

St Kieran's Catholic Primary School Manly Vale

2009 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

This Annual Report for the school community outlines and highlights significant activities and initiatives undertaken in implementing the School Strategic Plan 2007-2010 in 2009.

The first three terms of the year saw a model of shared leadership in the position of principal. The assistant principal acted as principal during periods of absence for the principal.

Our school motto, 'to learn and to love' is a source of strength and unity for our community and is evidenced in the commitment placed on learning and the building of quality relationships.

St Kieran's Catholic Primary School continued to pursue the strategic goal of developing and implementing a vibrant future-oriented approach to learning that is sustainable, inclusive of individual and community learning needs, and reflective of the school mission.

1.2 Message from the Parent Body

The School Board strengthened the partnership between school and parish community with an emphasis on nurturing faith in families. The Board continued to support the principal in an advisory capacity and further contributed to the community life of the school.

The P&F committee continued to support the school through fundraising activities as well as providing a forum at their meetings for parent education in learning initiatives at the school.

1.3 Message from the Student Body

St Kieran's continued its model of student leadership where all senior students have a position on a working team. Our Year 6 teams contributed to the running of the school in many ways. Some of these were organising and running school assemblies, representing the school at sporting and civic events, and organising activities for Book Week, Science Week and Literacy and Numeracy Week.

Peer support enabled the senior students to lead their groups through a set program of lessons designed to skill students in social aspects of their schooling.

This year a greater emphasis was placed on Year 5 leadership in preparing students for their Year 6 leadership roles.



2. School Profile

2.1 Introduction

St Kieran's Catholic Primary School, Manly Vale, has two streams from Kindergarten to Year 6, for both boys and girls. It is located within the Broken Bay Diocese on Sydney's northern beaches. Students are primarily drawn from the areas of Manly Vale, Brookvale, Allambie, Allambie Heights, North Manly, Balgowlah and Seaforth.

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 parent education, pastoral care and community involvement.

2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
181	198	38	2	379

*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.

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

2.4 Staff Profile

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

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

a	b	c	Total
20	0	0	20

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



2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 94.2%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 81.3%.

2.6 Teacher Satisfaction

2009 saw a change to the leadership team due to illness and leaders being promoted during the year. Despite this, staff expressed their satisfaction with the continuity in processes and structures including the continued high profile of quality professional learning of all staff.

Term 3 professional learning centred on action research in teams focusing on mathematics, science and homework. Staff expressed value in this form of learning as well as in the outcomes resulting from the follow up.

The continued building of collegiality and networking with teaching staff from neighbouring Catholic schools allowed for greater deeping of professional learning and classroom practice. The Learning Support Teacher greatly assisted in the support of early intervention processes in the classes of greatest need.

2.7 Student Attendance

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

The average student attendance rate for the whole school for 2009 was 95%.

Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise



- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

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

2.8 Student Satisfaction

As part of the community review of the Homework Policy, students were surveyed about their opinion of homework. This revealed a variety of responses ranging from a desire for more homework and an opinion that homework impacted on family time. In Term 4 some classes piloted a new form of homework. The majority of students in these classes expressed great satisfaction at the new format.

A formal survey was presented to students K-6 about their attitudes to mathematics teaching and learning. The vast majority of students liked mathematics; working with partners and being able to use the interactive whiteboards in problem solving.



3. Catholic Life and Mission

3.1 Catholic Heritage

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

The Augustinian priests have had responsibility for the parish from its beginnings and their strong sense of friendship and welcome pervades the community.

At St Kieran's Catholic Primary School, the gospel message is witnessed and lived, continuing to promote and to form students in Catholic discipleship. Social justice teams and events, and involvement in community outreach programs offered students, teachers and parents experiences in following Jesus as members of an active Catholic community.

The school board worked on achieving the goals of the Catholic Life and Mission strand of the school strategic plan. Specifically the focus was on developing and nurturing faith in families through various initiatives.

3.2 Religious Life of the School

St Kieran's Catholic Primary School has a rich liturgical life. Teachers work collaboratively together in liturgical teams, with the assistance of the REC, to plan liturgies for feast and significant days.

As a parish school community liturgical celebrations included:

- Opening school Mass
- Ash Wednesday
- Catholic Schools Week
- Holy Week
- Pentecost
- Feast of Assumption, St Augustine, St Rita and St Kieran.

Liturgies during the seasons of Lent and Advent were presented when parents and friends were able to join with us and celebrate as a community. The whole school final Mass acknowledged our graduating Year 6 students. Throughout the year students from Years 3 – 6 attended the parish morning Eucharist on a weekly basis. Lectio Divina continues to be a focus for the school board in gathering for meetings.

At each Monday morning whole school assembly the Year 6 Liturgy Team leads the school in prayer that reflects the previous Sunday's gospel. It concludes with the question of the week for teachers to lead classes in reflection.

Family prayer boxes were a new initiative for 2009. Each class had a prayer box and students took turns at taking the box home to initiate prayer in the family home. Parents and children commented favourably on this initiative. The school board sent home with each family a post-Easter and Advent prayer pack for families to use during these liturgical seasons as part of their focus work for the year.

During the orientation process, new parents to the school were given the opportunity to hear the parish liaison worker discuss how parents are able to pray with their children.

3.3 The School in the Life of the Parish and the Diocese

The school supported the parish team in preparing children for the Sacraments of Confirmation, Reconciliation and Eucharist. Most of the Year 2 children received the Sacrament of Confirmation while in Year 3 most of the children made their first Reconciliation and Eucharist.



A parish liturgical highlight of the year was a series of workshops conducted by a Christian missionary from the USA that involved the whole North Harbour parish community. He presented a staff development day to staff of both North Harbour parish schools and two other neighbouring Catholic schools reflecting on what it means to be Catholic teachers in the new millennium. He also spent a day working with students in song and prayer culminating in a family evening in the St Kieran's parish church.

The school enjoys a positive relationship with the parish priest and parish team. The principal regularly attends PPC meetings and the parish priest attends school board meetings. The parish priest is a regular visitor to the school. The school is involved in Sunday Eucharistic celebrations on a class roster system where families host morning tea and take on ministry positions in the Mass.

In December the schools hosted its second annual Carols Evening. This year marked the presence of the parish music teams and many parishioners not connected with the school attended the event.

All Year 6 students attended the Peninsula Cluster Mass for leaders and members of the Mission Team attended the diocesan Mission Mass.

3.4 Catholic Worldview

St Kieran's Catholic Primary School presents quality education as an expression of the Catholic Worldview. As a parish school community we seek to offer opportunities to apply that worldview to all aspects of school life, and life outside the school.

In 2009 opportunities existed for students and staff to participate in the Vinnies Street Patrol, supplying and distributing food to the homeless in the area. Social justice activities further included raising money from the St Kieran's Day Mini Fete, prepared by the Year 6 Mission Team and teacher mentors. During Mission Week different classes raised money for causes directly related to social justice projects that families in the school were involved in such as supplying school stationery for a school in the Philippines and a community in Cambodia.

Year 6 participated in Leadership Training and Reflection Days. The School Board had a spirituality day facilitated by Education officers-Mission Services from the Catholic Schools Office that strongly emphasised Catholic Worldview.

3.5 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.



4. Pastoral Care

4.1 Diocesan Policies

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

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

4.2 School Implementation of Diocesan Policy

In 2009 four full time teaching staff completed a professional learning day with the Principal and Assistant Principal on Choice Theory/Reality Therapy/Lead Management as this theory forms the basis of the school Pastoral Care Policy.

During the parent Welcome and Information Night and the new Kindergarten Parents Orientation, the school's Safe School Policy and Pastoral Care practices were shared and communicated to parents.

4.3 Pastoral Care of Families

Both formal and informal support structures exist for families within the St Kieran's school community. The class parent network assists in supporting families in times of bereavement, sickness, and the birth of a new baby.

The Learning Assistance Program and Seasons for Growth program continued this year for those students identified by staff and parents who would benefit from participating. The diocesan school counsellor was also available to support school students and families.

The School Board worked with the school leadership on ways to support families during the 2009 global financial crisis.

Discussions began between school leadership and Centacare staff regarding the delivery of specific family support programs.

4.4 Resolving Issues

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

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

4.5 Occupational Health and Safety

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

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



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

At St Kieran's, as a means of communicating the learning needs of all students, teachers meet regularly with the Principal, Assistant Principal and Learning Support teacher, to determine the direction of specific programs of learning to occur in each classroom.

As part of the Peninsula Community of Catholic Schools project, students had the opportunity to participate in a variety of learning experiences; a mathematics challenge program, debating, public speaking, chess, Zoomatics, Come on Kids mathematics extension program, Marana music festival and sport competitions.

In Terms 3 and 4 the Assistant Principal provided extension and support for identified groups of students.

A speech therapist continued working on a language program with selected Year 1 children in their classroom. The therapist linked the program to the classroom teaching and learning program enabling staff to develop their skills in catering for specific language needs.

St Kieran's continued with the Leaders Transforming Learners and Learning (LTLL) project with Australian Catholic University. The Principal, Assistant Principal and two co-ordinators attended the program presented by the leadership faculty of ACU. Staff were further supported with input into planning units of work for each term. The focus for the project was on developing authentic and transformational learning through student-centred learning products as a component of each unit of work. In October the team presented their project at an LTLL conference day.

During 2009, the homework policy was reviewed. The review process included consultation with students, staff and parents. A staff action research team led the process and presented findings at a staff meeting and parent information evening.

5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy. Several points should be noted:

- **In Year 3** students in Band 1 are working below the national minimum standard. Students in Band 2 are working at the national minimum standard. Students in Bands 3 – 6 are working above the national minimum standard.
- **In Year 5** students in Band 3 are working below the national minimum standard. Students in Band 4 are working at the national minimum standard. Students in Bands 5 – 8 are working above the national minimum standard.
- In the 2009 cohort, there were 63 students in Year 3 and 46 students in Year 5.
- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are outlined separately for Year 3 and Year 5. In Year 3, the highest band that a student can achieve is Band 6. In Year 5, the highest band that a student can achieve is Band 8.



Band Distributions (%) – Year 3

			Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	2009	School	2	3	10	19	21	46	98
		State	3	9	17	22	21	26	96
		National	4	11	18	23	20	22	94
	2008	School	4	0	5	17	38	36	96
		State	4	10	17	24	23	21	95
		National	6	12	18	23	22	18	93
Writing	2009	School	0	0	5	23	27	45	100
		State	2	5	13	29	32	19	97
		National	3	6	15	30	29	16	96
	2008	School	0	2	6	15	32	45	100
		State	2	5	13	28	31	22	98
		National	3	6	16	29	27	17	95
Spelling	2009	School	0	3	8	26	23	40	100
		State	4	7	16	24	23	25	95
		National	6	9	19	25	20	19	92
	2008	School	4	2	11	36	24	23	96
		State	3	7	16	26	25	22	96
		National	6	10	19	26	22	16	93
Grammar & Punctuation	2009	School	3	0	2	16	32	47	97
		State	4	8	13	21	24	30	95
		National	6	9	14	21	23	26	93
	2008	School	2	0	15	6	30	47	98
		State	4	9	16	24	24	23	95
		National	7	11	17	23	21	19	91
Numeracy	2009	School	0	6	14	16	37	27	100
		State	3	10	20	27	22	16	96
		National	4	12	23	27	20	12	94
	2008	School	0	0	19	19	45	17	100
		State	2	9	20	28	23	17	97
		National	3	11	23	28	21	12	95

There has been an increase in the percentage of students attaining a Band 6 level, except in writing, grammar and punctuation where this has stayed the same.



Band Distributions (%) – Year 5

			Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	2009	School	2	7	16	25	34	16	98
		State	5	12	19	25	22	15	94
		National	7	13	21	25	21	13	92
	2008	School	8	0	25	31	8	28	92
		State	6	12	23	26	20	12	94
		National	8	14	24	26	18	9	91
Writing	2009	School	4	2	18	42	22	11	98
		State	4	10	26	33	19	8	95
		National	6	12	27	31	17	7	93
	2008	School	3	6	11	30	28	22	97
		State	4	10	24	31	20	9	95
		National	6	12	25	29	18	8	92
Spelling	2009	School	2	7	20	43	20	7	98
		State	4	10	22	26	21	15	95
		National	6	13	26	26	18	10	92
	2008	School	8	6	17	22	39	8	92
		State	5	10	22	29	22	12	95
		National	7	13	25	28	18	8	92
Grammar & Punctuation	2009	School	0	5	9	32	36	18	100
		State	5	10	18	25	22	19	94
		National	6	11	20	26	21	15	92
	2008	School	6	8	22	28	17	19	94
		State	5	10	20	26	21	16	94
		National	7	11	21	26	20	13	91
Numeracy	2009	School	0	16	32	36	14	2	100
		State	3	11	24	28	19	14	96
		National	4	14	27	28	17	8	94
	2008	School	3	11	31	25	11	19	97
		State	5	15	26	26	17	10	94
		National	6	17	29	26	14	7	93

There was a rise in the number of students achieving in the top two bands in the areas of reading and grammar and punctuation. In spelling, writing and numeracy the percentage of students above the national requirement increased, however there were less students in the top two bands than in 2008. The data showed that numeracy especially is an area to target for improvement. This will be achieved by implementing diagnostic interviews to determine exact concept knowledge.

5.3 Extracurricular Activities

St Kieran's Catholic Primary School is committed to offering a variety of opportunities to cater for student needs and interests. Students are able to take part in a variety of activities offered by teachers as part of the teacher leadership program. These included sport, drama, dance, music, art, public speaking, chess and lunchtime Kids Club.

The Peninsula Community of Catholic Schools project provides students with further opportunities to partake in extra curricular activities across a broader network.

5.4 Professional Learning

This year we were allocated 5 Staff Development Days. Focus included:

- 2009 strategic direction
- Science teaching and learning
- Mathematics teaching and learning with other peninsula Catholic schools



- Spirituality day with a Christian missionary from the USA
- Strategic planning and transition for 2010.

Staff professional learning meetings were planned over the year in accordance with the strategic direction. The curriculum areas of mathematics and science were a major focus. Assessment practices in literacy and numeracy were addressed as well as ICLT, specifically the use of interactive whiteboards in classroom practice. In Term 3 action research teams developed a mathematics parent education package, science scope and sequence in light of integration and current homework research to inform new policy. In Term 4 analysis of NAPLAN linked with initial exploration of the use of mathematics diagnostic interviews began.

In 2009 four staff were New Scheme teachers and each participated in both school-based and diocesan professional learning opportunities based on individual identified needs.

The new REC began formal study for a Master in Theology.

The Principal and Assistant Principal were invited to present at the 14th annual Values in Leadership conference at Penn State University, USA.



6. Strategic Initiatives

6.1 2009 Priorities and Achievements

In response to our identified 2009 priorities, the following areas were a focus.

A focus on the Science and Technology curriculum through a staff development day and professional learning meetings as well as classroom support from the science co-ordinator and planning led to an improvement in science teaching and learning.

The final year of the LTLL project continued to focus on student choice and transformative learning by imbedding the inquiry learning process titled, 'Student-Centred Learning Products' into the Integrated Units. This was shared with the community through parent open days and trade shows.

As part of the Peninsula Learning Community of Schools project, numeracy was a focus through a shared staff development day and professional learning meetings with schools in the southern cluster. A focus on improving teaching and learning practices in the numeracy block led to recognising the need for implementing diagnostic interviews as part of best practice in numeracy.

6.2 2010 Priorities and Challenges

In 2010, the final year of our current Strategic Plan, the following goals will be a priority:

- Raise the standard of student achievement.
- Commit to achieving consistency K-6.
- Develop a culture that continues to recognise the value and power of intrinsic motivation in raising student achievement.
- Structure opportunities to experience diversity and challenge and critique assumptions in order to grow and make a difference.
- Build positive parent perception in regard to teaching and learning in the senior years.



7. Parent Participation

7.1 Introduction

St Kieran's is fortunate to have a very supportive and committed parent body. The School Board continued to assist the school's leadership through the implementation of the strategic goal of nurturing faith in families.

Parent involvement throughout the year continued by helping within the classroom and on excursions, school canteen, and whole-school planned activities and celebrations.

Parents play an active and vital role as members of the various P&F committees that build community and develop a spirit of friendship and welcome to all within the school community. Parents supported social events organised by the class parent network, as well as participated in parent education opportunities. Fundraising activities were also supported and classroom resources to enable and enhance student learning were purchased.

7.2 Parent Satisfaction

P&F meetings continued to be opportunities for parent education. Parents welcomed the invitation to the school each term for an Open Day where the students were able to share their learning with their parents and families. Parents' written evaluation on formal parent education provided in literacy and numeracy was extremely positive.

Parents also appreciated the opportunity to be consulted about their opinion on homework as part of the community consultation process. The second annual Carols Night was very well attended and feedback indicated that parents found this to be a reflective time to be with their family and friends.

In 2009 the Dads in School committee once again organised a very successful Father's Day Breakfast which was very well attended and greatly appreciated by our fathers and their children.

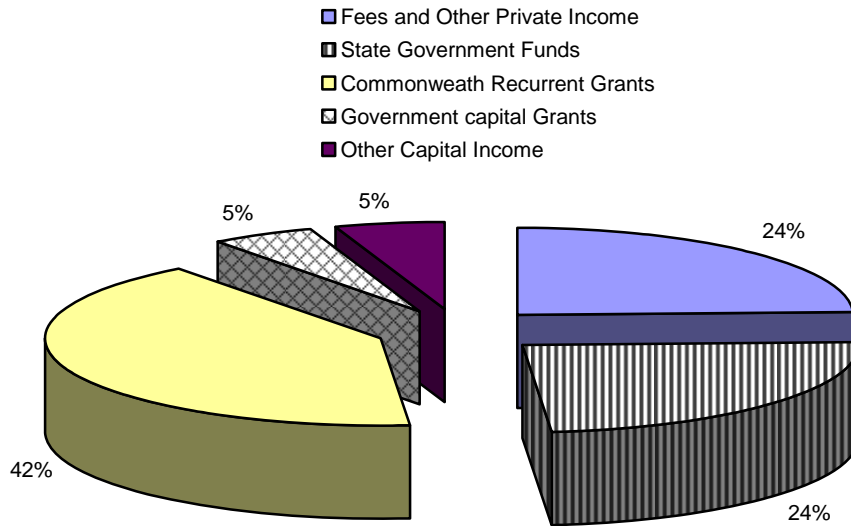


8. Financial Report

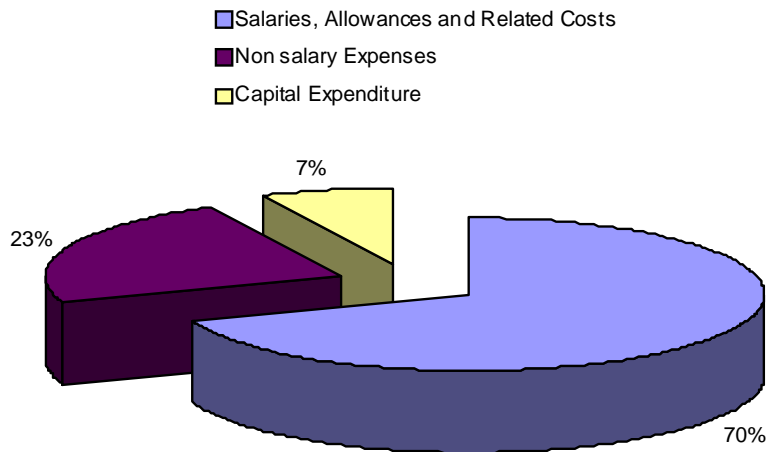
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>

Income



Expenditure



The contents of this annual report have been validated by the Schools Consultant, Michelle Smith.