively, thwart those who would choose to act negatively and display

resilience, with a view to performing these short plays, with a discussion session, to the K-2 classes.

4.5 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 Catholic Schools Office.



5. Excellence in Teaching and Learning

5.1 Curriculum Overview

The curriculum for Primary schools is mandated and there are six Key Learning Areas: English; Mathematics; Human Society and its Environment; Science and Technology; Creative and Practical Arts; and Personal Development, Health and Physical Education. As a Catholic primary school, St Kieran's also includes Religious Education as an additional Key Learning Area. In 2007 all children Kindergarten to 6 experienced a weekly thirty minute specialist lesson in Physical Education, and Music. Italian classes were offered to all primary classes Years 3 – 6, for 60 minutes on a weekly basis.

The learning support team, consisting of the learning support teacher and teacher assistant, supported children with specific learning difficulties and special needs to be integrated into their classes. The learning support teacher worked closely with classroom teachers to provide in-class support to the children wherever possible. The learning support teacher met with the Principal, Assistant Principal and grade teachers for 90 minutes twice during the year to determine the learning needs of each class. Programs were developed based on these meetings. Individual student needs were determined by ongoing assessment and monitoring of progress, and through consultation with parents. At least twice per year, the parents of children with special needs were invited to meet with the classroom teacher and Learning Support Teacher. These meetings were in addition to scheduled parent teacher meetings. Their purpose was to discuss the needs of the student and to set goals for the future which form the basis of the individual educational plan for that student.

In 2007 the Assistant Principal continued in the role of curriculum facilitator to work with the Kindergarten to Year 6 classes. The curriculum facilitator assisted teachers with developing learning programs to help differentiate the learning for all students. Teachers were supported by regular

classroom visits and provided professional development in the integration of KLAs.

Also in 2007 the Numeracy Facilitator worked intensively during Term 2 with all classes K-6 to further develop best practice strategies in Numeracy. The Numeracy Facilitator worked in classrooms and provided professional development to whole staff and individuals according to need.

5.2 Approach to Teaching and Learning

St Kieran's Catholic School is committed to providing quality teaching and a stimulating learning environment where all within the community are committed to life-long learning. Professional learning in literacy, numeracy and integration has been deepened with Kindergarten to Year 6 classroom teachers being given support in their classrooms by the Curriculum facilitator and numeracy facilitator, as well as the provision of planning time with grade partners each term. Parents have been given the opportunities to attend information sessions on the teaching of literacy and numeracy in the Kindergarten to Year 6 classrooms.

Quality assessment and reporting procedures were further developed. Teachers attended inservicing provided by CSO around consistency of reporting in the A-E structure.

5.3 Significant Initiatives

In 2007 St Kieran's applied for, and received, a grant to become part of a joint project between the Australian Catholic University and the Dioceses of Parramatta, Maitland-Newcastle, Wollongong and Broken Bay. This ongoing project will be looking at school educational leadership and how this impacts on the learning of children. The LTLL program (Leaders Transforming Learning and Learners) engages schools in professional learning focused on local projects to assist them to transform their teaching and learning processes building on an explicit set of values and ethics through leadership practices which emphasise sharing. The program is premised on a strong view that transformational learning



must be the objective of all Catholic schools and a critical element of the responsibilities of leaders in those schools. The fundamental belief that underpins the LTLL initiative is that authentic and ethical leadership can transform teaching and learning in schools, and so provide unique and authentic experiences for students and teachers alike.

In 2007 a speech therapist continued to work with teachers in Years 1 and 2 in their classrooms with students having specific language learning needs. The therapist linked her program to the classroom teaching and learning program.

The Principal, Assistant Principal, REC and a coordinator attended the cluster workshops of the Broken Bay Pedagogy Initiative centred on the Quality Teaching Framework. This initiative has provided a lens by which teachers can assess their teaching and is an ongoing learning project.

Modifications were made to our parent literacy and numeracy education courses that included processes used in the Kindergarten to Year 6 classrooms.

During 2007 integrated units were further developed to incorporate and keep the integrity of each KLA. Further planning to develop these units with an emphasis on assessment was provided. Discussion took place around the thinking curriculum and the consolidation of the inquiry model based on the Kath Murdoch approach.

In 2007, the school joined with another cluster school to initiate a transition to high school project for two children with talent in maths. They worked at a systemic high school on an accelerated maths program.

5.4 Student Achievement

Literacy – Reading and Language

In **Year 3**, 2007 there were 58 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the State.

	School	State
Band 5	30	19
Band 4	42	28
Band 3	16	26
Band 2	12	15
Band 1	0	11

72% of our students achieved the top two bands compared to 47% across the State (Bands 4 and 5).

The following table compares Year 3 student performance in Literacy (Reading and Language) to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for St Kieran's has consistently been above state average.

Year	School	State
2001	53.7	50.6
2002	54.2	50.6
2003	55.0	50.6
2004	55.4	50.5
2005	54.1	50.8
2006	53.6	50.7
2007	55.1	51.2

Writing

In **Year 3**, 2007 there were 58 students who sat for the Writing Basic Skills Test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the State.

	School	State
Band 5	21	16
Band 4	46	32
Band 3	28	32
Band 2	2	12
Band 1	4	8

67% of our students achieved the top two bands compared to 48% across the State (Bands 4 and 5).



The following table compares Year 3 student performance in Writing to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for St Kieran's has consistently been above state level.

Year	School	State
2001	52.6	49.0
2002	54.0	51.5
2003	54.8	51.1
2004	55.2	51.2
2005	52.0	50.1
2006	52.7	50.2
2007	53.4	50.8

Literacy – Reading and Language

In **Year 5**, 2007 there were 41 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 5 who achieved each band at both the school and also in the State.

	School	State
Band 6	34	27
Band 5	32	26
Band 4	29	26
Band 3	5	14
Band 2	0	5
Band 1	0	1

66% of our students achieved the top two bands compared to 53% across the State (Bands 5 and 6).

The following table compares Year 5 student performance in Literacy (Reading and Language) to statewide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for St Kieran's has been consistently above state performance.

Year	School	State
2001	58.6	57.1
2002	58.1	57.8
2003	59.8	57.5
2004	59.6	57.4
2005	58.9	57.0
2006	61.1	57.3
2007	59.9	57.5

Writing

In **Year 5**, 2007 there were 41 students who sat for the Writing Basic Skills Test (BST). The table below shows the percentage of students in Year 5 who achieved each band at the school and also in the State.

69% of our students achieved the top two bands compared to 55% across the State (Bands 5 and 6).

The following table compares Year 5 student performance in Writing to statewide performance and illustrates trends in student performance over time.

	School	State
Band 6	37	23
Band 5	32	32
Band 4	22	28
Band 3	10	12
Band 2	0	2
Band 1	0	0

Since 2001 the average scaled score for St Kieran's has consistently been above the state average.

Numeracy

In **Year 3**, 2007 there were 58 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 3 who achieved each band at the school and also in the State.



	School	State
Band 5	26	19
Band 4	40	27
Band 3	21	26
Band 2	11	20
Band 1	2	9

66% of our students achieved the top two bands compared to 46% across the State (Bands 4 and 5).

The following table compares Year 3 student performance in Numeracy to statewide performance and illustrates trends in student performance over time. Since 2001 the average scaled score for St Kieran's has consistently been above state average.

Year	School	State
2001	54.3	52.4
2002	54.5	53.0
2003	58.0	52.8
2004	57.6	52.3
2005	56.1	53.6
2006	56.8	53.3
2007	55.7	53.1

Numeracy

In **Year 5**, 2007 there were 41 students who sat for the Basic Skills test (BST). The table below shows the percentage of students in Year 5 who achieved each band at both the school and also in the State.

	School	State
Band 6	17	33
Band 5	32	22
Band 4	39	24
Band 3	12	15
Band 2	0	6
Band 1	0	1

49% of our students achieved the top two bands compared to 55% across the State (Bands 5 and 6).

The following table compares Year 5 student performance in Numeracy to statewide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for St Kieran's has been above state average except for 2004 and 2007.

Year	School	State
2001	62.2	60.3
2002	61.5	60.2
2003	62.4	60.0
2004	60.4	60.7
2005	61.8	60.4
2006	64.8	61.5
2007	60.4	61.9

The scores in the table below indicate the **average growth** achieved by students who sat for the BST in 2005 as Year 3 students and again in 2007 as Year 5 students, in Literacy (Reading and Language), Writing and Numeracy at St Kieran's and for the same cohort of students in the State. The expected growth in BST scores is between 6-7 points. There has been significant growth in Writing. The growth in Literacy is below state average for this year due to the number of students already in Band 5 in Year 3 who moved to Band 6 in Year 5. The growth in Numeracy is below state average for this year.

Average Growth achieved by students who sat for the BST in 2005 as Year 3 students and again in 2007 as Year 5 students

2007	School	State
Literacy (Reading and Language)	5.85	6.81
Writing	7.94	7.17
Numeracy	4.90	8.45

The Commonwealth Government has developed national benchmarks that describe the minimum acceptable standards for Year 3 and 5 students for Reading, Writing and Numeracy.

The following two tables outline the:



Percentage of Students in Year 3 who have surpassed the National Benchmarks since the school has had access to this data

	Reading %	Writing %	Numeracy %
2004	98	n/a	98
2005	100	98	100
2006	98	98	98
2007	98	97	100

As can be observed by the data, numeracy and reading have stayed consistent but this year writing has dropped one percentage point.

Percentage of Students in Year 5 who have surpassed the National Benchmarks since the school has had access to this data

	Reading %	Writing %	Numeracy %
2004	100	n/a	91
2005	98	100	98
2006	94	98	98
2007	98	100	98

As can be observed from the data, rates have been fairly consistent over the past two years.

5.5 Information, Communication and Learning Technologies (ICLT)

During 2007 ICLT has been supported across the curriculum in a variety of ways. An interactive whiteboard was installed in one Year 1 classroom and the ICLT Coordinator led a professional learning team of three to explore the implementation of uses across the whole school. Another four laptops were purchased for use in the senior classes. The wireless network was also established with all laptops now capable of being used anywhere in the school. The ICLT coordinator also attended regular diocesan scheduled meetings.

All teachers were supported in their implementation of ICLT through the continuation of the 'Tech Tea' afternoons focusing on CEnet, class pages and searching for appropriate websites.

The staff professional learning team also prepared a draft ICLT Policy to be completed and implemented in 2008. The ICLT coordinator presented a parent information

night to inform the parent community of the uses and relevance of interactive whiteboards within the classroom.

5.6 Professional Learning

In Term 1 the staff looked at the area of literacy in professional learning. This included eight hours of staff meeting time, reviewing and updating the literacy plan to gain shared understanding, working in stage groups on specific issues in literacy relevant to that stage and applying new strategies learnt in class with the guidance and support of the Assistant Principal as teacher coach and mentor.

In Term 2, the focus was on numeracy. The numeracy facilitator led the staff through eight hours of professional learning time looking at the numeracy plan to update it, as well as investigating and applying strategies in the numeracy block, supported in the classroom by the numeracy facilitator who was released from class three days a week to take on this role as coach.

In Term 3, staff could choose a learning team to work with for our eight hours of professional learning. Each team had a focus area to work on: Pastoral Care Policy, integrated units scope and sequence, reviewing and updating the numeracy policy and beginning a whole school maths tracking document, development of an ICLT policy and use of an interactive whiteboard. Each learning team presented their policy or document to the whole staff in a final staff meeting.

In Term 4 professional learning focused on assessment and reporting and OH&S requirements.

Staff Development Days were allocated to:

- further development of whole-school integrated units focusing on the Quality Teaching Framework and whole-school scope and sequence
- the diocesan mandatory adult faith formation unit on Spirit, working with an external consultant on developing positive relationships in classrooms and



the cognitive theory of behaviour and behaviour management.

The Principal and Assistant Principal attended the three-day leadership conference in Sydney hosted by ACEL in October. The REC and another staff member attended the NAVCON 2007 conference hosted by the Broken Bay diocese in September. Two staff members also attended each of the following one-day conferences:

- Kath Murdoch's, teaching using the inquiry approach
- Jonathon Erwin's classroom of choice
- Michael Pohl's thinking curriculum.

The ICLT facilitator continued to attend network meetings as well as a workshop in using the interactive whiteboard with two other staff members. Four staff members attended the four-day Choice Theory course with an external consultant.

The Assistant Principal presented four two-hour twilight meeting courses in beginning literacy for new teachers, casual teachers and returning teachers in the diocese during Term 2.

Three staff members attended the Ministry for Teachers 2 course.

The REC completed a Masters in Educational Leadership during 2007 and the Principal and Assistant Principal continued their course in Masters of Educational Leadership.

One staff member began their certificate in RE.

The average expenditure on professional learning per teacher in 2007 was \$1,455.



6. Extracurricular Program

St Kieran's Catholic School is committed to offering a variety of opportunities to cater for children's needs and interests.

SPORT: Sport plays an important role in the life of the school for children, parents and teachers at St Kieran's. Sporting carnivals were enjoyed by the school in 2007.

Swimming, athletics and cross country carnivals identified children to represent at cluster, diocesan and state levels of competition. Children also had the opportunity to be involved in a variety of sporting events such as gala days in netball, eagle-tag, rugby league and AFL. Other sporting events include Robbie Slater soccer cup, Eagle Tag day, Paul Kelly AFL Cup, NSW Catholic Schools Netball Championships and Super Eights Cricket.

MUSIC GROUPS: Extracurricular music opportunities during the 2007 school year included our senior concert band, junior school band, clarinet ensemble and choir. The senior band participated in the Yamaha Festival and were awarded a Bronze certificate in the C grade section. They also performed at Warringah Mall, where they were very well received. The school choir sings regularly at the Sunday Family Mass.

ART CLASSES: A group of students in Years 4 and 5 identified as having exceptional talent in visual arts, participated in a four-week extension art program, culminating in their works being displayed at the P&F art show.

DRAMA CLASSES: In 2007 the enrolment for drama rose to over 100 students. These students participated in lessons covering mime, puppetry, improvisation, mime and speech. Years 4, 5 and 6 competed in the Northern Beaches Eisteddfod and gained several first places. Some students undertook AMEB drama and communication exams, receiving the highest possible marks. Other students took group drama exams with Trinity College, London, passing with merits and distinctions. The Year 6 graduation play, *Oliver Twist*, was received with enthusiasm from parents and children.

Year 6 students also participated in a make-up workshop to learn how to apply the make-up needed for the play.

OTHER ACTIVITIES: Children participate in many other events and activities including:

- The Peninsula Catholic Schools Public Speaking Competition which St Kieran's co-ordinated.
- After school Public Speaking Club.
- Lunchtime Dance Groups for children in Years 1 and 2.
- Lunchtime Kids Club in the library.



7. Strategic Initiatives

7.1 2007 Priorities and Achievements

2007 was the first year of the implementation of the Strategic Plan incorporating the Catholic Schools Office policy and strategic directions.

Targeted funding from the Catholic Schools Office based on results of the 2006 BST was used in the form of direct teacher support in the teaching of literacy and numeracy with the ultimate goal of improving student learning outcomes.

A more coordinated approach to pastoral care through the appointment of a Pastoral Care Coordinator led to the addition of cyberspace bullying to the Safe School Policy.

Parents were once again given the opportunity to attend literacy learning opportunities provided by the Assistant Principal/Literacy Coordinator and the Principal. Numeracy education evenings co-ordinated by the Numeracy Facilitator and Principal were also offered to all parents.

In 2007 the implementation of the school's plan to upgrade the technology infrastructure at St Kieran's continued with the purchase of more laptops for class use and an interactive whiteboard for one of the classrooms.

In 2007 enhancement of the school entrance proceeded together with the finalisation of the shared space playground area. Assistance from the P&F through the Enhancement Committee greatly assisted in this outcome.

In 2007 teachers were again given the opportunity to participate in teacher leadership opportunities through leading a designated student team with responsibilities in various aspects of school life such as the environment, technology, mission and liturgy. Teachers were given release time each term to meet with their teams to set goals and plan events.

A personal professional learning plan was adopted by the leadership team to assist in setting professional goals for the year.

Restructuring of professional learning meetings occurred resulting in more effective use of professional learning meeting times.

The School Board implemented identified strategic goals and directions, engaging the community in surveys about the retention of boys in Years 5 and 6.

7.2 2008 Priorities and Challenges

In 2008 St Kieran's will be working with the leadership team of the Australian Catholic University in their Leaders Transforming Learners and Leaders (LTLL) project. The Principal, Assistant Principal and REC will provide input and attend workshop sessions with other schools in the project with the aim of designing and implementing an initiative that uses the vehicle of the integrated unit curriculum to make learning for the students more transformative.

Curriculum support for teachers in literacy and numeracy will continue with targeted funding and professional support from the Catholic Schools Office. The Assistant Principal will continue in the role of literacy facilitator and a co-ordinator 1 position will be assigned to the role of numeracy facilitator.

St Kieran's will also be participating in the Community of Schools project with other peninsula Catholic schools. This project aims to combine the resources of the schools to identify and implement extension programs for students in maths.

A member of staff and the Assistant Principal will attend numerous sessions with a consultant and staff from neighbouring peninsula schools to gather information and ideas to implement a new Science and Technology policy in 2009.

Staff professional learning will continue to build upon a culture of critical reflection and evaluation, assessment and the use of assessment data. The aim will be to apply consistent assessment practices across all



KLAs and develop a shared understanding of assessment for, of and as learning.

The personal professional learning plan adopted by the leadership team last year will be used by all staff with the guidance of the principal to assist in setting professional goals for the year.

The challenge of developing and extending student and teacher leadership models to provide for positive growth and development for all students K to 6, as well as retaining and attracting students in Years 5 and 6, will continue to be a challenge for 2008. The School Board will continue to work to develop strategies in this area.



8. Parent Participation

8.1 Introduction

The St Kieran's School Board is continuing to work in the area of formation in using the shared wisdom model of governance. The Board assists in supporting and advising the principal on future directions and ways to achieve strategic goals.

St Kieran's is fortunate to have an energetic and supportive parent body. Parents are actively involved in the life of St Kieran's Catholic School in many ways, such as helping in the classroom and on excursions, helping to run and operate the school canteen and supporting the extracurricular activities offered at the school. Parents play an active and vital role as members of various P&F committees.

Building community and continuing to develop a spirit of friendship and welcome to all within the school and parish family is a major focus at St Kieran's. The parent Welcome Team engages with new families and is very visible in the assistance given at Open Day and Kinder Orientation.

The parent community also supports a number of social events throughout the year organised through the class parent network, such as the Mother's and Father's Day stalls, school disco and a variety of grade social functions. The parent community has supported a number of events throughout the year through their presence and participation in parent education sessions in literacy and numeracy.

The Dad's Initiative program is a way for fathers to be actively involved with their children within the wider school family. Activities such as a movie night and the Kooky Spooky evening saw fathers plan, organise and participate in fun activities with their children. Fathers continue to support the school through their involvement in working bees and their attendance to canteen duties.

The major fundraising and social event for 2007 was the St Kieran's Walk-a-thon held on a Sunday in September, followed by a

family barbeque. The event was a culmination of a term of a family walking program, where families tallied the hours of walking completed by the family in a set time. This led to a winning class receiving a prize and trophy. This program was supported by a grant successfully applied for by the P&F.

The P&F also held a dinner and artshow with a silent auction of goods. The evening was a success for both the fundraising and social committees and the school is very grateful for all their hard work. Through the generosity of the parents, the school has been able to purchase classroom resources that are being well used to enhance children's learning. This support has been greatly appreciated and has been critical in enabling the implementation of our Strategic Plan.

8.2 Parent Satisfaction

During the course of the year parents were consulted on a variety of issues within the framework of Board and P&F meetings, class parent network meetings and parent education sessions. The Uniform Committee consulted parents about some minor changes to the uniform and these changes were received very favourably. Parents were introduced to the use of the interactive whiteboard in an evening session and expressed the desire to raise funds for more to be installed in 2009.



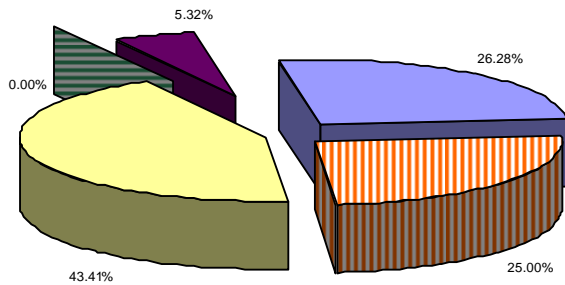
9. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report.

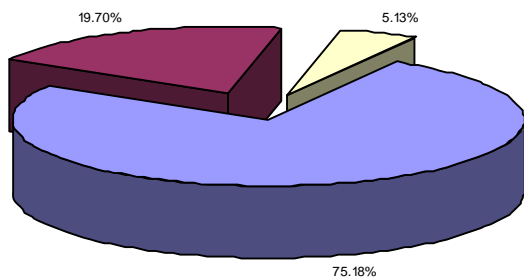
Income

- Fees and Other Private Income
- State Government Funds
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income



Expenditure

- Salaries, Allowances and Related Costs
- Non salary Expenses
- Capital Expenditure



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