St Kevin's Catholic Primary School
Dee Why

2013 Annual Report
1. Message from Our School Community

1.1 Message from the Principal

Transition of school leadership was significant to St Kevin’s Catholic Primary School, Dee Why, in 2013 with the appointment of a new Assistant Principal and the formation of a new leadership team which provided stability and direction to our whole school plans. Our school improvement plan led us to seek more precise ways in which to meet each student’s needs at their individual point of learning. Parents, teachers and students have focused on this goal through a great variety of initiatives which are outlined in this report.

1.2 Message from the Parent Body

St Kevin’s Parents & Friends serve the school through its support to the Principal by fundraising, social events and community awareness initiatives. 2013 saw our P & F sustain opportunities which focused on strengthening connections within our St Kevin’s community, welcoming new families and supporting the promotion of our school in the wider community. The parents welcomed the opportunity to participate in surveys which indicated that the P & F provide a positive support for the development of the school and the promotion of strong social relationships.

1.3 Message from the Student Body

Aligned with our Pastoral Care goal to develop all student leaders, the School Representative Council in 2013 included student representatives from Kindergarten to Year 6. The SRC met weekly, planned social justice activities and reported back to their various classes. Social justice initiatives included: Wrap with Love, St Vincent de Paul Christmas and Winter appeals and international support was provided to the Philippines. In addition, the team have arranged fun activities such as the end of year talent quest which involved the whole school.
2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>66</td>
<td>83</td>
<td>4</td>
<td>134</td>
</tr>
</tbody>
</table>

*L=Language background other than English

2.2 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.

2.3 Staff Profile

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

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
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.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
</tbody>
</table>

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 2013 was 97%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.

2.5 Teacher Satisfaction

In June, 2013 Macquarie Marketing Group (MMG) was commissioned to assist the school in devising, implementing and collating a teacher satisfaction survey. The survey identified high overall satisfaction levels in areas pertaining to Catholic practices, Philosophy and Faith, Teaching and Learning, Pastoral Care and Community. Areas for development included having a greater connection to the Parish and the local community.
2.6 Student Attendance and Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Average student attendance rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95</td>
</tr>
<tr>
<td>1</td>
<td>94</td>
</tr>
<tr>
<td>2</td>
<td>94</td>
</tr>
<tr>
<td>3</td>
<td>96</td>
</tr>
<tr>
<td>4</td>
<td>97</td>
</tr>
<tr>
<td>5</td>
<td>93</td>
</tr>
<tr>
<td>6</td>
<td>94</td>
</tr>
</tbody>
</table>

The average student attendance rate for 2013 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; and
- 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.
2.7 Student Satisfaction

Student satisfaction was high in 2013, particularly with our senior students who noted great satisfaction in their student leadership roles and their many and varied ways of assisting their school such as the Buddy program, Open day and Kindergarten orientation mornings. The Leadership Camp held at the beginning of 2013 was well received and enabled students to work cooperatively with each other.
3. Catholic Life and Mission

3.1 Catholic Heritage

St Kevin’s School was established by the Goulburn Sisters of Mercy in 1925. The Good Samaritan Sisters replaced them in 1935 and remained till the 1970s. From the 1970s until present the school has been run by lay staff, but has retained and maintained close ties to the St Kevin’s Parish run by the Scalabrinian priests. The feast day of St Kevin is celebrated on the 3 June. This year we celebrated the feast of St Kevin with a school concert in the Church with singer-songwriter Andrew Chinn. This was enjoyed by the students, families and parishioners.

3.2 Religious Life of the School

St Kevin’s School has a rich religious life. Liturgies and Masses in the school grounds and in the church are held throughout the year catering to important events in our school and Catholic life. Throughout the term, a class represents the school at Friday midday Mass, with the children from Years 3-6 participating in Reconciliation once per term. There are a number of children from Years 3 to 6 who have undertaken altar serving training and are rostered on to serve at school and weekend Masses. The priests enjoy visiting the school, classrooms and engaging in discussion with students.

Children from various classes were also involved in the Parish sacramental programs to prepare and participate in the Sacraments of Reconciliation, Confirmation and First Eucharist. The Religious Education Co-ordinator supports the Parish Sacramental program co-ordinator and is a group leader within the program. The school supports these programs by teaching modules which support the program.

The Principal is a member of the Parish Pastoral Council. St Kevin’s also had the opportunity to join with other schools within the Broken Bay Diocese for the Staff Mass, Year Six Cluster Mass, Missioning Rite, Mission Mass and Mission Workshop which were held throughout the year.

3.3 Catholic Worldview

At St Kevin’s School Catholic Worldview is evident in the relationships between staff, students, families and the parish. Through these relationships we help the children to develop a Catholic way of ‘being’ and ‘doing’ in the world. The St Kevin’s SRC lead a variety of school initiatives to support Catholic Mission, Caritas Australia, St Vincent de Paul, Candella, and World Water Day. Senior school members also took part in the Peninsula Mission Project Day and collaborated with our sister school of St John the Apostle, Narrawei. These initiatives were well supported by the whole school community. The Year 6 students enjoyed a Reflection day in preparation for their graduation which included a Liturgy, a celebration of their own and each other’s gifts and talents, and a letter of thanks written to their families which was presented at the Graduation Mass.
3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church which is implemented by all systemic schools in the Diocese.

During 2013 one teacher on staff was studying for a Graduate Certificate in Theology, two teachers participated in Ministry for Teachers 1 and two teachers participated in Ministry for Teachers 2. Our Staff Spirituality Day focused on improving staff familiarisation with Scripture and how Scripture can be used effectively with children to promote positive behaviours for learning and a greater sense of discipleship.
4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established Pastoral Care and Behaviour Management and Student Discipline Policies including Student Welfare and Anti-Bullying, 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

Behaviour management is implemented through our Positive Behaviours for Learning (PBL) framework and includes our four school rules; ‘We are Proud Learners, We are Safe, We are Respectful and We are Responsible. A student leadership policy was initiated in 2013 providing the stimulus for a leadership model based on the book, 7 Habits of Highly Effective People. Students are highly confident in the level of support they receive from all staff.

4.3 Pastoral Care of Families

The school’s Family Liaison Officer helped to lead and guide the practical activities of various members of the community by providing comfort and support to others. The Primary School Counsellor continued to meet with students and parents in relation to pastoral care issues on a needs basis. Where appropriate, families were referred to other agencies for professional support. In Term Four, 2013, the Transition to High School Program provided opportunities for senior students to prepare and become familiar with the structures of high school.

4.4 Resolving Issues

The Diocese of Broken Bay has established a Complaints Handling Policy and Procedures which is implemented by all schools in the Diocese.

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual WHS Plan. External WHS 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**

The 2013 School Improvement Plan focused on strengthening student outcomes in Writing through providing effective and consistent feedback and to improve mathematical understanding in the number strand. Resources from National Partnership funding were used to provide Literacy and Numeracy coaches to support teachers. The coaches advised teachers in the analysis of assessment data, supported teachers in the planning and implementation of differentiated lessons and modelled best teaching practice. High yield strategies such as Collaborative Analysis of Student Learning (CASL) Meetings and Instructional Walks took place throughout the year. The school continued to participate in the Extending Mathematical Understanding (EMU) project. A whole school assessment day was conducted at the start of 2013 in order to collect and analyse student data and a further cohort of Stage 1 students participated in the EMU intervention program. Seven teachers took part in professional learning in iPad technology. All teachers took part in professional learning in the new English and Maths Curriculums in preparation for their implementation in 2014.

5.2 **Student Achievement**

Students in Years 3 and 5 undertook tests as part of 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 (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2013 cohort, there were (22) students in Year 3 and (15) 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/).
In 2013, Band distributions at Year 3 show that in all areas of testing, all students achieved at or above the national minimum. The Year 3 Literacy results showed over 51% of students were in the top two Bands, (Bands 5 and 6) for reading, writing, spelling, grammar and punctuation. With students achieving 26% points higher than the national results in spelling. In writing all students achieved a Band 3 and above. In numeracy 91% of students fell in Bands three to five.

Band distributions in Year 5 show that in all areas of testing students achieved at or above the national minimum. This shows that teachers are effectively challenging students and differentiating learning.

In numeracy all students are performing above the national minimum standard with 56% achieving in the top two bands. In three out of four areas of testing in literacy all students are performing above the national minimum standard. Indeed in reading, 63% of students achieved in the top two bands. Strategic focus in the coming year to improve data analysis in number and in reading will target students at risk while enhancing the learning and skill development of all students.
5.3 Extra Curricula Activities

Music continued to be a popular pastime, with children enthusiastically playing guitar and singing in the choir. A group of students continued to accompany the school singing at assemblies and Liturgies. Senior students had some success in the Peninsula debating competition and reached the semi finals. Chess club was a popular lunch time activity for some, while others participated in structured games at ‘Lunch Club’. An enthusiastic group of senior students participated in a lunchtime book club. Italian lessons were also offered to students after school.

5.4 Professional Learning

The school’s Professional Learning Plan aligned both Diocesan and School strategic directions for this year. The professional learning agenda focused on pedagogy and innovative learning practices to improve student outcomes in Numeracy and Literacy and was supported and underpinned by an effective professional learning model based upon the Leading Learning principles. Regular CASL meetings and Instructional Walks were undertaken.

Through the EMU project, a specialist teacher was trained and all staff participated in Professional Learning in analysis of assessment data. Our Kindergarten teacher was trained in and initiated the ‘Best Start’ assessment tool. Two teachers took part in the Numeracy and Literacy Peninsula Learning Community workshops. Several teachers attended iPad workshops and the whole staff attended seminars and professional learning on the content and implementation of the new English and Maths Curriculums. One teacher began a Graduate Certificate in Theology and another began a Masters in Educational Leadership.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The main priority for St Kevin’s in 2013 was to build a cohesive executive team and provide effective professional learning for teachers which included a great level of support in Literacy and Numeracy. Achievements included an increased attendance at Family Masses each term and an overall improvement in Numeracy, particularly in Number. Teachers identified student needs in writing through the development of a whole school assessment plan and implementing set criteria.

6.2 2014 Priorities and Challenges

In 2014 St Kevin’s will undertake a School Review process and the following three goals will maintain our strategic direction:

1. to enhance student learning outcomes through the analysis and use of relevant data;
2. to develop students’ sense of Catholic identity, discipleship and mission; and
3. to enhance student wellbeing and community engagement.
7. Parent Participation

7.1 Introduction

Parent participation is always encouraged and welcomed at St Kevin’s. The Principal invited parents to a “Coffee with the Principal” morning each term with a specific agenda for discussion. In 2013 the P & F Committee at our school aimed to raise funds for technology, including iPads and Maths equipment. Our informative school website gives further information regarding parent participation at St Kevin’s.

7.2 Parent Satisfaction

Parents acknowledged satisfaction with the work of teaching staff in 2013 as well as having the opportunity to converse with the Principal on an informal basis. Parents of students new to the school in 2013 expressed satisfaction at the enrolment process, the welcoming nature of the school and the fact that they felt well informed about the various aspects of school life at St Kevin’s.

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 can be found in the Diocesan school system Annual Report, which will be available at http://www.csodbb.catholic.edu.au

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