



St Kieran's Catholic Primary School Manly Vale

2013 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

In 2013, St Kieran's Catholic Primary School, Manly Vale celebrates 60 years of providing quality Catholic education for the parish families of North Harbour, under the guidance of the Augustinian Fathers. This significant event gives cause to reflect on the past and to confirm the further direction of the school in terms of Mission and the visioning that is required to best serve the community.

Students engaged in the learning of how our school community has changed over the past 60 years. However, the students also learned how much the school has remained the same; the strong sense of welcome and hospitality; the emphasis of building a Christ-centred learning community and the positive relationship and links between school and parish.

The 2013 year highlighted the strong ethos of parent involvement and connection to the school. The senior student leadership program continues the development of communication skills and takes greater responsibility for themselves and their school. The staff of St Kieran's are committed to and supportive of the Mission of the Diocese in educating and forming students in Catholic discipleship by offering them experiences of following Jesus as members of the North Harbour Catholic Parish community.

1.2 Message from the Parent Body

2013 was a busy year for the Parent Community as we came together to celebrate the School's 60th Anniversary. The celebration started with a Diamond Jubilee Golf Day, held at the prestigious Manly Golf Club. The community then came together for a Gala Dinner at the same venue. Both events raised significant funds for the School. The Family Fun Day was held in Term 3 raising over \$27,000.

The P&F produced commemorative merchandise to sell during the year, including a Cookbook and Golf Umbrella. Each student was given a commemorative School badge to mark the occasion.

2013 was the first year of the P&F Levy – this has proved to be very successful, raising funds for the fixed costs associated with P&F activities and eliminating smaller fund raising events. This has allowed us to focus on activities that raise significant dollars, and bring the parent community together in a social environment.

Another key initiative that commenced in 2013 was the introduction of School Banking. By the end of the year, the majority of children at School had opened accounts and are depositing on a weekly basis.

1.3 Message from the Student Body

2013 was a very important year for the school community and the students from K-6 were involved in planning for the celebrations which occurred throughout the year.

The Year 6 Leadership Teams had various roles throughout the year which included: participating in the Anniversary Mass for the school; launching of new web-site; creating an Anniversary weebly highlighting significant events in the history of the school; involvement in the Family fun Day and assisting in running stalls.

A Stage 3 Musical "Jonah" for all Years 5 & 6 students was performed to the whole school and wider community in Term 3. Stage 2 classes were involved in the production by making props and contributing in the general choir.

Our environment was greatly enhanced through further developing the Year 1 garden space and the introduction of a 'take home Tuesday' recycling program and compost recycling.



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
177	174	53	1	351

*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:

- 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 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 82%.

2.5 Teacher Satisfaction

Teachers continue to feel supported in their profession through the quality resources, Professional Learning sessions and professional dialogue provided by the school.

Staff relationships are professional and a strong sense of collegiality and respect is evident amongst the teachers.



2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	96
1	97
2	95
3	96
4	95
5	96
6	94

The average student attendance rate for 2013 was 96%.

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

The students valued the many opportunities provided during this anniversary year of being part of celebrating in visible ways and recognising the role the school plays in the wider Parish community. The Family Fun Day was a highlight on the calendar together with the Mission activities and Italian Day celebration which showcased the talents and gifts from within the school student community. Sporting teams were acknowledged for the many successes experienced both at a Peninsula competitive level and beyond. Learning experiences K-6 were showcased via different technologies and this sharing was greatly valued by students.



3. Catholic Life and Mission

3.1 Catholic Heritage

2013 is St Kieran's Catholic Primary school's 60th Anniversary year. St Kieran's 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 with the assistance of the Augustinian Fathers. The Augustinian Fathers have had responsibility for the Parish from its beginnings and their ethos of friendship and welcome pervades the Parish school community.

3.2 Religious Life of the School

Students and staff are actively involved in preparing and actively participating in Liturgical celebrations including class Liturgies, class Masses, Parish/family Masses and whole school Masses.

A focus during 2013 was on St Kieran's 60 years Celebration. This focus encompassed all aspects of the school community and was the major theme for our Liturgical celebrations- culminating in a 60th Anniversary celebration Mass attended by current and past students, families, parishioners and representatives from the Catholic Schools Office.

A unique and tailored Religious Education module "Celebrating 60 Years of St Kieran's" assisted the staff and students in learning about the importance of St Kieran's in history and in the wider community. Research was conducted by the Religious Education Coordinator (REC) utilising parishioners, past students and local archives to provide a sound knowledge base for the staff.

Students in Years 3-6 continued to join the Parish for Thursday morning Eucharist and participated in Reconciliation during Lent and at the end of Term Three. Several students from Years 3 and 4 also participated in the North Harbour Parish Altar Server training so they could serve our school community during whole school Eucharistic celebrations.

The Family Prayer Packs continued with three different formats (Lent, Ordinary Time, Advent) and included Lectio Divina and "hands-on" prayer.

3.3 Catholic Worldview

As disciples, we incorporate our Catholic Worldview through our daily actions. We embed our faith within all aspects of our curriculum and relationships within the community with a link to our school motto "to learn and to love".

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.

The staff Spirituality Day focused on "Challenges for Catholic Educators". Three members of the Mission Services team presented an engaging and thought provoking day. 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 [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

In 2013 the Principal and the Pastoral Care Co-ordinator attended the Diocesan Pastoral Care Conference. This conference was an opportunity to explore and look at ways to implement the new Diocesan Pastoral Care and Wellbeing Framework. During the year the programs reviewed in 2012 were revised again for point of need pastoral care and wellbeing, such as Engage, Link and Voice 4Kidz. The school also established an Action team in preparation for the implementation of KidsMatter in 2014. Members of the Action Team attended initial training and the staff began their professional learning on what KidsMatter will look like for St Kieran's Catholic Primary School.

4.3 Pastoral Care of Families

The Pastoral Care Co-ordinator was involved in family meetings and liaised with staff in regard to family needs (behavioural, social, academic and emotional) during 2013. The school also provided several parent evenings with the themes of Building a Body Confident Child, Building Resilience in Children and Understanding Anxiety in Children. The school also promoted local and systemic events in ways to help with parenting e.g. Triple P and Cyber Safety information evenings.

The class parent network continued to be a support for Pastoral Care of families, providing food parcels, pick up and drop offs and general support. In addition new Kindergarten families were buddied up with established Kindergarten families to help with navigating their first year at St Kieran's.

St Kieran's also implemented the "Primary Parent Planner" app as a communication tool between the school and parents. This assisted communicating in reminders about school events, functions and general school information.

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

During 2013 regular Learning Team Meetings continued to be held with the Learning Support Teacher and Class Teachers in order to use data to better identify learning needs. From these meetings and Grade Meetings learning goals could then be identified and set. Regular Instructional Walks have been embedded as a way for the School Leadership to gather additional data about the learning in the school. The focus for Instructional Walks has been on the use of Learning Intentions in Numeracy Blocks.

Our 3 year Strategic Goal is - To embed a shared understanding of the moral purpose that underpins the *Teacher Inquiry and Knowledge-Building Cycle* (Timplerley, 2008) to improve learning.

The Annual Goal which then came from this was - To improve student learning gains in Number.

The Annual Target which was set based on the Annual Goal was- By the end of 2013 decrease the % of students identified as mathematically vulnerable.

The Key Strategies identified to assist achievement of the Goal and Target were:

- 1) implement strategic Professional Learning (PL) to build leadership team and staff capacity in data analysis; and
- 2) identify, analyse, measure and monitor effective student data using the student tracking system.

The staff continued PL in deeper knowledge and understanding of Growth Points. PL was also planned in analysis of data. All children from Year 1 to Year 6 were assessed using the MAI (Mathematical Assessment Interview). Data was analysed and teaching and learning strategies were planned based on the data. Children who were identified as vulnerable in Year 1 participated in the EMU (Extending Mathematical Understanding) Program and children who were identified as vulnerable in one or more areas in Grades 2-6 were supported through the use of Individual Plans.

The staff continued further PL on Spelling during 2013 and this will continue into 2014 in keeping with the Strategic Goal and with the needs as evidenced by NAPLAN results over the past few years.

The First Steps Spelling Continuum was further explored with the teachers identifying different abilities in Spelling by placing their students on the Continuum. The Literacy Co-ordinator continued to lead this initiative and also monitored the gathering of data (Reading Levels K-2) for the Data Wall. Analysis of data on the Data Wall and from Observational Surveys was also conducted with the teachers by the Literacy Co-ordinator.

During 2013 the school began work on the first phase of the Student Tracking Database. This will continue into 2014 and eventually will provide all teachers with a comprehensive system of tracking individual students K-6.

Parent Education opportunities continued with Literacy Sessions for 2013 as well as sessions on Numeracy.

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 **(55)** students in Year 3 and **(36)** 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
Reading	State	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	0	7.4	22.2	20.4	50	98
Writing	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	0	1.9	16.7	40.7	40.7	98
Spelling	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	0	1.9	7.4	25.9	33.3	31.5	98
Gr. & Punct.	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	3.7	7.4	16.7	22.2	50	98
Numeracy	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	0	3.7	3.7	25.9	40.7	25.9	98

Year 3 Band distributions show that a total of 93.4% are in the top three Bands with 70.4% being proficient in Reading. 81.4% of the students are proficient in Writing and 72.2% are proficient in Grammar and Punctuation. Whilst trend data shows some minor cohort – driven fluctuations these results remain above Diocesan and State levels and continue to grow.



In Year 3 in Spelling 65.2% of the students achieved proficiency with a total of 91% achieving in the top three Bands. Trend data shows, for 2013, a slight improvement in this area, however it continues to be a necessary focus for the school and it has been identified as an Annual Goal for 2014.

Year 3 Band distributions show a total of 65.6% in the top two Bands for Numeracy with 92.5% achieving in the top three Bands. 62.9% achieved in the top two Bands for Number, Patterns and Algebra. In Data, Measurement, Space and Geometry 64.8% of the students achieved proficiency.

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	5.9	14.7	17.6	41.2	20.6	94
Writing	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	0	0	14.7	35.3	32.4	17.6	94
Spelling	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	0	5.9	26.5	38.2	23.5	5.9	94
Gr. & Punct.	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	0	0	11.8	20.6	44.1	23.5	94
Numeracy	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	0	2.9	14.7	35.3	23.5	23.5	94

Year 5 Band distributions show a total of 61.8% of students achieving in the top two Bands for Reading with 79.4% achieving in the top three Bands. 85.3% of students achieved in the top three Bands for Writing with 50% achieving in the top two Bands. 67.6% of students achieved in the top two Bands for Spelling with 29.4% achieving in the top two Bands. As outlined earlier, this will be a continuing focus area for the school in 2014. 67.6% of the students achieved in the top two Bands for Grammar and Punctuation.

In Year 5 in Numeracy 82.3% of the students achieved in the top three Bands with 47% achieving proficiency (top two Bands). 82.4% of the students achieved in the top three Bands for Data, Measurement, Space and Geometry with 53% scoring in the top two Bands. 73.5% of the students achieved in the top three Bands for Number, Patterns and Algebra. Trend data demonstrates positive growth across all areas for the Year 5 results. The use of the Mathematical Assessment Interview (MAI) across all grades 1-6 in 2013 has provided data which will enable the organisation of specific programs for individual learners.

5.3 Extra Curricula Activities

During 2013 Yoga was introduced to Years 2, 3, 5 and 6. The benefits of such a program impact on student wellbeing.

The musical "Jonah and the Whale" for senior students was a highlight of the school calendar. It allowed for specific talents to be showcased. It also allowed for other classes to take part in the production through such supports as; set design, chorus singing, costume and prop design.



5.4 Professional Learning

During 2013 the staff undertook a variety of initiatives for Professional Learning. The introduction of the new English and Maths Syllabus was a focus for the staff.

Our goal for Catholic Life and Mission was to acknowledge the place of the school as part of the Catholic community over the past 60 years. The staff was involved in PL which comprised designing teaching and learning programs to enable students to articulate significant facts and changes in the Parish school over 60 years.

Mathematics was a clear focus for professional learning as the implementation of MAI student data began to impact on classroom practice.

Student Wellbeing as a component of Pastoral Care practices and procedures, was developed and embedded by the use of outside facilitation focusing on a positive approach to behaviours for learning. The implementation of KidsMatter as a framework will be further developed.

The Leadership Team attended High Yield Strategy workshops as part of the Diocesan Leading Learning agenda and Instructional Walks and Talks were introduced with a focus on Mathematics and the understanding of learning intentions embedded in K-6 classrooms.

All staff completed Anaphylaxis, Asthma and CPR training as a regular annual occurrence.

During 2013 a number of staff continued work on their Masters of Theology course, with one teacher completing this in 2013.



6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The school improvement goals in the area of Catholic Life and Mission, Pastoral Care, Teaching and Learning, are linked to the overall strategic direction following the School Review and Development process.

The following priorities have been identified:

- acknowledging the school as part of the Catholic community and students being able to articulate significant facts and changes that have occurred over the 60 year history of the school;
- develop awareness and recognition of the connection between student wellbeing needs and the impact this has on learning with the implementation of the KidsMatter framework within the school community; and
- using the Mathematical Assessment Interview (MAI) as a learning focus to improve teacher subject knowledge and student conceptual learning in Number to decrease the percentage of students identified as being vulnerable in this area.

6.2 2014 Priorities and Challenges

The school will continue to implement directions outlined in Strategic Plan 2013 - 15 in the areas of Catholic Life and Mission; Pastoral Care and Teaching and Learning. The School Vision Statement: **Embrace; Equip, Engage** will be implemented with all members of the school community having an understanding of the role and responsibilities each will undertake to see this as a reality for the school.

The School Improvement Plan for 2014 will include the following areas for priority:

- to strengthen and deepen the students' understanding of Jesus in the Scriptures;
- to identify the importance of Social Justice as disciples of Jesus;
- identify students' needs in building positive relationships and a positive school community by implementing KidsMatter; and
- increase the number of students at Stage appropriate levels on the Spelling Continuum K-6.



7. Parent Participation

7.1 Introduction

Parents play an active and vital role in the school community as members of the School Board, P&F executive and committees and in a variety of volunteer and support role capacities.

The celebration of the 60th year of the school had parents involved in extra communities that supported the school in acknowledging the role of the school as a significant part of the wider school community.

Parental involvement throughout the anniversary year, and especially with the Family Fun Day, highlighted the involvement of parents and the extraordinary efforts of the P&F executive and the class parent network.

7.2 Parent Satisfaction

Parents were invited to attend a variety of educational and information sessions during the year on a range of topics. Numeracy and Literacy evenings were well attended, as well as information nights on Anxiety in Children, Raising Resilient Children and Choice Theory.

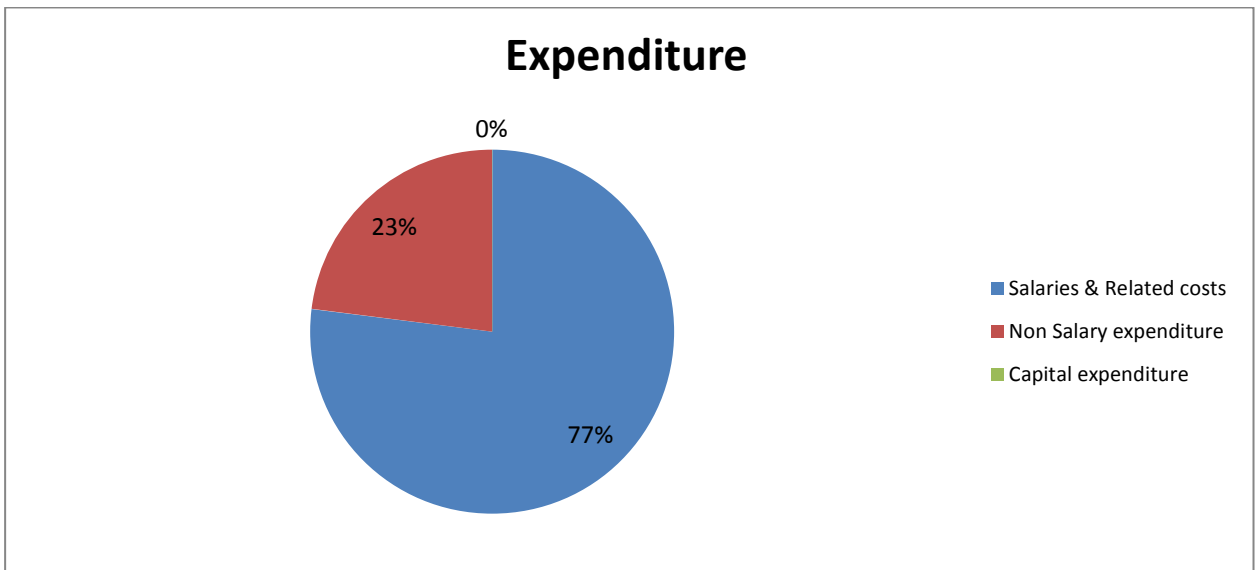
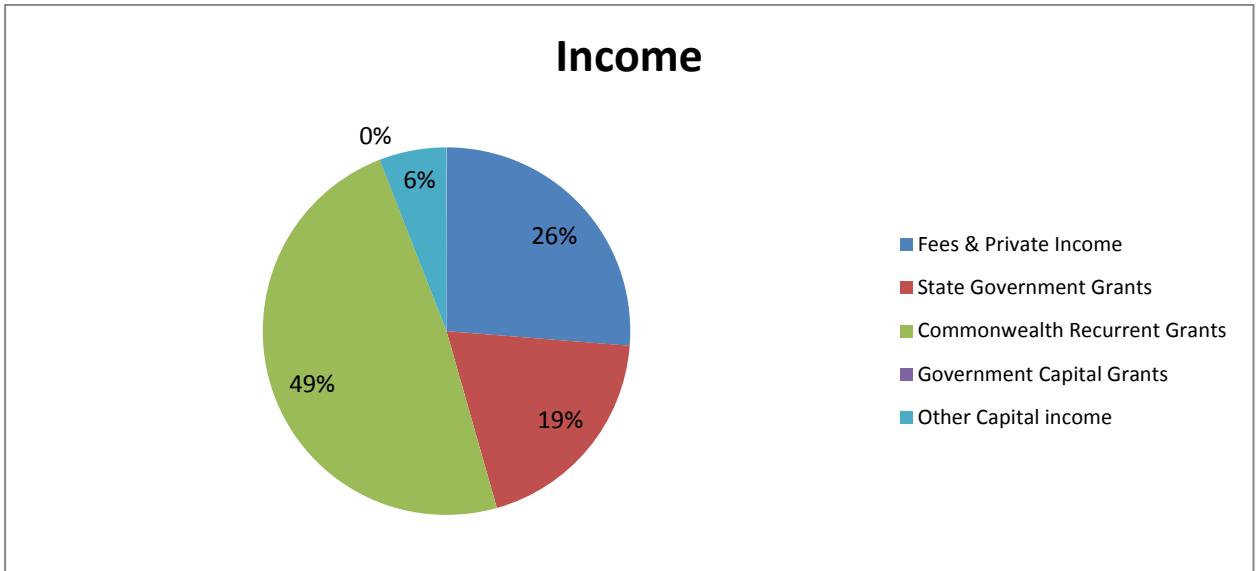
Each term at the P&F meeting, the parents welcomed presentations on subjects including NAPLAN, Numeracy and MAI testing, and the KidsMatter program that is being implemented next year.

The Parent Community has expressed gratitude at being offered these programs throughout the year, which assists greatly in engaging them with the primary education journey.



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 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.