



# St Kieran's Catholic Primary School Manly Vale

## 2010 Annual Report



Principal: Mrs Terri Paterson

Address: 63 Gordon Street  
MANLY VALE NSW 2093  
Phone: (02) 9949 3523  
Fax: (02) 9949 2230  
Web: [www.skmvdbb.catholic.edu.au](http://www.skmvdbb.catholic.edu.au)



## **1. Message from Our School Community**

### **1.1 Message from the Principal**

This Annual Report highlights significant events, activities and initiatives undertaken in 2010.

The Building the Education Revolution (BER) project saw great enhancement to the school site with the addition of a new school foyer and school entrance, a new classroom, refurbishments and rebuild of eight classrooms, wet areas to existing classrooms, wider verandahs and walk ways as well as relaying of new turf to existing playground. These additions and enhancements resulted in whole classrooms needing to be moved and rehoused for long periods of time to accommodate the building project causing change to routines and procedures to accommodate and ensure the safety of all within the community.

The rollout of the new architecture from the Catholic Schools Office (CSO) enabled better wireless access and IT support. There was an update in hardware and interactive whiteboards, printers and additional laptops, digital cameras and video cameras were purchased. As a result of the change to new architecture 30 incompatible computers were donated to the Northern Beaches Refugee Sanctuary.

A newly formatted and updated school website was created making it easier for the community to access information about the school.

During the year the Assistant Principal was seconded to the CSO and a model of distributive leadership was implemented to continue providing a vibrant future-orientated approach to learning that is sustainable and reflective of the school mission.

### **1.2 Message from the Parent Body**

Throughout the year the school board and Parents and Friends Association (P&F) continued to support the school and further contribute to the community life of the school.

The school board embedded many of the structures and processes already begun in nurturing faith in families. A key focus for the board was developing a process of sustaining membership through the recruitment of new board members from within the school and parish community.

The P&F initiative of having a Family Fun Day was an enormous success, not just financially, but in building and maintaining community spirit. The P&F continued to commit to supporting the school financially and furthering the school/parent partnership through active participation in a variety of parent run committees.

### **1.3 Message from the Student Body**

This was an exciting and different year with changes occurring due to the building project.

Throughout the year, however, the Year 6 leadership teams continued to contribute to the life of the school in a variety of ways. Pastoral Care programs such as 'Peer Support' and 'Buddies' were important ways of building community during the school's BER project, when classes were on the move. Student leadership was evidenced by participation in many school based activities, notably on Open Night, environmental projects, Book Week and through representation of the school at both civic and sporting events.

Senior students contributed to the Catholic life and mission of the school by modelling safe and respectful behaviours, providing for prayerful whole school liturgies and having a visible presence at whole school assemblies.



## 2. School Profile

### 2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
178	204	38	2	382

\*Language background other than English

### 2.2 Enrolment Policy

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

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

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

### 2.3 Staff Profile

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

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

a	b	c	Total
23	0	0	23

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

### 2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 96%. This figure does not include teachers on planned leave.

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

### 2.5 Teacher Satisfaction

Teachers participated in a whole school survey commissioned by the Catholic Schools Office.

Overall satisfaction for the school was 'very high'. This was particularly evident with the school as an environment for faith to grow; religious leadership active in promoting and embedding Catholic ethos and world-view; professional learning opportunities. Teachers rated a 'very high' for the school in providing a stimulating and challenging learning culture and curriculum that is responsive



to the needs of the students and that achievements are celebrated and communicated and the school profile within the community is actively promoted.

Communication was rated as 'high', as was the satisfaction with school facilities and resources. The most valued aspects of the school for the staff were the sense of belonging to the community; staff professional development and leadership opportunities; relationships formed with other staff, students and parents and dynamic and effective leadership.

An area highlighted for change was the effectiveness of anti-bullying policies and practices and in implementing a consistent approach to the monitoring and dealing with student behaviour.

## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	95
2	95
3	96
4	94
5	95
6	96

The average student attendance rate for 2010 was 95%.

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

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for



non attendance that cause concern. Matters of concern are referred to the principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

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

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

## **2.7 Student Satisfaction**

Students in Years 5 & 6 participated in a whole school survey commissioned by the Catholic Schools Office. Student satisfaction with all elements of school life received an overall 'high' rating. The most valued aspects of the school for the students were their friends and teachers, as well as the learning and sporting opportunities provided.

Students gave a 'very high' overall rating to feeling safe at school and that they understand the school rules as well as knowing the area they need to work on to improve achievement levels.

Students gave a 'high' rate for the regular feedback given by teachers in literacy and numeracy achievement; they enjoy learning and that the teachers are interested in assisting them to improve their learning. Students also gave a 'high' overall agreement that they learn about God and the church.

Students gave a 'moderate' overall agreement to some aspects of Pastoral Care and to the prayer and liturgical life of the school. Students indicated that they would like more opportunities to use computers and other technologies at school.



### **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 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.

#### **3.2 Religious Life of the School**

St Kieran's Catholic school is continuing to develop an understanding of Catholic character expressed through relationships, curriculum and a rich liturgical life.

The teachers work collaboratively with the Religious Education Coordinator (REC) and Parish Priest to plan worship that is authentic and relevant to our school community.

Liturgies throughout the year were presented when parents and friends were able to gather and celebrate as one. The Opening School Mass acknowledges new families, staff and the new school leaders and welcomes them into our school community. The final Thanksgiving Mass acknowledges families and staff leaving our school and gives thanks for the year that has been.

Major liturgical celebrations this year included the celebration of the Feast of St Monica with our twin parish primary school being part of the parish celebration. The Augustinian charism is an important part of our parish school.

The universal church's acknowledgement of Australia's first saint in the canonisation of Mary MacKillop was celebrated in a variety of ways; through worship as well as curriculum and community focus.

Student leadership includes a Liturgy, Mission and Pastoral Care team who lead students in experiences of faith. The Year 6 students attend and participate in the Peninsula Cluster Mass for Leaders and members of the Mission and Liturgy team attend the diocesan Mission Mass and workshop. Students eagerly participated in the Peninsula Learning Community of Catholic Schools photo competition based on the "Catholic Worldview through the Eyes of a Child" where St Kieran's placed second and third in the nature category.

The School Board focus is on nurturing faith in families' and supports families through take home family prayer packs at several liturgical periods in the year. The annual Carols evening (initiated by the school board) included invitations to the wider parish community. In working with the parish family liaison support officer, new families were welcomed during a process of orientation which included support for prayer and praying as a family unit.

The school continues to support the parish team in the preparation of sacramental programs. An introductory evening was offered to parents of students undertaking the sacrament of Confirmation as a means of enabling them to fully partake in the parish program.

The school enjoys a positive relationship with the parish priest and team. The Parish Priest attends and contributes to monthly school board meetings and the Principal attends regular PPC meetings. The REC liaises with the Parish Priest in relation to family Sunday Masses involving different grade groups who actively participate in serving their parish community on these occasions.



### **3.3 Catholic Worldview**

At St Kieran's we model our understanding of Catholic Worldview by experiencing daily life through the lens of our Catholic faith.

The Vision and Mission statements recognise and emphasise our commitment to uphold the uniqueness and dignity of each individual within our community. Our programs of learning and parent education strive to provide for all to reach their full potential academically, spiritually and emotionally.

Opportunities were presented through the year for students and staff to actively participate in their faith within the wider community. Activities such as Mini Vinnies, links with local nursing homes, fundraising projects including Caritas and St Kieran's Day Mini Fete allowed for significant links to be made in awareness of our responsibility to social justice.

### **3.4 Professional Learning in Catholic Life and Mission**

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



## **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**

Collaboration with Centre-Care occurred with the delivery of parent programs such as Triple P (Positive Parenting Program).

Parents were informed via the Newsletter and at P&F meetings of a variety of parenting programs being offered through Centre-care and a few parents attended sessions run by the Diocesan Parent Council.

During the enrolment process the school's Safe School Policy and Pastoral Care practices were shared and communicated to parents.

### **4.3 Pastoral Care of Families**

Formal and informal structures exist as part of the Pastoral Care of school families. The school board and P&F structures have processes that support families in their spiritual life, in times of change and difficulty.

School based programs such as Seasons for Growth and the Learning Assistance Program continued for those students identified as benefiting from participation. The Diocesan school counsellor worked with students and families throughout the year in dealing with issues as they arose.

The delivery of specific parenting programs such as 'Triple P' was very effective for parents and was greatly supported by the school community.

### **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 CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

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



## 5. Excellence in Teaching and Learning

### 5.1 5.1 Quality Teaching and Learning

In 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. Learners and learning programs are tracked, specific problems dealt with and professional learning planned to meet specific needs.

The focus in 2010 was on raising standards in student achievement, especially in numeracy. To this end there was a continuation of the whole school involvement in the Peninsula Community of Catholic Schools project initiatives in learning. Students from the school had the opportunity to participate in a variety of learning experiences; a mathematics challenge program, debating, public speaking, zoo data investigation, Marana music festival and sport competitions.

In Terms 1 and 2 the Assistant Principal provided extension and support for identified groups of students in both literacy and numeracy in the stage 2 classes. In Terms 3 and 4 the teacher librarian provided extension and support for learning programs in literacy for identified students in Years 2, 4 and 6.

The years 3-6 teachers had a major focus on the strategy of 'reader's circle' in literacy with the follow up written 'reader's response' to increase comprehension of texts.

In term 3 a speech therapist worked with the Year 2 teachers, Learning Support Teachers (LST) and Learning Support Assistants (LSA) to devise a language program that focussed on understanding and using the technical language in numeracy for those students identified with a speech language disorder.

Staff learnt how to administer a clinical interview for numeracy to help identify specific gaps in mathematics learning. Teaching programs were modified to cater for the individual and group needs for number in numeracy.

In February, 2010 the new homework policy was launched to the parent community after a year of consultation and writing. The policy has a focus on needs based, individualised homework with student choice.

### 5.2 Student Achievement

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

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.



- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 62 students in Year 3 and 40 students in Year 5.

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

### Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	2	0	10	15	37	37	98
<b>Writing</b>	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	0	2	3	15	37	44	100
<b>Spelling</b>	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	0	5	24	24	29	18	100
<b>Gr. &amp; Punct.</b>	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	2	0	13	16	39	31	98
<b>Numeracy</b>	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	0	2	8	24	37	29	100

In Yr 3, 74% of students were in the top two bands for Reading; in Writing it was 81%; in spelling 47%; in Grammar and Punctuation 70% and in Numeracy 66%.

Compared to 2009, there has been an increase in the percentage of students attaining the top two bands, except in Spelling and Grammar & Punctuation.

This indicates a clear direction for the school in aligning best practice with the implementation of teaching and learning programs for the early years in Spelling.

In Reading, Writing and Numeracy the school was substantially above in comparison to the National School Mean. When comparing to similar schools, the school was above in Writing and Numeracy.



### Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	3	5	23	15	23	33	97
<b>Writing</b>	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	0	5	5	45	33	13	100
<b>Spelling</b>	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	0	10	23	35	25	8	100
<b>Gr. &amp; Punct.</b>	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	0	10	10	13	50	18	100
<b>Numeracy</b>	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	0	10	18	18	45	10	100

In Year 5, 71% of students were in the top three bands for Reading; in Writing 91%; in Spelling 68%; in Grammar and Punctuation 81% and in Numeracy 73%.

Compared to 2009, there has been an increase in the percentage of students attaining the top three bands except in Reading and Spelling. There has been a significant increase in the percentage of children in the top three bands in Numeracy and Writing.

This confirms our understanding of the need for further development for Spelling across the school.

### 5.3 Extra Curricula 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, song club, environment club, public speaking, debating, technology club, chess club, science Eng-quest program and lunchtime Kid's club.

### 5.4 Professional Learning

This year we were allocated 5 staff development days. Focus included:

- 2010 strategic direction and annual plan
- Numeracy policy and application combined with other peninsula schools
- Spirituality day on our mission as Catholic teachers
- Strategic planning for 2011
- Transition of students data and learning programs for 2011

Staff professional learning meetings were planned over the year in accordance with the strategic direction. The curriculum area of mathematics was a major focus as staff learnt how to administer, analyse and program maths lessons according to the data from clinical interviews. Processes, resources and effective use of Information, Communications and Learning Technologies (ICLT) in maths were also a focus. The PDH curriculum was reviewed with a new scope and sequence implemented. Assessment in all Key Learning Areas (KLAs) was discussed and reviewed in light of contemporary research from John Hattie and Naplan data 2010 was viewed and analysed by all staff.



The school leadership team participated in two full day sessions with a consultant around team building and the role of the leadership team in the school's strategic plan.

In 2010, four members of staff were New Scheme Teachers and each participated in both school based and diocesan professional learning opportunities. At year end, three of the four had completed their portfolios and reports were written and submitted to the Teacher Accreditation Authority.

The REC continued formal study for a Masters in Theology and one of the co-ordinators completed a Teaching English to Speakers of Other Languages (TESOL) certificate.



## **6. Strategic Initiatives**

### **6.1 2010 Priorities and Achievements**

In response to our identified priorities, the following area was a focus:

Numeracy was highlighted and a particular emphasis on identifying and assessing student levels of knowledge and understanding of mathematical concepts through the use of the Diagnostic Interview. Staff development and professional learning meetings have produced short term and long term plans to lift the standard of numeracy across the school.

Raising student standards in numeracy, building consistency of practice K-6 in Mathematics and critiquing assumptions were evident and embedded in professional learning structures. Formal meetings, involving the Principal, Assistant Principal, stage leaders and numeracy coordinator, were held with grade teachers to focus on student data and plan for further student learning programs. Teachers were given time to depth their own pedagogical knowledge and understanding of mathematics.

### **6.2 2011 Priorities and Challenges**

In 2011 as part of the Catholic School Improvement Plan the following goals will be a priority:

- Strengthen the prayer life of those within the school community (students, teachers and parents)
- Align professional learning and practice with student needs in Maths / Numeracy
- Review Pastoral Care Policies and align with whole school approach and practices



## **7. Parent Participation**

### **7.1 Introduction**

Parent participation is a highlighted feature of the school and was evident this year in the pastoral care given in support of families via our class parent network, celebratory opportunities and involvement of parents within the school by helping in the classrooms, accompanying classes on excursions and working in the school canteen.

The two big achievements were the efforts of the fundraising committee with community support in having the Family Fun Day held off site at the local community park due to the school's building project. This event was an extraordinary community day and greatly appreciated, and attended, by our families, staff, parish and local community.

Parents were very supportive of the annual Working Bee held after the main building projects were completed. The enhancement committee organised for a variety of work to be completed to further enhance the school and its surrounds.

### **7.2 Parent Satisfaction**

Parents had the opportunity to participate in a whole school survey commissioned by the Catholic Schools Office. A high response rate of 54% of parents responded to the survey and the overall school satisfaction score for parents is 'very high'. Parents of students in the higher years noted slightly lower satisfaction scores.

Parents responded 'very highly' in the area of the school providing for an environment that allows for student faith to grow and that the Catholic ethos and worldview, values and mission are clearly articulated and lived.

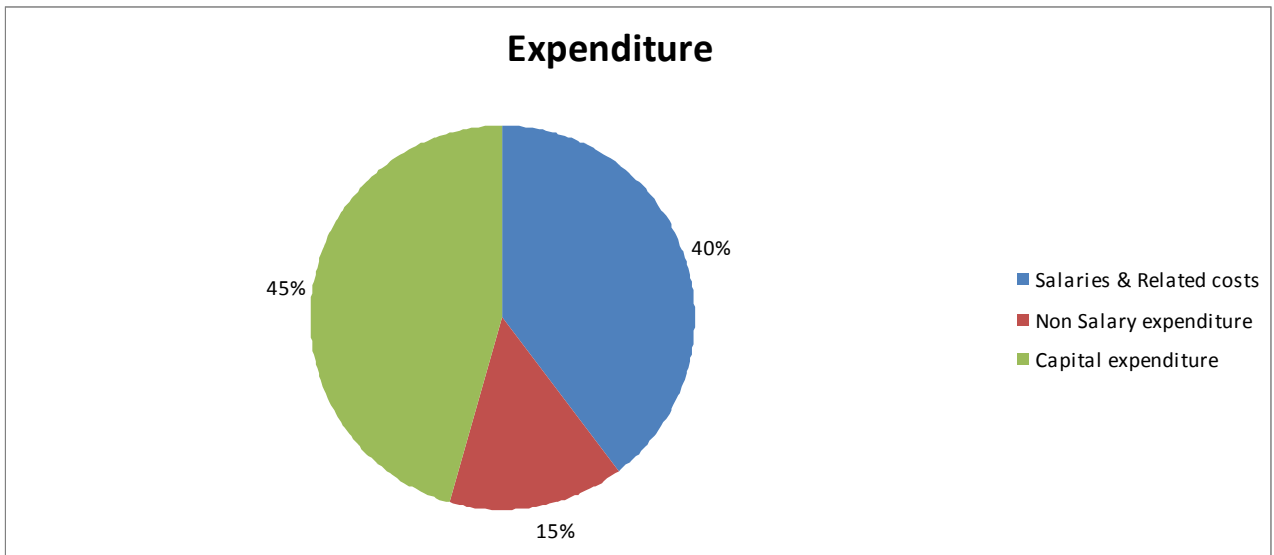
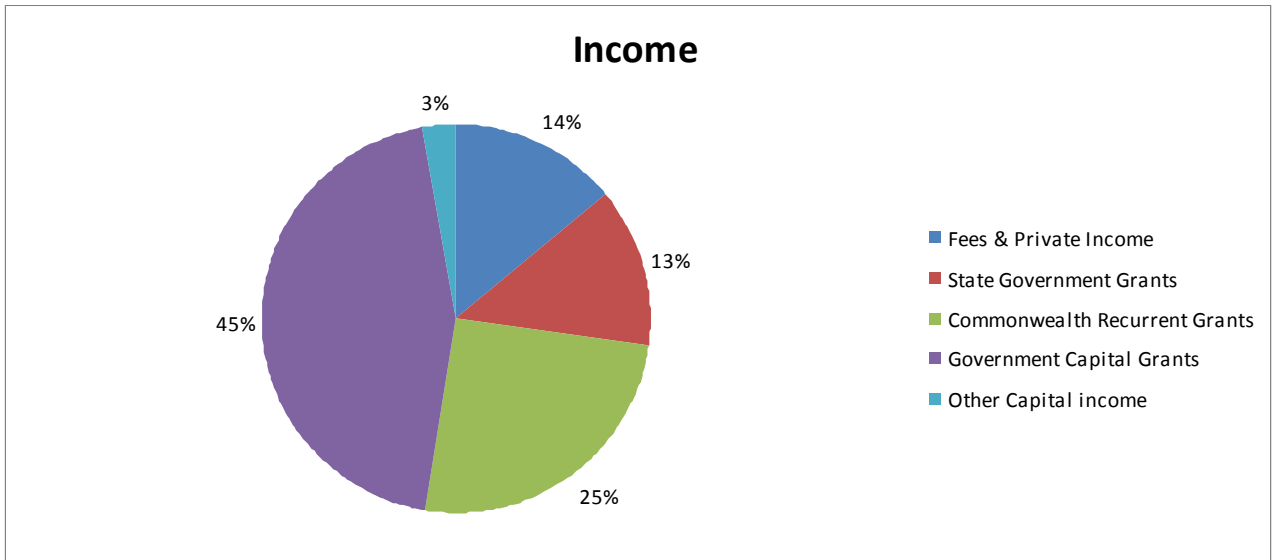
Parents overall satisfaction level with Curriculum Teaching and Learning rated a 'high' satisfaction score; however there were variables, with the infant classes giving higher levels of satisfaction than the primary classes.

The overall Pastoral Care parent response was 'high' with variations appearing again between the infant and primary classes. Parent satisfaction with school administration and leadership recorded a 'very high' and overall satisfaction with communication within the school community scored a 'high' with variations across some year levels.



## 8. Financial Report

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



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