St Philip Neri Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the ‘approved authority’ for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School’s improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can be also be obtained from the My School website.
Principal’s Message

2015 has seen the St Philip Neri Catholic School achieve many accomplishments. This includes successful implementation of the first stage of our new Strategic Management Plan. This will assist us over the next three years with maintaining the tradition of providing a quality teaching and learning Catholic environment that meets the needs of each child whilst working in partnership with all our stakeholders. The school’s focus is on school improvement whereby all school community members are encouraged to continue with actively participating in leading learning in the following three domains: Mission; Teaching and Learning and Pastoral Care.

This year the St. Philip Neri School Community worked collaboratively on the following School Improvement Goals: To provide students with the challenges expressed in “The Joy of the Gospel” to enhance relationships. To develop students’ knowledge of their preferred learning style and develop their under-developed capabilities as a learner. To develop trusting and respectful relationships between students, resulting in building teacher capacity, stronger partnerships and increasing student learning outcomes.

Parent Body Message

It has been another very busy year. St. Philip Neri has continued to prove itself a giving and enthusiastic community. A warm and appreciative thank you must be given to all parents who give so generously of their time and put in so much effort from the running of the uniform shop, to class parents, to those who assist at various functions. A thank you also, to the P &F Executive and General Members. This year saw many successful functions held which gave all members of our broad community the opportunity to get together. St Philip Neri provides a diverse curricula. These are initiated and maintained by a team of caring and dedicated teaching professionals, modern facilities and parent involvement combine to produce a dynamic learning community. We are truly blessed. The proceeds raised from this year’s fundraising events were spent on technology for the school. We also revamped the playground in front of Kindergarten with new handball courts and games such as hopscotch, snakes & ladders and number boards. In addition we remarked the basketball and netball courts. All events were undertaken with the usual SPN hospitality which left our guests feeling very welcomed!

Student Body Message

It was an honour and a privilege to be SPN’s School Captains for 2016. As school leaders we are given a lot of responsibility, which has helped us to develop self-confidence, resilience and self-esteem when presenting in public and in our personal lives. We know that all the younger students look up to us role models and because of this have grown in maturity and made us conscious about thinking before acting. This teaches the younger students the appropriate way to act and treat others. We have been given opportunities to help the school and local community such as, visiting the local nursing home and spending time with the residents, singing
in choir competitions and participating and initiating many events that raise money and awareness about people less fortunate than ourselves. This leadership opportunity has helped us to learn and develop skills that have enabled us to uphold and not back down from responsibility.

We are very grateful for the many times we have represented the school. At the Diocesan Mass we were able to meet other school leaders and celebrate being Catholic. St. Philip Neri has provided us with life-long skills which will be with us throughout our lives.
School Features

St Philip Neri Catholic Primary School, Northbridge, is a Catholic systemic co-educational school.

The School was opened in 1925 by the Sisters of St Joseph and until 1983 was known as St Ciaran’s. The name was then changed to St Philip Neri to be the same as the parish church. The School and parish are named after St Philip Neri, an Italian humanist who was fond of holding informal prayer meetings and instructional gatherings. He was known and loved as the Apostle of Rome. We are also steeped in the charism of Mary MacKillop which permeates our School, and is reflected in our motto “Deeds not Words”.

The School has a very supportive P&F association which fund raises to provide resources. It also offers a highly valued Parent Support program. This consists of 50 volunteers helping out those in our school community when it is needed, especially in times of illness, bereavement, separation or accidents. All support is offered on a confidential basis with complete privacy and anonymity.

The underlying philosophy of this program is that "There is no shame in asking for help, only in someone not offering it."

A specialist music teacher works with all classes. There are opportunities for children to participate in the school’s choir and band. In Term 4 all students were involved in an end of year performance at the Concourse Chatswood. This was a great success and demonstrated our students’ musical and dancing skills.

The school’s Physical Education program catered for a diverse range of interests and abilities. It provided opportunities for skill development and exposure to a variety of sports and competitions. The School held successful athletics and swimming carnivals. Children from Year 2 onward were able to participate in diocesan gala days for netball, soccer, basketball, cross country, athletics and swimming. Several elite athletes were chosen to represent the School at NSW state level. Years 3 to 6 students participated in a Surf Awareness program at Manly Beach.

Kindergarten to Year 2 students attended an intensive swimming program.

The whole-school public speaking program was continued. We also participated in the Lower North Shore Cluster Public Speaking competition. Stage 3 students were involved in a Debating Circle with neighbouring schools in the North Shore cluster.

Children from Kindergarten to Year 6 had the opportunity to participate in the school chess coaching classes operated by the Sydney Academy of Chess. Twenty students participated in the annual Chess Tournament. They also had the opportunity to study French. 35% of students participated in UNSW competitions and attained numerous distinctions and credits awards. The school participated in this year’s Maths Olympiad and scored in the top 10% of teams. This year we introduced a computer science coding program as part of our curriculum for students which was extremely popular.
SECTION THREE: Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>107</td>
<td>26</td>
<td>209</td>
</tr>
</tbody>
</table>

* Language Background Other than English

In 2015 the school had 8 classes. This year a number of boys have secured places at neighbouring independent schools where they will continue through to High School. From 2016 half of the male cohort in Year 4 will remain at St. Philip Neri to complete their education in Years 5 and 6.

Enrolment Policy

The School follows the Enrolment Policy for Diocesan Systemic Schools. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2015 was 94.33 %. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>94 %</td>
</tr>
</tbody>
</table>

Managing Student 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 NSW Education Act (1990) 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 CSO and the relevant Department of Education 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 CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School’s attendance monitoring procedures are based on the Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).
Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>3</td>
<td>19</td>
</tr>
</tbody>
</table>

* This number includes 9 full-time teachers and 7 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>16</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Leading Learning- focusing on English programming and policy procedures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Australian Curriculum - Science, History and Geography</td>
</tr>
<tr>
<td>Day 3</td>
<td>Faith Formation - Joy of the Gospel</td>
</tr>
</tbody>
</table>

The staff are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences. At a diocesan level, staff attended CPR courses, Work Health and Safety (WHS) training and various technology related professional learning opportunities.
Staff development days focused on Leading Learning; Australian Curriculum - Science, History and Geography; Faith Formation. We also focussed on pedagogy in English.

One teacher was trained as a Numeracy Specialist and another teacher was trained as a Middle Years Specialist for the EMU Program.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

The School Mission Statement acknowledges our community as a community of disciples of Jesus, working in partnership with the parents and parish and being inspired by our School Motto. The school is committed to educating and forming children in the faith and offering them an experience of following Jesus by celebrating and living out what it means to be Catholic.

Celebration of prayer and liturgy continues to be integral to daily life at the school. Classroom prayer is a daily ritual and teachers provide the children with a variety of prayer experiences. Parents are invited to attend prayer celebrations in the classroom. The school prayer is prayed at whole school gatherings. The school day concludes with the whole school prayer.

As a community we have the opportunity to celebrate through Mass and Liturgy. Classes attend a Monday Parish Mass once a term. The school year commenced with a Mass that was followed by the presentation of badges to the school leaders. The year ended with a concluding Thanksgiving Mass where student leadership for 2016 was announced.

The children were also involved in Masses for Ash Wednesday, St Philip Neri Feast Day and St Vincent de Paul Appeal. St Mary MacKillop was remembered this year on the anniversary of her death, August 8 with a liturgy that occurred simultaneously at St. Philip Neri School and St Thomas School, Willoughby. Many parents joined us on this occasion. Through Liturgy we celebrated Holy Week, Easter, Mission Week, Mothers’ day, Grandparents’ Day, Father’s day, Remembrance Day, Anzac Day, Advent and Graduation. Kindergarten parents organise and conduct Children’s liturgy at the Parish Sunday Mass.

The school works closely with the Parish. The school supports the sacramental programs and is involved in the preparation of the Liturgy for each sacrament. This year 29 children from the school were enrolled in the Confirmation Program, 28 in the First Holy Communion Program and 29 in the Reconciliation Program. Three parent coordinators organised the programs liaised with the school and parish. They facilitated the sacramental programs by organising parent leaders for groups, communicating between Parish, school and parents and organising the logistics for the actual Sacrament celebrations.

The School’s Social Justice Program provided children with opportunities to respond to global social justice.
issues. An SPN student travelled to East Timor in the school holidays and visited Letefoho with Rotary to discern where funding was most needed. This provided us with a child’s perspective into the needs of East Timor and discipleship. He presented his findings to his peers. We also produced a CD with the LETS representatives and raised money to support the Letefoho Parish in East Timor.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). We continued implementation of the new NSW syllabus for the Australian Curriculum in Science, History and Geography. The School implements the Diocesan Religious Education syllabus. Staff are committed to increasing student outcomes in all curriculum areas.

The School provides quality education that strives to meet the needs of every child. Catholic values and the School’s Mission Statement underpin the curriculum. The Special Needs Program addresses specific needs of students who present with learning challenges. Our Beliefs About Learning Statement informs School pedagogy and forms the basis of instructional decisions. It nuances and deepens shared understandings of how children learn. We encourage transformative learning and learners, a highly engaging environment and quality authentic practice. The School’s Assessment Policy ensures that consistent, meaningful assessment structures are in place to allow each student to demonstrate their strengths and achievements across the curriculum. Student achievement informs ongoing teaching and learning.

SPN continued participation in Extending Mathematical Understanding (EMU). We continued identifying children who are vulnerable at Mathematics by implementing the Mathematics Assessment Interview (MAI). Teachers continued with their ‘third phase’ of professional development on developing effective mathematical pedagogical practices. Another numeracy specialist teacher was trained whose role is to work with the School’s EMU team. A specialist was trained in the new Middle Years Course. Continued involvement has developed teachers’ pedagogical practices to evolve due to the action research and practitioner inquiry model that was implemented. Continual targeting of all vulnerable children K-6 and implementing successful interventions has led to increased student learning outcomes. This is evident in reassessed vulnerable children exhibiting improvement of an average of 2 growth points. This program is sustainable and embedded in SPN’s Mathematics Curriculum.
more specialists will be trained in 2016. We are decreasing vulnerabilities for children in Maths and this is explicitly articulated in our NAPLAN and assessment data.

Technology is expanding. There is increased use of i-pads. This year we introduced an effective computer science coding program as part of our ICLT curriculum in up-skilling teachers and students.
SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School’s planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the My School website.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>89.30 %</td>
<td>52.20 %</td>
</tr>
<tr>
<td>Reading</td>
<td>82.20 %</td>
<td>48.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>92.80 %</td>
<td>46.80 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>78.50 %</td>
<td>41.20 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>71.50 %</td>
<td>33.50 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>75.00 %</td>
<td>35.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>87.50 %</td>
<td>33.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>37.50 %</td>
<td>19.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>37.50 %</td>
<td>32.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>62.50 %</td>
<td>27.80 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments

Year 3: It was pleasing to note that the percentage of students achieving at Bands 5 and 6
combined were well above national figures or higher in every test area. It was also pleasing to see that there were no children in the lower two bands. The NAPLAN results at Year 3 indicate that current teaching programs and intervention strategies are working effectively to support student skills and knowledge across all facets of literacy and numeracy. These approaches will be sustained and continued in 2016 with the expectation that students will continue to extend and develop their skills in these critical areas. Prior to NAPLAN there were identified weaknesses in literacy and numeracy across the cohort. We are excited to report that the implementation of explicit intervention strategies has resulted in increased student outcomes as is articulated in the children’s results. The continued implementation of the EMU program has also contributed to the children’s progress.

Year 5: It was also pleasing that in all areas of testing all students achieved above the national minimum. This year’s cohort only consisted of 9 students however it indicated that intervention and within-class support for students at risk is effective. Band distributions in grammar, punctuation and reading reflect relative strengths in this area and support the sustainability of current teaching programs. It is recognised that specific skills development has contributed to extending students in higher bands. We will continue with this particularly in the areas of writing and spelling. We need to revisit explicit criteria in teaching spelling and writing with this cohort in 2016. In 2015 we continued our focus on increasing student outcomes in comprehension and this was evident in the children’s results. The numeracy results were encouraging and reflected the importance of explicit teaching and intervention that has been sustained. EMU intervention has contributed to the growth. The introduction of the Middle Years course will compliment this growth in 2016 as it will allow us to continue to review and refine expected standards and the ways of teaching mathematics in the upper primary. We are predicting that this will enable more students to achieve at the higher levels and carry on the growth in transition to Stage 4. This review will be an integral component of learning and teaching throughout 2016.
Pastoral Care Policy

The School’s pastoral care and student wellbeing policies and procedures are informed by the Pastoral Care Policy for Diocesan Systemic Schools. This policy is underpinned by the guiding principles from the National Safe Schools Framework (2011) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

Deeply committed and authentic relationships that underpin our community are a defining feature of SPN and provide opportunities to nurture and grow relationships both formally and informally within the life of the School. All classes have two class parents who provide a network of contact and support for all families. They also act as a point of liaison with the school in times of crisis or particular family need.

The school counsellor has worked closely with a number of children and their families. The counsellor has continued to be an invaluable resource person who is able to provide initial diagnosis, ongoing counselling support or referral to an appropriate agency. This year the School continued working within the KidsMatter framework to assist our school community in achieving our pastoral care SIP goal which is to improve students wellbeing by developing their competencies in applying self awareness, self management, social awareness, relationship skills and responsible decision making skills. Mental health problems in students have decreased. They are less anxious and more resilient. The Bucket-fillers program has developed and enabled their self and social awareness.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

We are committed to building and nurturing positive relationships at the school. The parents and
wider community place a high degree of importance upon “good behaviour” and “good manners”. The community is supportive and responsive to any concerns. We do not have significant behaviour management issues in classrooms or on the playground. There has not been a history of bullying or intimidation. We do enjoy a number of high achieving and very confident children in our school. This has raised issues for us concerning the well being and self esteem of any child less confident. As a result, measures have been taken through our personal development curriculum and the introduction and implementation of the Restorative Justice Program (RJ), to address these concerns. This program incorporates strategies for collaborative problem solving and assists children in enhancing their resilience and assertiveness. The principles of RJ are: Inclusivity, Flexibility, Problem Solving, Empowerment, Forward Looking and Optimism. Corporal punishment in any form is prohibited at the School. We nurture positive relationships and build self esteem. Our forward thinking is to investigate the area of Mindfulness.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the Anti-Bullying Policy for Diocesan Systemic Schools and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

We believe that the Catholic ethos requires that all students, their families and employees within Catholic education have the right to a learning and work environment free from intimidation, humiliation and hurt. It is the responsibility of each school community to create a culture of caring which will not tolerate bullying. Flowing from the Christian vision expressed in the Diocesan Pastoral Care Policy we, as a school, are called to establish relationships which are grounded in love, compassion, reconciliation and justice. In witnessing Christian values the School rejects ideas, beliefs and behaviours which marginalise or victimise people. This policy builds on the School’s Pastoral Care Policy to provide clear and agreed procedures and strategies for combating bullying. We view bullying as a desire to hurt; the perpetration of hurtful behaviour in a situation in which there is an imbalance of power; the action being regarded as unjustified, typically repeated and experienced by the target of the aggression as oppressive, and by the perpetrator as enjoyable and causes distress.

Complaints and Grievances Policy
The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The School operates on an open door policy where communication is open and individuals have the opportunity to voice their opinions. Parent engagement is highly valued. The school is a collaborative and cooperative community. Individuals are asked to bring complaints or grievances to the principal or classroom teachers as soon as they occur either verbally or in writing. Once notified the principal or classroom teacher responds to the concerned party and a meeting is arranged to discuss the issue further. The meeting is always documented, once strategies/interventions are in place to move forward, a follow up meeting is established to discuss and monitor progress. Depending on the nature or severity of the identified problem it can be referred to the School's Consultant or CSO personnel who may also become involved. The school's stance is always to resolve the issue efficiently and effectively whilst maintaining the dignity of all individuals involved.

**Initiatives Promoting Respect and Responsibility**

We endeavour to ensure respect for others is consistently taught and demonstrated across all facets of school life. The Christian values, which represent the antithesis of bullying, are continually affirmed in words and actions in all stage levels throughout the school. Strategies to promote respect and responsibility fall within the following broad categories: 'Moral Education' in the context of religious education, liturgies and assemblies where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged.

Across the curriculum values teaching, for example, looking at the problem of prejudicewithin the context of a novel or a history lesson clear statements from staff about the nature of instilling respect and responsibility; teaching explicitly about rights and responsibility throughout the PDHPE curriculum.

Clear statements from the leadership team and staff promoting rights and responsibility.

Sustained implementation of the Restorative Justice (RJ) Program has provided the opportunity to teach more positive ways of resolving conflict, such as working co-operatively within the classroom and playground whilst maintaining the dignity of the individual staff and students as role models, particularly those in leadership roles such as peer support, school captains,
captains, SRC, RJ Leaders

Maintaining measures for vigilant classroom and playground supervision, provision of safe and structured playground spaces

There is engagement in activities which develop a culture of caring for one another and acknowledge the worth and contribution of others whilst fostering compassion.

Provision of counselling or other support services when needed for all members of the SPN community.

Providing support for parents through information seminars and support networks

Kidsmatter program provides an avenue to promote respect and responsibility through nurturing the social and mental well-being of students

Open-door policy where communication is open and individuals have the opportunity to voice their opinions which validates their rights and responsibility as an active member of the SPN School community.

Continuation of the inter-generational program with the neighbouring Pathways Nursing Home which provides an opportunity for the Senior Students to interact with the residents.
Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School’s progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

**Key Improvements Achieved**

SPN’s NAPLAN results were identified as making consistent improvements in numeracy so we were invited to participate in the National Best Practice in Mathematics Education project through the Office of the Chief Scientist. The aim of the research is to identify what successful schools are doing that helps students learn maths. The study aims to identify factors that influence achievement in mathematics. This was an honour for SPN to share our pedagogical practices on a national scale!

The Annual Plan for 2015 was developed from the SIP 2015-2017. Key school initiatives for 2015 are outlined in four strategic domains in the Annual Plan. Detailed below are the achievements so far:

- Students are able to verbalise discipleship in their own lives.
- Students and parents have an increased awareness of their Catholic Identity and their ability to be Church to others
- Teaching/learning programs have been differentiated so all children can access the Australian Curriculum
- Multi-modal strategies are integrated across all KLAs
- Students are inclusive, flexible, empowered, forward looking and optimistic learners.
- Students articulate, self manage and regulate their emotion

**Priority Key Improvements for Next Year**

During 2016 the school will embark on an INSPIRE focus through the lens of STEM - Science Technology Engineering and Mathematics. Our new SIP will be communicated to the school community. Timperley’s Inquiry Model will be embedded in our practice and will continue to guide PL around leading learning and pedagogical practice. A major focus will be the continued implementation of the Australian Curriculum in the areas of Geography and History. The school will continue to participate in the EMU program run by ACU to continue deepening teacher knowledge in effective Mathematics and to teach and increase learning gains to promote the
highest level of attainment for children in the middle years. The school improvement agenda will involve goal setting, professional dialogue and student data analysis. ICLT will be a priority area whereby we will introduce a variety of multi-media technologies that will be integral to the implementation of the new curriculum. We will also investigate the implementation of mindfulness and its impact on children’s mental and social well-being.
SECTION TEN: Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents are extremely satisfied with the St. Philip Neri school and they highly value the following:
- concern for each child’s well being
- approachability of each staff member and the principal’s friendliness
- small community, its familiarity, its links with the Parish, religious activities and sacramental program
- HUGE effort the school has made in the last 3 years to introduce MORE extra curricular activities - for a small school it has achieved great things, especially in languages and music
- small, caring and well-run school
- highly professional teachers who are experienced and sensitive to the needs of the children
- embracing of individual qualities of the child
- fostering of the buddy system and natural interactions between different ages and classes
- way that the children are the focus
- excellent operation and organisation of the school
- opportunity to meet some deeply committed Catholic teachers and fellow parents in the local community
- opportunity to contribute gifts and talents to the school community
- family oriented atmosphere
- rich and supportive friendships that have been created
- children’s positive experience of their catholic faith and values taught
- fabulous community spirit

Student Satisfaction

The students are very positive about being members of SPN. They love the following:
- welcoming friends
- smooth transition and orientation day
- the learning
- the teachers are very organised, with a little humour
- sport gala days
- lunch-time, so we can have a break and talk to our friends
friendship with others and able to have buddies that look after you in Kindy from Year 6 students
the way we take pride in our school
how our school supports other less fortunate schools
diverse opportunities like Maths Olympiad, Band, French, Taekwondo, Gymnastics, Coding Program
starring in our end of the year concert at the Concourse Chatswood
the meaningful prayers and liturgies
reaching out to others through assisting Lete - Foho community in East Timor
visiting the elderly at Pathways Nursing Home
excellent ICLT resources- ipads, Interactive Whiteboards
the genuine care teachers give to us each day

Experiences can teach us lessons or make us widen our minds. As C.S Lewis would say, “experience: that most brutal of teachers. But you learn, my gosh do you learn.”

So thank you to all the teachers, staff members and students who have made this year a brilliant one full of diverse experiences and opportunities.

Teacher Satisfaction
The staff are very satisfied with SPN due to the;
positive and friendly staff relationships,
wonderful families and students
consistency and excellent teaching standards across the grades.
caring and supportive approach of the leadership team
collaboration with staff, parents and children, working together with the focus on the children feeling of being a valuable member of a team.
students high level of self motivation and enthusiasm
excellent professional learning opportunities
development of leadership capacity for all
authentic community spirit and how everyone is valued
open communication and being kept abreast of new developments
respect each staff member has for one another
collaborative approach to staff development and decision making.
friendship and sense of community.
pastoral care taken and the great value put on all to achieve at their best with a view to maintain a respectful and harmonious learning environment.
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

**Income**
- Commonwealth Recurrent Grants (53.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (17%)
- Fees and Private Income (24.8%)
- Other Capital Income (4.4%)

**Expenditure**
- Capital Expenditure (0.8%)
- Salaries and Related Expenses (71.1%)
- Non-Salary Expenses (28.1%)

### RECURRENT and CAPITAL INCOME

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<tr>
<th>Source</th>
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<tr>
<td>Government Capital Grants</td>
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<td>State Recurrent Grants</td>
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<td>Other Capital Income</td>
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### RECURRENT and CAPITAL EXPENDITURE

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<td>Salaries and Related Expenses</td>
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<td>Non-Salary Expenses</td>
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<td><strong>Total Expenditure</strong></td>
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