

St Kieran's Catholic School Manly Vale

2006 Annual Report



Principal: Mrs Terri Paterson

Address: 63 Gordon Street
MANLY VALE NSW 2093

Phone: (02) 9949 3523

Fax: (02) 9949 2230

Web: www.schools.ash.org.au/stkierans-manly



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 on School Review and Development. This involved the entire school community, beginning with their involvement during the strategic management process culminating in Tier 1 and Tier 2 evaluation and the development of the new Strategic Plan 2007 – 2010 and the accompanying Mission Statement.

1.2 Message from the Parent Body

The School Board played a significant role in the process and development of a strategic focus by their involvement in discussion groups and forums during School Review and Development. Members of the Board were also present in the development of the school's Mission Statement. Annual goals were developed for the following year and working parties were developed to work with the school community in achieving these goals for the coming year.

The P&F worked to continue developing 'community' by their commitment and involvement in various committees and fundraising activities.

1.3 Message from the Student Body

In 2006, 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, fund raising 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 and Pyjama Day – on this day everyone in the school was invited to come along wearing their pyjamas for a day. We

were raising money for the Day of Difference Foundation by looking different. The day consisted of a mini-fete followed by a talent quest.

- Peer Support – this year in our Peer Support groups we worked co-operatively on a module on resilience. 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.
- 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.



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 2006:

Girls	Boys	LBOTE*	Indigenous	Total
199	181	64	1	380

*Language background other than English

2.3 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Enrolment_Apr2006.pdf

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.

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

- 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
20	0	0	20

The School Leadership Team consists of the Principal, Assistant Principal, the Religious Education Coordinator, and three Coordinator 1's (Numeracy, ICLT and PDHPE). The Assistant Principal is released from class room 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 assisted the learning support teacher, also in a part-time capacity.

2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2006 was 93.6%. This figure does not include teachers on planned leave.

The teacher retention rate from 2005 to 2006 was 91.3%.



2.6 Teacher Satisfaction

On completion of in school professional learning all staff respond to surveys conducted by Leadership Team. Results indicate that teachers were satisfied with the content of professional learning but not always the structure.

The School Review and Development process allowed for teachers to comment on the strengths and areas for development which were considered when formulating the Strategic Plan. Staff were satisfied with the affirming results of the Review.

The introduction of compulsory A-E reporting was initially an issue for the school staff. There was dissatisfaction expressed at the timeline of the introduction as well as the educational rationalisation.

2.7 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 really like free time and having buddies."
– Kindergarten boy

"I like my friends and my buddy."
– Kindergarten boy

"I like it that we can do lots of things."
– Year 1 girl

"You get to learn and get to know new friends."
– Year 1 girl

"I have lots of friends; it is a welcoming school."
– Year 2 boy

"We've got really nice teachers."
– Year 2 girl

"There are safe, kind classrooms and a big playground."
– Year 3 boy

"I have lots of good friends and there is good equipment."
– Year 3 boy

"I like sport and going to the oval."
– Year 3 girl

"All of the kids are nice."
– Year 4 girl

"What I like about St Kieran's are the people and the teachers."
– Year 5 girl

"I like our English groups and my hilarious teacher."
– Year 5 girl

"I really like my teachers and my friends."
– Year 6 boy

"I think the people here and the teachers are really nice."
– Year 6 girl



3. Catholic Life and Mission

3.1 Catholic Heritage

St Kieran's is part of the Manly Vale Parish. The school's vision statement reflects the strong relationship that exists between school, the parish and home. The foundation stone of the church/school was laid in April 1952 and the school opened in January 1953 with 30 children under the leadership of the Sisters of the Good Samaritan Order. The Sisters ran the school until 1974 when the principalship was handed to laity. The school's motto 'To Learn and To Love' is highly valued by the whole community.

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

The formation of students in Catholic discipleship is promoted at St Kieran's by providing a distinctive Catholic school where the Gospel message is witnessed and lived out. The social justice teams, leadership opportunities and outreach programs at St Kieran's offer students the experience of following Jesus as members of the Catholic community.

3.2 Liturgical Life

The school has continued to have a rich liturgical life. On various feasts and significant days in the life of the school the community comes together to celebrate. Teachers work together with the Religious Education Coordinator to plan liturgies that occur regularly throughout the term. In 2006 the school celebrated together as a faith community the Opening School Mass, Ash Wednesday, Holy Week, Easter, Pentecost, Anniversary of Dedication of St Kieran's Church, the Feast of the Assumption, Feast of St Augustine, Mission, the Year 6 farewell Mass and Advent liturgy.

Students in Years 4 to 6 attended morning mass with the parish on a regular basis and the Year 3 students joined them in Term 3.

Prayer is integral to the daily life of the children. As a staff we gather regularly on a fortnightly basis before school for prayer and this is well attended.

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, Religious Education Coordinator 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 that take place on the second 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.

Parents from St Kieran's have contributed to the Parish Sacramental Programs throughout the year. In 2006 there were 50 children from St Kieran's school who received the Sacraments of Reconciliation and Eucharist for the first time, with 60 children receiving the Sacrament of Confirmation. Staff attended 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.

Children at St Kieran's participated in a number of diocesan liturgies and events in 2006. Year 6 attended the Diocesan Primary School Leaders' Mass where Bishop David Walker addressed our school leaders in their role. The Mission Team, representatives from Year 6, attended the Mission Mass in October.

Children 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. The school therefore seeks to offer opportunities to apply that worldview to all aspects of school life, and life outside of school.

The School Board was introduced to the concept of Catholic worldview where the concept and implications of Catholic worldview were discussed in relation to the role of the School Board and the mission of the school.

The Year 6 class joined with senior classes from the twin parish school to present a social justice concert in the evening, organised by the parish social justice committee, for families and parish members.

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

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.

In 2006 the school offered the first of a Religious Education Parent Education opportunity for parents with the focus on sharing the teaching and learning involved in the new Diocesan RE Curriculum. The course of two hours, conducted by both the Principal and the REC, was offered both during the day and evening and was attended by eleven of our school families.

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 Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Rqs_Accrd_Tchrs_RE.pdf

Throughout the year teachers were supported in their planning, implementation and resourcing of units by the Religious Education Coordinator (REC) and a Mission Services Education Officer from the Catholic Schools Office.

In 2006 a staff development day was dedicated to developing teacher knowledge and awareness in discipleship and spirituality through the facilitation of the Diocesan modules 'Church' and 'Jesus'. Two of our teachers participated in the social justice training workshops to support the social justice initiatives carried on within the school. One teacher began the Certificate of Religious Education course and the REC completed studies to be awarded a Master of Theology.



During 2006 the Principal worked with the Parish Team on developing a Community Catechesis Working Party to look at ways of developing Whole Community Catechesis involving all members within the parish.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Discipline Policies which are implemented by all schools in the Diocese. The full text of these policies can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Pastoral_Care_Oct05.pdf and

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy_-_Student_Discipline_Policy_Oct05.pdf

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

4.2 School Implementation of Diocesan Policy

Derived from the diocesan policies, St Kieran's Catholic School has a Pastoral Care, Draft Anti-Bullying and Anti-Harassment policy which was written with support from the Pastoral Care Group. In 2006 four teaching staff participated in the Choice Theory, Reality Therapy, Lead Management Course which, together with Restorative Justice, forms the basis of, and assists, the school community's response to discipline issues.

In 2006 the Anti-Bullying Draft Policy was reviewed by staff, parents and senior students. The results of this review were presented at a P&F General meeting. A result of this process led to the renaming of the policy as a Safe School Policy.

4.3 Pastoral Care of Families

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. Class parents assist in supporting children and their families in times of need, such as bereavement, sickness or the birth of a new baby.

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 other outside agencies such as Centacare.

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 2006 Initiatives

In response to the goal of developing a more coordinated approach to pastoral care, many initiatives were undertaken. These included the implementation of a unit of work *Resilience : Affirmative Action*, for all students K-6 in their peer support program. The senior students attended an anti-bullying play which touched on many issues that children would encounter at school.

Planning for the provision of more satisfying playground equipment for children to use during play time remained a focus throughout the year. New equipment was purchased and a system of organisation of play areas and equipment was devised by staff and monitored by the senior classes.

4.5 Resolving Issues

The Diocese of Broken Bay has established a Complaints Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

http://www.cso.brokenbay.catholic.edu.au/resources/pdfs/Policy-Complaints_Handling.pdf

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 2006 all children K 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 a 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. 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 2006 the Assistant Principal continued in the role of literacy facilitator to work with the Kindergarten – Year 6 classrooms. The literacy facilitator assisted teachers with developing a structured two-hour literacy block using best practice in literacy. Teachers were supported by regular classroom visits and provided professional development in the areas of talking and listening, reading and writing.

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 and numeracy has been deepened with K to 6 classroom teachers being given support in their classrooms by a teacher coach and mentor. Parents have been given the opportunities to attend information sessions on the teaching of literacy and numeracy in the K to 6 classrooms.

Quality assessment and reporting procedures were developed. Teachers analysed student work samples to assess the achievement of syllabus outcomes and developed literacy assessment portfolios K to 6 to include assessment in reading and writing. Children's books were sent home more regularly throughout the year for parents to gain insights into their children's learning.

5.3 Significant Initiatives

In 2006 St Kieran's applied for and received a grant to develop a learning support project based on a significant need identified by the school. The focus of the project was for a speech therapist to work with teachers in Kindergarten, Years 1, 2 and 3 in their classrooms with students having specific language learning needs. The learning support teacher supported the classroom teacher and allowed for observation of the speech therapist interacting with the students. Techniques and strategies were modelled and discussed for continued implementation and incorporation in the teaching learning program.

The Principal, Assistant Principal, REC and a Coordinator attended the Broken Bay Pedagogy Initiative centred on the Quality Teaching Framework. This initiative has provided a lens for 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 process used in the K-6 classrooms. Parents were also offered the



opportunity to attend a Religious Education evening based on the same principles of adult learning as was offered in literacy and numeracy.

5.4 Student Achievement

St Kieran's has been participating in the Basic Skills Test (BST) since 1995. Analysis of performance over this time provides the school with useful trend data. In 2006 there was a marked increase in the numbers of children attaining the top two bands in literacy and numeracy in Year 5.

Literacy

In Year 3, 2006 54 students 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	22	14
Band 4	37	28
Band 3	31	32
Band 2	7	19
Band 1	2	8

59% of our students achieved the top two bands compared to 42% 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 2002 the average scaled score for St Kieran's has consistently been above the state performance.

Year	School	State
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

Writing

The following table compares Year 3 student performance in literacy (writing) to statewide performance and illustrates trends in student performance over time. Since 2002 the

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

	School	State
2002	54.2	51.5
2003	54.8	51.1
2004	55.2	51.2
2005	52.0	50.1
2006	52.7	50.2

In Year 5, 2006 50 students 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	51	22
Band 5	24	28
Band 4	18	29
Band 3	6	14
Band 2	0	5
Band 1	0	1

75% of our students achieved the top two bands compared to 50% 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 consistently been above the State performance with a marked increase in 2006.

Year	School	State
2002	58.1	57.8
2003	59.8	57.5
2004	59.6	57.4
2005	59.9	57.0
2006	61.1	57.3

Writing

The following table compares Year 5 student performance in literacy (writing) to statewide performance and illustrates trends in student performance over time. Since 2002 the average scaled score for St Kieran's has consistently been above the state average with significant gains in 2006.



Year	School	State
2002	58.0	57.1
2003	57.6	56.4
2004	59.9	56.6
2005	59.0	56.2
2006	62.3	56.7

Numeracy

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	37	22
Band 4	22	24
Band 3	15	26
Band 2	22	19
Band 1	4	9

59% of our students achieved the top two bands compared to 46% across the state.

The following table compares Year 3 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 consistently been above the state performance.

Year	School	State
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

The table below shows the percentage of students in Year 5 who achieved each band at the school and also in the state.

	School	State
Band 6	49	30
Band 5	27	26
Band 4	14	24
Band 3	8	15
Band 2	2	5
Band 1	0	1

76% of our students achieved the top two bands compared to 56% across the state.

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 slightly above the state performance with a significant increase in 2006.

Year	School	State
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

The scores in the table below indicate the average growth achieved by students who sat for the BST in 2004 as Year 3 students and again in 2006 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. The following table indicates that this cohort of students exceeded the expected growth in Writing. In literacy and numeracy although the growth rate was not at state level, the scope for growth was small due to the amount of students achieving the highest band (Band 5) in Year 3.

Table 1: Average Growth achieved by students who sat for the BST in 2004 as Year 3 students and again in 2006 as Year 5 students

2006	School	State
Literacy (Reading and Language)	5.7	6.8
Writing	7.8	5.6
Numeracy	7.9	9.3

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 and Year 5 who have surpassed the national benchmarks since the school has had access to this data.



Table 2: Percentage of Students in Year 3 who have surpassed the National Benchmarks since the school has had access to this data

	Reading	Writing	Numeracy
2006	99%	99%	99%
2005	100%	98%	100%

Table 3: Percentage of Students in Year 5 who have surpassed the National Benchmarks since the school has had access to this data

	Reading	Writing	Numeracy
2006	94%	98%	98%
2005	98%	100%	98%

Targets for 2007

Analysis of results from the 2006 BST show that in literacy we need to depth the student's understanding of the complexity of reading information texts with graphs, diagrams, maps and tables and relating this to the written text. The difference between literal and inferential comprehension also needs to be explored in depth.

Analysis of the results from both the Year 3 and Year 5 BST show that in numeracy the level of questioning needs to elicit responses that reflect higher order thinking on the part of the student. Conceptual understanding also needs to be strengthened through connecting mathematical investigations to generalisations.

In literacy we are aiming to achieve 0% in the lower two bands and 90% achieving in the top two bands in the BST for both Year 3 and Year 5.

In Numeracy we are aiming to achieve 0% in the lower two bands and 90% achieving in the top two bands in the BST for both Year 3 and Year 5.

5.5 Information, Communication and Learning Technologies (ICLT)

During 2006 teachers were involved in a process of joint planning of integrated units to assist teachers in planning the use of technologies within their teaching and learning curriculum. This was based on the Quality Teaching Framework.

CASTnet is being used by all teachers in our school as a means of communication between staff, to assist children's learning by having a quick access to appropriate resources and websites and to also communicate the happenings of the classroom with parents.

'CASTnet Cuppa's' was an after school program for teachers wishing to update and practice their skills in using CASTnet (such as creating class pages and posting websites for children) within the curriculum.

The ICLT Coordinator attended two CSO based sessions. The Assistant Principal attended the diocesan ICLT Learning and Teaching Conference at Mingara.

A staff development day was held based on using ICLT within the Quality Teaching Framework.

An introduction to the use of the web-based reporting system was held in Terms 2 and 4.

Five Dell laptops were purchased – four for use within the classrooms (library, stage 1, Year 5 and Year 6) and one for the Religious Education Coordinator.

Two data projectors were purchased – one for library trolley (with laptop) and one for stage 1 trolley.

Wireless networking was investigated (both 06/07).

All PC's throughout the school were reconfigured.

5.6 Professional Learning

All teachers participated in a range of professional learning activities in 2006.

Active engagement in a wide variety of professional learning activities was again a feature of the professional life of St Kieran's staff in 2006.

On a diocesan level, staff engaged in such learning experiences as: OH&S training, teacher induction and mentoring, child protection training and technology-related professional learning opportunities.

A staff development day with an outside consultant identified the need to embed the



thinking processes within the curriculum. This led to the adoption of integrated units K-6. The integrated units became the vehicle for examining the principles of the Quality Teaching Framework, using them as a lens to focus on quality teaching.

With the introduction of A-E reporting professional learning focused on assessment of, for and as learning. CSO consultants initially led some of this professional learning.

Professional learning also included the model of teacher-coach working with staff in classrooms in literacy and numeracy.

The average expenditure on professional learning per teacher in 2006 was \$1,820.



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 2006.

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, soccer and rugby league. Other sporting events include Eagle Tag, Elders Cricket Competition and Super Eights Cricket.

MUSIC GROUPS: 2006 saw further consolidation of our various music groups with the junior and senior bands, choir and string orchestra performing at various community and school based functions and liturgies. The senior band received the Silver Award at the Yamaha Music Festival and also performed at Warringah Mall, where they were very well received. The school choir sings regularly at Sunday Family Mass.

DRAMA CLASSES: In 2006 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 three first places. Some students undertook, for the first time, an AMEB drama and communication exam, passing with an 'A'. Other students took group drama exams with Trinity College, London, passing with merits and distinctions. The Year 6 Graduation Play was 'Aladdin' which was received with enthusiasm from parents and children.

EXTRACURRICULAR ACTIVITIES:

Children participate in many extracurricular events and activities including:

- the Diocesan Public Speaking Competition with St Kieran's represented in the Diocesan final; and
- chess competition.



7. Strategic Initiatives

7.1 2006 Priorities and Achievements

A priority in 2006 was to continue to provide quality education for the school community. Through regular professional meetings for teaching staff a shared understanding of learning, reflection and evaluation, was a focus, building on outside professional development opportunities provided in staff development days.

Parents were given the opportunity to attend literacy learning opportunities provided by the Assistant Principal/Literacy Coordinator and the Principal.

In 2006 the implementation of the school's plan to upgrade the technology infrastructure at St Kieran's continued. As part of the maintenance plan new furniture was purchased for the Year 1 and 2 classrooms.

In Term 1 the school prepared for and participated in School Review and Development which resulted in a very affirming report and led the way for the planning of the new Strategic Plan 2007 – 2010 together with the accompanying Mission Statement. The Leadership Team was assisted in this process by Catholic Schools Office consultants.

In 2006 teachers were 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 Environment Team, Technology Team, Mission and Liturgy Teams.

The Quality Teaching and Learning Framework became a point of reference for any professional learning. This included a whole staff development day on our beliefs about learning and the link with the principles of QTF.

7.2 2007 Priorities and Challenges

In 2007 St Kieran's will be working towards a more coordinated approach to pastoral care through the appointment of a Pastoral Care Coordinator. A focus will be on the

addition of cyberspace bullying to the Safe School Policy.

2007 will be the first year of the implementation of the Strategic Plan and will need to incorporate the Catholic Schools Office policy and strategic directions.

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

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 2007.

A personal professional learning plan will be adopted by the Leadership Team to assist in setting professional goals for the year.

In 2007 enhancement of the school entrance and toilet block will proceed together with the finalisation of the shared space playground area. Assistance from the P & F through the Enhancement Committee will greatly assist in this outcome.

Restructuring of professional learning meetings will occur as a result of evaluation from staff in ways to improve and meet professional learning needs.

The School Board will implement identified strategic goals and directions, engaging the community where necessary.



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. With School Review and Development and the outcome of developing the Strategic Plan and Mission Statement, 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 Parents' and Friends' 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, for example, our 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, numeracy and in pastoral care. Parents had the opportunity to review and comment on the Draft Anti-Bullying Policy in 2006

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 2006 was the St Kieran's Dinner Dance and this was very well attended by both existing and future parents as well as by the staff. This evening was a great 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, parent education sessions and A-E reporting information evening.

Concerns were expressed regarding the large class numbers in Kindergarten and ways that children were to receive support in the classroom given the rising enrolment.

Concerns were also raised regarding the format and justice issues surrounding the A-E reporting. However, the overall feedback indicated that parents were happy with the new format.



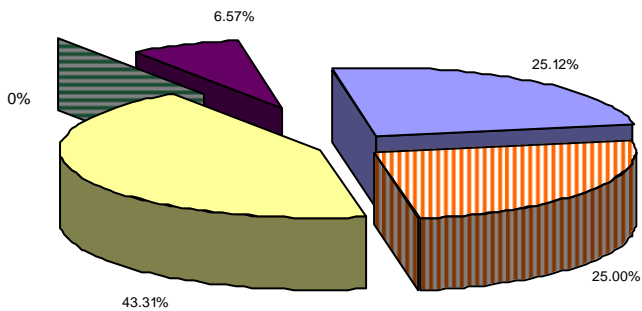
9. Financial Report

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.

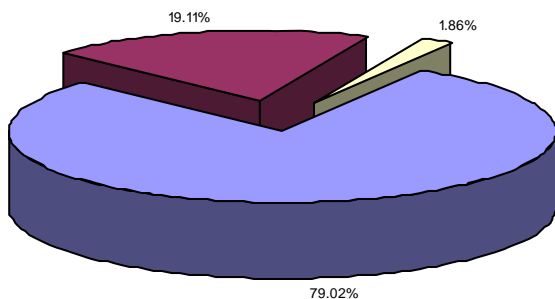
Income

- 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.